

ADOPT A
SCHOOL
PROPOSAL
2021

A close-up photograph of a person's hand holding a small green plant with several leaves. The plant is supported by a horizontal wooden stick. The background is a soft, out-of-focus green field.

ECO-SCHOOLS PROGRAMME

PROGRAMME BRIEF

PREPARED BY



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"If we are putting hope for the future of our planet in our young people, then they must have the tools and feel empowered to take on the world's greatest challenges.

Malaysia, my goodness, has wonderful amazing rainforests with an incredible richness of plants and animal species.

We need people who understand that we cannot have unlimited economic development on a planet with finite natural resources, many of which are being used up in some areas faster than nature can replace them.

It's our disrespect for the natural world that's led us to the climate crisis which now threatens all life on this planet.

Together we need to create a critical mass of people who respect nature and animals, and who realise we're part of and dependent on the natural world, and that all the choices we make each day can harm the environment.

You cannot love what you don't know, and a lot of Malaysians are not even aware of the existence of gibbons in the country."

- Jane Goodall



PREAMBLE

The programme brief is intended to capture the Ministry of Education (MOE)'s philosophy and ongoing efforts to develop individuals who are intellectually, spiritually, emotionally and physically balanced and harmonic. Malaysian citizens who are knowledgeable, responsible, competent and capable of achieving well-being and contribute to the betterment of family, community and country are essential attributes towards a developed nation status. Green Growth Asia Foundation (GGAF) believe, the philosophy's root not only enshrined in the Rukunegara, National Economy Policy, National Education Policy but also transcend across (but not limited to) National Policy of the Environment and National Policy on Biological Diversity, as well as United Nations Programmes such as United Nations Educational, Scientific and Cultural Organization's (UNESCO) Global Action Program on Education for Sustainable Development and Sustainable Development Goals.

OBJECTIVE

The main objective of the brief is to:

1. Increase engagement with state government on the implementation of Eco-Schools Programme, the world's largest sustainable schools programme.
2. To gain financial support from state government and prospective funders to implement 3 years holistic eco-schools programme .
3. To provide a democratic and participatory Eco-Schools programme that provides an excellent opportunity for pupils to experience active citizenship in school.
4. Provide an avenue for students to engage with local leaders specifically in selected location via dialogue session about environmental issues.
5. With support from prospective funders and state government, the programme aimed to ensure that the Eco-Schools community becomes a powerful platform for teachers to expand their knowledge of sustainable practices, interact with like-minded people, impart the knowledge to students and children and create a lively civic/green movement that will have the power to bring about change on the ground level.



8 Jumaat 29 September 2017 MELAKA HARI INI

Program Eco School dedah murid sayangi alam sekitar



SESI memberi makan kepada penyu oleh pelajar disaksikan murid dan guru SMKBB.

Oleh FAIZ HASAN
MASJID TANAH 28 Sept. - Seramai 35 murid pendidikan khas Sekolah Menengah Kebangsaan Bukit Baru (SMKBB) mengadakan lawatan di Pusat Konservasi dan Penerangan Penyu, Padang Kemuning, dekat sini semalam.
 Program Eco-School melalui kerjasama pihak sekolah bersama WWF-Malaysia dan Green Growth Asia itu beri kesedaran murid terhadap pemeliharaan penyu yang semakin pupus.
 Ketua projek Eco-School, Sri Themudu B. Baboo berkata, pendekatan ini akan memberi kesedaran bagi mengenal pasti masalah alam sekitar dalam komuniti sekolah serta mengenal pasti biodiversiti dan usaha menangani masalah ini.
 Menurutnya, Eco-School yang dilancarkan sejak November tahun lalu telah mencapai bilangan penyertaan sekolah meringkat hingga hari ini.

"Sebanyak 35 buah sekolah berdaftar aktif mengikuti program-program dilaksanakan dan usaha ini akan diteruskan secara berperingkat.
 "Kita telah melantik 12 braga pengajar memberi pengetahuan untuk isu ini di sekolah dengan memberi tunjuk ajar berdasarkan pisanam yang ditetapkan WWF-Malaysia.
 "Antara program yang telah dilaksanakan adalah kajian alam sekitar, projek aquaponik, penanaman bitan mini serta kitar semula secara kreatif oleh sekolah-sekolah yang terlibat," ujarnya.
 Semeranta itu, guru Sekolah SMKBB, Samundi Iwari berkata, pihak sekolah memaikan peranan penting dalam usaha ini bagi memberi kesedaran murid melalui subjek pembelajaran di sekolah.
 "Program yang memberi penekanan kepada murid memberi kesedaran terutama kepada spesies penyu yang semakin pupus ini," katanya.



SAMUNDI (tiga kanan) bergambar bersama murid SMKBB di Pusat Konservasi dan Penerangan Penyu.



PEGAWAI pemeliharaan marin, Nurul Bariyah Babu menunjukkan tempat penetasan penyu kepada murid di Pusat Konservasi dan Penerangan Penyu, Padang Kemuning, 9-tahu lalu.



A white, crumpled paper shape is centered on a dark green background. The paper has a textured, folded appearance with various creases and shadows. The text "EXECUTIVE SUMMARY" is printed in a bold, black, sans-serif font on the white surface.

EXECUTIVE SUMMARY

EXECUTIVE SUMMARY

Education and knowledge are synonymous in behavioural changes; the conceptualisation of education for sustainable development, if not followed by proper methodological approach will lead to its failure. The Eco-Schools Programme systematically addresses local environmental issues and facilitates the dissemination of environmental literacy initiatives for the participating schools and its surrounding community. Green Growth Asia Foundation—a pioneer in the field of education for sustainable development in Malaysia, has been involved in the Eco-Schools Programme since 2016 through the hosting of Eco-Schools Melaka and Eco-Schools Kedah.



ACKNOWLEDGED BY



**UNITED NATIONS
UNIVERSITY**

The recently established Regional Centre of Expertise on Education for Sustainable Development (RCE) Melaka serves as the manifestation of our continuous commitment in building an environmentally and economically sustainable future. As a non-governmental organisation, we are actively engaging potential investors into joining our journey of eco-schools' expansion; empowering more young people to make a difference in the world.

Our unique approach focuses on collective capacity building through multispectral collaboration; it allows room for continuous development with the purpose of enhancing the impact of the programme and the effectiveness of the project implementation. We empathise the difference in students' potentials. We believe that regardless of the circumstances, the meticulously structured three-year Eco-Schools Programme will help schools to fulfil the planned goals without pressuring the students and teachers. The Foundation stresses a few project components that include research and analysis, project-based learning, environmental problem-solving method and processes and pedagogical workshop, for all schools under its purview. Each component will contribute to the change of mindset. The students participating in the programme have been observed to possess the ability to express themselves more willingly with a strong passion for environmental advocacy; effectively producing green ambassadors.

The outcome of this project will be the direct benefits received by students and teachers from public schools. The participating schools are eligible to compete for the internationally recognised award offered by the programme.

EXECUTIVE SUMMARY [CONT]



The three levels of accomplishment; the Bronze, Silver and Green Flag Award reflects the commitment and impact of the planned eco-projects on the community. The Foundation aims for 100 per cent rate of being awarded any of the three awards: with at least 50 per cent receiving the Green Flag Award. Besides the award and recognition, the project will significantly improve the environmental awareness of the schools' surrounding community; they will consciously be thinking about the environment and the effect of their daily life on the wellbeing of the planet. Ultimately, pursuing local policymakers to introduce laws and regulations pertaining to the protection of the environment. The success stories of the Eco-Schools Programme without a doubt will spark a nationwide debate on the importance of environmental education curriculum, transforming our national education system forever.





**BACKGROUND OF THE PROJECT:
SITUATION, PROBLEM AND
STAKEHOLDER ANALYSIS**

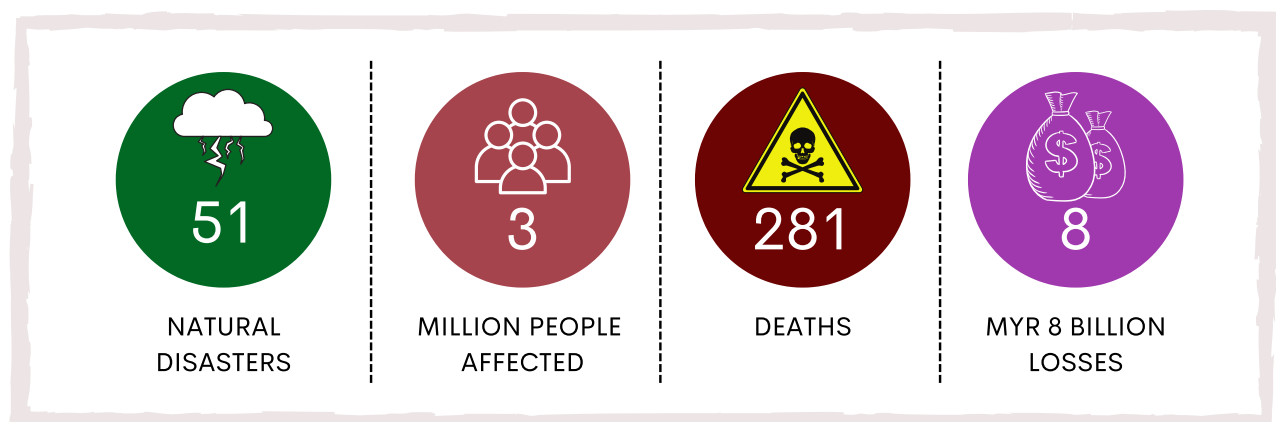
SITUATION, PROBLEM AND STAKEHOLDER ANALYSIS

BRIEF SITUATION AND PROBLEM ANALYSIS

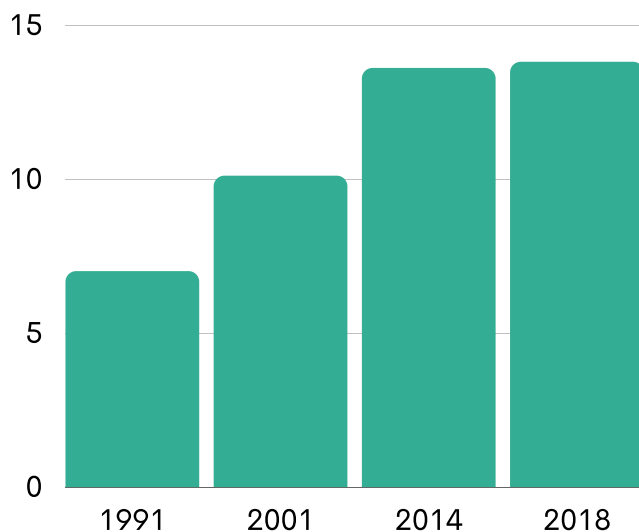
In this era of technological convergence, the focus on critical environmental issues such as climate change and pollutants have constantly been a subject of discussion amongst policy-makers, social scientists and community leaders. Violations against nature that took place decades ago in pursuit of economic stability lead to the harsh reality today, that if not prevented will haunt our future generation. The lack of environmental literacy that combines two essential remedies of success, such as knowledge and will power, prevents the effective implementation of environmental solutions. Study shows a high level of environmental knowledge amongst the developing and developed countries, yet the numbers of reported environmental cases are not showing any sign of relief.

ENVIRONMENTAL ISSUES AND ITS' ECONOMIC IMPACT

Malaysia is facing several environmental issues including natural disasters which brings negative impacts. In the last two decades, Malaysia has faced 51 natural disasters that have affected over 3 million people which resulted in 281 deaths and about MYR 8 billion in losses (Relief Web,2019). Floods made up of 38 out of the total 51 natural disasters from 1998 to 2018. Other issues that Malaysia is facing are climate change, droughts, deforestation and haze.



MALAYSIAN YOUTHS AND ECOLOGICAL SUSTAINABILITY



The Malaysian government defines youth as those aged between 15 to 30 years. Since 1991, the number of young people has increased from 7 million to 10.1 million in 2001, 13.67 million in 2014 and 13.88 million in 2018. As of 2018, Malaysians aged 15 - 35 years made up about 45.8% of Malaysia's total population, the largest among all the age groups (Department of Statistics Malaysia, 2019).

Hence, the Malaysian youths are thus the backbone of the nation, drivers of economic change and are key agents in shaping the future of Malaysia.

The youth needs to be actively involved in environmental issues to ensure ecological sustainability. The youth population forms the most significant part of the world's population (United nations, 2019). The youth are more open, creative and enthusiastic. Hence, they are able to adapt their lifestyles and make eco-friendly choices.

By adopting the environmentally sustainable lifestyle, they can contribute to protect the environment from further pollution. Moreover, the youth needs to live with the adverse effects of the environmental concerns that currently threaten the environment (Wan Kalthom, 2020). It has been said that environmental awareness is having fundamental knowledge and understanding about the earth, physical and ecological systems and environment issues that is affecting society, politics, economy, culture and technology (Holloweg et al., 2011). "Environmental studies determines environmental behaviour - Gifford and Sussman", hence several studies have been conducted to assess environmental awareness and attitude among Malaysian youth.

"ENVIRONMENTAL STUDIES DETERMINES ENVIRONMENTAL BEHAVIOUR

- Gifford and Sussman

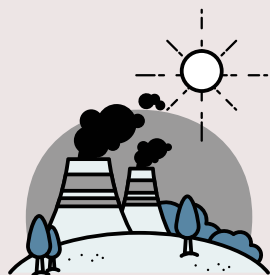
ENVIRONMENTAL IMPACT EXPERIENCE AMONG MALAYSIAN YOUTHS

Students are more aware of pollution as environmental issues of national concern and are less aware of more complex environmental problems. The attitude of students are influenced by their level of environmental experience. Students were found to have only basic understanding of the global warming process and climate change without having in depth understanding of other environmental issues.

PERSONAL EXPERIENCES OF ENVIRONMENT AND CLIMATE-RELATED EFFECTS AMONG YOUNG PEOPLE



Nine in 10 Malaysian youth (91.3%) have experienced environment and climate-related effects in the last 3 years.



Air pollution, water pollution, floods and drought were the most common effects experienced by young people.



Seven out of ten respondents have experienced air pollution (including haze), whereas a third of respondents have experienced water pollution in the last three years.



More than a quarter of respondents mentioned floods as a climate-related impact that they had experienced.

Source: National Youth Climate Change Survey Malaysia

Air pollution, haze and floods are the most common environmental issues that are known to students. This might due to the fact that it occurs frequently, visibility and its effects on their personal life and experience. However, it is stated that students generally have a positive attitude towards the environment but they lack social responsibility.

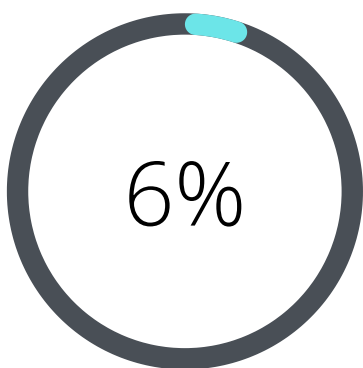
Although there are positive attitude towards the environment but they lack interest in learning about sustainable environment and joining environment related activities. One of the main reason students are accepting towards environment awareness and activities is because these programs seems trendy and cool. Hence, it has a short span of interest among students. The efforts made by higher institutions and the Malaysian government to promote sustainable development among youth has shown fruitful results.

ENVIRONMENTAL LITERACY AMONG MALAYSIAN YOUTHS

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In secondary schools, about 6% students take part in environmental clubs and their main form of involvement in environmental related activities is watching documentaries and reading environment related articles. The most common interest Malaysian youths show towards the environment is only via sharing environment concerned posts on social media like Facebook and Twitter.

It can be said that despite high understanding of the environmental problems in the country, the youth felt like their actions have no impact on an individual level or were not bothered enough about the issues to participate. The most influencing factor for environmental participation was self-awareness, influence of parents and teachers. These shows that the environmental participation among Malaysian youth is inadequate.

ENVIRONMENTAL EDUCATION IN MALAYSIA

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Students positive attitude towards environmental issues are due to the efforts made by higher institutions and the Malaysian government to promote sustainable development among the youth

Jamilah et al. (2015)

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There are many efforts taken towards promoting Malaysian youth in environmental issues. In 1998, the Malaysian government introduced environmental education into its national curriculum through formal education and extracurricular activities.

In 2002, the National Policy of Environment was designed to provide a deeper understanding of environment and sustainable development concepts and a caring attitude to nature. In 2004, the National Integrity plan was developed to increase environmental conservation. One of the initiatives implemented was the Kelab Pencinta Alam (KPA) or the Science Nature Clubs which have been established in over 300 primary and secondary schools in the country. In 2005, the Sustainable Schools Program Environmental Award (SLAAS) was implemented in secondary schools to promote holistic environmental sustainability in schools.

The objectives of the program are to instill environmental values in the school community, to increase awareness of environmental issues and to encourage environment-friendly activities in school. A research was conducted in 2015 to evaluate the effectiveness of this program and it was found that teachers and students in schools where SLAAS was implemented were highly involved in hands-on greening activities. The Malaysian government is also working with other organizations on initiatives that involve the youth.

For example, the Eco-Schools program in Malaysia is lead by WWF-Malaysia, an environmental conservation organization and supported by a National Eco-Schools Committee made up of ministries, government agencies and universities.

Another example can be seen in the Small Grant Program (SGP) funded by the Global Environment Facility (GEF) and implemented by UNDP and the United Nations Office for Project Services (UNOPS) to support environment-related outreach activities and build capacities of environment-focused non-governmental organizations.

Apart from that, Malaysia Green Tech Corporation is a governmental organization under the purview of the Ministry of Energy, Green Technology and Water Malaysia aimed at promoting green technology for sustainable socioeconomic growth. Their yearly workshop, called International Greentech and Eco Products Exhibition and Conference, brings together over 1000 students to participate in programs to inspire them to adopt greener approaches in their daily lives and have deeper understanding of green technology and sustainable practices. Students then showcase their green technology innovations to business owners and decision makers. Green Tech Malaysia also conducts a youth camp called My HIJAU Youth Camp that brings together secondary school students to train them in green technology.

Despite efforts by the Malaysian government to involve youth in environmental issues, more needs to be done to ensure environmental sustainability. One of the suggestion is to provide youth with more opportunities to be decision-makers in environmental issues. By providing youth with leadership roles in environmental-based activities, it can empower them with skills and confidence they need to make active choices to protect the environment.

For example in Philippines, a youth council is formed whereby the members are trained in disaster risk reduction and tasked with sharing their knowledge and skills with other community members and increasing disaster preparedness awareness. Such initiatives can be adapted in Malaysia, with a more broadened scope of environmental protection to empower youth and place them at the forefront of environmental sustainability. In addition, since the youth are avid users of technology and social media, interactive apps can be developed to educate youth about environmental issues and provide them with soft skills they need to address them. For example, a mobile gaming app called Sai Fah : The Flood Fighter was developed for Thai youth and children to educate them about floods by using real-life scenarios.

In conclusion, most studies conducted on Malaysian youths on environmental literacy has shown that students are able to identify correctly various environmental problems especially regarding pollution. However, the students had shallow understanding on the concept of environment and they were not clear in explaining sustainable development. Their commitment and participation in environment related programs, activities and practices were also meagre.

Based on our experience throughout the years and the survey that had been performed, we identified that there is a significant link between environmental literacy and environmental conservation. This is owing to the fact that environmental literacy helps develop and expand the young people's critical thinking skills, nurtures their appreciation of the natural world, and changes their behaviour to pursue or create a sustainable and environmentally friendly quality of life. Hence, we have conducted a survey among our stakeholders and participants of the programme to dive deeper into this problem. The key purpose of this survey is to examine their environmental literacy level through a simple survey, and we have formulated that consist of three key environmental literacy elements.

The findings in the cognitive elements indicated that the majority of the participants which is 80% answered the questions wrongly where primary schools hold the lowest whereas secondary schools are higher, but nevertheless it is still under the average amount. This implies that the participants' knowledge about the natural systems, environmental issues and appropriate action strategies was generally insufficient, particularly on the cognitive issues of biodiversity, greenhouse gases, natural disasters, and ecological conservation.

In the affective element, the relatively low scores indicated that the majority of the participants, which is 78% disregard the incentive of environmental justice and the altruistic perspective for making correct decisions. This suggests the need for increased involvement and awareness of environmental programmes within schools to encourage continued student participation in activities geared towards enhancing their natural environments.

The findings in the behavioural elements indicated that the majority of the participants which is 70% obtained relatively low scores for all of the items in this component, indicating that secondary students maintained negative behaviour and acted as bystanders regarding environmental action. The participants are mainly only aware of the basic environmental action such as garbage recycling and remain uncertain for the suggestions of environmental protection, ideal communication, and action capabilities. Hence, it can be seen that we lack a PBL focus programme that can allow the participants to learn and solve real-world problems actively.

In conclusion, the participants' environmental literacy is very low due to our educational characteristics. We are more focused on the exam-oriented rather than lifelong learning which is considered as the only valid measure of academic attainment and by simply focusing on teaching environmental knowledge we would not be able to fully achieve the goal of environmental education.

Therefore, it is recommended that environmental attitudes should be enhanced through interaction with the environment, which enables students to learn useful skills, develop a sense of responsibility, and increase a personal and collective sense of competence for promoting responsible environmentally friendly behaviour.

HOW WILL THE PROGRAMME ADDRESS THIS ISSUE / PROBLEM?

The Eco-Schools programme does not serve as the immediate solution in rectifying the country's environmental dilemmas; it will, however, serve a pinnacle role in shaping the mind of our future leaders. The seven steps methodology embedded in the curriculum provides a systematic and manageable approach in education. Aside from that, the seven steps methodology highlights the importance of networking and partnership in ensuring the success of the project implementation. The collaborative network of stakeholders benefited directly from the collaboration, further accelerating their agendas while leaving a lasting impact on society and the environment. The project stakeholders are the schools, the Ministry of Education and the local governments. The participating schools will be given the opportunity to address their local environmental issues; the eco-schools support ecosystem will be providing guidance and technical assistance for schools to make an impact in their locality; giving ample exposure for the students and teachers to carry out their own eco-project and truly transform schools' role in the community.

Furthermore, the programme implementation could help the Ministry of Education to formulate and improve the national curriculum standard in promoting education for sustainable development. The proven success of the eco-schools programme application worldwide will fundamentally serve as a good model for adaptation. It does not solely focus on tree planting activities; it transcends character building and critical thinking processes aligned with our national education philosophy. Moreover, in return for the support from the local government; state-level policies and regulations dissemination can be facilitated through education. Empowering the school community, especially students, to act as an ambassador; spreading the knowledge and other related information to the masses, linking the community with authority.

Environmental Literacies can only be achieved through a systematic delivery of knowledge and emphasises on lifelong learning qualities. Both of which are entrenched within the eco-schools curriculum. It has been observed to bring out an environmentally and socially positive impact for the schools and the surrounding community. It is important to note that eco-schools are just a platform of transformation; equipping its participants with the necessary knowledge and skills, empowering them to take the lead in shaping their future. Therefore, it should not be considered as the ultimate solution for all environmental issues worldwide- instead, it is the beginning of a long journey of piecing back our planet together. After all, like the Malay proverb *melentur buluh biarlah dari rebungunya*, the initial steps will determine the success and survivability of our future.

Aside from the seven steps methodology unique to the eco-schools programme, GGAF has introduced a three-year plan further to enhance the effectiveness of the programme implementation in Malaysia. Within the three years, participating schools will be developing their own identity and culture of acceptance that will remain with them forever—consciously influencing their decisions regarding the environment and community well-being. The eco-schools programme is driven by mid-to-long term results; each participating school is subjected to complete independent auditing at the end three-year period for award and recognition as part of the programme. Their work will be evaluated and awarded, recognising their commitment and effort towards building a sustainable future. The success story will inspire other education institutions in the region to join the programme; accelerating the dissemination of education for sustainable development.

Students involved in the programme will have a unique view of the world through the e-twinning project that connects schools globally. They will be actively searching for answers and advocating for local environmental issues in the hope of instigating others to make a difference in their own ways. The positive changes in mindset will force the policy-makers to develop policy and strategy in enhancing our environmental security, placing sustainability issues on their main agenda. Eventually, lead the government through the Ministry of Education to introduce the eco-schools programme or its adaptation nationwide. Breaking the education for sustainable development barrier and focuses on environmental conservation and preservation efforts. It might take a few decades for it to be fully implemented; however, it is a change that we must. As evident in the upcoming 12th Malaysia Plan and National Education Blueprint, we are slowly heading towards a greener tomorrow.

The image features a dark green background with a large, white, crumpled paper-like shape in the center. The white shape has soft shadows and highlights, giving it a three-dimensional appearance. Centered on this white shape is the text "BACKGROUND OF ECO-SCHOOLS PROGRAMME" in a bold, black, sans-serif font, arranged in three lines.

**BACKGROUND OF
ECO-SCHOOLS
PROGRAMME**

BACKGROUND OF ECO-SCHOOLS PROGRAMME

Eco-Schools programme is developed by the Foundation for Environmental Education (FEE) - a non-governmental, non-profit organization, based in Denmark. It is the largest sustainable schools programme in the world, with more than 19 million students and 1 million teachers across 68 countries involved. FEE is partnered by some of the world's foremost organisations in the fields of education and the environment, including UNESCO, United Nations Environment Programme (UNEP), United Nations World Tourism Organization (UNWTO), Islamic Educational, Scientific and Cultural Organization (ISESCO), Youth Mundus, and Earth Charter. FEE is also recognised by UNESCO as a world-leader within the fields of Environmental Education and Education for Sustainable Development.

Introduced to schools in Malaysia in 2011, WWF-Malaysia acts as the appointed coordinator ("National Operator") and supported by members of the National Eco-Schools committee, with representatives from government agencies such as the Ministry of Education (MOE), Ministry of Water, Land and Natural Resources (KATS), Department of Wildlife and National Parks Peninsular Malaysia, Natural Resources and Environment Board Sarawak (NREB), Sabah Forestry Department (SFD) and Sabah Environment Protection Department (EPD).

The committee is also supported by tertiary academic institutions such as Universiti Sains Malaysia (USM), Universiti Malaya (UM), and Universiti Kebangsaan Malaysia (UKM), as well as non-governmental organisations including Malaysian Nature Society (MNS) Global Environment Centre (GEC), Sabah Environmental Education Network (SEEN), Eijau Millennium Explorer (EIJAU), and Yayasan Anak Warisan Alam (YAWA).

Drawing upon its experiences of implementing the Eco-Schools Programme in Melaka over the past 3 years, as well as designing and implementing other education based programmes in Malaysia, GGAF is now taking the lead in designing, organising and implementing the Eco-Schools Programme in the state of Kedah, Kelantan and Perak.

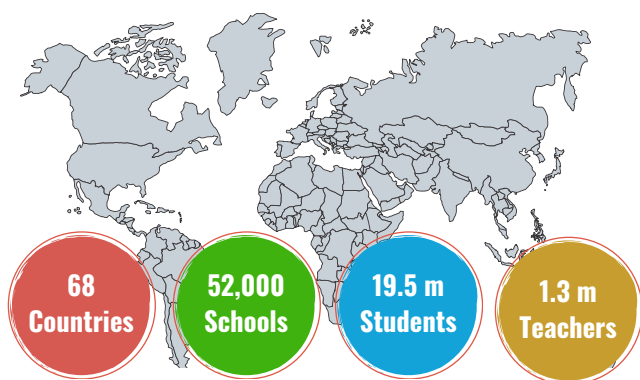


Based on GGAF successful Eco-Schools implementation in Melaka, WWF Malaysia has tabled a resolution in 2018 to appoint GGAF as a national operator for Eco-Schools Programme end of 2020. As a result, WWF Malaysia and Green Growth Asia Foundation has signed Letter of Intent dated 20th March 2019 to enter into definitive agreement. GGAF is entering into definitive agreement with WWF Malaysia to take over a National Operator role by 2020 consisting of all the four education for sustainable development programmes (Eco-Schools, Eco-Campus, Young Reporters for the Environment and Learning About Forest). Full details of this agreement is set out in Attachment 1.

In countries where the Eco-Schools Programme has been implemented successfully, the involvement and support from the Ministry of Education have proven to be crucial. Some of these countries include Scotland, Northern Ireland, and the UK, where more than 90% of primary and secondary schools registered for the Eco-Schools programme. The Ministry of Education in these countries have shown high level of involvement in supporting the implementation of the Eco- Schools Programme.

INTRODUCTION

The Eco-Schools Programme is a fundamental education based initiative which encourages young people to engage in their environment by allowing them the opportunity to actively protect it through an eco-project that they identify, design and implement in their local area through their school. It starts in the classroom, it expands to the school and eventually fosters change in the community at large. Through this programme, young people experience a sense of achievement at being able to have a say in the environmental management policies of their schools and even serve as advocates to the local and national government. Participating students become green advocates and ambassadors for life.



Eco-Schools is the largest global sustainable schools programme, being implemented in over 68 countries. It centers on engaging with the next generation through action-based learning to change their mindsets.



The Eco-Schools Programme is far reaching. It mounts a unique Education for Sustainable Development response to sustainability and environmental issues as envisaged by UNESCO. It also responds to 11th Malaysia Plan goals, specifically Strategic thrust 4: Pursuing green growth for sustainability and resilience. Under this thrust initiative the Eco-Schools Programme provides an innovative and effective

response to Focus area A: Strengthening the enabling environment for green growth and to Strategy A2: Enhancing awareness to create shared responsibility through comprehensive communication, education, and awareness programmes and platforms for knowledge sharing.

Not only Eco-Schools programme contributes specifically to Goal 4 of the Sustainable Development Goals to ensure that the youth are able to acquire knowledge and skills needed to promote sustainable development, but the programme also contributes to the National Education Philosophy towards further developing the potential of



individuals in a holistic and integrated manner towards achieving harmony and betterment of the family, the society and the nation at large. Besides, Environmental Education (EE) is increasingly promoted as a tool in environmental management. Thus, the GGAF's Eco-Schools programme which is a statewide programme will engage primary and secondary school students, administrators and community volunteers in a comprehensive, environment-based programme to improve student environmental literacy and skills.



Through this programme, we also want to ensure that the youth have the relevant information and awareness for sustainable development and lifestyles in harmony with nature through activities that will educate them about sustainable practices that will minimise the impacts on the environment.

Learning from the past programme implementation, GGAF has refined the programme flow and structured the programme in a 3 years cycle. The GGAF's Eco-Schools programme utilizes the Project-Based Learning (PBL) teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an engaging and complex question, problem, or challenge that is local in nature.






In Oct 2019, the Former Prime Minister YAB Tun Mahathir launched the Sustainable Urban Development Framework (2019-2036), which includes Eco-Schools programme as the primary platform targeting children and youth to increase their awareness of and action for the environment.

The launch was done together with the Indonesian President and Thailand Prime Minister during the 12th Indonesia Malaysia Thailand Growth Triangle (IMT-GT) Summit, on the 23rd June, 2019 at Bangkok, Thailand.

ALIGNMENT TO NATIONAL PLANS AND GLOBAL GOALS

ALIGNED TO THE UN'S SUSTAINABLE DEVELOPMENT GOAL

The work of GGAF's ESD Programme, generally and Eco-Schools specifically aligned to the UN's Sustainable Development Goal as illustrated below:

		
<p>Target 4.7</p>	<p>Target 12.8</p>	<p>Target 13.3</p>
<p>By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development</p>	<p>By 2030, ensure that people everywhere have the relevant information and awareness for sustainable development and lifestyles in harmony with nature</p>	<p>Improve education, awareness-raising and human and institutional capacity on climate change mitigation, adaptation, impact reduction and early warning</p>

ALIGNMENT TO 11TH MALAYSIA PLAN

The Eco-Schools Programme is also aligned to the 11th Malaysia Plan under focus area D: Improving the quality of education for better student outcomes and institutional excellence, specifically under these strategies:

11th Malaysia Plan	How the Eco-Schools Programme supports the Plan
<p>Strategy D1: Enhancing access and quality to improve student outcomes through a range of measures such as better quality early childhood care and education (ECCE), professional development of teachers and school leaders, and the provision of different schooling models to meet the needs of specific student groups.</p>	<p>The Eco-Schools Programme is adaptable to different school levels (from pre-school to secondary) and student groups besides being inclusive (for example, special needs students). The Eco-Schools Programme is also being regarded as a professional development module for teachers and teacher trainees (i.e LADAP, enrichment exercise)</p>
<p>Strategy D2: Enhancing governance and stakeholder partnerships for better school support by empowering Jabatan Pendidikan Negeri (JPN) and Pejabat Pendidikan Daerah (PPD) to provide more instructional support to schools, and engaging the community and private sector as partners in the education transformation journey.</p>	<p>Eco-Schools Programme helps to strengthen the community participation by empowering Eco-Schools to work with the nearby community, local councils and corporates on environmental projects. The community participation is an important element as the award assessment for Silver Certificate and Green Flag emphasise on this criteria.</p>
<p>Strategy D3: Raising the quality of graduates and programmes, and strengthening research for innovation, through measures such as embedding soft and entrepreneurial skills in the curriculum; collaborating with industry in the design and delivery of programmes; enhancing the quality of research; strengthening the role of IHEs as a conduit for innovation and as solution providers to industry and community, and launching massive open online courses (MOOCs) in niche areas of expertise.</p>	<p>Eco-Schools Programme helps to develop future graduates to be more holistic, research- oriented, sustainability-minded and have the necessary skills needed for the future job industry in Malaysia. Through the programme, students are shown to improve their literacy, appreciation towards nature, communication and leadership skills and behavioural change in the long term.</p>
<p>Strategy D4: Strengthening IHE governance and financial sustainability towards institutional excellence. Measures include empowering public universities through earned autonomy within the regulatory framework, linking government funding to performance and encouraging public universities to diversify their funding sources.</p>	<p>Through the Eco-Schools sister programme, FEE EcoCampus programme has helped tertiary students and staffs to be empowered in the social entrepreneurship element besides learning to maximise existing resources, budgeting and fundraising for environmental projects.</p>

ALIGNMENT TO MALAYSIA EDUCATION BLUEPRINT 2013-2025 AND NATIONAL EDUCATION PHILOSOPHY

The Eco-Schools Programme supports and fits the vision of sharpening the six key attributes needed by students to be globally competitive

Key Attributes	Alignment to the Eco-Schools Programme
Knowledge	Eco-Schools Programme requires activities on the ground to be linked to curriculum, where students apply knowledge learned in the classroom to improve their practical communication, problem-based learning and so on.
Thinking Skills	Students hone/sharpen their higher-order thinking (HOT) skills through the involvement and implementing of Eco-Schools projects.
Leadership skills	Through student-centered learning and teamwork, students are nurtured to become leaders in sustainability activities in school and even communities.
Bilingual Proficiency	Projects can be implemented in preferred language of instruction of schools, and training / collaboration opportunities are often available in English especially when it involves international students.
Ethics & Spirituality	Eco-Schools Programme explores environmental obligations as well as examining living in harmony with nature.
National Identity	Eco-Schools is inclusive and encourages learning to understand, accept, and embrace diversity. Students from different background and of different abilities work together on environmental sustainability for a better nation.

PROGRAMME GOAL

"Society does not need people that know how to save water. It needs people that actually do save water".

The need to develop values and action driven individuals is specified in the Malaysia Education Blueprint 2013-2025, which defines success in this regard as when every student leaves school as a global citizen imbued with core, universal values and a strong Malaysian identity.

It is feasible to implement strategies that help students to observe the complex connections between local and global issues, appreciate entire systems and question and engage in focused inquiry. The more practice students have in facing today's real-world issues, the more likely they will be able to address the problems they face in the future.

Value system will help our learners to build positive relations towards themselves, others, and the environments. To reach this aim, we need to use project work, constructivist approaches towards teaching, and practice hands on learning.

The Eco-Schools Programme (ESP) is an important tool for this purpose, contributing towards the education of children and young people who shape changes in behaviour. This programme proposes that schools adopt a working methodology that, combining activities that explore different issues, contributes to an overall improvement in the school and the community environment.

Eco-Schools Programme (ESP) is a value-based education, focuses on forming students' attitude towards the world, oneself and others, as well as building their understanding about the sustainable environment; involving them in sustaining and maintaining it. ESP offers innovative educational content that allows students to acquire and to understand local and global processes; develops students respect for nature, other people and cultures; it teaches students to respect the viewpoints of people from different cultures, religions, social backgrounds and teaches them about what sustainability is in practice: about a sustainable life style and understanding of evils of consumerisms.

In a summary, Eco-Schools programme drives schools administration pursues a strategy of a participative decision-making processes and develop a commitment to an ecologically transformative culture at school. The school will develop caring and supportive community of learners. An ecological dimension of sustainability will be reached through the integration of it in the school's curriculum via science disciplines and informal learning.

PROGRAMME OBJECTIVE



SDG Target 4.7 is one of the key targets in the SDGs that addresses the purpose and quality of education.

SDG Target 4.7:

By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development.

ESD is an integral element of the ambitious SDGs, and in particular of Target 4.7, and builds on the vision of the UN Decade of Education for Sustainable Development (2005- 2014) and the GAP (2015-2019).

While ESD contributes to all 17 SDGs, it continues to have particular relevance for the global education agenda enshrined in SDG 4, in which ESD has a distinct place. ESD is a key element of quality education. Its cross-cutting competencies in cognitive, socio-emotional and behavioural dimensions of learning bear relevance to all areas of education.

Its particular emphasis on competencies related to empathy, solidarity and action-taking can help advance SDG 4 in building a future where education contributes not only to the successes of individuals, but also to the collective survival and prosperity of the global community. It will also help the global education agenda move away from an exclusive focus on access and quality measured mainly in terms of learning outcomes, towards an increased emphasis on learning content and its contribution to sustainability of people and the planet. In this way, ESD connects SDG 4 with all other SDGs.

Eco-Schools is an international initiative designed to encourage whole-school community action on Learning for Sustainability. It is an environmental management tool, a learning resource and a recognised award scheme which empowers children and young people to take action towards an economically, socially and environmentally just world.

The initiative provides a framework for learning and action which affords a wealth of opportunities for linking sustainable development education, global citizenship and outdoor learning. Eco-Schools weaves these elements together through the everyday curricular work undertaken by schools and encourages closer links between schools and the communities around them.

Objective

Our programme objective is to fully integrate ESD and the 17 SDGs into policies, learning environments, capacity- building of educators, the empowerment and mobilization of young people, and local level action.

Through pursuing the goal and objective of ESD we aim to create a world in which...



Educators across the nation have the opportunities to develop capacities to foster societal transformation for a sustainable future.



Youth are strengthened to be agents of change and youth organizations systematically provide training for youth and youth trainers on ESD



Schools to implement a gradual programme of (education for) sustainable development and in so doing, help students to develop the knowledge, skills and motivation they need to address and tackle the challenges of the world around them.

PROGRAMME APPROACH

Eco-Schools Programme is a unique blend of cross-curricular elements with a focus on human capital development. This programme utilises the following approaches to deliver its objective.

1. Project-Based Learning Integration
2. School-Community Engagement
3. Multispectral Network of Expertise

The learning pyramid illustrates the impact of active participation of learners with in-class discussion and hands-on activities that correlate with their understanding of the discussed topic. It has been observed that for a person to commit to a cause, they must have a strong understanding of the subject and its direct effect on their life; an awareness campaign would no longer suffice; instead, an education intervention is needed. The Eco-Schools Programme was designed to act as the instigator of change, equipping the young with adequate environmental knowledge and skills in becoming a green ambassador. Inspiring their peers-- the leaders of tomorrow in taking the lead in securing their future. The programme employs a seven-step methodology that was carefully engineered in guiding the participating schools' journey to sustainability. The endless possibility offered through the programme will undeniably present a unique learning experience for each school; empowering them to help mitigate local environmental issues and build an environmentally conscious society.

The Eco-Schools Programme reaches beyond the individual schools; the school-community engagement is crucial in ensuring a successful implementation of the programme. Networking has always been at the core of the Eco-Schools Programme, bridging the school with its surrounding community. The forged partnership could potentially help the schools to sustain itself beyond the sponsorship period, and enable students to cultivate essential life skills, unlocking their true potentials. Students involved in the programme will be given a global perspective when tackling an issue, a direct result of the Eco-Schools E-Twinning Programme that connects the Eco-Schools from around the world. Furthermore, the Eco-Schools Programme has the capacity to enhance the Malaysia education landscape through the approach in transformative learning focuses on building both the academic and non-academic skills; shifting their mindset for the better. The policymakers engaged in the programme could push for a system-wide reform and integrate the eco-schools' qualities into the national education policies further uplifting standards of education.

It has been a great interest of most education providers, be it formal or informal educators in the world to focus on the assimilation of 21st-century learning. The Eco-Schools Programme has once again proven to be adaptive with the current education trend, continuously evolving to meet the requirements of tomorrow. Project-based learning embedded into the curriculum as one of the teaching mechanisms showcases the programme aspiration. Student-lead initiatives are not restrictive to in-class learning activities; instead, the schools' Eco-Committee are empowered to plan and execute their own eco-projects to solve local environmental issues. The hands-on learning processes will help develop students' potentials; creating life-long learners that are capable of reflecting and improving themselves as an individual. Additionally, the project-based activities provide an avenue for school-community engagement, collectively working to improve the quality of life.

PROGRAMME RATIONALE AND BENEFICIARY

The Eco-Schools Programme is primarily an Education for Sustainable Development based initiative. It represents a highly focussed and innovative response to both United Nations (UN) and our nation's 11th Malaysia Plan call to pursue a green growth approach for sustainability and resilience. It achieves this by enhancing awareness with students through comprehensive communication, education, and awareness components in the programme. The Eco-Schools Programme also creates a channel for knowledge sharing with teachers, parents and local communities thereby extending the programme's impact.

The underlying rationale for the programme is based on the recognition at the UN that education has a crucial role to play in the fight against climate change and the protection of the environment. Furthermore, there is recognition that the youth of today, until now a seldom heard cohort of society, has an important role to play in promoting a green lifestyle and serving as advocates for a sustainable environment.

(i) Education for Sustainable Development – reaching the world's people

The UN proclaims that poverty, climate change, frequent natural disasters and dramatic social inequities are but a few of an unprecedented set of challenges the global community faces today. In a world of 7 billion people, with limited natural resources, individuals and societies have to learn to act more sustainably; the operative word here being 'learn'.

Whilst technological solutions, political regulations and financial instruments are being propounded to achieve sustainable development, this will not be sufficient. Critically, long-term sustainable development can only be achieved if individuals and societies change the way they think and act. Education is therefore key to achieving this transformation in mindset.

Recognising the importance of education in achieving the UN's Sustainable Development Goals, UNESCO's Global Action on Education for Sustainable Development (ESD) initiative seeks to empower people to change the way they think and work towards a sustainable future. Ultimately, it is the world's people that must institute change, whether they are based in government, the private sector, academia or importantly the general population advocating for change and championing a green lifestyle.

With a world population of 7 billion people and limited natural resources, individuals and societies need to learn to live together sustainably. Action needs to be taken responsibly based on the understanding that today's decisions have implications on the future lives of people and the planet. ESD empowers people to change the way they think and work towards a sustainable future.

ESD helps individuals and groups to find solutions for sustainability challenges. ESD means including priority sustainable development issues into teaching and learning; for example, climate change, disaster risk reduction, biodiversity, poverty reduction, and sustainable consumption.

It also requires participatory teaching and learning methods that motivate and empower learners to change their behaviour and take action for sustainable development. Education for Sustainable Development consequently promotes competencies such as critical thinking, imagining future scenarios and decision-making in a collaborative way.



(ii) Today's youth are key to securing tomorrow's sustainability

According to the UN Assistant Secretary General and UNDP Regional Director for Asia and the Pacific, today's generation of youth is the largest the world has ever known. One in every three people alive today is under the age of thirty, and around ninety per cent of young people are living in developing countries, mainly Asia and Africa.

UNESCO's ESD initiatives views the youth cohort as an important target group. Priority Action Area 4 aims to Multiply ESD actions among youth.

UNESCO highlights that 1 billion people fall within the main youth cohort aged 15 and 24; largest group ever to make the transition to adulthood. Youth, including activists and leaders, are both beneficiaries and drivers of Priority Action Area 4. Stakeholders include youth-focused and youth-led organizations, as well as institutions that serve youth in the public and private sectors, ranging from mass media and faith-based organisations to local and national governments.

As acknowledged earlier, macro level interventions like technological solutions, political regulations and financial instruments will not in of themselves be sufficient to bring about the desired change set out in the SDGs. Any change, starts with an individual action and is shaped by our daily behaviour within a community and society more generally. This includes choices about the way we live, behave, produce, consume and invest. Our decisions today can contribute to having enough clean water, better air, and healthier lifestyle so that ultimately we all live longer and productive life.



PRIORITY ACTION AREA 4 "MULTIPLY ESD ACTIONS AMONG YOUTH"

Central to envisioning and shaping a more sustainable future is youth – the generation that must not only cope with the consequences of unsustainable development today, but also bear the brunt of unsustainable development tomorrow.

Youth in many emerging countries are now clamoring for a greater say in how their societies are being configured.

Youth also make up an important group in consumer societies, and the habits they develop now will have a major impact on future consumption patterns.

The young have the potential to propel sustainable development more **widely** and **urgently**.

The ability to reach **widely** is therefore a crucial part of the strategy.

Society's youth represent an important target group because:

- Young people, particularly those still in education, are generally open to new ideas and messages. They are yet to fully form their world view and set of values.
- When a student's mindset is changed through education and awareness they cultivate a greater sense of responsibility, which they can apply on a daily basis. This equips those involved with the drive to really make a difference and to spread such proactive behaviour amongst family and friends, ultimately passing it on to future generations.
- If we can envision a young person about the sustainability issues facing the world today, we would have created a next generation that lives sustainably. Moreover, we would have created green ambassadors for life.
- Young people constitute the future entrepreneurs, social workers, scientists, doctors, engineers, teachers and leaders in society; positions that provide significant power and authority.

(iii) The unique qualities of the Eco-Schools Programme

The Eco-Schools Programme provides an effective response to the UN's call for ESD based interventions, particularly those that involve the youth of today. This is because the Eco-Schools Programme is fundamentally an education based initiative that aims to make young people aware of the environmental and sustainability issues that they face in their local school and community. It provides an opportunity for students to identify, design and implement an eco-project that responds to a need in their community.

Crucially, the Eco-Schools Programme mounts a unique ESD response to sustainability and environmental issues that is directed at reaching the seldom heard people in society. At first sight, students and their teachers appear to be an insignificant focus area contrasted against much bigger green infrastructure projects. However, the multiplication and aggregation effect of the ESP should not be underestimated.

The Eco-Schools Programme encourages students and their teachers to reach out to other community stakeholder groups like parents, community members, local government, federal government and even the private sector through a real life eco-project that is pertinent to their local area. There is a strong advocacy effect that results in a change in the mindset of all the stakeholders that participate in the programme and in turn a change towards a greener lifestyle, including senior stakeholders with the power to change state and federal policy towards sustainability issues.

(iv) Achieving specific UN and Malaysia Plan Goals

The Eco-Schools Programme supports the goals of the United Nations (UNESCO) Global Action Programme (GAP) on Education for Sustainable Development (ESD) GAP Priority Action Area 2: Transforming learning and training environments.

It also supports the goals of the 11th Malaysia Plan, specifically Strategic thrust 4: Pursuing green growth for sustainability and resilience. Under this thrust initiative the Eco-Schools Programme provides an innovative and effective response to Focus area A: Strengthening the enabling environment for green growth and to Strategy A2: Enhancing awareness to create shared responsibility through comprehensive communication, education, and awareness programmes and platforms for knowledge sharing. It achieves this by connecting directly with students, which also creates an impact on parents, teachers and their local communities.



PROGRAMME DESCRIPTION

(i) Introduction

The programme aims to make young people aware of the environmental and sustainability issues that they face in their local school and community. It provides an opportunity for students to identify, design and implement an eco-project that responds to a need in their community. 1 Programme Cycle takes place over a 3-Year period: Year 1 Preparation, Year 2 Implementation and Year 3 Reporting and Awards.

ECO-SCHOOLS IN A SNAPSHOT



Project based learning programme for primary and secondary schools that allows students to act on local environmental issues. It is a school curriculum programme and not a club activity



Students identify, design and implement their own eco-project chosen from 10 environmental themes. It starts in the classroom, it expands to the school and eventually fosters change in the community - actually generating measurable impacts.



The Eco-Schools Programme is implemented over a 3-Year programme cycle: Year 1 - Preparation, Year 2 - Implementation and Year 3 - Evaluation and Awards



The impactful eco-project is recognised through Green Flag award. The Eco-Schools Green Flag is an internationally recognised award for excellence in environmental action and learning. Approved and recognised by Ministry of Education




(ii) A commendable international history

The Eco-Schools Programme was launched in 1994 by the Foundation for Environmental Education Europe, later to become Foundation for Environmental Education (FEE), in a number of European countries as a response to the needs discussed during the United Nations Conference on Environment and Development a couple of years earlier.

Today, FEE has over 80 member organisations in 68 countries worldwide, with more than 15 million students across 58 countries being involved in the Eco-Schools Programme. The Eco-Schools Programme in Malaysia was launched in 2011, with WWF-Malaysia being elected as the national coordinator. Green Growth Asia Foundation has served as the programme's manager for the implementation in Melaka and has built a strong programme underpinned by training and capacity building to not only ensure high standards, but to generate the desired programme outcomes.

(iii) Strong programme components

In broad terms, the Eco-Schools Programme contains the following programme components:

ESP Programme Components	
 Year 1 Preparation	<ol style="list-style-type: none">1. Situational Assessment2. Envisioning Meetings - To generate buy-in from schools and agree strategic plan for the year with Key Stakeholders
 Year 2 Implementation	<ol style="list-style-type: none">1. Establish the Eco-Schools Committee2. Carry out an Environmental Review and choose a project that solves a real life problem3. Establish an Action Plan with each school4. Implement the Eco-School Programme Strategies5. GGAF Monitors and Evaluates the progress of the action plan with each school6. Link the practical initiatives based on certain environmental themes to the curriculum7. Inform and involve the wider community and the private sector8. Develop Eco-Code
 Year 3 Reporting and Awards	<ol style="list-style-type: none">1. Complete final assessments for each school and decide awards - FEE based and State Government based. This will include undertaking a final Programme Monitoring and Evaluation and feedback lessons learned to adapt future Programme design and implementation2. Hold final Gala Dinner and presentation of awards

(iv) Establishing strength through a National Eco-Schools Committee

The implementation of the programme in Malaysia is supported by a National Eco-Schools Committee. Full details of the partners that serve on this committee is set out in Attachment 2.

The National Eco-Schools Committee benefits from the Ministry of Education Malaysia serving as a member.

(v) Adding strength through local and international partners

The programme will also benefit from the support of key local and international partners. Locally, the State Education Department and MB Secretariat office will provide local leadership and understanding to enable the programme to be successfully implemented in the Perak situational context.

Internationally, partners like UNESCO, UNEP and UNWTO contribute to the programme by providing an international knowledge support network.

The full list of local and international partners is set out in Attachment 2.

(vi) A thematic approach towards learning

The schools are required to pick one of nine themes to develop detailed programme activities and their eco-project. The nine themes are as follows:



Biodiversity



Water



Energy



Climate Change



Health & Wellbeing



Litter



**School Grounds /
Greenery / School
building**



Waste



**Marine and
Coast**

(vii) The Eco-Schools Seven Step Methodology

The Eco-Schools Seven Steps methodology is a series of carefully engineered measures to help schools maximise the success of their Eco-School ambitions. The method involves a wide diversity of individuals from the school community - with students playing a primary role in the process.



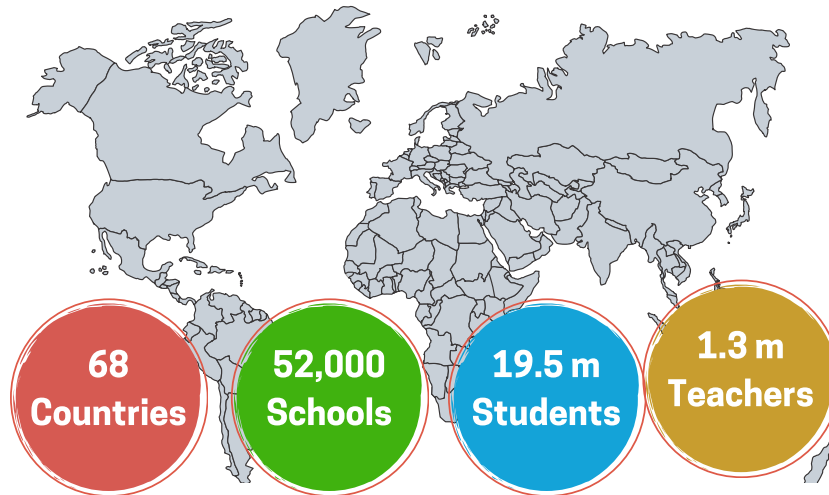
A more detailed consideration of the methodology that will be adopted to implement the Eco-Schools Programme is set out in Attachment 1.

(viii) Placing training and capacity building at the centre of the programme

A key strategy aims to provide school students, teachers and communities the knowledge and exposure to empower them in transforming their consumption patterns to a sustainable one through various training and sharing platforms. There are Training of Trainer (ToT) sessions for teachers that will oversee the implementation of the programme. There is even an annual Eco-Schools Summit, where students and teachers come together to share their experiences, learn from each other and in the process build a better programme through adaptation from the lessons learned.

(ix) Drawing strength from the programme's unique network

Eco-Schools is the largest global sustainable schools programme, being implemented in over 68 countries. It starts in the classroom and expands to the community by engaging the next generation in action-based learning.



(x) Designing a specific programme for the State of Perak, Kedah and Melaka

Using its experience of successfully implementing the Eco-Schools Programme in the State of Melaka, GGAF will undertake baseline preparatory research to determine the number of primary and secondary schools in Perak, Kedah and Melaka and working with the requisite governing authorities will design an appropriate implementation plan that ensures that all public schools in Perak, Kedah and Melaka will have the opportunity to participate in the programme.

PROGRAMME IMPLEMENTATION

The Eco-Schools Programme is a fundamental education-based initiative which encourages young people to engage in their environment by allowing them the opportunity to actively protect it through an eco-project that they identify, design and implement in their local area through their school. The proposed Eco-Schools programme will be implemented for over 3 years. This programme has a remarkable structured approach where the first year will be the preparation period, the second year will be the implementation period and the third year will be the reporting and awards period.

For the first year of the project which is the preparation period, it will begin with a project launching where the participating schools will be invited to attend the project launching ceremony. This ceremony will give a boost and officiate their three-year journey towards sustainable living. Before the project begins, the project is proposed to have research in order to assess the impact of the project on students' attitude, knowledge and skills. Subsequently, it will proceed with the seminars for the school leadership team so they are able to comprehend the impact of the project and how their support is imperative in order to run the project successfully. Throughout the remainder year, we will conduct 3 Eco-Schools workshop and 1 pedagogy workshop. The output of the first year is the number of students and teachers will be trained in these workshops. The outcome of the first year is the participated teachers and students will gain a basic understanding of how to set up a team in order to do a sustainable project in the school and also analyse the baseline before they draft the action plan.

The second-year which is the implementation period and it will get very intensive where the students will be engaged and go through rigorous environmental action workshop. There will be 5 Eco-Schools workshops and 1 pedagogy workshop where the student and teachers are able to learn about fundamental principles, the concept and sustainable practices for environmental issues. They will also partake in hands-on experience in developing infrastructure and analyse the environmental issues in the schools.

The number of students and teachers will comprehend the basic techniques or mechanisms to develop urban gardens and Malaysian agriculture. Moreover, they will also develop an understanding of monitoring and evaluation tools to measure their project impact that had been conducted at the school.

During the final year of the Eco-Schools project, the participating schools will be needed to prepare for the closing ceremony in alignment with the success of the Eco-Schools project. Through this third year phase, teachers will develop 20 environmental education modules to be shared with the rest of the nation which act as guidelines for the educators to facilitate the class. Apart from that, students will be involved in another 3 workshops which support them with some essential skills about media writing, environmental storytelling and also they will be guided on how to prepare good content of the final report for the audit.

The project will end with the award ceremony by recognizing the school based on their effort and also certificate. The third-year phase will have the involvement of students and teachers in completing the project. The essential outcomes that the participants will achieve from the final year of the projects are teachers and students will be able to further their environmental awareness agendas effectively through all layers of community.

This structured 3 years schools project is more than just a programme that concerns teachers and students alone. The project involves other members in the community to work together in promoting environmental learning will set a benchmark in sustainable living which starts from school. The project is another milestone for the schools and partners involved in its quest to equip the students with knowledge, competencies and skills needed for a sustainable future. Through the environmental education programme, much could be implemented and achieved to educate students and other communities on how to live sustainably in harmony with the environment.



**Year 1
Preparation**



**Year 2
Implementation**



**Year 3
Reporting & Awards**

Step

Envisioning

Step 1- Team formation
Step 2 -Environmental Review

Step 3 – Action Plan

Step 4 – Monitoring and Evaluation

Step 5 – Curriculum Integration

Step 6 – Informing and

Involving

Step 7 – Eco-Code

Module / Workshop and Target

Group

Project Preliminary Preparation

**Key event 1
Project Launching**

Project Field trip 1
Schools Environmental Performance Baseline survey

**Research
Establish Research Team and Formulate Scientific Research**

Seminar 1
Module : Eco-Schools Crash course for HM

Eco-Schools Workshop 1
Module : Eco-Schools Process, Themes and Team Formation
Module: Environmental Review and Data Gathering

Eco-Schools Workshop 2
Module: Baseline Analysis and Action Plan

Pedagogy Workshop 1
Module: Curriculum Integration and Lesson Plan Development

Eco-Schools Workshop 3
Module: Action Plan Review and Develop Communication Plan

Seminar 2
Module : Progress Review and Project Funding for HM

**Environmental Action
Workshop 1**

Module: Energy audit

**Environmental Action
Workshop 2**
Module: Water Conservation and Rainwater Harvesting

Project Based Learning Infra Development 1
Module: Rainwater Harvesting Model installation

**Environmental Action
Workshop 3**
Module: Food production and sustainable farming

Project Based Learning Infra Development 2
Module: Edible Garden development

**Environmental Action
Workshop 4**
Module: Sustainable palm oil production and sustainable forestry

Eco-Schools Workshop 4
Module : Monitoring and Evaluation Methodology

Pedagogy Workshop 2
Module: Lesson plan – peer review and publication

Ad Hoc
Establish Theme Based Digital Lesson Plan Repository

**Report and Evaluation
Seminar 3**

Module : Networking and Dissemination Strategy for HM

Pedagogy Workshop 3
Module: ESD pedagogy in action

Eco-Schools Workshop 5
Module : Eco-Code, Media Writing and Social Media Management

Eco-Schools Workshop 6
Module : Report prep and Pre-Audit

**Environmental Action
Workshop 5**
Module: Environmental Storytelling

Project Field trip 2
Project Evaluation and Assessment

Key event 2
Award ceremony

Hands-on training

Focused Training : Hands-On Workshop

Module : Water audit, Composting, Agro-technology, Upcycle workshop, Turtle camp, Energy audit and case study

GENERATING TANGIBLE OUTCOMES

The programme's greatest achievement is arguably the fact that it produces generation after generation of sustainably minded, environmentally conscious people. These individuals will carry the behavioural patterns they uptake under the auspices of Eco-Schools with them through life, in turn teaching the next generation the habits to make a difference.

Through this programme, young people experience a sense of achievement at being able to have a say in the environmental management policies of their schools, ultimately steering them towards certification and the prestige which comes with being awarded a Green Flag. The Eco-Schools Programme is an ideal way for schools to embark on a meaningful path towards improving the environment in both the school and the local community while at the same time having a life-long positive impact on the lives of young people, their families, school staff and local authorities.

In summary, the tangible outcomes that can be generated for all stakeholders is set out as follows:

BENEFITS OF THE ECO-SCHOOLS PROGRAMME

STUDENTS



It inspires and empowers young people to take action towards an economically, socially, and environmentally just world by:

- creating leaders of change in their communities
- empowering future decision-makers
- widening their learning beyond the classroom
- helping them develop responsible attitudes and commitment
- increasing their levels of confidence and motivation
- increasing their participation in environmental actions
- improving their skills and knowledge in all subject areas, including teamwork
- improving their mental and physical wellbeing.

COMMUNITIES



Eco-Schools is an inclusive programme, involving the local community right from the beginning. In time, the environment in the neighbourhood, town or city will be improved and the community show more sustainable, environmentally responsible behaviour patterns.

THE SCHOOL: ITS STAFF AND FAMILIES



Eco-Schools is an international initiative designed to encourage whole-school action on sustainable development issues. The programme is designed to help make every school sustainable and bring about behaviour changes in students, staff and their families. Evidence shows that Eco-Schools delivers:

- an improved school environmental impact
- involvement with the local community, other schools and organisations
- financial saving
- the embedding of sustainable development principles into the curriculum
- the capacity to nurture and support intrinsic values (care, empathy, creativity, compassion)
- improved wellbeing of children and staff
- a sense of pride in the school among staff and students
- a positive model for the neighbourhood and town/ city.

GLOBAL INFLUENCE

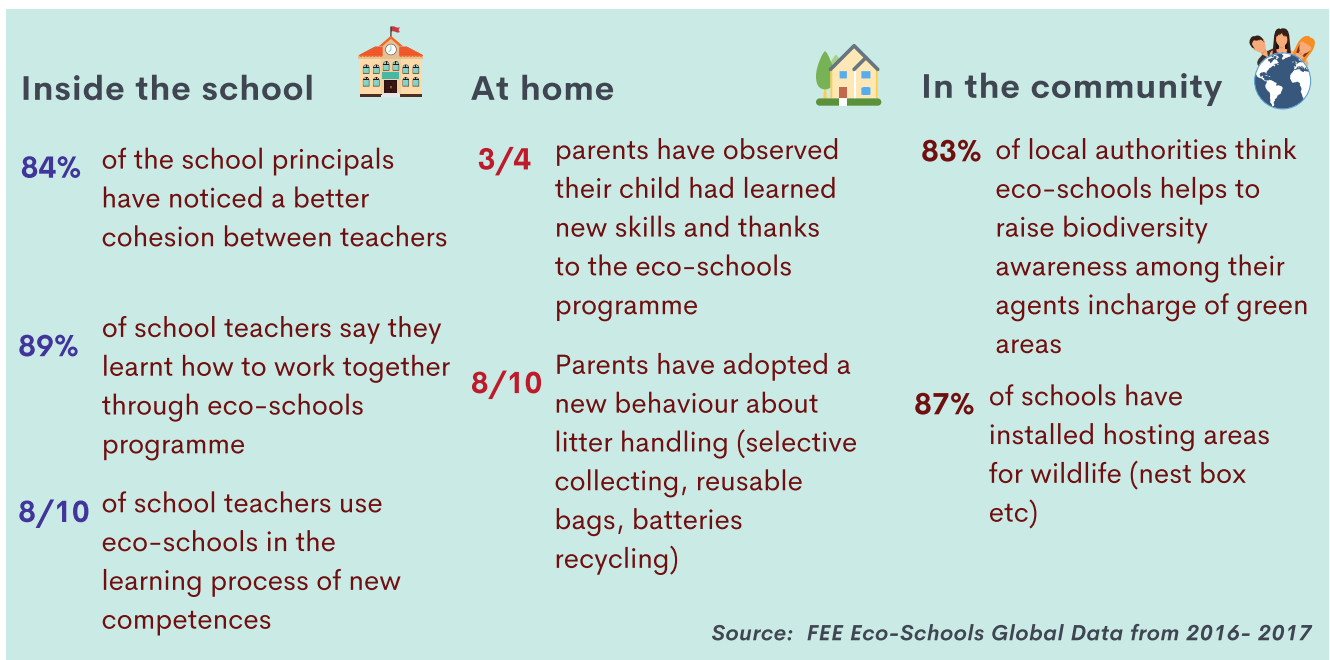
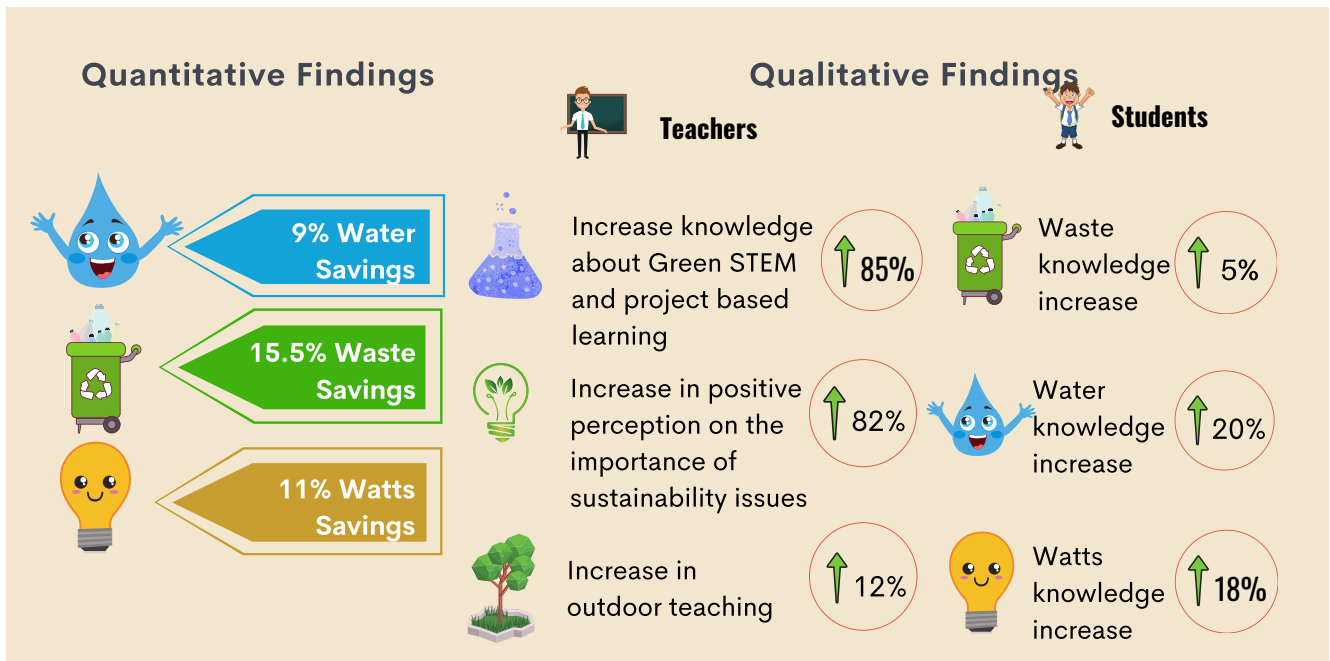


There is a strong international network of institutions involved with the Eco-Schools programme within country and around the world. We share ESD information and this can be a means for cultural exchange improving language skills and together shaping environmental stewardship globally.

OUTCOMES GENERATED BY THE ECO-SCHOOLS PROGRAMME FOR ALL STAKEHOLDERS

THE IMPACT ALREADY GENERATED BY ECO-SCHOOLS

From the experience of implementing the Eco-Schools Programme in other locations, the following impacts have been generated by the programme and serve as a guide to what is also achievable in the State of Perak:



The image features a dark green background with a large, white, crumpled paper-like shape in the center. The white shape has a textured, wavy appearance, resembling a piece of paper that has been folded and then crumpled. The text is centered on this white shape.

MONITORING AND EVALUATION PLAN

The Eco-Schools Programme focuses on documentation reporting for all of the activities conducted. The Seven-step methodology helps segment the processes into a manageable chunk within the three-year timeline. The type of information that will be collected are as follows;

Quantitative Data

1. Environmental Performance Baseline – Comparison of schools' carbon emission pre and post programme
2. Students Environmental Literacy – A set of questionnaires pre and post programme

Qualitative Data

1. Case Studies/ Stories Telling – Media coverage and publications
2. Research (Knowledge, Attitude and Practice Changes) – Statistical analysis of programme effectiveness

The local Eco-Committee will be responsible for producing the information, in preparation for the independent auditing on the third year of programme implementation. The collected information will serve as the performance indicators for the stakeholders and highlights the areas of improvements.

Quantitative Data

1.0 Environmental Performance Baseline

The Environmental Performance Baseline goes in hand with the step-two and step-three of the curriculum, whereby the Eco-Committee will be guided to conduct an environmental review to investigate the school's environmental performance and develop an action plan to mitigate the identified issues. The synthesised data will help the school to measure the impact or outcome of the project. Below are the key tools to assist the school in its data collection:

1. Pre-test and post-test to gauge participants' environmental understanding and awareness levels
2. Logbook to record the data manually
3. Comparison of utility bills to measure the effectiveness of the countermeasure

1.1 Environmental Performance by Themes

Each of the 12 Eco-Schools Themes will produce its own measurable output, outcome, and impact unique to the school environment. There are no specific tools revised for this purpose; each theme requires a different measurement approach as deemed suitable by the local Eco-Committee.

2.0 Students Environmental Literacy

In assessing the programme impact on students' environmental literacy, a set of questionnaires containing general environmental questions will be asked at the start and towards the end of the programme. The answers then compared and extracted to identify the mastery levels. Questionnaires and oral interactions will be used as measurement tools.

Qualitative Data

1.0 Case Studies/ Stories

Media Communication and Publication Strategies are embedded into Step-5 of the Eco-Schools curriculum. Each participating school is encouraged to engage and share their success stories with the local media outlets, and Eco-Schools dedicated network, the sharing of information provides recognition for their commitment, connecting potential partners and positively impacting the community. The numbers of published articles and completed projects will serve as measuring tools.

Depending on the types, all of the information is subjected to be collected on an end-to-end process within the proposed implementation timeline. Each Eco-Committee is responsible for producing and documenting the data as they complete the planned activities with the exception of research and analysis, whereas the researchers will compile and publish an assessment report independently following the schedule period. If there is a need for a constant update by the stakeholders, the frequency of the data collection will be revised from time to time.



**SPONSORSHIP - ADOPT-
A-SCHOOL PROGRAMME
(ASP)**

FUNDING OPPORTUNITIES IN ECO-SCHOOLS PROGRAMME AND ECO-SCHOOLS ACTIVITIES

It is our desire to work closely with funders to provide strong points of participation and collaboration in the Eco-Schools Programme. To this end, we will work with funders to structure the level of involvement desired at a corporate level, as well as involving senior staff and employees. Funders participation can take place at two distinct levels; at the local schools level and at the national programme level.

WHAT IS THE ADOPT-A-SCHOOL PROGRAMME (ASP)?

Implemented based on the principles of volunteerism and multiple partnerships, the Adopt-A-School Programme (ASP) gives the private sector an opportunity to become dynamic and strong partners towards the noble goal of educating all Malaysians. Under the Adopt-a-School Programme, the adopting private entity which/who engages in providing assistance and services to the public schools shall be entitled to tax incentives arising from the total amount incurred in the donation made within the taxable year.

ADOPT A SCHOOL INITIATIVE

Our proposal offers the opportunity for funders to make a direct connection with the schools being funded through our Adopt a School initiative. We will work with funders to structure the level of involvement desired at a corporate level, as well as involving funding organization employees. For example, visits can be arranged for senior management staff and employees to visit the selected schools at the kick-off stage, during the programmes implementation and at the end of the programme to celebrate awards that have been received.

It only costs RM 60,000 (RM 20,000 each year) to adopt a school. This is simply the cost of running the programme in a school over its 3-Year life cycle:

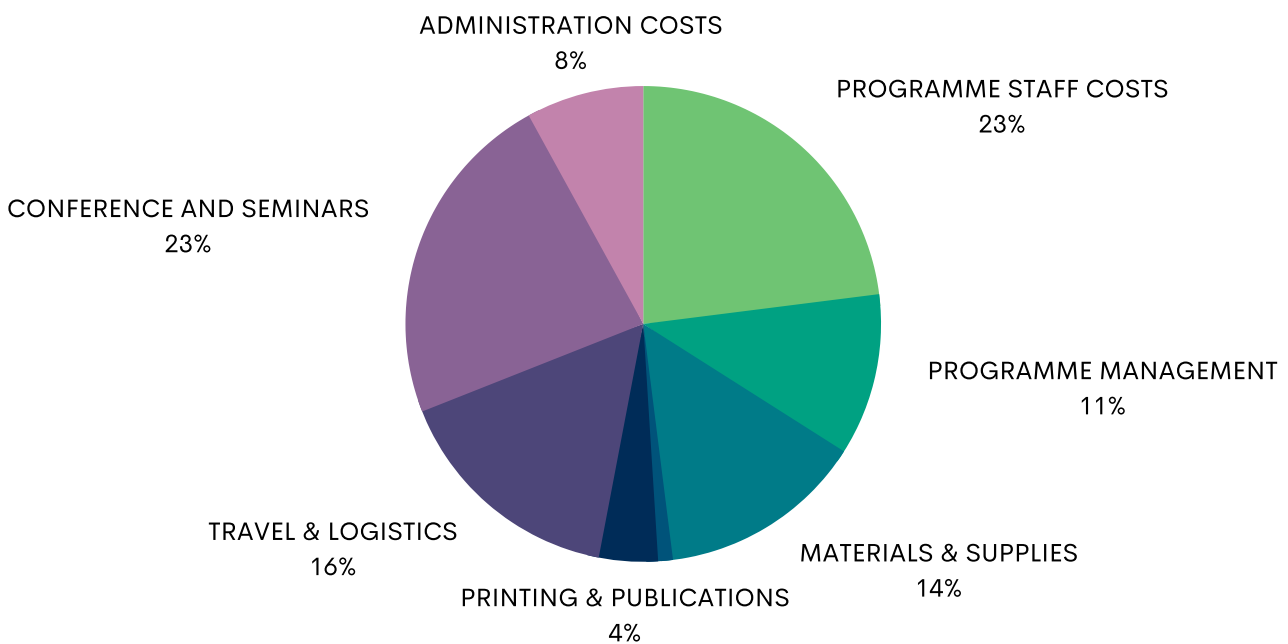
Year 1 Preparation,
Year 2 Implementation and
Year 3 Reporting and Awards

WHAT IS THE FUNDS FOR?

BUDGET OUTLINE

The Eco-Schools Programme budget has been prepared to ensure that the programme is fully resourced for the participating schools, students, teachers and community to benefit fully from the desired outputs, outcomes and impacts that we know from previous experience this programme can generate. We have set this budget out in detail for greater understanding.

The adopt a school funds will be used to run the three year programme and the funds will be allocated for respective expenses segments as below:



OUR COMMITMENT

Our commitment to donors is that we will be good stewards of the funds that you entrust to us to undertake the Eco-Schools Programme.

REPORTING

We will provide you with quarterly financial reports detailing how your funding has been applied. We will also provide you with regular progress reports, which will give you more information on the progress that is taking place on-the-ground for the schools that you have supported.

FUNDER-RECIPIENT RELATIONSHIP

As part of our Adopt a School initiative, we also invite you to visit us - to see how your donation is being used and how it is changing lives and enhancing community wellbeing. Some of our donors have built up long-term relationships with particular schools over the years – and this has had a real benefit for both the donor and the community that goes well beyond the financial value of the donation.

WHO CAN BE AN ADOPT-A-SCHOOL PROGRAMME (ASP) PARTNER?

Any private individual, group, organization or institution can become partners in environmental education. There are, however, basic qualifications of participants to the Adopt-a-School Programme.

A private entity that intends to participate should have a credible track record to be supported by a certificate of registration with the Suruhanjaya Syarikat Malaysia. The private entity should have been in existence for at least a year.

WHAT ARE THE BENEFITS OF BEING AN ADOPT-A-SCHOOL PROGRAM (ASP) PARTNER?

Active involvement in the programme can be mutually beneficial to both parties concerned. While GGAF gets its programme implemented and educate kids on environmental modules, the adopting private entity in return may obtain tax incentives, strengthened corporate image and goodwill within the school community.

A white, crumpled paper shape is centered on a dark green background. The paper has a textured, folded appearance with various creases and shadows. The text is printed in a bold, black, sans-serif font on the white surface.

SUSTAINABILITY OF THE PROGRAMME

As a not-for-profit organisation, we recognise the importance of donations from our prospective donors in the implementation of our community-centric initiatives. Our experience in the field allows us to accept that everything has an end.

The Foundation understands that sustainability requires long term planning to facilitate diverse donor engagement and for improving the institutional capacity of the target population. Staying true to our motto, bringing solutions, making it happen. We have invested time to think and undertake proper research to understand the various options that can be used to maintain a steady flow of funds. Diversifying our funding sources and mechanism is the key for project sustenance.

Rather than just look at the traditional donor agencies, we explore new opportunities with different funding options. Below are the funding options we offer to our donors or sponsors.

Adopt a school initiative

Our proposal offers the opportunity for funders to make a direct connection with the individual schools. The Foundation will work together with potential funders to structure the level of involvement desired at a corporate level, welcoming employees, and senior staff members to engage in planned activities with their adopted schools. Investing in the students' future and fulfilling their corporate social responsibility.

Project Expenses Sponsorship

Our potential donors are given the option to personalise their donation, targeting a specific area of interest such as operational expenses, management expenses and more. This option guarantees a greater control of their commitment.

Public Relations Consultancy

Social Media has become a powerful tool for converging; the involvement of a public relations service in promoting our programmes will attract potential donors. Adopting the crowdfunding model, members of the public can contribute to the survivability of the programme within the selected region.

Tax Exemption Status

Since Jun 2020, the Green Growth Asia Foundation has enjoyed the tax-exempt status to support its programme implementation. Potential donors will be entitled to claim for tax-deductible under Subsection 44(6) of the Income Tax Act 1967.

In-Kind Support

We appreciate all forms of support we can amass. The sharing of expertise or facilities from our potentials' stakeholders could bring all the differences in the world. For example, an event management company could help manage the Eco-Schools Summit, taking a load of the local eco-committee members.

Aside from the donors-backed funding, each of the participating schools will be exposed to entrepreneurial elements, empowering them to start their own social business through the application of practical knowledge gained in the Eco-Schools Programme. There is testimonial evidence showcasing the success of the social business model by one of the participating schools; generating thousands of ringgits through the sale of locally grown produce.

MANAGING INSTITUTIONAL INTERNAL AND/OR EXTERNAL RESOURCES DURING PROJECT IMPLEMENTATION

From the start, we have been prioritising the fusing of sustainability aspects into all of our planned projects. The multispectral collaborations allow the seamless facilitation of education for sustainable development initiatives. Taking pride in the trust ecosystem forged with our stakeholders; impacts of the community-centric projects exceed our initial projection. In the case of Eco-Schools Melaka and Eco-Schools Kedah, we have signed a memorandum of understanding with the state government agencies to express our commitment to the project formally. The collaboration indirectly projects confidence in the Foundation's capability; attracting potential funders to join our cause. The involvement of local agencies and government will ensure improved access to the government initiatives in this direction; as these agencies are permanent, they will help in sustaining the project activities beyond the project duration. Besides looking at financial support from the governmental agencies, we also explore in-kind support that can also help in sustaining some of our project activities—providing a contingency plan for when the primary funding expires. It is unfair for our main client; students when such a promising programme ceased to exist because of the insufficient budget. It has been one of our primary aspirations to ensure the continuation of the Eco-Schools Programme, regardless of its circumstances.

AT THE POLICY LEVEL, THIS PROJECT CONTRIBUTE TO RELEVANT POLICY CHANGES; E.G. WILL IT LEAD TO IMPROVED LEGISLATION, POLICIES, PRACTICES, IMPLEMENTATION OF THE POLICY

The Eco-Schools Programme has the capacity to be integrated on the policy-level by the Ministry of Education. It has been a great interest for the government to introduce education for sustainable development as part of the core curriculum; as shown in the 11th Malaysia Plan and the National Education Blueprint 2013-2025. The systematic approaches of the seven-step methodology support the research and analysis activities. Aspects documentation and reporting have been embedded into the eco-schools' curriculum, allowing the collection of both quantitative and qualitative variables. The behavioural changes resulting from the emphasis on character building addresses the ideal students' aspiration described in the National Education Philosophy. Education for Sustainable Development, despite its importance, is still behind in comparison to other branches of knowledge. All of the desired qualities to improve our standards of education are contained within the Eco-Schools Programme. The programme report published at the end of the three-year timeline could serve as the basis for further improvements, opening the dialogue for system-wide transformation through the introduction of locally produced environmental modules and nationwide integration of Eco-Schools Programme. It is our aspiration that the pilot project implementation could attract more participants and increase the environmental awareness of the community. Shifting the way, we think and act in regards to the environmental impact.

CONCLUSION

In conclusion, the Education for Sustainable Development under GGAF hopes to continue and strengthen the relationship with state government by collaborating on the areas of proposed opportunities mentioned above. This programme has been running in 68 countries across the world for more than 25 years. It has proven to be a holistic programme which encompasses learning and sharing of knowledge and skills, unlocking the full potential of students, empowering and nurturing students to become compassionate and capable leaders, promoting diversity and inclusiveness for all. Students and teachers can explore an abundance of opportunities for international interaction and networking, shaping them into truly global citizens and future leaders for a sustainable world.

A dark green background with a white, crumpled paper shape in the center. The word "ATTACHMENT" is written in bold, black, uppercase letters across the middle of the white shape.

ATTACHMENT

GGAF will undertake active management of the Eco-Schools Programme through a 7-step methodology framework, which serves as a guide towards creating an Eco-schools. The framework also serves as a means of maintaining a sense of uniformity and intentionality when it comes to the implementation of the Eco-Schools Programme. The seven steps are as follows:

YEAR 1



1 YR1.1[P] Project Preliminary Preparation - Month 1

A situational assessment will be conducted on-site if the participating schools met the following criteria:

1. Schools with Program Pendidikan Khas Integrasi (PPKI)
2. Schools that have previously been involved in green projects such as the Program Sekolah Lestari or Projek Riadah Alam Sekitar
3. Schools leadership commitment, especially those involved with the Program Transformasi Sekolah 2025 (TS25)

OUTCOME

The schools are chosen based on the criteria and the situational assessment has been completed.



2 YR1.2[E1] Key event 1: Project Launching - Month 2

The participating schools will be invited to attend the project launching ceremony, this ceremony will give a boost and officiate their three-year journey towards sustainable living. The stakeholders brand will receive its much-needed media coverage, further enhancing the collaboration fostered.

OUTCOME

To create a media presence and motivates the participating schools to accomplish and follow the eco-schools curriculum successfully.



3 YR1.3 [FT] Project Field trip 1: Schools Environmental Performance Baseline survey - Month 3 and 4

The Green Growth Asia Foundation will approach the participating schools' teachers and students to create a baseline survey report for the following carbon footprints elements: waste, water, food, electricity and transportation.

OUTCOME

The participating schools will be able to produce a completed baseline survey report and begin preparation to counter the carbon emission issues.



4 YR1.4 [R] Research: Establish Research Team and Formulate Scientific Research - Month 5 and 8

The research team is formed to help produce quantitative and qualitative findings for the improvement of the eco-schools programmes. The findings that include the evaluation of the student's knowledge, attitude and practice before and after the programme. It could be used to help the governing authority to review their environmental and education policy for the betterment of the society.

OUTCOME

Formulated a quantitative and qualitative scientific research plan to support the expansion of environmental education initiatives.



5 YR1.5 [S1] Seminar 1 - Month 6 Module: Eco-Schools Crash course for HM

The eco-schools crash course is designed to provide the school's headmaster and a headmistress with the knowledge and awareness of the programme. The programme details will be shared in detail, this will allow them to provide adequate support for the executing teams in the school.

OUTCOME

The twenty headmasters and headmistress attended the course and understand the overall process of the eco-schools implementation project and provide the necessary support for the executing schools.



6 YR1.6 [ESW1] Eco-Schools Workshop 1 - Month 7 Module : Eco-Schools Process, Themes and Team Formation Module : Environmental Review and Data Gathering

The participating schools' teachers will be invited to attend a workshop to facilitate their eco-schools initiation process. The teachers will be exposed to two different modules, with each having its own important points. The first module highlighted the procedures of eco-schools committee creation, together with identifying the themes and direction the schools are heading. The second module provides an in-depth explanation and guidance on the proper environmental review and data gathering procedures.

OUTCOME

The attending teachers are able to explain the workshop inputs with the school. A functional eco-schools committee is formed.

YEAR 1



7 YR1.7 [ESW 2] Eco-Schools Workshop 2 - Month 8 Module: Baseline Analysis and Action Plan

The participating schools' teachers will be invited to attend a second workshop on the baseline analysis and action plan. This workshop exposes the participants with the necessary skills to conduct their own baseline analysis of the school's carbon emission and draft a plan to address the issue. The action plan provides guidelines on how to manage the potential risks of the eco-schools programme.

OUTCOME

The teachers are proficient in creating an accurate baseline analysis report, and the solutions to address any arising issues are prepared.



8 YR1.8 [PW 1] Pedagogy Workshop 1 - Month 9 Module: Curriculum Integration and Lesson Plan Development

The pedagogy workshop exposed the curriculum integration and lesson plan development for the attending teachers. The samples and techniques of integrating the environmental education and eco-schools curriculum into the existing curriculum will be shared. The pedagogical trainers from accredited organisations will be guiding the teachers to ensure compliance of both the national education curriculum and the eco-schools curriculum.

OUTCOME

A completed lesson plan and curriculum integration plan is presented to the eco-schools committee for review.



9 YR1.9 [ESW 3] Eco-Schools Workshop 3 - Month 10 Module: Action Plan Review and Develop Communication Plan

The Green Growth Asia Foundation, together with the eco-schools committee, will review the prepared action plans. Suggestions and recommendations will be given to improve their existing action plan; participants will be able to pitch in ideas to increase the chances of success. Furthermore, the participating teachers will be exposed to the skills and technique to develop an effective communication plan. Communication plays an important role in the eco-schools programme; the schools must be able to communicate with industry players and local authority to support their green agendas.

OUTCOME

A reviewed and improved action plans and an add-up ability to communicate effectively with the corporate and public body.

YEAR 2



1 YR2.1 [S2] Seminar 2 - Month 1 Module: Progress Review and Project Funding for HM

This seminar is conducted for the headmaster to inform and discuss the school environmental project process for the time being. A briefing session regarding guidance on how to gain potential funding and how to prepare the funding proposal will be held. Thus, the headmaster can spearhead the school project and acquire more funding from corporate companies.

OUTCOME

The headmaster will comprehend the project progress and the procedure to acquire external funding for the project.



2 YR2.2 [EAW 1] Environmental Action Workshop 1 - Month 2 Module: Energy audit

To educate the teachers and students about the fundamental principles, skills and guidelines to do the school energy audit. They will also inspect the electric appliances in the school and create a list so they can calculate the consumption of energy. Thus, they can identify the energy-saving measures that are beneficial for the schools and the environment.

OUTCOME

The student will gain board awareness of energy audit basics, knowledge about energy-saving measures and provide energy baseline for the school.

YEAR 2

3 YR1.4 [R] Research: Establish Research Team and Formulate Scientific Research - Month 2 and 7

The research team is formed to help produce quantitative and qualitative findings for the improvement of the eco-schools programmes. The findings that include the evaluation of the student's knowledge, attitude and practice before and after the programme. It could be used to help the governing authority to review their environmental and education policy for the betterment of the society.

OUTCOME

Formulated a quantitative and qualitative scientific research plan to support the expansion of environmental education initiatives.



4 YR2.3 [EAW 2] Environmental Action Workshop 2 - Month 3

Module: Water Conservation and Rainwater Harvesting

To educate the teachers and students about ways to conserve the water, the principles, components, instructions on the concept and technology of rainwater harvesting. They will calculate the school water usage and identify various purposes for water usage so they can determine where to utilize their collected rainwater harvesting.

OUTCOME

The students will know how much water they can conserve by integrating the rainwater harvesting system at the school.



5 YR2.4 [PBL 1] Project Based Learning Infra Development 1- Month 4

Module: Rainwater Harvesting Model installation

Develop the rainwater harvesting system at the school to provide sources of water for various purposes such as toilet flushing, washing hands and others. The placement for the system and the purpose of it for the school will be identified since there are a few requirements that need to be considered. The contractor will install the rainwater harvesting system at the site and will also do the training for the students and the teachers.

OUTCOME

The teachers and students will gain knowledge about the benefits of conservation of our natural resources, and the schools are also able to encourage Eco-friendly attitudes.



6 YR2.5 [EAW 3] Environmental Action Workshop 3- Month 5

Module: Food production and sustainable farming

The teachers and students will be trained on how to build the urban garden, learn the fundamental practices and the important steps in urban gardening such as greenhouse growing, seedling productions and others. The techniques needed for a variety of vegetables will also be taught in this workshop.

OUTCOME

Students and teachers comprehend the basic techniques or mechanisms to develop urban gardens that will provide healthy fresh foods to the school.



7 YR2.6 [PBL 2] Project Based Learning Infra Development 2- Month 6

Module: Edible Garden development

Develop an edible garden through raised bed garden methods that can provide fresh foods and information about sustainable ways to reduce environmental impacts. Six packages with a variety of vegetables will be given so the students can plant it and learn about the plant growth stages, photosynthesis, required techniques and others.

OUTCOME

Students and teachers learn about sustainable initiatives by engaging in agricultural practices on a small scale.



8 YR2.7 [EAW 4] Environmental Action Workshop 4 - Month 7

Module: Sustainable palm oil production and sustainable forestry

The students will learn about sustainable practices in the palm oil industry and how we can create a sustainable palm oil production system by maintaining the Roundtable sustainable palm oil standard and sustainable forest. They will also participate in the activities that allow them to identify and choose sustainable palm oil production.

OUTCOME

The students are aware of the importance of the agriculture industry in Malaysia that practices sustainable agriculture to maintain the monocrop.

YEAR 2



9 YR2.8 [ESW 4] Eco-Schools Workshop 4 - Month 8 Module: Monitoring and Evaluation Methodology

The students will be taught about contemporary methods and techniques applicable to the monitoring and evaluation of various programs and projects. Through this workshop, they will also learn to use a range of monitoring and evaluation tools and do activities such as group discussion, individual assignments and others.

OUTCOME

The students develop an understanding of monitoring and evaluation entails, why it is vital and how to do it in a productive and participatory way.



10 YR2.9 [PW 2] Pedagogy Workshop 2 - Month 9 Module: Lesson plan - peer review and publication

For this pedagogy workshop, expert pedagogy such as teacher training college lectures is invited to review such as examine the topics and finalize the developed lesson plans before proceeding to publish it.

OUTCOME

Refined the developed lesson plans by reviewing it so the publication of worthy lesson plans can be made.



11 YR2.10 [AD 1] Ad Hoc : Establish Theme Based Digital Lesson Plan Repository - Month 11

The E-portal is developed as a one-stop environmental education portal to facilitate educators in the dissemination of environmental knowledge. The teaching materials such as environmental modules that are designed to be engaging will be provided in the E-portal according to the topics so the educators can easily integrate it into the curriculum.

OUTCOME

A platform for environmental education modules; it supports the educators' need for comprehensive and standardised teaching materials that were designed to follow and meet the elaborate national curriculum are developed.

YEAR 3



1 YR3.1 [S3] Seminar 3 - Month 1 Module : Networking and Dissemination Strategy for HM

The involved headmaster will learn how to establish networking with schools, the opportunity to do it internationally, globally or locally that conforms to sharing the same needs. Other than that, is on how to disseminate the information about their project through various effective platforms such as social media, traditional media and others.

OUTCOME

The headmaster comprehends the best practices for networking and dissemination strategy.



2 YR3.2 [PW 3] Pedagogy Workshop 3 - Month 2 Module: ESD pedagogy in action

The teachers will conduct training with the students to identify the methods or practices that should be implemented when integrating the lesson plans in the classroom. Then they will also share the tips for a better implementation.

OUTCOME

The teachers discover ways to engage with the students during the activities and how to practice the lesson plans effectively in the classroom.

YEAR 3



3 YR1.4 [R] Research: Establish Research Team and Formulate Scientific Research - Month 2, 6 and 11

The research team is formed to help produce quantitative and qualitative findings for the improvement of the eco-schools programmes. The findings that include the evaluation of the student's knowledge, attitude and practice before and after the programme. It could be used to help the governing authority to review their environmental and education policy for the betterment of the society.

OUTCOME

Formulated a quantitative and qualitative scientific research plan to support the expansion of environmental education initiatives.



4 YR3.3 [ESW 5] Eco-Schools Workshop 5 - Month 3

Module : Eco-Code, Media Writing and Social Media Management

Through this workshop, environmental education social media managers from well known NGOs will be invited to train the teachers and students to write for social media posting to different types of audiences or platforms and also learn about the social media management tools. They will also learn how to write to the media about their projects professionally and ways to approach them to publish it.

OUTCOME

The teachers and students gained the essential skills for media writing and a basic understanding of social media management tools.



5 YR3.4 [ESW 6] Eco-Schools Workshop 6 - Month 4 Module : Report prep and Pre-Audit

The Green Growth Asia Foundation will guide the schools on how to prepare their final report for certification as explained in the eco-schools manual and conduct a pre-audit to demonstrate how the actual auditing process will take place.

OUTCOME

The schools will be able to prepare their final report successfully for the eco-schools review board.



6 YR3.5 [EAW 5] Environmental Action Workshop 5 - Month 5

Module: Environmental Storytelling

The students will be exposed to the techniques on how to effectively share environmental awareness topics through storytelling. There are no restrictions on how their storytelling should be, however, the trainers will teach them the key to great storytelling.

OUTCOME

Students will become master storytellers and be able to further their environmental awareness agendas effectively. Penetrating all layers of the community.



7 YR3.6 [PFT 2] Project Field trip 2: Project Evaluation and Assessment - Month 6

The eco-schools review board will have a tour of the schools and assess the participating schools' accomplishments both in terms of their physical infrastructure and their documentation procedures. Suggestions might be given to improve the effectiveness of the green projects, the standards are written in the eco-schools manual. The participating schools are eligible to stand a chance in winning one of the eco-schools awards.

OUTCOME

The signs of progress of the schools' eco-school programme will be evaluated, the schools' leadership ability and their ability to partake in the programme will be graded.



8 YR3.7 [E2] Key event 2: Award ceremony - Month 11

The participating schools that have undergone the rigorous evaluation by the eco-schools review board will be invited to attend a summit to share their accomplishment and progress throughout implementing the project; the findings might be used as a model for different schools to initiate their own green projects. The awards such as the Bronze, Silver and Green Flag will be presented to the winning schools.

OUTCOME

The participating schools that met the strict criteria will be presented with their rewards. The programme will receive its well-reserved media coverage, further promoting the programme for more schools in Malaysia.

A STRONG COALITION OF PARTNERS

The implementation of the programme in Malaysia is supported by a National Eco-Schools Committee, made up of partners from the following ministries, government agencies, universities and organisations:

Local



International



LETTER OF INTENT BETWEEN GGAF AND WWF



Letter of Intent

This Letter of Intent (“LoI”) is entered into by and between

WWF-Malaysia
PPAB-01/1972
1, Jalan PJS 5/28A, Petaling Jaya Commercial Centre
46150 Petaling Jaya,
Selangor

(hereinafter referred to as “Party A”)

and

Green Growth Asia Foundation
PPM-028-10-18082015
No.2-4, Jalan KC 1, Kota Cemerlang
75450 Ayer Keroh,
Melaka

(hereinafter referred to as “Party B”)

(hereinafter referred to individually as “Party” and collectively as “Parties”)

1. Background

1.1 The LoI summarizes the Parties’ understanding regarding the contemplated collaboration between the Parties and to establish a basis for future discussions regarding a definitive agreement for the formation of the collaboration (“Definite Agreement”). The LoI does not create any binding obligation, expressed or implied, on the Parties, except as set forth in Articles 3 through 8 hereof

2. Key Terms

2.1 Party A shall facilitate and assist Party B to obtain necessary approval from Foundation for Environmental Education (FEE) to run the Young Reporters for the Environment (YRE) in Malaysia

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- 2.2 Party A shall provide approval to Party B to expand (beyond Melaka) the promotion and implementation of the Eco-Schools and Eco-Campus programme in Kedah and Sabah, in tandem with the Memorandum of Agreement signed with Party B prior dated 20th July 2017.
- 2.3 To enter into a Definitive Agreement with Party B to take over as National Operator from Party A within 2 years consisting of all the 4 programmes (Eco-Schools, Eco-Campus, Learning about Forest and Young Reporters on the Environment) subject to the approval of FEE for such arrangements.
- 2.4 Party A and Party B to collaborate in the implementation of turtle-friendly lights to effectively reduce beachfront lighting along key marine turtle nesting beaches in Melaka.
- 2.5 All decisions shall be upon prior discussions between the Parties before the formation of a Definitive Agreement subject to the approval of Party A's Management and/or Board.

3. Definitive Agreement

- 3.1 Promptly after execution of the LoI, the Parties shall enter into good faith negotiations for a Definitive Agreement containing such terms and conditions as are customary for the collaboration, including, without limitation, an implementation plan for Party B for the first 2 (two) years from the signing.

4. Exclusivity

- 4.1 Until the date of termination of the LoI, the Parties shall not enter into discussions with any third party regarding the intended collaboration besides as outlined in Article 2 above.

5. Confidentiality

- 5.1 Except as required by law, each Party agrees that it shall not disclose any Confidential Information to any third party except its advisors who are bound by a duty of confidentiality and that it shall not use any Confidential Information other than in connection with its evaluation of the contemplated collaboration between Parties.
- 5.2 For purposes of Article 5.1 hereof, "Confidential Information" means any information about the other Party provided hereunder, and the LoI except information which: (i) is generally available to or known

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by the public other than as a result of improper disclosure by a Party, or (ii) is obtained by a Party from a source other than the other Party, provided that such source was not bound by a duty of confidentiality to the other Party with respect to such information.

6. Costs and Expenses

6.1 Except as may be set forth in any Definitive Agreement, each Party shall bear its own costs and expenses incurred in pursuing or consummating a Definitive Agreement, including, but not limited to, legal and other professional fees.

7. Term and Termination

7.1 The LoI shall enter into force when it has been signed by both Parties and shall terminate on the earlier of: (i) the date of execution of any Definitive Agreement, and (ii) unless the Parties agree to terminate this LoI. The Parties shall have no claim against each other as a result of termination of the LoI for any reason.

8. Miscellaneous

8.1 The LoI contains the entire understanding of the Parties with respect to the contemplated collaboration. The LoI may not be amended except in writing signed by both Parties.

8.2 Any disputes arising out of or in connection with the LoI which cannot be settled amicably shall be resolved by a court of competent jurisdiction in accordance with the laws of Malaysia.

8.3 The provisions of Articles 5.1, 5.2, 6.1, 7.1, last sentence, 8.2 and 8.3 hereof shall survive termination of the LoI for any reason.

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For and on behalf of

Party A

Name: HENRY CHAN CHOK KHUANG

Title: CONSERVATION DIRECTOR

Date: 20/03/2019

For and on behalf of

Party B

Name: DATO' DR DIONYSIUS SHARMA

Title: EXECUTIVE DIRECTOR

Date: 25/03/2019 (GGAF)

LoI between WWF-Malaysia & GGAF

MOE'S APPROVAL FOR ECO-SCHOOLS PROGRAMME



KEMENTERIAN PENDIDIKAN MALAYSIA
Ministry of Education Malaysia
BAHAGIAN SUKAN, KOKURIKULUM DAN KESENIAN
Sports, Co-curricular And Arts Division
Aras 1, 6 & 7, Blok E13, Kompleks E
Pusat Pentadbiran Kerajaan Persekutuan
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KPM.600-12/1/4 JLD. 8()
21 Januari 2020

Ketua Unit Pemasaran dan Pendidikan,
WWF-Malaysia,
1, Jalan PJS 5/28A,
Petaling Jaya Commercial Centre (PJCC),
46150 Petaling Jaya,
Selangor.

Tuan,

KEBENARAN PENGANJURAN PROGRAM *ECO-SCHOOLS* BAGI TAHUN 2020

Dengan segala hormatnya surat tuan bertarikh 2020 adalah dirujuk.

2. Sukacita dimaklumkan bahawa Bahagian ini **tiada halangan** atas permohonan pihak WWF Malaysia untuk menjalankan **Program *Eco-Schools*** kepada murid sekolah rendah dan menengah Kementerian Pendidikan Malaysia bagi tahun 2020. Walau bagaimanapun, kelulusan ini adalah tertakluk kepada syarat-syarat berikut:

- 2.1 Penyertaan murid dalam aktiviti tersebut adalah dengan pengetahuan dan kebenaran pengetua / guru besar sekolah yang terlibat;
- 2.2 Persetujuan dan kebenaran bertulis daripada ibu bapa atau penjaga murid yang menyertai program berkenaan;
- 2.3 Hanya jurulatih/fasilitator program yang dilantik sahaja dibenarkan untuk menguruskan aktiviti tersebut;
- 2.4 Pelibatan guru dan murid dalam program ini tidak akan menjejaskan proses pengajaran dan pembelajaran mereka;
- 2.5 Tiada implikasi kewangan kepada Kementerian Pendidikan Malaysia, Jabatan Pendidikan Negeri dan Pejabat Pendidikan Daerah yang terlibat;
- 2.6 Penggunaan Jata Negara dengan perkataan Kementerian Pendidikan Malaysia dan sebarang logo yang berkaitan dibenarkan hanya untuk backdrop, banner, sijil, cenderamata, kad jemputan serta buku program sahaja dan tidak dibenarkan untuk tujuan mendapatkan tajaan atau lain-lain yang bertujuan komersial. Pihak penganjur juga dipohon untuk menghantar deraf bagi tujuan semakan sebelum membuat cetakan;

...2/-

MOE'S APPROVAL FOR ECO-SCHOOLS PROGRAMME

-2-

KEBENARAN PENGANJURAN PROGRAM *ECO-SCHOOLS* BAGI TAHUN 2020

KPM.600-12/1/4 JLD. ()

Januari 2020

- 2.7 Selaras dengan Pelaksanaan Pendidikan Sivik yang sedang berkuatkuasa di semua sekolah rendah dan menengah di bawah KPM, pihak tuan dimohon memastikan agar kesedaran sivik dan amalan nilai murni dapat dijadikan sebagai salah satu perkara yang wajib dilaksanakan sebelum/semasa/selepas program berlangsung (seperti gotong royong membersihkan kawasan); dan
- 2.8 Bagi tujuan rekod dan rujukan markah kokurikulum peringkat daerah, negeri atau kebangsaan, pihak tuan dipohon mengemukakan satu laporan penuh bagi program yang telah dijalankan sebelum tahun semasa berakhir.
3. Kelulusan ini adalah hanya untuk memberi kebenaran menganjurkan **Program *Eco-Schools*** yang akan diadakan dari **bulan Januari hingga Oktober 2020** anjuran **WWF-Malaysia sahaja**. Kementerian Pendidikan Malaysia berhak menarik balik kelulusan ini sekiranya pihak penganjur gagal mematuhi syarat dan peraturan yang ditetapkan atau bercanggah dengan dasar sedia ada yang sedang berkuatkuasa. Pegawai BSKK, KPM, Puan Illy Nadia binti Barudin (03-8872 1617/ illynadia@moe.gov.my) sedia membantu untuk memberikan penjelasan lanjut mengenai perkara di atas.

Sekian, terima kasih.

"BERKHIDMAT UNTUK NEGARA"

Saya yang menjalankan amanah,


(ZAINAL BIN ABAS)
Pegarah,
Bahagian Sukan, Kokurikulum dan Kesenian,
Kementerian Pendidikan Malaysia

IN/in

A white, crumpled paper shape is centered on a dark green background. The paper has a textured, wavy appearance with various folds and creases. The text is printed in a bold, black, sans-serif font on the white surface.

**STORIES, NEWS
AND
ACHIEVEMENTS**

Congratulations Green Growth Asia Foundation

The United Nations University has officially acknowledged
**Regional Centre of Expertise on Education for
Sustainable Development (RCE) Melaka** effective
January 7, 2021.
A proud member of the RCE Global Network.

 REGIONAL CENTRE OF EXPERTISE
ON EDUCATION FOR
SUSTAINABLE DEVELOPMENT

ACKNOWLEDGED BY

 UNITED NATIONS
UNIVERSITY

Host by :

Collaboration Partners:



Installation of RCE Melaka

BREAKING NEWS

LIVE

January 12, 2021, Melaka, Malaysia - The Green Growth Asia Foundation announces RCE Melaka's establishment; this centre aims to be fully operational by January 2022. Officially recognised by the United Nations University, RCE Melaka will be joining the 179 members strong network to promote education for sustainable development.

The Global RCE Service Centre has announced Melaka RCE joining the network, who were acknowledged at the Ubuntu Committee of Peers for the RCEs meeting held virtually on 11 December, 2020

The introduction of RCE Melaka will further amplify our effort and consolidate the impact of stakeholders' engagement within the community. Aside from that, the integration of international programmes such as the Eco-Schools Programme gifted participants especially students with unique world views. We are empowering them to take the lead in addressing environmental issues as global citizens.

Aside from that, the centre of expertise will serve as a bridge for formal and non-formal educators to come together and support the implementation of education for sustainable development initiatives, creating more leaders of tomorrow. Without a doubt, RCE Melaka will transform the sustainability landscape in Melaka and her surrounding area forever.



Publication of Eco-Schools Manuals in *Bahasa Malaysia*

Language has always presented a challenge in disseminating quality learning resources, especially in the field of Education for Sustainable Development. Most non-formal educators in Malaysia struggle to adopt the internationally proven syllabus for local usage. Green Growth Asia Foundation is not an exception: having multiple international programmes under its wing such as Eco-Schools and Young Reporters for the Environment Programmes.

The need for publication of learning resources in the Malay languages is at utmost importance in supporting our passionate educators and equipping our future leaders with a unique worldview. The Foundation has always dreamed of doing just that.

However, the limited human resources and commitments for other projects hinder progress. The Covid-19 pandemic is a blessing in disguise; we are able to relocate and concentrate our limited resources to the writing and publication of Eco-Schools Manual, Digital Climate Change Marathon and few other sustainability lesson plans. Our work does not stop here. Instead, it is only the beginning. As more knowledge becomes available, so will the number of resources published.



Eco-Schools

This picture portrays the passion from these girls in joining the eco schools programme that was held in Melaka.



ECO SCHOOL'S ANGELS

THREE ANGELS EMPOWERING THE ENVIRONMENT

Youngsters today are more aware of environmental issues than they used to be, this is the positive outcome of the constant engagement and inception of eco-friendly values by the relevant organisation. One of the green initiatives is the Melaka Eco-Schools Programme. Through it born three Eco's Angels that are taking the charge to bring the world closer to a greener reality. The angels are 17 years old Chin Yee Wei, Nurul Anis Binti Abdul Halim and Rannisha A/P Thanarayannaidu from SMK Durian Tunggal, Melaka. Receiving many awards, they show no sign of stopping anytime soon.



"The best way to predict the future is to create it" - Angels of SMK Durian Tunggal.



Teachers and students of SMK Durian Tunggal on the day of Eco Schools Programme

These Melaka born girls are truly astounded at the beauty of greenery and how they perk their livings. Despite the chaotic schedule throughout school years, they have managed to balance the time between their studies and the Eco Schools Programme. Proven by the students themselves, they spare their time in the morning to focus on their academics and eco-schools programme in the evening. Support from the teachers and families bring them together and it is applicable for them to endeavour their passion in environmental issues.

November, 2018 is when they prove their affection towards the environment in the Eco Schools Programme and sweep The Green Flag Award competing with hundreds of schools. The awards assuredly the highest award as it is at international level. Teachers are certainly honored with what they have accomplished, as well as bringing a good name for a prestigious school. Winning the awards was not the only thing they had to do hard, but they managed to get their work done to fit the 7-step methodology to create a mini city using recycled items such as newspapers, tyres, bottles and so on.

The enthusiasm that is shown from the girls by sharing knowledge about the environment to others has made a positive impact on students' view as well as having the fundamental values of caring for the environment. Simple yet effective activities held in school for instance, Anis spoke about how they approach their friends that leftovers foods from the canteen can be turned into fertilizer. Other than that, Chin stated that they also did an activity where the students can exchange their recyclable items in their class for cash, where the girls named the activity as "Trash for Cash".

A busy schedule for the girls has helped them to become more competent and organized by being disciplined and determined in making sure that their schoolwork and extracurricular activities are on par. "We should not neglect any of it as it helps us to challenge ourselves to achieve another level that we least expect" mentioned Reena that both academics and curriculum are equally important. Furthermore, she added that the mind-testing tasks from eco schools programme really motivated them to push themselves to the limit in order to give their best, which she finds it truly an experience that she could never forget.



The girls presenting about the D'Green Eco Park by changing a polluted pond to a recreational park



A replicate of real life city in a small size for RBBTH: Reka Bentuk Bandar Teknologi Hijau



One of the most highest achievement that they won: The Green Flag Award



This picture was taken by their teacher with the mini city they created



The process of spraying recycled bottles for one of their projects

The secret of this team's success is definitely their friendship and unconditional support from each other in overcoming any hardship. Anis mentioned that she was overwhelmed by her responsibility as the team leader, "I cried when the pressure got to me, I felt I was not up for the position however due to the endless support from my parents, teachers and friends I can say that I successfully led my team to victory". Having doubts and hardships along the way is normal in any team, but it did not hold them back.

"I had the time of my life joining Eco school, there were many fun activities we did and I can't choose only one. To be frank, I joined Eco school without expecting anything distinctive or exciting, in my head I thought we are just going to learn about planting trees or do boring posters about planet earth. Boy! was I stereotypical?". Chin was proven wrong as when she joined, the programme held more than 48 different activities that kept her occupied with endless knowledge and excitement especially the late nights time when she's at school working on her eco school projects, it was memorable.

As for career choices in the future, eco school played a dominant role for the girls. What inspired them for their choices comes back to eco school, Reena spoke on how she only knew general ways to care for the planet, but now she knows how to calculate the data for carbon dioxide emissions and now she's pursuing database engineering at UTM. Although it's not environmental related, she will volunteer in camps and or conduct any environment activities with other organizations, same goes to Anis, who's curious about many things said the programme taught her about the ecosystem. Due to that, her passion about nature grew as high as the oldest oak tree which landed her pursuing a diploma in microbiology. Chin, who is still unsure of what to pursue, is confident enough that mathematics needed in the activities, increased her love for maths more.

If you have friends that are interested in joining Eco school, what would you say? Three of them clearly gave the best answers for this question, "Eco schools programme is like a family to me, the knowledge I gained, meeting new people, changing the way we think of the environment and making a change with the possibilities you couldn't think of, you won't regret it". "We as the youth of the generation must realize that the future of our planet depends on us and that we must take care of our home even by doing small steps and always remember that small changes will become a big impact". The angels voiced that every little action can help. What does not help, is trusting that others will order change for your sake. Action is always better than inaction, and whatever you do, however small, will contribute to a brighter future.



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