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1. ABOUT

THE FOUNDATION FOR ENVIRONMENTAL EDUCATION (FEE)
FEE is a global network of environmental NGO’s with members in 76 countries. FEE and its members develop and deliver programmes that represent the cutting edge in Education for Sustainable Development and Environmental Education. It is the vision of the Foundation for Environmental Education that these programmes empower people everywhere to live sustainably and in an environmentally conscious manner (www.fee.global).

ECO-SCHOOLS
Eco-Schools is one of FEE’s most successful programmes. It is a fundamental initiative that encourages young people to engage with and in their environment by allowing them the opportunity to proactively manage and protect it. Through this programme and the different themes it addresses, young people experience a sense of achievement at being able to have a say in the environmental management policies of their schools and their wider communities. This ultimately steers them towards certification and the prestige that comes with being awarded a Green Flag (www.ecoschools.global).

YOUNG REPORTERS FOR THE ENVIRONMENT (YRE)
Young Reporters for the Environment is also a FEE programme. It empowers young people to take an informed stand on environmental issues they feel strongly about and gives them a platform to articulate these issues through the media of writing, photography or video. The programme offers young people a chance to make their voices heard and to feel that their voice matters. The ultimate goal of these young reporters is to investigate environmental issues, research solutions, and then report and disseminate this work (www.yre.global).

THE WRIGLEY COMPANY FOUNDATION
The Wrigley Company Foundation focuses on improving the well being of people and our planet. It does this through initiatives focused on oral health, environmental stewardship and local civic needs that ensure the vitality of communities where we operate. Since its founding in 1987, the Wrigley Company Foundation has donated more than $70 million USD to charitable organizations improving lives around the world.

THE LITTER LESS CAMPAIGN
The Litter Less Campaign is a joint initiative of the Wrigley Company Foundation and FEE. The campaign has operated since 2011. The goal of the Litter Less Campaign is to reduce litter and waste and affect long-term behaviour change among global youth. The main objectives of the Campaign are to 1) raise awareness of the effect of litter and waste on the local environment and wider community, 2) increase student knowledge and practical skills in preventing and managing litter and waste, 3) collaborate with other schools to promote Education for Sustainable Development (ESD), and 4) influence others by communicating with them through multimedia and other channels. The Litter Less Campaign is delivered via the Eco-Schools (ES) and Young Reporters for the Environment (YRE) programme platforms.

From 2011 to 2017, over 1.96 million students in 3,184 schools from all over the world have engaged with the campaign through Eco-Schools and YRE. The campaign is strongly action oriented. In the 2015-2016 school year participating schools undertook 1,356 Community Action Days and 240 schools introduced recycling systems.
2. THE LITTER LESS CAMPAIGN IMPACT MEASUREMENT & EVALUATION PROJECT

In order to elucidate the impact of the Litter Less Campaign a specific impact measurement and evaluation project was developed for FEE and the Wrigley Foundation by the Environmental Education Unit (EEU) of An Taisce, (the FEE Member for Ireland). An expert panel also guided this work. The panel included FEE members from Denmark, Wales, the Czech Republic and Northern Ireland along with members from universities (Copenhagen, Lund) and international organisations (UNEP, EEA, UNESCO).

Between 2014 and 2017 over 13,000 students were surveyed as part of the Litter Less Impact Measurement Project. Over 10,000 Litter Less Programme participants from 34 countries were surveyed along with a non-intervened control of over 3,000 students. Of the 10,000 Litter Less Programme participants 3,500 had undertaken YRE-Litter Less and 6,500 had undertaken Eco-Schools Litter Less.

412 participating teachers from 24 countries were asked to evaluate their experiences of the Litter Less Programme.

Various survey methods were used in the impact measurement and evaluation process. These included quantitative methods (indexed longitudinal and comparative) and qualitative methods (structured interviews, feedback forms).

These methods primarily assessed any changes in participant Perception, Behaviour and Opinion Leadership with regard to Litter & Waste. The teacher evaluation of the campaign included investigating teacher perception and feedback on classroom and school implementation of the campaign, student impact and teacher training.

During Year 1 of the project the main objectives were to establish some baseline data for the participant traits of interest i.e. perception, behaviour and opinion leadership and also to assess aspects of the project such as; the measurement methodology and applicability, the survey platform (i.e. hard copy), rates and quality of response, National Operator capacity and any possible issues associated with translation and language.

During Year 2 the focus was particularly on refining the methodology based on the learnings from Year 1. Firstly, the survey platform was moved online as well as in hard copy. There was a change to a self-assessment based, one off post-intervention survey of participants with comparison to a non-intervened control group. Participants and the control group were asked to assess if they had noticed changes in their own perception, behaviour and leadership with regard to litter & waste over the previous six months. Along with these changes a more qualitative approach was added via a structured interview based on the survey. A teacher evaluation of the campaign was also included. The post-intervention survey of participants with comparison to a non-intervened control group and the structured interview methods were continued into Year 3.

- 6,500 Eco-Schools
- 3,500 Young Reporters for the Environment
- 3,000 Control Group

BETWEEN 2014-2017
13,000 STUDENTS FROM 34 COUNTRIES SURVEYED.
3. PERCEPTION

Perception about Litter and Waste was measured by investigating the participant’s levels of interest, botherment (i.e. how bothered the participant was by litter & waste issues) and the scale of problem perceived (i.e. how big a problem the participant perceived) with the topic of litter and waste.

Initial pre-intervention (i.e. Pre-Litter Less Campaign) base study levels measured during Year 1 of the project indicated overall moderate to high levels of perception among the surveyed students regarding litter & waste issues.

- Over 70% of students surveyed were either “very interested” or “interested” in the topic of litter and waste. Only 5% indicated they were “not interested”
- Over 95% indicated that littering was either a “very big problem” or a “problem”. Less than 1% indicated that littering was not a problem.
- Over 80% indicated that littering bothered them either “a lot” or “a good bit”. Less than 3% indicated that littering did not bother them at all.

The pre-intervention specific perception index developed for the project measured perception at international levels at an average of 0.75. However, there was a considerable range evident particularly at a national level. The average perception index for Israel was measured at 0.51 and the index measured for South Africa was 0.93. However, it was apparent that there was very little variation within the country value i.e. the country index value was very similar to the individual students indices from that country e.g. most South African participants displayed an individual perception index very close to 0.93.

During Year 2 and Year 3 of the project Litter Less participants displayed an average overall difference of c.20% plus when compared to a non-intervened control group.

For example Year 2 measurements indicated an overall 20-30% difference between YRE Litter Less participants and the control group. 54% of YRE Litter Less participants indicated that they were “much more” interested in the theme litter and waste in the previous six months in comparison to 24% among the control group. An overall 20-35% positive increase observed among Eco-Schools Litter Less participants.

In essence, students that have undertaken the Litter Less Campaign are more interested in Litter & Waste, consider it a bigger problem and are more bothered by it than students that have not undertaken the campaign.

» 54% of YRE participants were “much more” interested in the theme of litter and waste after the campaign.

» Only 24% of the control group said the same.
4. BEHAVIOUR

Participant Behaviour around Litter & Waste was assessed by measuring changes in the participant’s litter and recycling behaviour in school and in their neighbourhood and also by aspects of their reuse behaviour. This was one of key impact measurements assessed by the project. The results outlined below initially indicate the base line levels for behaviour and then indicate the comparative difference between the levels between Litter Less Campaign participants and a non-intervened control group.

The baseline pre-intervention i.e. pre-Litter Less Campaign levels for behaviour with regard to litter and waste indicated that littering behaviour was broadly similar in the school and neighbourhood settings with 70% of participants indicating they never litter at school and 65% participants indicating they never litter in the neighbourhood. Only 5-6% admitted always littering in both settings. 20% indicated they sometimes littered in school and 30% indicated they sometimes littered in their neighbourhood. Recycling behaviour is also broadly similar in the school and neighbourhood settings with 75% of participants indicating they recycle, 15% indicating they don’t recycle and 10% indicating that recycling was no possible in either setting. 75% of participants indicated that used both sides when using paper.

The pre-intervention specific perception index developed for the project measured behaviour at an international average of 0.79. However, as with the perception index, there was a considerable range evident particularly at a national level. The average perception index for Israel was measured at 0.39 and the index measured for the Czech Republic was 0.93. Also, it was apparent that there was very little variation within the country value i.e. the country index value was very similar to the individual students indices from that country.

When the Year 2 and Year 3 measurements are assessed there is a typical overall 10-25% difference in litter behaviour between Litter Less participants in the school and neighbourhood settings in comparison to the control group. For example from the Year 2 measurements 43% of YRE Litter Less participants indicated that they drop “much less” litter in school in the previous six months in comparison to 23% among the control group; 46% indicated that they drop “much less” litter in their neighbourhood in comparison to 26% among the control group. 33% of YRE Litter Less participants indicated that they recycled “much more” in school in the previous six months in comparison to 17% among the control group.

Overall, it is apparent from the impact measurement project that students that undertake the Litter Less Campaign are more likely to drop less litter in school and in their neighbourhood, recycle more at school and at home and undertakes simple reuse of items more than students that have not undertaken the campaign.

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**RECYCLING LEVELS HAVE INCREASED. 33% OF YRE LL PARTICIPANTS RECYCLED “MUCH MORE” AFTER YEAR 2**

**LITTERING LEVELS HAVE DECREASED. 43% OF YRE LL PARTICIPANTS DROPPED “MUCH LESS” LITTER AFTER YEAR 2.**
5. OPINION LEADERSHIP

Opinion Leadership is typically defined as the process by which a person influences the attitudes or actions of other people. During the current impact studies the levels of opinion leadership with regard to litter and waste were assessed and monitored among participants and also among non-intervened control groups. The measurement was undertaken by elucidating the number of discussion settings for litter & waste undertaken by participants (i.e. at home, at school, among friends) and the amount of encouragement the participants gave to others towards positive litter & waste behaviour. Previous work in Ireland in 2001 had identified the potential of opinion leadership as a driver and facilitator of behaviour change.

Baseline levels of opinion leadership indicated discussion settings and levels about litter & waste in the previous month for participants were as follows: at School – 62%, with Family 29%, with friends – 22% and with no-one- 24%.

When it comes to encouragement of others not to litter, 31% indicated that they “always”, 57% indicated that they “sometimes” and 12% indicated that they “never” encouraged others not to litter. As regards encouragement of others to recycle 31% also indicated that they “always”, 54% indicated that they “sometimes” and 16% indicated that they “never” encouraged others not to litter.

The pre-intervention specific perception index developed for the project measured opinion leadership with regard to litter and waste at an international average of 0.53. However, as with the perception and behaviour index, there was a considerable range evident particularly at a national level. The average opinion leadership index for France was measured at 0.35 and the index measured for China was 0.70. Also, it was apparent that there was very little variation within the country value i.e. the country index value was very similar to the individual students indices from that country.

OPINION LEADERSHIP LEVELS HAVE RISEN.

✓ 48% of Eco-Schools LLC participants encourage others not to litter vs 25% of the control group.

✓ 46% of YRE LLC participants encourage others not to litter vs 19% of the control group.

When the Year 2 and Year 3 measurements are assessed there is a typical overall 15-25% difference in opinion leadership levels between Litter Less participants in comparison to the control group. For example, the year 2 measurements indicated 29% of YRE Litter Less participants indicated that they discussed litter & waste issues “much more” in the previous six months in school, with family and with friends in comparison to 15% among the control group. 46% of YRE Litter Less participants also indicated that the encouraged other “much more” to not litter in comparison to 19% of the control group. 48% of Eco-Schools Litter Less participants also indicated that they encouraged others “much more” in the previous six months to recycle in comparison to 25% of the control group.

As with the previous measured traits, it is apparent from the impact measurement project that students that undertake the Litter Less Campaign are more likely to discuss the topic of litter and waste more often in more settings and encourage others more often to not drop litter and to recycle more.
6. IMPACT & BACKGROUND FACTORS

As part of the impact measurement processes a number of background factors were taken into consideration. Further important insights emerged from the investigation of this data. These insights have implications on the interpretation of the impact measurement process and also on future programme delivery.

These background factors included participant age, gender and in the case of Eco-Schools Litter Less committee membership. Furthermore, there are, as described previously, strong national trends evident. These were particularly apparent within the Year 1 measurements when baselines on perception, behaviour and opinion leadership were being established.

Participant age appears to have an effect on the pre-intervention levels of the various traits. Typically, there is a decrease in the index scores with increasing age. This could indicate that it is more difficult to achieve and measure an impact with older participants due to this background decay. It has an obvious effect when comparing the impact of the YRE Litter Less and Eco-Schools Litter less Programmes as the there is substantial difference in average age between the two programmes.

The project also indicates that female participants typically have higher pre-intervention indices for perception, behaviour and opinion leadership than male participants. Among Eco-Schools Litter Less participants committee members have higher pre-intervention indices than participants that are not committee members.

National trends are also evident for each of the traits of interest. This is described here as the pre-existing cultural landscape. This was particularly evident from the baseline measurements made during Year 1. In some cases these trends appear to show relationships to other factors such as GDP. For example, there appears to be an overall inverse relationship between the national perception measurements and national GDP. In other words, the higher the national GDP the less interested, less bothered and less of a problem the participant considers the issue of litter & waste!

FEMALE PARTICIPANTS TYPICALLY HAVE HIGHER PRE-INTERVENTION INDICES FOR PERCEPTION, BEHAVIOUR AND OPINION LEADERSHIP THAN MALE PARTICIPANTS.
7. THE SUSTAINABLE DEVELOPMENT GOALS & EDUCATION FOR SUSTAINABLE DEVELOPMENT

The Sustainable Development Goals (SDGs) are a global call to action on the environment, social and economic progress as well as matters of peace and justice. The 17 goals are interconnected – success in one area can have cascading benefits in others. For instance, students focusing on Marine Litter issues will often be simultaneously engaged with Goal 14 - Life Below Water and Goal 12 Responsible Consumption and Production.

The Litter Less Campaign as it is implemented via YRE and Eco-Schools takes this synergy between goals a step further by aligning the theme of litter and waste with the successful methodology of the FEE programmes using the SDGs as targets to orient towards. These are some of the ways in which this happens

1. NO POVERTY
   The programmes and campaign are inclusive and can be adapted to any social or cultural background.

2. ZERO HUNGER
   Students are exposed to issues surrounding food production and food waste.

3. GOOD HEALTH AND WELLBEING
   A connection is made between the environment and health - specifically links between disease and pollution and waste.

4. QUALITY EDUCATION
   The FEE methodology is a powerful tool which fosters a whole institution approach and critical thinking – key to solving litter and waste issues.

5. GENDER EQUALITY
   All students regardless of gender are invited to participate in the campaign.

6. CLEAN WATER AND SANITATION
   Water is one of the main pillars of Eco-Schools where students study the interaction between waste and water quality.

7. AFFORDABLE AND CLEAN ENERGY
   Energy is a major theme of Eco-Schools and YRE. Bioenergy from waste is examined in this context.
8. DECENT WORK AND ECONOMIC GROWTH
Leadership, teamwork and critical thinking skills combined with a deep knowledge of sustainability empower students for future jobs.

9. INDUSTRY, INNOVATION AND INFRASTRUCTURE
The campaign empowers students to identify solutions to waste infrastructure gaps in their schools and communities.

10. REDUCED INEQUALITIES
The campaign brings students of all backgrounds in all countries together through a common purpose.

11. SUSTAINABLE CITIES AND COMMUNITIES
Actions on waste management and responsible consumption impact wider communities as students bring ideas out of the classroom.

12. RESPONSIBLE CONSUMPTION AND PRODUCTION
Through the campaign students reflect on consumption habits and identify issues and solutions with regard to resource use.

13. CLIMATE ACTION
The programmes teach climate resilience and awareness raising which interact with issues of waste emissions.

14. LIFE BELOW WATER
Participants deal with ocean plastics and their effect on marine life and the food chain.

15. LIFE ON LAND
Biodiversity is a major programme theme including the impact of dumping in sensitive habitats.

16. PEACE AND JUSTICE STRONG INSTITUTIONS
Ethical matters such as producer responsibility and legal obligations are investigated.

17. PARTNERSHIPS FOR THE GOALS
The campaign brings students into contact with local businesses, community and political leaders.
8. QUALITATIVE INSIGHT

As part of the Impact Measurement & Evaluation Project a qualitative aspect was added to the project in Year 2 and Year 3. This involved a number of Litter Less YRE participants undertaking a structured interview based on the measurement survey. 113 participants were interviewed from 8 different countries over both years. Respondents explained why they answered as they did and described their personal experience of taking part in the Litter Less Campaign across the main three thematic areas of perception, behaviour change and opinion leadership.

The key insights provided greater insight into the quantitative findings from the perspective of the students themselves:

(1) Students were carrying the message, leadership, motivation and actions from the campaign into their families, households, neighbourhoods and communities.

(2) Students highlighted cases where they were adopting streets and co-ordinating local recycling and clean up efforts.

(3) Participating students would have to make unpopular and difficult choices in their daily social interactions (e.g. having to remind peers not to drop litter sometimes to the point of being an annoyance), in order to set a good example.

(4) Participants clarified that in their responses selecting “same as before” was synonymous with existing positive litter and waste behaviour.

(5) Through their ideas and actions participants have been implementing the Sustainable Development Goals in real-time throughout the world.

**PERCEPTION**

“We studied clothes and their impact on the environment. We realised that making clothes is very polluting, and that it was worth it trying to buy less of them.”

(16 year old, Lycée Paul Duez, Cambrai, France). SDG 12

“Before the campaign, I wasn’t aware of the consequences of litter; now I do as I know that waste ends up in our oceans and rivers. This leads to soil pollution and even visual pollution.”

(15 year old, Lycée Georges Colomb, Lure, France). SDG 14

**BEHAVIOUR CHANGE**

“At home, I asked to collect the garbage separately: We give the paper to the reception point for waste paper, we give the plastic bottles to the woman who sells homemade milk (she sterilizes and uses it again), we give old things to the needy, and I make compost from food waste. This is financially beneficial and reduces the burden on the environment.”

(13 year old, Gymnasium #1 (Shakhtinsk), Kazakhstan). SDG 10

“I learned that garbage, decaying, emits toxic substances that are bad for human health. And I decided that I need to fix these effects.”

(14 year old, School-gymnasium #1, Sarkan, Kazakhstan). SDG 3

**OPINION LEADERSHIP**

“We know how to transfer gained knowledge to our everyday life, and to inspire our families and friends.”

(14 year old, ZŠ Jána Palárika Majcicichov, Slovakia). SDG 4

“I have become much more involved in clean-ups and have adopted a couple of streets in my community to look after.”

(14 year old, Seaquam Secondary School, Canada). SDG 11
9. TEACHER EVALUATION

As part of the Year 2 Evaluation of the Litter Less Campaign, teachers were directly asked about their experience in implementing the campaign on the ground. The responses were overwhelmingly positive, linking the work of the campaign to the aspirations of SDG 4 - Quality Education.

YOUNG REPORTERS FOR THE ENVIRONMENT TEACHERS’ SURVEY
107 Teachers Interviewed from 6 countries

- **EVALUATION:** 46% of teachers said the Litter Less Campaign was 'Very Good' and 40% said it was 'Excellent'.

- **EMPOWERMENT:** 93% of teachers said that their students were either 'Empowered' or 'Very Empowered' after completing the campaign.

- **ENGAGEMENT:** 92% of teachers found the Litter Less campaign easy or very easy to implement into the curriculum.

ECO SCHOOLS TEACHERS’ SURVEY
305 Teachers Interviewed from 16 countries

- **INTEGRATION:** 92% of teachers found the Litter Less campaign easy or very easy to implement into the curriculum.

- **INVOLVEMENT:** 96% of teachers said that their students were involved or very involved in the Litter Less Campaign.
10. OTHER IMPACT MEASUREMENT PROJECTS

During the course of the development of the Eco-Schools Programme over the last 25 years there have been a number of investigations into the impacts of the programme.

Ireland has a very successful Eco-Schools Programme for over 20 years. Over 95% of the 4,100 schools in Ireland are participating in Eco-Schools and 3,300 of these schools have been accredited with a Green Flag. In total this equates to around 850,000 students and 35,000 teachers, not to mention these school’s wider communities. A number of factors contribute to this success including the Eco-Schools 7-step methodology, long-term partnerships with various stakeholders and a focus on participant support and engagement. However, a key fundamental to the success has been the ongoing measurement of the programme impact.

Results from monitoring of the Eco-Schools Programme in Ireland over the last 15 years would indicate impacts on a number of key metrics.

These include a typical on average:
- 40-45% reduction in the levels of waste to landfill from the school;
- 25-30% reduction in water consumption in the school;
- 10-20% increased use of sustainable modes of travel to and from school;
- 10-15% reduction in electricity consumption in the school

These can also be assessed on a per capita (i.e. per participant basis). Estimates from participating schools data indicate, for example, the per capita savings for potable water per year is around 1m³ (1,000 litres); for reduction in to landfill it’s around 4kg per year; for electricity it is c.30kWh per annum and for transport fuel it is c.5 litres per year. When these are calculated for the number of students and teachers involved for each theme the combined impact becomes very substantial. For example the reduction in water consumption is c.400 million litres of potable water per annum; the reduction in electricity is c. 15 million kWh per annum; the reduction in transport fuel is around 1.2 million litres per annum. In total it is estimated that the total reduction in direct costs to schools (2017) is c. 8 million euro per annum. From a climate action viewpoint the Eco-Schools programme in Ireland at a minimum is preventing/reducing CO₂ (carbon dioxide) emissions by c.35Kt, CH₄ (methane) emissions by around c.5Kt and CO (carbon Monoxide) by c. 65 tonnes per annum.

As mentioned previously, research into the impacts of Eco-Schools in Ireland indicated the importance of opinion leadership as a factor in behaviour change. Furthermore, it highlighted the importance of the teacher as a focus for activating and cascading the impact of the programme. This research also indicated that Eco-Schools had an impact in the wider communities with increased recycling levels within the homes of Eco-Schools participants.

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**ECO-SCHOOLS IRELAND 2016/7 PERFORMANCE MEASUREMENT**

- 2,100 tonnes of waste diverted from landfill
- 6.8 Million Units of electricity and 2,4 million litres of oil saved
- 460 Million Litres of water saved
11. CASE STUDIES IMPACT IN ACTION

HERE IS A SELECTION OF THE GLOBAL IMPACT WHICH THE CAMPAIGN IS DRIVING.

ECO SCHOOLS LITTER LESS: UGANDA – JOJANA PRIMARY SCHOOL, KAMPALA

The Litter Less Campaign has promoted and advertised our school to the outside world through exchange visits and participations in various national gatherings. Regarding education, the LLC has helped us improve the quality of education in that we no longer teach from abstract, since we can now use a number of learning aids made from litter.

Furthermore, the Campaign gave us education skills on using litter for development. For example we are now making flow- ers, which we sell and get good money for. As teachers, this diversified our economy and improved our living standards. The Litter Less Campaign improved and promoted agriculture in our school. This came as a result of getting knowledge of making manure from the litter we get from the school community, which helps us in our school demonstration garden for local medicine and vegetables. We also learned that the ash got from the incinerator after burning rubbish is very good for preventing banana weevils in the Head Teacher’s banana plantation.

The Litter Less Campaign has helped us discover the pupils’ intellectual curiosity by giving them a chance to explore the world around them.

YRE LITTER LESS – FRANCE

One high school in France had the novel idea to set up their own project called Terracycle which consisted of recycling old pens. All the people from the school community involved in the project were present at the ceremony to reward the winning students. Their town’s mayor and the president president of the local waste processing facility were also there to celebrate and congratulate the students for their hard work.

YRE LITTER LESS - NEW ZEALAND

The students of Ao Tawhiti Unlimited Discovery school discussed litter problems and how they would solve them. The girls came up with the idea of making cotton/beeswax sandwich wraps to sell to replace the plastic wrap being used in lunchboxes and at the cafeteria on campus.

The resulting idea - ‘Happywraps was a big hit. There are also plans afoot to sell the wraps at a local pre-school that is having a ‘litter-less’ lunchbox day.
12. PROJECT LEARNINGS & CONCLUSIONS

A number of key observations, insights and learnings can be established from the impact measurement project:

THERE IS SUBSTANTIAL EVIDENCE THAT THE LITTER LESS CAMPAIGN IS HAVING AN IMPACT ON A NUMBER OF LEVELS.

1) The participating students are displaying positive changes in their perception, behaviour and opinion leadership with regard to litter & waste due the Less Litter Campaign. The participants drop less litter, recycle more, reuse more, discuss litter & waste more often in more settings, encourage others more to recycle and not drop litter. They are also more interested in and bothered by litter & waste.

2) The project has given important insights into how background but intrinsic factors such as participant age, gender, levels of engagement operate around programme delivery and impact. There are also important insights given to the effects of intrinsic, pre-existing cultural landscapes which operate at a participating country level.

3) The impact of the campaign is also evident on the schools wider community. The feedback from the structured interviews of YRE-Litter Less participants clearly illustrate this.

4) The key practitioners, the co-ordinating teachers have had a very positive experience of the campaign and are a key fulcrum to the campaign. 99% of teachers surveyed would recommend it to a colleague.

5) It is also evident the Eco-Schools and YRE provide a solid platform for the Litter Less Campaign with good step wise methodologies and global reach with local adaptability.

FROM A PROGRAMME DEVELOPMENT VIEWPOINT THIS PROJECT HAS GIVEN:

1) Insights into the requirements for undertaking an impact measurement across such a large number of countries. It should be considered that this was the first occasion for FEE to undertake such a scale of impact measurement.

2) The role and capacity of the National Operators to make such a substantial contribution to a project of this type. It is very apparent that there has been a step change in the National Operator skills and learnings during the project.

3) There are a number of barriers and factors to be considered in undertaking impact measurement. These include access to appropriate non-intervened controls for measurement. There can also be potential issues due to language and translation.
“The campaign has been very interesting and fulfilling and I’m glad to have been given the opportunity to participate in it. Thank you”.

(16 year old student from Ireland)