

Greening Education Partnership

Getting every learner climate-ready

MALAYSIA ROADMAP 2030



First Edition 2023

The Green Growth Asia Foundation

Green Growth Asia Foundation (GGAF) was established in 2015.

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MALAYSIA GREENING EDUCATION PARTNERSHIP ROADMAP 2030 (MyGEP 2030)

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MALAYSIA

GREENING EDUCATION PARTNERSHIP (GEP) ROADMAP 2030

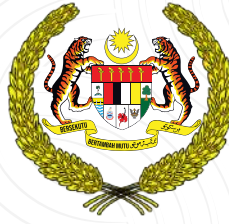
Getting every learner climate-ready

Green Growth Asia Foundation

TABLE OF CONTENTS

FOREWORD	01
PREFACE	06
EXECUTIVE SUMMARY	08
ABBREVIATIONS	09
CHAPTER 1	12
- WHY MALAYSIA GREENING EDUCATION PARTNERSHIP ROADMAP 2030 IS URGENTLY NEEDED	13
- TRANSFORMING MALAYSIAN EDUCATION TO TRANSFORM THE WORLD	15
- THE IDEAL MODEL OF ENVIRONMENTAL EDUCATION.....	16
- THE VISION.....	17
- THE ROLE OF EDUCATION	18
CHAPTER 2	19
- RELEVANCE TO NATIONAL AGENDA.....	20
- MALAYSIA MADANI	20
- THE 12TH MALAYSIA PLAN (2021-2025).....	21
- THE MALAYSIA EDUCATION BLUEPRINT 2013-2025.....	22
- RELEVANCE TO GLOBAL AGENDA.....	23
- SDG GOAL 4: ENSURE INCLUSIVE AND EQUITABLE QUALITY EDUCATION AND PROMOTE LIFELONG LEARNING OPPORTUNITIES FOR ALL	23
- RELEVANCE GGAF STRATEGIC ACTION PLAN 2030.....	24
CHAPTER 3	26
- UNESCO GREENING EDUCATION PARTNERSHIP.....	27
- GREEN GROWTH ASIA FOUNDATION STRATEGIC ACTION PLAN 2023-2030	28
- ESG ACROSS OUR PATHWAYS.....	29
- OUR PATHWAYS	30
- EMPOWERING YOUTH IN INDIVIDUAL CLIMATE ACTION	31
CHAPTER 4	32
- THE MALAYSIA GREENING EDUCATION PARTNERSHIP.....	33
- MALAYSIA GREENING EDUCATION PARTNERSHIP ROADMAP 2030.....	35
- GREENING SCHOOLS	37
- GREENING CURRICULUM.....	38
- GREENING TEACHER TRAINING AND EDUCATION SYSTEMS' CAPACITIES	39
- GREENING COMMUNITIES.....	40
- DATA-BASED MONITORING AND EVALUATION.....	41
- COMMUNICATIONS STRATEGY	42
- TARGET AUDIENCE.....	43
CHAPTER 5	44
- IMPLEMENTATION FRAMEWORK	45
- GOVERNANCE.....	46
- KEY ASPECTS OF THE GOVERNANCE STRUCTURE INCLUDE:	48
- JOINT ADVOCACY MESSAGES ON CLIMATE CHANGE AND TH-E ROLE OF EDUCATION	49
- BACKGROUND	50
- KEY MESSAGES OF GREENING EDUCATION PARTNERSHIP.....	50
- GREENING SCHOOLS	50
- GREENING CURRICULUM.....	51
- GREENING TEACHER TRAINING AND EDUCATION SYSTEMS' CAPACITIES.....	52
- GREENING COMMUNITIES	53
- GLOBAL COORDINATION	54
ANNEX.....	56
- WILAYAH PERSEKUTUAN PUTRAJAYA	57
- WILAYAH PERSEKUTUAN KUALA LUMPUR.....	65
- WILAYAH PERSEKUTUAN LABUAN.....	73
- JOHOR	81
- KEDAH	89
- KELANTAN.....	97
- MELAKA.....	106
- NEGERI SEMBILAN.....	114
- PAHANG.....	122
- PULAU PINANG.....	130
- PERAK	138
- PERLIS	146
- SELANGOR	154
- TERENGGANU	162
- SABAH.....	170
- SARAWAK	178

FOREWORD



While we stand at the crossroads of climate change, the Malaysia Greening Education Partnership Roadmap 2030 illuminates a path to a more sustainable future. It empowers our nation's citizens with knowledge, values, and the spirit of environmental stewardship. Through education, we embark on a journey toward a greener Malaysia, one that safeguards our natural treasures for generations to come. This roadmap serves as a beacon of hope and transformation, where the collective effort of all stakeholders shall steer our great nation toward prosperity and resilience in the face of global challenges.



My Fellow Malaysians,

It is with great pride and a profound sense of responsibility that I extend my warmest greetings to you as we embark on a journey of transformation and renewal through the Malaysia Greening Education Partnership Roadmap 2030.

As the King of Malaysia, I have had the privilege of witnessing the unparalleled beauty of our nation's landscapes and the resilience of our people. Yet, I have also witnessed the ominous shadow of climate change cast upon our beloved land. Rising temperatures, extreme weather events and ecological disruptions threaten the very fabric of our society, placing our communities and natural treasures in peril.

It is a challenge that demands our collective resolve, our unwavering commitment and our immediate action. It is in this spirit that we introduce the Malaysia Greening Education Partnership Roadmap 2030, a bold and transformative initiative that seeks to harness the power of education to confront the climate crisis head-on.

Education, as a beacon of hope and enlightenment, holds the key to our future. It is through education that we raise awareness, nurture knowledge and inspire action. It is through education that we empower our youth, the architects of tomorrow, to become stewards of our environment, architects of sustainability and custodians of our nation's well-being.

The cornerstone of our roadmap is the Eco-Schools Malaysia programme, a symbol of our commitment to fostering environmental consciousness within our educational institutions. Supported by the esteemed UNESCO Greening Education Partnership, this programme integrates environmental education into the very fabric of our schools, cultivating a generation of eco-citizens who understand the profound interconnection between human actions and the health of our planet.

But it doesn't end there. Our roadmap goes beyond the classroom, envisioning a holistic transformation that extends to our communities, our curriculums, our educators and

our schools. It outlines our commitment to greening schools, curriculum, teacher training and education systems' capacities and communities, with ambitious targets that reflect our unwavering dedication to a sustainable future.

I must commend the Green Growth Asia Foundation for their unwavering dedication to Education for Sustainable Development (ESD). Their tireless efforts in mobilising schools, students and teachers are accelerating our progress towards the audacious goal of achieving net zero emissions by 2050.

My fellow Malaysians, the climate crisis is a reality we cannot afford to ignore. But through education, through the Eco-Schools Malaysia programme, through the partnership with the UNESCO Greening Education Partnership and through the unwavering dedication of our youth and educators, we have the power to shape a future that is sustainable, resilient and harmonious.

With this Malaysia Greening Education Partnership Roadmap 2030, we take a steadfast step forward, united in our commitment to safeguarding our beloved land, our precious Malaysia. Together, let us rise to this challenge, for the sake of our people, our communities and generations yet unborn.

May this roadmap be a beacon of hope, a guide for action, a testament to our collective determination to secure a sustainable and prosperous future for all Malaysians.

God bless our beloved Malaysia.

**HIS MAJESTY
SERI PADUKA BAGINDA THE YANG DI-PERTUAN AGONG
AL-SULTAN ABDULLAH RI'AYATUDDIN AL-MUSTAFA BILLAH SHAH
IBNI ALMARHUM SULTAN HAJI AHMAD SHAH AL-MUSTA'IN BILLAH**

**A MESSAGE FROM HIS ROYAL HIGHNESS
THE REGENT OF PAHANG,
TENGKU HASSANAL IBRAHIM ALAM SHAH
IBNI AL-SULTAN ABDULLAH RI'AYATUDDIN
AL-MUSTAFA BILLAH SHAH**

Climate change is a stark reality with far-reaching implications for our society and environment. In Malaysia, we confront various challenges like peat-land degradation, endangered Malaysian tigers and devastating floods. To address these crises, we must unite and prioritise environmental education as a catalyst for change.

I am excited to announce a significant partnership between Malaysia and the Green Growth Asia Foundation (GGAF) in the Eco-Schools programme. This initiative, operating in over 95 countries, is the world's largest Education for Sustainable Development (ESD) programme. Established in 1994, the Eco-Schools programme features a proven Seven-Step project-based learning framework.

As Malaysia's national operator for the Eco-Schools programme, GGAF is dedicated to creating a sustainable education system that instills environmental values, knowledge and skills in our youth. Through the Eco-Schools Malaysia programme, we aim to seamlessly integrate environmental education into our schools, ensuring that our children grasp the crucial link between human actions and our planet's well-being.


With support from UNESCO's Greening Education Partnership (GEP), this initiative not only promotes sustainability but also nurtures responsibility and ecological citizenship among our students.



Given our commitment under the Paris Agreement to limit climate change to 1.5°C, we must revolutionise education to address the global climate and environmental crisis effectively.

I urge the government, civil society and private sectors to collaborate and invest in the Eco-Schools Malaysia programme. Let's provide the necessary resources and support to extend this remarkable initiative across our nation and beyond.

Together, we can empower our youth as catalysts for change, inspiring their peers, families and communities to embrace sustainability and shape a brighter future.



In our changing world, we face environmental challenges. As educators and leaders, we must prepare students for the future.

The Malaysia Greening Education Partnership (GEP) Roadmap 2030 reflects our commitment to sustainability and education as drivers of positive change.

At its core, this partnership focuses on integrating Education for Sustainable Development (ESD) into our curriculum through the Eco-Schools program.

This ensures that all students in Malaysia, including indigenous and special needs students (MBK), have equal access to environmental education, empowering them to become responsible stewards of our planet.


The involvement of the Green Growth Asia Foundation highlights the power of collaboration in transformative education.

Thier unwavering commitment to our cause is truly invaluable, and we eagerly anticipate the remarkable milestones we will achieve together.

The Malaysia GEP Roadmap 2030 elevates the Malaysian Education Development Plan (PPPM) (2013-2025) to new heights, equipping all students in our nation with dynamic skills to confront future challenges in career prospects and the climate crisis.

This roadmap significantly contributes to our national goals of fostering holistic education, nurturing environmentally conscious citizens and promoting sustainable practices.

Fadhlina Sidek
Minister of Education



When we launched the Foundation for Environmental Education's (FEE's) strategy for the decade, GAIA 20:30, it was a profound recognition of the pivotal role that education can, and indeed must, play in addressing the most pressing challenges confronting our planet and its inhabitants. Climate change, biodiversity loss and pollution stand as formidable adversaries and education is our most potent weapon in this battle.

FEE firmly believes that, alongside our partners and our global network of members, we can empower individuals worldwide to comprehend the profound importance of nature for our collective future.

I am particularly thrilled to acknowledge the Green Growth Asia Foundation's tireless efforts in shaping the Malaysia Greening Education Partnership (GEP) Roadmap 2030. Their unwavering commitment to sustainability and environmental education has been instrumental in bringing this visionary initiative to fruition.

The Malaysia Greening Education Partnership (GEP) Roadmap 2030 is a testament to this shared vision. It embodies our commitment to nurturing a generation of environmentally conscious leaders who understand that their actions can shape a more sustainable and resilient future for all. It is a call to action for educators, policymakers, and communities to unite, harnessing the power of education to safeguard our planet.

Together, with dedicated partners like the Green Growth Asia Foundation, we can instill in our youth the profound significance of nature and equip them with the tools to become stewards of our precious environment. It is with great enthusiasm that I endorse the GEP Roadmap 2030, knowing that it will serve as a beacon of hope, guiding us toward a greener and more sustainable future.

Lesley Jones
President,
Foundation for Environmental Education



PREFACE



As we stand on the precipice of a defining era, the importance of green growth and sustainable development has never been more pronounced. It is my privilege to introduce you to the Malaysia Greening Education Partnership (GEP) Roadmap 2030—an ambitious roadmap that envisions a future where our actions are guided by a profound commitment to the well-being of our planet and its inhabitants. As the Executive Director of the Green Growth Asia Foundation (GGAF), I stand before you with a deep conviction that education is the cornerstone of sustainable development and green growth.

This roadmap is a testament to our unwavering commitment to fostering a more sustainable future for Malaysia. At its core, it reflects the principles of Green Growth and Sustainable Development, a philosophy that lies at the heart of our foundation.

I am delighted to note that our roadmap aligns seamlessly with the Environmental, Social and Governance (ESG) initiatives of Government-Linked Companies (GLCs) and other stakeholders. This synergy is pivotal in our collective pursuit of a greener, more equitable society.

Furthermore, our partnership with the UNESCO Greening Education Partnership (GEP) underscores our commitment to international cooperation and the global green growth agenda. GGAF's mission extends beyond the classroom; it is a call to action for all urban and community stakeholders. Our goal is to educate and inspire the youth, empowering them to become leaders in the quest for sustainability.

The Malaysia Greening Education Partnership Roadmap 2030 outlines ambitious targets, from greening schools and curricula to building capacities and fostering sustainable communities. It is a testament to the unwavering dedication of our team, our partners and all those who share our vision.

Datuk Ir. Ts. Dr. Mahadi Mohamad
Executive Director, Green Growth Asia Foundation

In the realm of education, there exists an incredible power—the power to shape minds, instil values and foster agents of change. It is a power we believe in profoundly at Green Growth Asia Foundation (GGAF), and it is a belief that lies at the heart of the Malaysia Greening Education Partnership (GEP) 2030.

As one of the founders of GGAF, I am thrilled to introduce this pivotal document—a roadmap that embodies our collective vision for transformative education in Malaysia. It has been a journey fuelled by unwavering commitment and untiring effort, driven by the conviction that education is the key, and our youth are the agents of change.

Over the years, GGAF has honed its focus, culminating in our new, more refined vision: 'Empowering Youth in Individual Climate Action.' This vision underscores our dedication to nurturing a generation of young individuals who are not just aware of the environmental challenges we face but are also equipped to take meaningful action.

Our pathways are now resolutely geared toward transformative education—a brand of learning that goes beyond the classroom. It's about instilling a sense of responsibility, nurturing a deep connection with the environment and fostering a mindset of sustainability.

As we navigate this roadmap, let us remember that our journey toward a greener, more sustainable Malaysia begins with education. It's a journey where youth will be at the forefront, empowered with the knowledge and skills needed to tackle climate change, protect biodiversity and champion sustainability.

I am optimistic about what lies ahead. With the Malaysia Greening Education Partnership, we are taking a significant step toward shaping a brighter, more sustainable future for our nation.

Together, we can unlock the potential of our youth, harness the power of education and steer Malaysia toward a greener horizon.

Dr. Balamurugan Ratha Krishnan
Chief Executive, Green Growth Asia
Foundation (GGAF)



EXECUTIVE SUMMARY

VISION

Getting every learner in Malaysia climate-ready by 2030.

BENEFICIARIES

Malaysian Youth

OVERALL OBJECTIVE

Drawing upon ESD's holistic approach to learning, the Malaysia Greening Education Partnership Framework 2030 aims to ensure all learners acquire knowledge, skills, values, attitudes and action to tackle climate change and to promote sustainable development.

TARGET AUDIENCE

- Students
- Teachers
- School Leaders
- Communities
- Ministry of Education
- NRECC
- State Education Departments
- Educators
- Civil Society Organisations
- International Organisations
- Government Agencies
- Private Sectors

STRATEGIES

The Malaysian Greening Education Partnership Framework 2030 will foster better coordination and stronger collaboration among its members to enable synergies through:

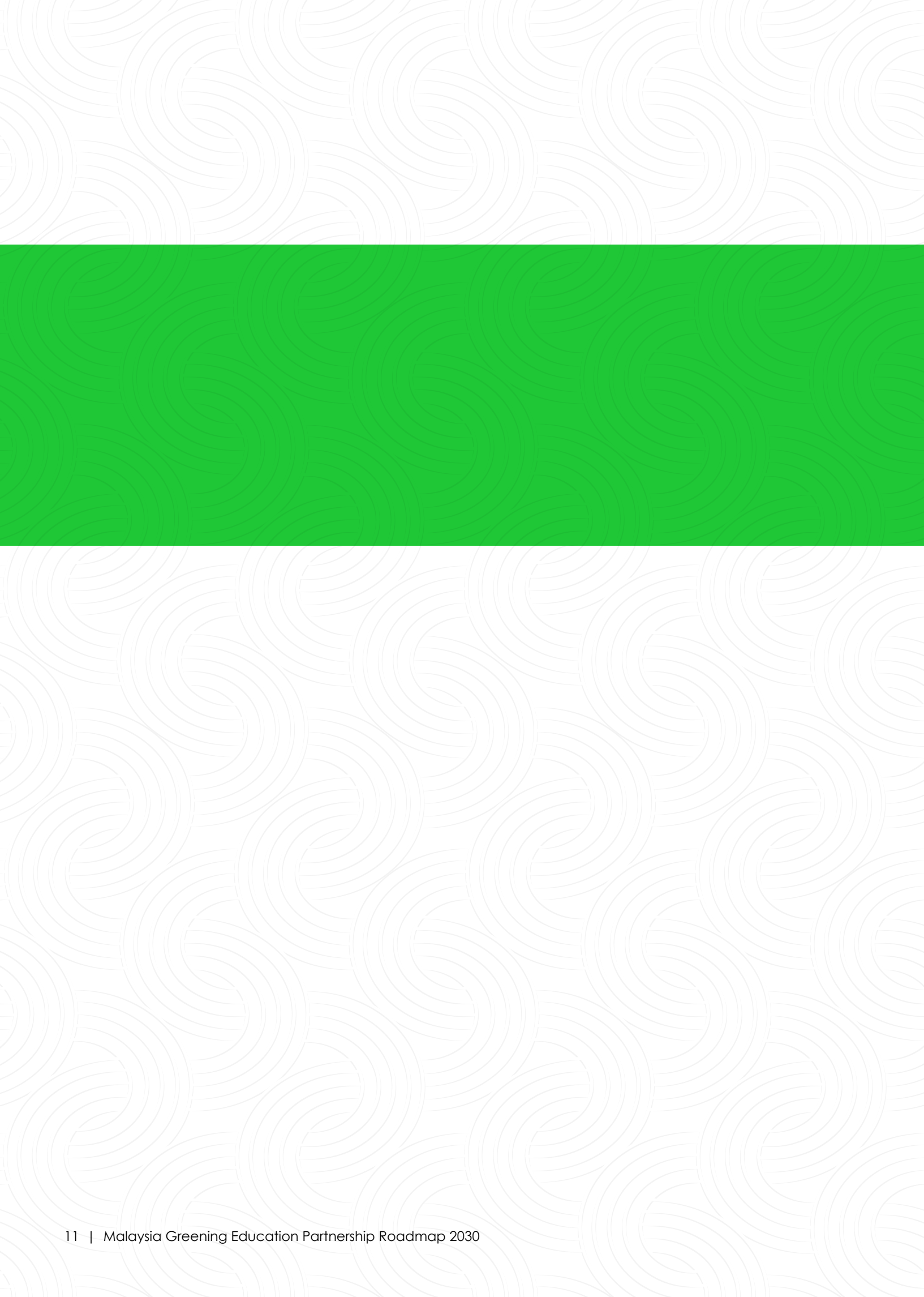
- **Collaboration:**
Among stakeholders to avoid duplication and foster strategic implementation and allocation of resources.
- **Knowledge management and research:**
To facilitate sharing of good practices, development of strategic evidence and foresight to support implementation as part of fostering a community of practice.
- **Advocacy and communication:**
To raise awareness and leverage further commitment and action at global, regional and country levels.
- **Monitoring of progress:**
To strategically and effectively steer the actions undertaken by the members, including on the impact of the actions.
- **Resource mobilization:**
To increase coherence and reduce fragmentation of the actions at country level while improving the overall effectiveness of the results.

PILLARS

- The Greening Education Partnership is structured around four key pillars of transformative education.
 1. Greening Schools
 2. Greening Curriculum
 3. Greening Teacher Training and Education Systems' Capacities
 4. Greening Communities

ABBREVIATIONS

ALAM - Amanah Lestari Alam
CCEE - Climate Change and Environmental Education
CEPA - Communication, education, and public awareness
CSO - Civil Society Organisation
ESD - Education for Sustainable Development
FEE - Foundation for Environmental Education
FELDA - Federal Land Development Authority
GGAF - Green Growth Asia Foundation
GHG - Greenhouse Gas
IBSE - Inquiry-Based Science Education
IPG - Institute of Teacher Education
JPN - State Education Departments
MOE - Ministry of Education
MyGEP - Malaysia Greening Education Partnership Roadmap 2030
NAEEE - North American Association for Environmental Education
NGO - Non Governmental Organisation
NRECC - Ministry of Natural Resources, Environment, and Climate Change
OCE - Office for Climate Education
PBL - Project Based Learning
SDG - Sustainable Development Goal
SE - Special Education
UN - United Nations
UNESCO - United Nations Educational, Scientific and Cultural Organisation





CHAPTER 01

**ABOUT THE MALAYSIA
GREENING EDUCATION
PARTNERSHIP ROADMAP 2030**



WHY MALAYSIA GREENING EDUCATION PARTNERSHIP ROADMAP 2030 IS URGENTLY NEEDED

Following the UN's Transforming Education Summit in September 2022, the UNESCO Section for Education for Sustainable Development has launched a global, multistakeholder partnership to coordinate efforts to get every learner climate ready.

The UNESCO Greening Education Partnership is a global initiative that takes a whole-of-system approach to support countries to tackle climate crisis by harnessing the critical role of education. As a collaborative platform for governments and other stakeholders including inter-governmental organisations, civil society, youth, academia, and private sector, the Greening Education Partnership aims to deliver strong, coordinated and comprehensive action that will prepare every learner to acquire the knowledge, skills, values, and attitudes to tackle climate change and to promote sustainable development.

The Malaysia Greening Education Partnership Roadmap 2030 is a dedicated initiative, crafted specifically for collaboration between the Ministry of Education (MOE), Ministry of Natural Resources, Environment and Climate Change (NRECC), and State Education Departments (JPN). Its primary goal is to facilitate collective efforts aimed at equipping learners across all age groups with the essential knowledge, skills, values, and attitudes needed to champion climate action and advance the cause of sustainable development. A key focus of this initiative is the promotion of life-long learning and non-formal education, acknowledging their pivotal roles in addressing pressing societal and environmental challenges.

4 ACTION AREAS OF TRANSFORMATIVE EDUCATION

GREENING SCHOOLS

From early childhood through adult education, work to ensure that all schools achieve green school accreditation, including teacher training and higher education.

GREENING TEACHER TRAINING AND EDUCATION SYSTEMS' CAPACITIES

Strengthen education systems to be climate-smart with adequate measures, and ensure teachers and policymakers are trained in school accreditation, including teacher training and higher education.

GREENING CURRICULUM

Embrace lifelong learning approach that integrates climate education into school curricula, technical and vocational education, workplace skills development, teaching materials, pedagogy, and assessment.

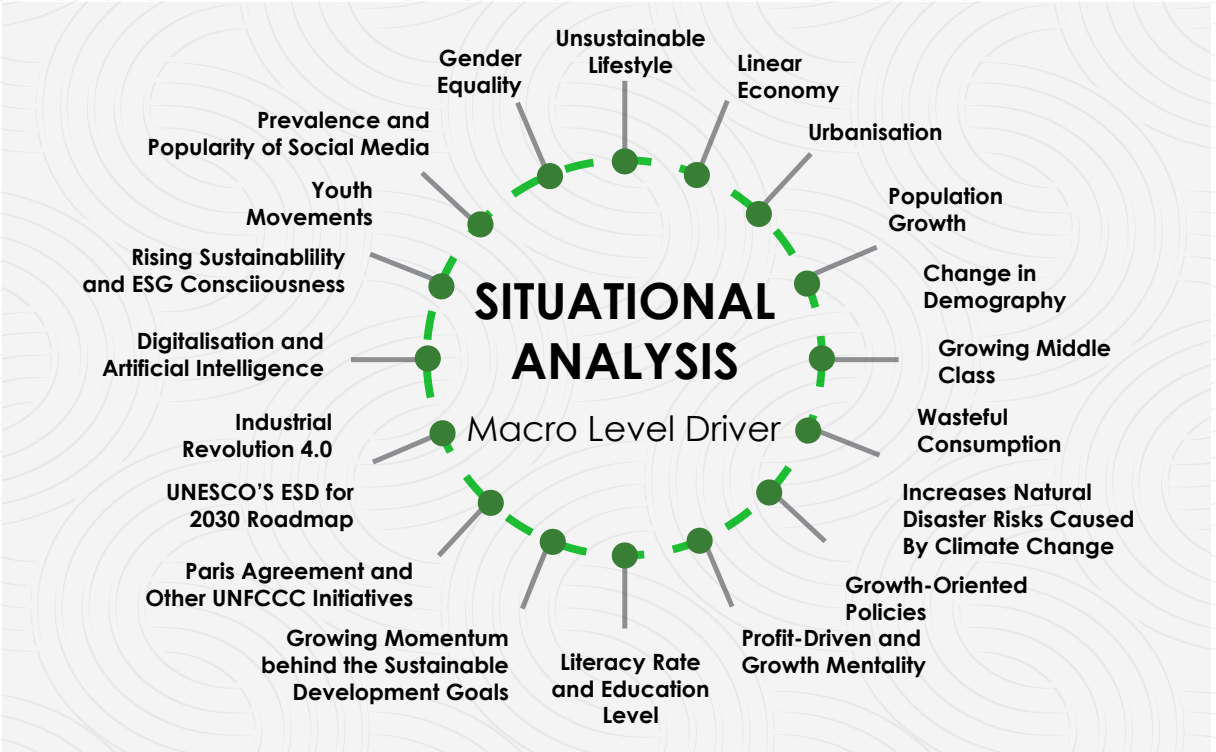
GREENING COMMUNITIES

Strengthen community resilience by integrating climate education into lifelong learning, with a focus on empowering and mobilising young individuals, community centers, and learning cities to take action on climate change.

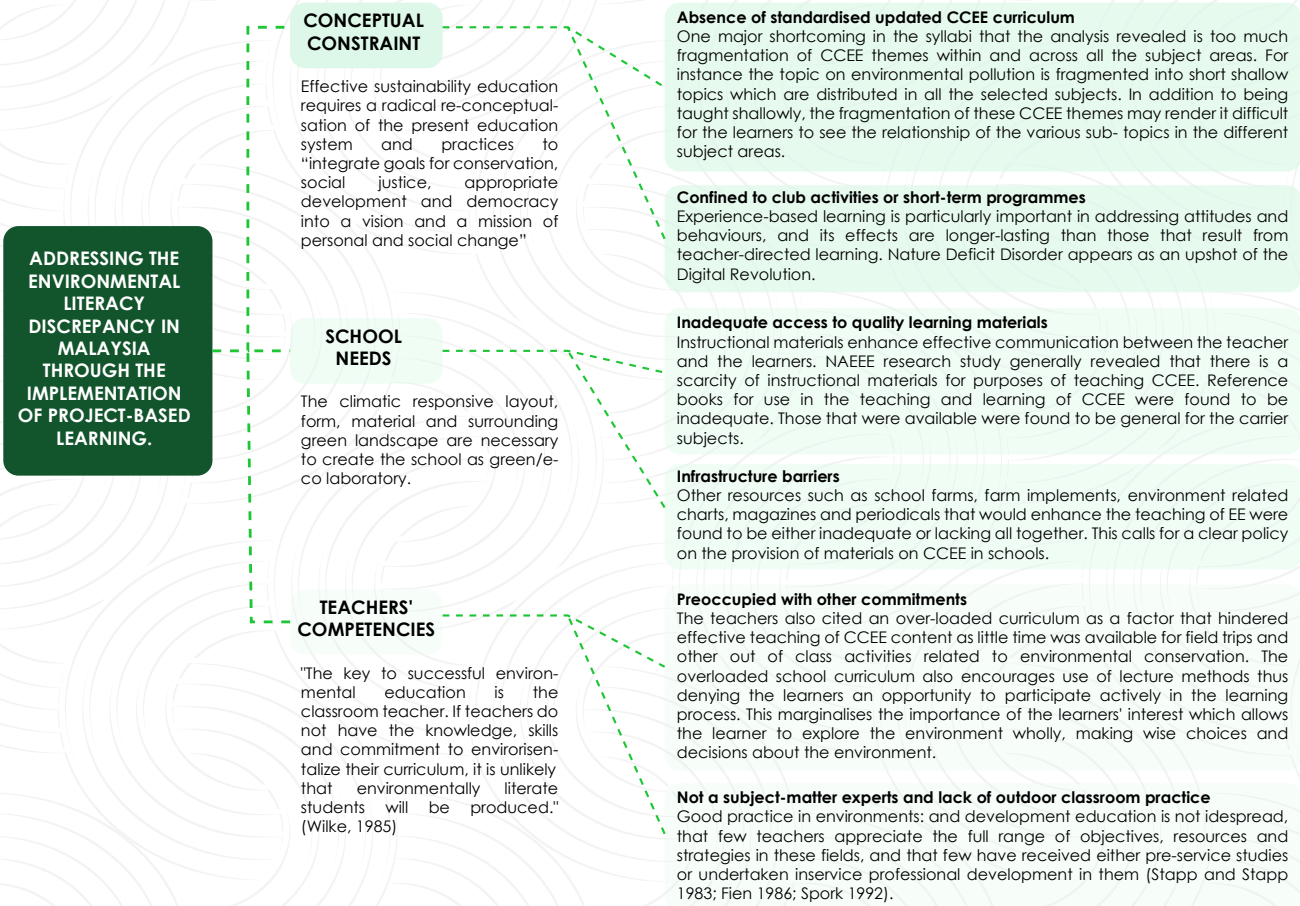
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ACTION AREAS OF TRANSFORMATIVE EDUCATION

The macro-level context that underpins the relevance of the Malaysia Greening Education Partnership Roadmap 2030, and which it aims to address through stakeholder engagement, includes global trends that are observable within Malaysia. Presented below is a concise but not exhaustive overview of these trends.



At a micro-level, the situational analysis delves into Malaysia's specific concern of environmental literacy disparities. This issue is being addressed through project-based learning as an integral part of Climate Change and Environmental Education (CCEE) programmes developed and implemented by GGAF.



TRANSFORMING

MALAYSIAN EDUCATION

TO TRANSFORM THE WORLD

Greening Education Partnership

Getting every learner climate-ready

The UN Secretary-General calls the climate crisis ‘a battle for our lives’, as we still struggle to transform our societies to reach the 1.5°C-degree path recommended by the Paris Agreement.

In the grand tapestry of our nation's progress, a swift and profound transformation calls to us from every corner of society, weaving through the many aspects of our lives. Education, a cornerstone of our enlightenment, takes on a pivotal role in facilitating this adaptation and strengthening the resilience of our learners and communities. Equally vital is the fortification of our educational institutions against the impacts of climate change, ensuring they stand as bastions of knowledge, impervious to its unpredictable embrace.

In alignment with the vision laid forth by the United Nations Secretary-General's Transforming Education Summit, it has been affirmed that our noble halls of learning must undergo a profound transformation to address the looming specter of the global climate and environmental crisis. Building upon the foundation of wisdom and experience cultivated through the pursuit of Education for Sustainable Development (ESD), a new alliance known as the Greening Education Partnership has embarked on a worthy mission. This alliance, resolute in purpose, aims to orchestrate a potent, harmonious, and all-encompassing effort, one that equips each learner with the knowledge, skills, values, and principles necessary to confront climate change and champion sustainable development.

In a momentous step towards the advancement of sustainable development and the battle against the capricious impacts of climate change, our esteemed King, Yang di-Pertuan Agong Al-Sultan Abdullah Ri'ayatuddin Al-Mustafa Billah Shah of Malaysia, has taken a commendable initiative. Starting from the auspicious year 2023 and extending its forward-thinking course until

2030, the Greening Education Partnership (GEP) roadmap unfolds its banner of progress. Recognising the pivotal role of education in driving transformative change, this initiative focuses on harnessing the potential within the Eco-Schools Malaysia programme to achieve the Sustainable Development Goals (SDGs).

By infusing sustainability principles, nurturing environmental awareness, and fostering individual climate action within the fabric of our education system, this visionary roadmap aspires to empower the next generation with the knowledge, skills, and values needed to address urgent environmental challenges. With the unwavering commitment of our King and the collective efforts of educators, students, and the broader community, Malaysia stands as a radiant example of the union of education and sustainability—a nation nurturing a generation passionate about creating a greener, more resilient future for our beloved land.

“As the custodians of our nation's educational journey, we embrace this partnership as a beacon of transformation.

Dato' Indera Nik Nasarudin Mohd Zawawi
Secretary General,
Ministry of Education

”

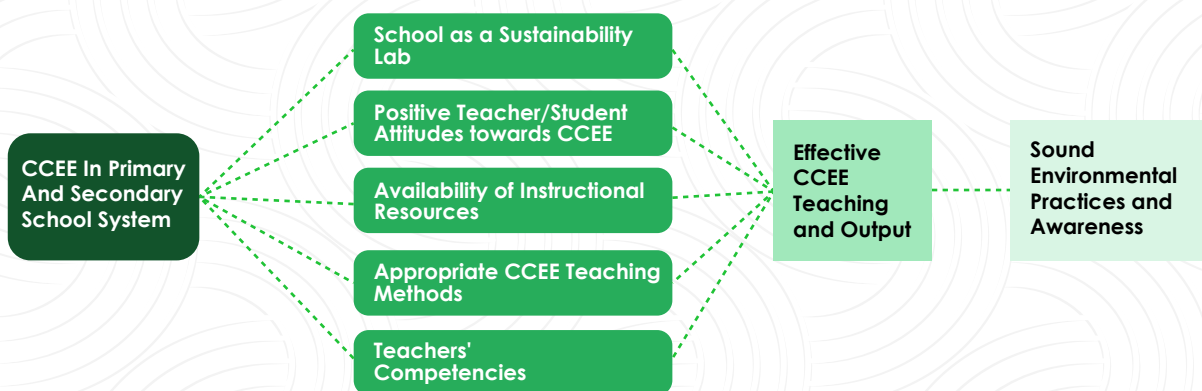


THE IDEAL MODEL OF CLIMATE CHANGE AND ENVIRONMENTAL EDUCATION

GGAF is dedicated to instilling a sustainable mindset in the future workforce and stands as a frontrunner in the evolving Environmental, Social, and Governance (ESG) movement. In pursuit of the objective to reduce greenhouse gas (GHG) emissions by 5-10%, GGAF has been actively promoting and implementing a range of Climate Change and Environmental Education (CCEE) programmes, including the Eco-Schools initiative, since 2015.

With a strong focus on nurturing talent and preparing them to become responsible custodians of the environment, the Eco-Schools programme plays a pivotal role in shaping a workforce that is acutely aware of its impact on the planet.

It is now indisputable that CCEE must be seamlessly integrated into the national education system to realize such ambitions. The following outlines the optimal model for EE within the primary and secondary school system.



Conservation will fail unless it is better connected to people, and people start out as children who need to revere their connection to nature from a personal, rather than intellectual, viewpoint.
Hofferth and Sandberg (2001)

The ideal model presented encompasses all school types within Malaysia's national education system, including special education (SE) and Institute of Teacher Education (IPG). Refer to the table below for the list of school types under the MOE.

This model aligns with Malaysia's commitment to inclusive education, as outlined in the Malaysia Education Blueprint 2013-2025. Inclusive education, introduced in the Education Act 1996, extends educational opportunities to students with special needs, allowing them to learn alongside their mainstream peers while still providing special education when necessary.

The central principle of inclusive education is to ensure equal access to education for all students, regardless of their physical, social, or intellectual abilities, promoting diversity and inclusivity within schools.

IPS	Institut Pendidikan Guru	Institute of Teacher Education
K9	Sekolah Kebangsaan Asli	Indigenous Primary School
KT6	Kolej Tingkatan Enam	Form 6
KV	Kolej Vokasional	College Vocational College
MODEL KHAS	Sekolah Khas	Special Model School
SBJK	Sekolah Bimbingan Jalinan Kasih	Government-Initiated School For Underprivileged Children of Different Backgrounds
SBP	Sekolah Berasrama Penuh	Fully Residential School
SENI	Sekolah Seni	Art School
SJKC	Sekolah Jenis Kebangsaan (Cina)	Chinese Vernacular School
SJKT	Sekolah Jenis Kebangsaan (Tamil)	Tamil Vernacular School
SK	Sekolah Kebangsaan	Primary School
SK KHAS	Sekolah Kebangsaan Pendidikan Khas	Special Education Primary Schools
SM KHAS	Sekolah Menengah Kebangsaan Pendidikan Khas	Special Education Secondary Schools
SM SABK	Sekolah Agama Bantuan Kerajaan	Government-Aided Religious Schools
SMK	Sekolah Menengah Kebangsaan	Secondary School
SMKA	Sekolah Menengah Kebangsaan Agama	Secondary Religious School
SMT	Sekolah Menengah Teknik	Technical Secondary School
SR SARK	Sekolah Rendah Agama Bersepadu	Primary Religious School
SUKAN	Sekolah Sukan	Sports Schools

THE VISION

“Getting every learner in Malaysia climate-ready by 2030.”

In order to empower all Malaysian youths to embrace a life-long learning approach, the integration of climate education needs to be promoted at all school levels.

By engaging with all stakeholders of youth and climate education at the national and international levels, this roadmap presents a holistic approach, providing the required knowledge, tools and a supportive ecosystem for positive and lasting changes in their habits and mindset.

THE ROLE OF EDUCATION

DID YOU KNOW?

- The earth's average global temperature has risen by 1°C with most of the warming occurring in the past 35 years.
- Recent UNESCO findings reveal that around half of the 100 countries reviewed had no mention of climate change in their national curriculum.
- While 95% of surveyed primary and secondary teachers felt that teaching climate change is important, less than 30% expressed a readiness to teach it.
- 75% of young people say that they are frightened about their future. At COP26 in Glasgow in 2021 and the TES pre-Summit in Paris in June 2022, young people demanded concrete action and called upon governments to change education systems so they are fit to tackle the challenges of climate change.

WHAT IS THE ROLE OF EDUCATION?

Taking a life-long learning approach starting from pre-primary to adult education, ESD aims to equip all learners with critical competencies covering not only knowledge, but also social and emotional awareness and actions, including critical thinking and collaboration.

With such knowledge, skills, values, and attitudes, learners gain insight into the complexity of the climate crisis, interconnectedness of global sustainability challenges, as well as how to contribute to problem-solving in daily contexts.

Drawing upon ESD's holistic approach to learning, the Greening Education Partnership aims to inspire action from countries to empower learners with the skills required for inclusive and sustainable economic development within the context of the transition toward digital and green economies.

“

It takes a generation to change the mindset of a society. We must impart values such as loving Mother Nature and conserving its natural resources. Through many environmental initiatives, we want to build a generation that cares for the environment.

Ts. Shamsul Bahar bin Mohd Nor
Chief Executive Officer, Malaysian
Green Technology and Climate
Change Corporation (MGTC)

”





CHAPTER 02

RELEVANCE AT
THE NATIONAL & GLOBAL
CONTEXT



RELEVANCE TO NATIONAL AGENDA

MALAYSIA MADANI



MADANI, also known as Malaysia SCRIPT in English, represents a comprehensive vision and policy framework designed to nurture a viable, dynamic, and inclusive future for Malaysia. This concept is a policy framework introduced by Prime Minister Datuk Seri Anwar Ibrahim on 19 January 2023.

CORE VALUES

M	A	D	A	N	I
keMampanan	kesejahteraan	Daya cipta	hormat	keyakinan	Ihsan
Sustainability	Prosperity	Innovation	Respect	Trust	Care & Compassion

AGENDA

- To focus on problem- solving process
- Meeting the needs of the nation
- Creating of a peaceful & prosperous future
- Fulfilling the potential of the people & the country

TARGETS

To be made the basis of every core value that will be explored to strengthen:

- Economy & Finance
- Institutions
- Community
- Urban
- Legislation
- Education
- Culture
- Rural

Within the MADANI policy framework, the Education for Sustainable Development (ESD) programme holds significant relevance. ESD seeks to seamlessly infuse sustainability principles and practices into education and learning across all levels, aligning seamlessly with MADANI's overarching aim of promoting sustainable development and good governance in Malaysia.

Through the incorporation of ESD into primary and secondary education, universities, and research centers, Malaysia can shape a generation of learners empowered with the knowledge, skills, and values essential for shaping a sustainable future.

Furthermore, ESD has the potential to cultivate critical thinking, problem-solving abilities, future literacy, creativity, adaptability, and social and cultural awareness. These qualities are fundamental for the establishment of a sustainable and inclusive society in Malaysia.

By actively engaging youth through ESD, the framework facilitates a sense of ownership and agency, empowering them to assume leadership roles and devise innovative solutions for environmental and social challenges. This approach contributes to the emergence of a new generation of young Malaysians deeply committed to sustainability and well-prepared to instigate positive change within their communities and beyond. Ultimately, this supports the MADANI vision of a viable, dynamic, and inclusive Malaysian future.

THE 12TH MALAYSIA PLAN (2021-2025)



"The success in implementation and achievement of the Twelfth Plan's objectives and goals is highly dependent on the commitment of each and everyone of us, especially our youth, based on the spirit of Keluarga Malaysia."

Dato' Sri Ismail Sabri Yaakob
9th Prime Minister of Malaysia
Putrajaya
September 2021

The Twelfth Malaysia Plan 2021-2025, or the Twelfth Plan, represents a strategic endeavor to tackle pressing issues while setting the stage for sustained socioeconomic development and prosperity in Malaysia. It aspires to propel Malaysians toward a better future by reconfiguring the economic landscape as the cornerstone for enhancing citizens' well-being. Encompassing the first half of the Wawasan Kemakmuran Bersama 2030, this plan operates under the banner of 'A Prosperous, Inclusive, Sustainable Malaysia.'

The Twelfth Plan serves as a pivotal national recovery agenda, aimed at not only reinstating economic stability for the citizens but also orchestrating a holistic revival and reinvigoration of national economic growth. It has been meticulously developed using a 'bottom-up' approach, ensuring that the voices and perspectives of all stakeholders are thoughtfully considered. This inclusive process involved a range of engagements, conducted in physical and virtual realms, throughout the preparation of the Twelfth Plan. These engagements featured the active participation of ministries, agencies, state governments, Members of Parliament, the private sector, academic institutions, civil society organisations, international bodies, and, significantly, the general public.

The national development priorities outlined in the Twelfth Plan will remain in harmony with the Sustainable Development Goals (SDGs) as articulated in the 2030 Agenda for Sustainable Development. Embracing a whole-of-nation approach is paramount for the effective implementation of these SDGs. In adherence to the principle of "leaving no one behind," there will be a heightened focus on localising SDGs initiatives. Communication, education, and public awareness (CEPA) will receive special emphasis, serving to deepen comprehension and facilitate the execution of SDGs at the grass-roots level.

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An educational system not preparing communities for an existential crisis is inherently outdated. Climate Change education is a hallmark of quality education. Eco-Schools, with its seven-step project-based learning pedagogy, is an educational transformation. It engages students and communities in positive, impactful actions, leaving a lasting handprint on our environment. The Green Flag accreditation isn't just an award; it's a celebration of exemplary Education for Sustainable Development practices. It's an inspiration for how quality education is being championed. With over 82 member organizations and three decades of resource development, we are eager to offer our support to the Greening Education Partnership.

Pramod Kumar Sharma
Senior Director of Education,
Foundation for Environmental
Education (FEE)

”



THE MALAYSIA EDUCATION BLUEPRINT 2013-2025

The Ministry of Education (MOE) initiated a comprehensive evaluation of Malaysia's education system, laying the foundation for the development of a new National Education Blueprint. This significant undertaking was spurred by several critical factors, including the imperative of elevating international education standards, the government's ambition to better equip Malaysia's youth for the challenges of the 21st century and the mounting expectations from the public and parents regarding education policies.

The Ministry engaged a diverse array of stakeholders. This included input from esteemed education experts associated with UNESCO, the World Bank, OECD and six local universities. Additionally, principals, teachers, parents, students and members of the general public from all corners of Malaysia contributed their insights.



The outcome of this meticulous effort is the Malaysia Education Blueprint, which not only assesses the current performance of Malaysia's education system but also does so within the context of historical milestones and international benchmarks. Moreover, the Blueprint outlines a forward-looking vision for the education system and the aspirations of Malaysian students, reflecting what Malaysia both requires and deserves. It proffers 11 strategic and operational shifts that are indispensable to realizing this vision, which includes providing equal access to quality education of an international standard and transforming teaching into the profession of choice.

The development of National Education Blueprint reflects the dynamic nature of Malaysia's educational landscape and its responsiveness to evolving societal needs. The process underscores the commitment to enhancing education in the country, aligning with the Malaysia Greening Education Partnership Framework 2030's objective of infusing environmental and sustainability education into the national curriculum.

The Blueprint's emphasis on preparing students for the 21st century and improving education standards resonates with the Framework's aspiration to empower learners with the knowledge and values essential for sustainable development. Both initiatives share the common goal of shaping a more resilient and sustainable future for Malaysia through education.

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The Eco-Schools Initiative is essential in delivering the objectives of the UN Greening Education Partnership (GEP) 2030 Roadmap, all stakeholders must work together for the safety and security of the planet.

Datuk Ariff Farhan Doss

Chief Operations Officer, Human Resources
Development Corporation (HRDCorp)

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RELEVANCE TO GLOBAL AGENDA

SDG GOAL 4: ENSURE INCLUSIVE AND EQUITABLE QUALITY EDUCATION AND PROMOTE LIFELONG LEARNING OPPORTUNITIES FOR ALL



Goal 4 which advocates for the assurance of inclusive, equitable, and high-quality education, along with the promotion of lifelong learning opportunities for all, holds profound global significance. This sustainable development goal is intrinsically interconnected with the Malaysia Greening Education Partnership Roadmap 2030, aligning seamlessly with its overarching mission to integrate environmental and sustainability education into the national curriculum.

On a global scale, SDG 4 represents a shared commitment to advancing education as a catalyst for positive change. It recognizes that education is a fundamental driver for achieving sustainable development across various dimensions. This includes not only environmental sustainability but also social inclusivity, economic growth and overall well-being.

Within the context of the Malaysia Greening Education Partnership Roadmap 2030, SDG 4 plays a pivotal role. It reinforces the idea that education must be inclusive, equitable and of high quality, ensuring that every learner has access to opportunities for growth and development. This aligns directly with the core principle of the Roadmap, which strives to offer sustainable and environmentally conscious education for all Malaysians, regardless of their background or abilities.

Moreover, the emphasis on lifelong learning within SDG 4 resonates with the Roadmap's vision of fostering a sustainable mindset in learners, empowering them with the knowledge, skills and values required for addressing the complex environmental challenges of the 21st century. The interplay between the global commitment embodied by SDG 4 and the national pursuit delineated in the Malaysia Greening Education Partnership Roadmap 2030 signifies the interconnectedness of global sustainability efforts and the local aspirations of Malaysia.

RELEVANCE GGAF STRATEGIC ACTION PLAN 2030



The Green Growth Asia Foundation's Strategic Action Plan (GGAF SAP) 2023-2030, with its four distinct pathways, is inherently relevant to and deeply intertwined with the Malaysia Greening Education Partnership Roadmap 2030. The importance of GGAF's vision of empowering youth in individual climate action cannot be overstated, as it resonates with the core principles and aspirations of the Roadmap.

PATHWAY 1 GREENING EDUCATION FOR A SUSTAINABLE FUTURE



GGAF's emphasis on CCEE as a catalyst for change is in perfect harmony with the Malaysia Greening Education Partnership Roadmap 2030. Both initiatives acknowledge that education is a potent tool for instilling values and skills that drive sustainable living. By aligning with the United Nations Greening Education Partnership (GEP), GGAF underscores its dedication to educating and empowering future generations as influential advocates for sustainable living, particularly through individual climate actions. This synergy aligns seamlessly with the Roadmap's mission of fostering a sustainable mindset in students and preparing them to address environmental challenges.

GGAF SAP 2030	MyGEP 2030
Pathway 1 Greening Education for a Sustainable Future	<ul style="list-style-type: none"> - Greening Schools - Greening Curriculum - Greening Teacher Training and Education Systems' Capacities

PATHWAY 2 GREEN TALENT FOR A SUSTAINABLE FUTURE



The commitment to upskilling and reskilling programmes for various groups, including students, teachers and private sector employees, is of paramount relevance to the Malaysia Greening Education Partnership Roadmap 2030. The Roadmap's objective is to equip individuals with the knowledge and skills necessary to address environmental challenges effectively. GGAF's Pathway 2 mirrors this goal by nurturing a skilled generation capable of driving meaningful change in their industries while emphasising sustainability principles. The two pathways complement each other in their shared vision of preparing the workforce of the future for a sustainable and resilient Malaysia.

GGAF SAP 2030	MyGEP 2030
Pathway 2 Green Talent for a Sustainable Future	<ul style="list-style-type: none"> - Greening Schools - Greening Curriculum - Greening Teacher Training and Education Systems' Capacities

PATHWAY 3 GREEN LIVING FOR A SUSTAINABLE FUTURE



Sustainability, which encapsulates economic growth, environmental care and social well-being, is a shared concern addressed by both GGAF and the Malaysia Greening Education Partnership Roadmap 2030. GGAF advocates for a whole-of-community approach to adapt to and mitigate climate change, which aligns with the Roadmap's commitment to promoting eco-friendly practices and green living. By emphasising individual and collective climate actions, both pathways aim to enhance the quality of life and well-being of Malaysians while fostering a culture of sustainability.

GGAF SAP 2030	MyGEP 2030
Pathway 3 Green Living for a Sustainable Future	- Greening Community

PATHWAY 4 PARTNERSHIPS FOR A SUSTAINABLE FUTURE



The emphasis on fostering intergenerational and inter-level partnerships in Pathway 4 is closely related to the collaborative spirit of the Malaysia Greening Education Partnership Roadmap 2030. The Roadmap seeks to engage government agencies, educational institutions, businesses, and civil society organisations to promote transformative education at the community level. The foundation's commitment to developing a support ecosystem to empower the incubation of ideas and solutions echoes the Roadmap's emphasis on collaboration to achieve collective sustainability goals.

GGAF SAP 2030	MyGEP 2030
Pathway 4 Partnerships for a Sustainable Future	- Greening Schools - Greening Curriculum - Greening Teacher Training and Education Systems' Capacities - Greening Community

In conclusion, the GGAF SAP 2023-2030, with its focus on empowering youth in individual climate action, aligns seamlessly with the Malaysia Greening Education Partnership Roadmap 2020. Together, these initiatives symbolise a collective commitment to fostering sustainability, environmental consciousness and holistic education for the betterment of Malaysia and the world. The vision of nurturing a generation of influential advocates for sustainable living through individual climate actions is at the heart of this shared mission.

“The road to achieving environmental sustainability rests on initiatives like MYGEP2030; all the scientific knowledge in the world would not matter if future generations are not educated with the passion and optimism to put science into practise.”

Dr. Chen Jit Ern
Head of the Jeffrey Sachs Center on Sustainable Development and an Associate Professor in the School of Biological Sciences at Sunway University





CHAPTER 03

THE GUIDING
PRINCIPLES



UNITED NATIONS GREENING EDUCATION PARTNERSHIP

The guiding principles and elements for the Malaysia Greening Education Partnership Roadmap 2030, as influenced by the United Nations Greening Education Partnership and aligned with the context provided, can be summarised as follows:

Urgent Climate Action:

Recognising the climate crisis as a critical global challenge and understanding the urgency of addressing it to limit global warming to 1.5°C, as recommended by the Paris Agreement.

Radical Transformation:

Acknowledging the need for rapid and radical transformations across society, emphasising that education is a potent tool for enabling adaptation and enhancing resilience at all levels.

Resilient Education Systems:

Ensuring that education systems themselves are resilient to climate change, with a focus on creating safe and climate-proof learning environments, particularly schools.

Global Climate Response:

Responding to the global climate and environmental crisis through a transformed education system that equips learners with the knowledge, skills, values, and attitudes required to address climate change and promote sustainable development.

Lifelong Learning:

Embracing a lifelong learning approach, commencing from pre-primary education and extending to adult education, to equip learners with critical competencies that encompass knowledge, social and emotional awareness, critical thinking, and collaboration.

Complexity and Interconnectedness:

Providing learners with insights into the complexities of the climate crisis and the interconnectedness of global sustainability challenges. Encouraging problem-solving and application of this knowledge in daily contexts.

Preparation for Sustainable Economies:

Focusing on preparing learners with the skills and knowledge necessary for inclusive and sustainable economic development, especially within the context of transitioning to digital and green economies.

Four Pillars of Transformative Education:

Structuring the Greening Education Partnership around four key pillars: greening schools, greening curriculum, greening teacher training and education systems' capacities, and greening communities.

These guiding principles and elements accentuates the pivotal role of education in addressing the climate crisis, fostering sustainability, and preparing future generations to take meaningful action in the face of global challenges. The Malaysia Greening Education Partnership Roadmap 2030 aligns with the United Nations' vision and goals, promoting transformative education as a means to combat climate change and promote sustainability.

GREEN GROWTH ASIA FOUNDATION STRATEGIC ACTION PLAN 2030

OUR DNA

Nurturing a Climate-Resilient Future

At the core of the Green Growth Asia Foundation (GGAF) lies a steadfast commitment to catalyse change, cultivate knowledge and empower generations. Our DNA is woven with a vision that transcends borders, a mission that propels action, unwavering beliefs that fuel our endeavours and values that ground our every step toward a more sustainable and harmonious future.

OUR VISION

A United Generation of Intelligent and Passionate Global Citizens Tackling Climate Change

Our vision resonates with the beating heart of a world united in purpose. We envision a generation of intelligent and passionate global citizens who stand as guardians of our planet, facing the challenge of climate change head-on. At GGAF, we see a future where youth are not only armed with knowledge but also equipped with the values, skills and attitudes to take bold action in the name of environmental stewardship. Our vision is one of unity and empowerment, where individuals across borders come together to rewrite the narrative of climate change.

OUR MISSIONS

Paving the Path to Quality Lives and Environmental Impact

Our mission is simple yet profound—to enhance the quality of life while nurturing a positive impact on both the environment and society. We achieve this by:

- Empowering and Mobilising Youth for Individual Climate Action
- Building a Talent Pool of Certified Climate Change Educators
- Promoting Green Living and Sustainable Lifestyles
- Empowering City Governments with Data-Driven Insights
- Solidifying Strategic Partnerships for Sustainable Development

OUR BELIEF

The Power of Individual Climate Action

GGAF's beliefs are etched in the power of individual climate action. We recognise that every change, no matter how small, holds the potential to reverberate across time and space. It is this belief that underpins our strategies, driving us to empower communities with knowledge, instill know-how, and foster sustainable practices.

OUR VALUE

Promoting Practical and Achievable Sustainable Development

As a civil society organisation, we embody our values through practical and achievable sustainable development. We advocate for change grounded in education—a change that is not only conceptual but also practical, tangible and within reach. Our values are the compass that guides us, ensuring that our every effort is rooted in the pursuit of a greener, more resilient world.

In the pages of GGAF's DNA, you'll find the blueprints of our aspirations, the essence of our purpose and the unwavering commitment to forge a path toward a future where climate change is met with resilience, unity and action.

ESG ACROSS OUR PATHWAYS

GGAF's planned interventions are inherently aligned with Environmental, Social and Governance (ESG) reporting standards, facilitating our transition to and adoption of various sustainability reporting frameworks in the future.

The private sector's involvement is crucial in instilling industry best practices to holistically prepare future green talents, while access to financial resources enables us to extend the reach and utilisation of Green STEM Education innovations aimed at addressing climate change.

Our collaborative model encourages a symbiotic relationship among corporate funders, the government, the community, and ourselves, ensuring that our offerings provide a win-win proposition for our partners, beneficiaries, and national sustainability targets.

The ESG principles are embedded into our four strategic pathways with the following general fulfilment:-

- Track, monitor, and collect data that you can use for your ESG reporting and score.
- Participate and volunteer in CCEE activities in schools as part of the company's employee engagement initiatives.
- Become a preferred employer that contributes to employees' and their families' environmental and social aspects.
- Become the Climate Change Champion for school children and communities.
- Move beyond CSR and incorporate sustainability to create long-term value for schools, communities and the nation.
- Actively contribute to Malaysia's net zero goals and global targets.



With the Malaysia Greening Education Partnership Roadmap 2030, we can continue driving education transformation to improve the quality of education.

Dato' Haji Pkharuddin Haji Ghazali
Director-General, Ministry of Education



OUR PATHWAYS

In realising GGAF's aspirations of Empowering Youth in Individual Climate Action, methodological approaches are critical to translating strategies into actionable tactics, especially in the instances of sustainability, as every aspect of life is interconnected.

The strategic pathways envisioned act as shepherds of change to realising the shared aspirations.



PATHWAY 1 **Greening Education for a Sustainable Future**

The foundation believes that environmental education is key to progress, a tool to affect meaningful changes in the hearts, minds and souls of our future generations. By aligning our aspirations with the United Nations Greening Education Partnership (GEP) with a National Education Philosophy, we are confident in our ability to educate and empower a generation of influential advocates for sustainable living through Individual Climate Actions.

PATHWAY 2 **Green Talent for a Sustainable Future**

A crucial element, primarily focused on upskilling and reskilling programmes. These initiatives target diverse groups, including school students, undergraduates, unemployed graduates, teachers and private sector employees, offering tailored certifications. The core objective is to equip individuals in multiple areas of sustainability through specialised and adaptive training, nurturing a skilled generation capable of driving meaningful change in their industries.

PATHWAY 3 **Green Living for a Sustainable Future**

Sustainability encapsulates economic growth, environmental care and social well-being; therefore, it concerns us all. The Foundation remains committed to advocating for the whole-of-community approach in adapting and mitigating climate change. Together, through our individual and collective climate actions, we can embrace green living and enhance our quality of life.

PATHWAY 4 **Partnerships for a Sustainable Future**

Everyone has a stake in realising a sustainable future, but ironically, only some are willing to act. Therefore, in the spirit of unity and cooperation, the Foundation extends its arms to foster intergenerational and inter-level partnerships—developing a support ecosystem to empower the incubation of ideas and solutions, geared towards achieving our collective goals.

EMPOWERING YOUTH IN INDIVIDUAL CLIMATE ACTION

GGAF's vision of "Empowering Youth in Individual Climate Action" encompasses a holistic approach to CCEE and sustainability. This multifaceted approach is aimed at nurturing a generation of environmentally conscious and proactive individuals who actively contribute to addressing climate change.

Here's how these elements play a crucial role in GGAF's vision:

PROJECT-BASED LEARNING

GGAF emphasises project-based learning to engage students in hands-on, practical initiatives related to environmental issues. Through such projects, young people gain practical experience in addressing climate change, fostering a sense of agency and responsibility.

MENTAL REENGINEERING

GGAF promotes IBSE as a fundamental educational approach. It encourages students to ask questions, conduct experiments, and explore real-world environmental issues. This empowers them to develop critical thinking skills and a deeper understanding of the scientific principles underlying climate change.

INQUIRY-BASED SCIENCE EDUCATION (IBSE)

GGAF places importance on reshaping the mindset of the youth. It seeks to instill a sense of responsibility and stewardship for the environment, encouraging a shift in values and priorities to prioritise sustainability.

HABITUAL CHANGES

Realising that habits are powerful drivers of individual actions, GGAF aims to help young people incorporate sustainable practices into their daily routines. This includes habits like reducing energy consumption, minimising single-use plastics and supporting environmentally friendly initiatives.



CHAPTER 04

**AN OVERVIEW OF THE
MALAYSIA GREENING EDUCATION
PARTNERSHIP ROADMAP 2030**



THE MALAYSIA GREENING EDUCATION PARTNERSHIP

Malaysia has been embarking on a transformative journey towards sustainability through its Greening Education Partnership initiative. This commendable endeavour, led by the Green Growth Asia Foundation (GGAF), has gained strong support from The Yang Di-Pertuan Agong XVI, Sultan of Pahang, Al-Sultan Abdullah Ri'ayatuddin Al-Mustafa Billah Shah ibn Sultan Haji Ahmad Shah Al-Musta'in Billah, emphasising the commitment of the country towards mitigating climate change by implementing an environmentally conscious education system. With His Majesty's unwavering dedication, this initiative aims to integrate sustainability principles, environmental awareness and climate action into the educational fabric of Malaysia.

Greening curriculum guideline	UNESCO quality standards on green schools	UNESCO's contribution to the Greening Education Partnership
<p>Co-developed with young people, the Greening Curriculum Guideline:</p> <ul style="list-style-type: none"> • Provide a global standard on teaching and learning • objectives on greening education at all levels, • including lifelong learning. • Pilot the guideline in select champion Member States • to analyse the current curriculum against the new curriculum guideline to understand the gaps and hold consultations with key stakeholders to provide feedback. • Support capacity building and develop resources to encourage its application. Monitoring progress through the agreed Greening Education indicator, for all UNESCO Member States to have "greened" their curricula by 2030. 	<ul style="list-style-type: none"> • Provide Member States with a minimum quality standard on green schools for whole-school approach to ESD, relevant for a variety of contexts. • Mobilise schools to apply standards & engage learners in climate action activities in support of greening education globally • Reinforce educators capacities to ensure climate education is taught in an interdisciplinary way and as a core curriculum component. • Monitor progress on a regular basis to integrate UNESCO green school quality standards globally so that all schools are "greened" by 2030. 	<p>Rooted in its longstanding work in Education for Sustainable Development (ESD), with particular focus on education's role to tackle climate change, UNESCO aims to equip individuals and communities, with the skills, values and attitudes for shaping green, low emission and climate-resilient societies.</p>

The Greening Education Partnership (GEP) by UNESCO is an innovative initiative that aims to promote sustainable development and environmental education within the education systems of participating countries. The partnership brings together UNESCO, governments, civil society organisations, and other stakeholders to transform education by fostering a holistic approach to sustainability, ensuring that young learners develop the knowledge, skills, and values needed to address pressing environmental challenges.

The Malaysia Greening Education Partnership initiative is a visionary partnership between the Green Growth Asia Foundation (GGAF), the Foundation for Environmental Education (FEE), Office for Climate Education (OCE) and others, that seeks to align educational practices with sustainability principles and equip students with the knowledge, skills, and values necessary to address pressing environmental challenges, representing a remarkable effort to transform education in Malaysia and beyond.

GGAF's collaboration with FEE and OCE is instrumental in realising the goals of the GEP. Through the Eco-Schools Programme, GGAF will leverage these internationally recognised initiatives to catalyse sustainable change within schools and higher education institutions. The Eco-Schools Programme, guided by FEE, will provide a holistic approach to environmental education, empowering students to take a leading role in transforming their schools into hubs of sustainability.

DATA STATISTIC

PERCENTAGE OF PRESCHOOLS

SCHOOLS OFFERING PRESCHOOLS	6,270	43%	14,657
PRESCHOOLS UNDER KEMAS	8,387	57%	

PERCENTAGE OF SCHOOLS

PRIMARY SCHOOLS	7,779	76%	10,233
SECONDARY SCHOOLS	2,454	24%	

PERCENTAGE OF SCHOOL STUDENTS

STUDENTS (PRIMARY SCHOOL)	2,992,041	59%	5,084,368
STUDENTS (SECONDARY SCHOOL)	2,092,327	41%	

PERCENTAGE OF SPECIAL NEEDS STUDENTS

SPECIAL NEEDS STUDENTS (PRIMARY SCHOOL)	1,783	63%	2,826
SPECIAL NEEDS STUDENTS (SECONDARY SCHOOL)	1,043	37%	

PERCENTAGE OF TEACHERS

TEACHERS (PRIMARY SCHOOL)	233,294	57%	410,366
TEACHERS (SECONDARY SCHOOL)	177,072	43%	

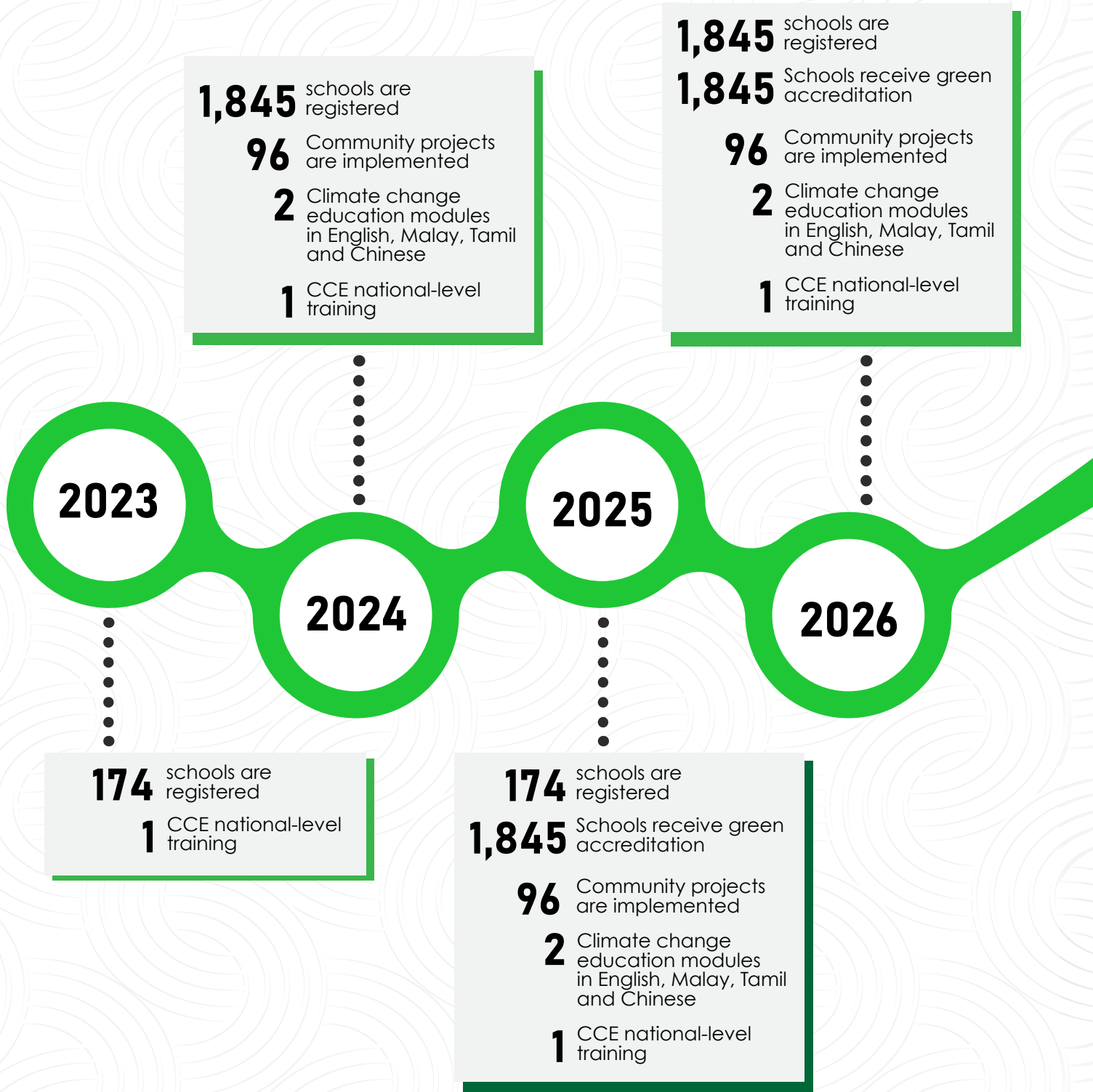
PERCENTAGE OF SCHOOL LEADERS

SCHOOL LEADERS (PRESCHOOLS UNDER KEMAS)	8,387	45%	18,620
SCHOOL LEADERS (PRIMARY SCHOOL & SCHOOLS OFFERING PRESCHOOLS)	7,779	42%	
SCHOOL LEADERS (SECONDARY SCHOOL)	2,454	13%	

STATE EDUCATION DEPARTMENTS

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MALAYSIA GREENING EDUCATION PARTNERSHIP ROADMAP 2030



1,845 schools are registered
1,845 Schools receive green accreditation
96 Community projects are implemented
2 Climate change education modules in English, Malay, Tamil and Chinese
1 CCE national-level training

1,845 Schools receive green accreditation
1 CCE national-level training

2027

2028

2029

2030

1,845 schools are registered
1,845 Schools receive green accreditation
96 Community projects are implemented
2 Climate change education modules in English, Malay, Tamil and Chinese
1 CCE national-level training

1,845 Schools receive green accreditation
2 Climate change education modules in English, Malay, Tamil and Chinese
1 CCE national-level training

GREENING SCHOOLS

01



VISION

From early childhood through adult education, work to ensure that all schools achieve green school accreditation, including teacher training, and higher education institutions.



GOAL

Malaysia will have adopted a green school accreditation scheme with at least 50% schools, colleges, and universities with green accreditation and operating sustainably.



OBJECTIVES

Encourage schools to integrate a whole-of-institution approach to education for sustainable development and transform teaching and learning; school facilities and operation; school governance; and community engagement - with particular emphasis on school's climate readiness.

TARGETS

4,194 **Eco-Schools Malaysia (KEMAS preschools)**
being green accredited / achieve green accreditation by 2030

3,890 **Eco-Schools Malaysia (primary & registered schools offering preschools)**
being green accredited / achieve green accreditation by 2030

1,227 **Eco-Schools Malaysia (secondary schools)**
being green accredited / achieve green accreditation by 2030

PARTNERS



GREENING CURRICULUM 02



VISION

Embrace a life-long learning approach that integrates climate education into school curricula, technical and vocational education and training, teaching materials, pedagogy and assessment.



GOAL

All schools under Eco-Schools Malaysia will integrate and enhance climate change education modules in the national curriculum with elements of environmental studies by adopting inquiry-based and project-based learning pedagogies.



OBJECTIVES

- To develop a framework that aligns the national curriculum with elements of environmental studies, incorporating the 12 Eco-Schools themes.
- To create integrated lesson plans that adopt inquiry-based and project-based learning pedagogies.
- To integrate international climate change education modules into localised settings and the national curriculum.
- To establish a climate change education digital platform.

TARGETS

1 Holistic Framework

10 Climate Change Education Modules
in English, Malay, Tamil and Mandarin

1 E-learning Platforms

PARTNERS



GREENING TEACHER TRAINING AND EDUCATION SYSTEMS' CAPACITIES



VISION

Support teachers and policy makers through the integration of climate education in pre-service and in-service teacher training, building the capacity of school leaders and key education stakeholders.

GOAL

100% of all Malaysian schools have master trainers able to train teachers.



OBJECTIVES

- To develop a comprehensive training plan to include all school leaders and at least (2) two teachers (Master Trainers) per school.
- To empower Master Trainers to educate all other teachers within their respective schools.
- To support the creation of operational projects through multi-year partnerships with the Office of Climate Education (OCE).
- To create high-quality and localised educational resources for teachers, trainers and students.
- To offer professional development opportunities for teachers and teacher trainers to enhance their understanding of climate change, interdisciplinary approaches and active-learning pedagogies.
- To facilitate the formation of communities of practice among teachers.

TARGETS

18,620 School leaders
trained in Malaysia

40 Hours of guided
training

with OCE on Climate
education offered to
aspired teachers, trainers
and educators

37,240 Teachers
trained in Malaysia

8 CCE national-level
training

conducted in collabora-
tion with OCE for
teachers, trainers and
educators

PARTNERS



GREENING COMMUNITIES

04



VISION

Engage the entire community by integrating climate education in life-long learning, in particular through community learning centers and learning cities.



GOAL

100% of communities (selected by state governments or FELDA) will be able to utilise the (1) Eco-Schools, (2) EcoCampus and (3) Young Reporters for the Environment (YRE) programmes to offer learning opportunities for adults outside the formal education system to develop the skills, attitudes, and actions that will foster community resilience to tackle climate change.



OBJECTIVES

GGAF collaborates with UNESCO, FEE and FELDA to establish a School Community Engagement model aimed at promoting sustainability within communities.

- To foster environmental awareness and stewardship among students, staff, parents and communities.
- To encourage increased community engagement and active participation in green initiatives through collaborative efforts between schools, community organisations and local government.
- To enrich learning opportunities and educational experiences by integrating environmental education into non-formal education settings.
- To empower schools to develop and implement awareness programmes tailored for various community centers.

TARGETS

480 Community Projects

240 Awareness Programmes for communities

3 Programmes

are utilised to offer learning opportunities for adults outside the formal education system

- (1) Eco-Schools
- (2) EcoCampus
- (3) Young Reporters for the Environment

PARTNERS



DATA-BASED MONITORING AND EVALUATION

In order to ensure the success and impact of the initiatives, a data-based approach to the monitoring and evaluation process has become an integral component of the Malaysia Greening Education Partnership Roadmap 2030. The structured approach involves planned engagements at multiple levels with Quarterly Reviews, Monthly Reviews and Ad hoc Reviews.

In tandem, to comprehensively gauge the effectiveness and impact of the programme, quantitative and qualitative data are collected. Quantitative data sources allow for the quantitative assessment of programme outcomes while qualitative data is gathered to showcase the real-world impact of the initiative.

This robust data-based monitoring and evaluation system ensures that the Malaysia Greening Education Partnership Roadmap 2030 remains adaptable, impactful and in alignment with its sustainability and education objectives.

Monitoring & Evaluation	Tools of Evaluation
Planned Engagement	Quarterly Review - to discuss the strategic implementation plan with the state working committee involving State Education Officers, School Administrators and Project team
	Monthly Review - to discuss the progress of schools' eco-projects with the school's working committee involving teacher coordinators, student leaders and the project team.
	Ad hoc Review - using an online dashboard to monitor the schools' progress in real-time
Quantitative Data	Environmental Performance Data
	Environmental Performance by Themes
	Students Environmental Literacy
Qualitative Data	Case Studies/ Stories Telling - Media coverage and publications
	Research (Knowledge, Attitude and Practice Changes) - Statistical analysis of programme effectiveness

COMMUNICATIONS STRATEGY

GGAF is dedicated to crafting an effective communication strategy that leverages its existing expertise and aligns with the new approach presented by the Malaysia Greening Education Partnership Roadmap 2030. Collaborating closely with the Ministry of Education (MOE), the Ministry of Natural Resources, Environment, and Climate Change (NRECC), as well as State Education Departments, GGAF aims to ensure that its messaging resonates with its diverse target audience.

The network of stakeholders involved with GGAF is multifaceted, encompassing various local and international entities across diverse sectors. Recognising the differing needs and preferences of these stakeholders, GGAF's communication strategy will be adaptable and inclusive.

In addition to conventional communication channels, GGAF is committed to fully exploring the potential of the internet and social media platforms. As stakeholders in this sphere are adept at accessing information, GGAF will establish a broad range of internet-based channels, meeting the preferences of the Malaysia Greening Education Partnership Roadmap 2030's stakeholders. The table below outlines GGAF's implementation of internet and social media-based communication channels, which is an evolving process designed to enhance its communication capabilities. Please note that this list is not exhaustive.

Eco-Schools Malaysia website	Youtube	LinkedIn
E-mail	Facebook	Zoom
Online newsletters	Twitter	Google Meet
Whatsapp	Instagram	Telegram

“

Climate change has become a concrete concern for the future of young people, and by taking climate education as a central role in their lives, they hold the power to safeguard the planet for generations to come.

Eric Guilyardi
President, Office for Climate
Education (OCE)

”



TARGET AUDIENCE

The Malaysia Greening Education Partnership Roadmap 2030 envisions a comprehensive approach to transform the country's education system into a hub for environmental sustainability and climate action. The initiative is designed to involve a wide range of stakeholders, each playing a crucial role in achieving its objectives.

Target Audience	Relevance
Students	Students are at the core of the initiative. By educating them about sustainability, the roadmap empowers the next generation to be environmental stewards and responsible citizens.
Teachers	Teachers are the facilitators of knowledge. The roadmap provides resources and training for educators to incorporate environmental education into the curriculum effectively.
School Leaders	School leaders guide institutions toward their goals. Their commitment to greening education influences school culture and policies, fostering an environment of sustainability.
Communities	Engaging communities strengthens local support for green education. It encourages community involvement in environmental projects and initiatives led by schools.
MOE	The Ministry sets the national education agenda. The roadmap aligns with government policies and strategies, ensuring the integration of green education into the formal curriculum.
NRECC	NRECC plays a pivotal role in promoting renewable energy. Collaboration with NRECC aligns education with the nation's renewable energy goals, offering real-world applications to students.
State Education Departments	State-level involvement is crucial for localised adaptation. State Education Departments help customise initiatives to suit regional needs and resource availability.
Educators	Educational institutions provide the Foundation for green education. Educators are instrumental in delivering curriculum content, thus shaping future eco-conscious citizens.
Civil Society Organisations	Civil society Organisations often have expertise and resources that can complement school efforts. They can provide support, resources, and expertise in environmental education.
International Organisations	Collaboration with international organisations fosters global awareness and best practices. It enables sharing experiences and resources to enhance environmental education.
Government Agencies	Various government agencies work on environmental and education-related initiatives. Partnership with these agencies can facilitate alignment with broader national objectives.
Private Sectors	Private sectors contribute financial support, resources, and expertise. They also serve as examples of sustainable business practices, offering students real-world exposure.

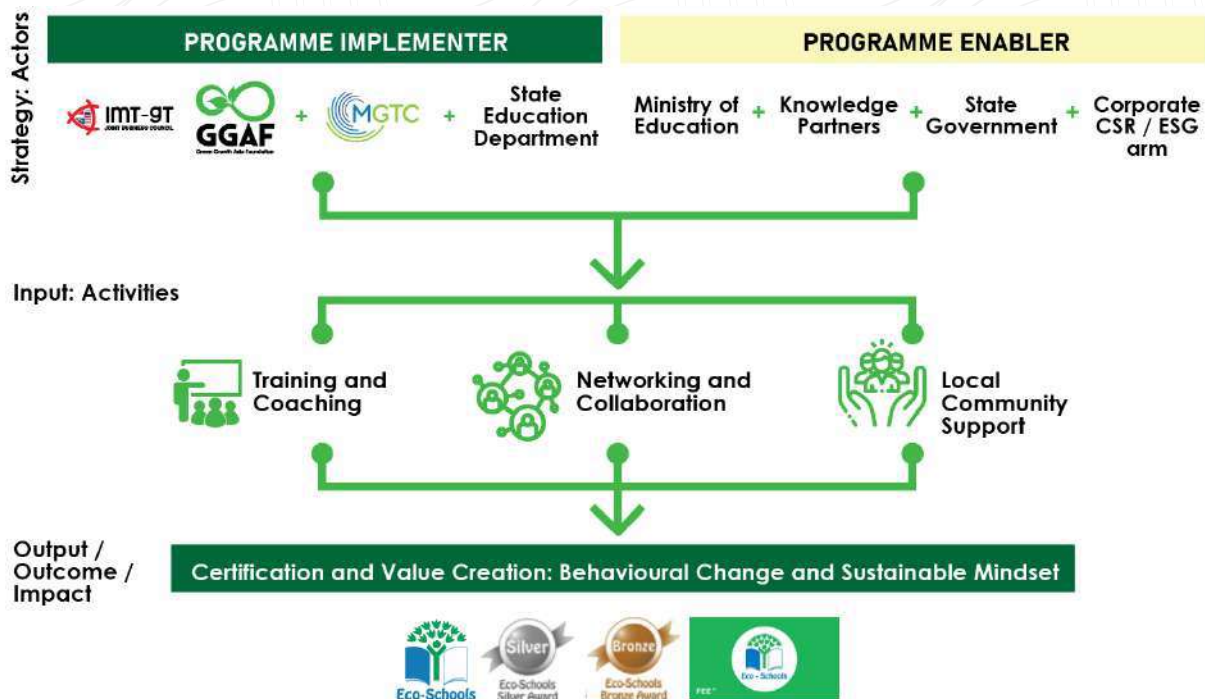


CHAPTER 05

**ROLES, CAPACITY
& GOVERNANCE**



IMPLEMENTATION FRAMEWORK



ROLES	RESPONSIBILITIES (CAPACITIES)
GGAF	As a programme implementer, GGAF is responsible for executing and driving various initiatives laid out in the roadmap. This includes developing and implementing educational programmes, fostering partnerships, and engaging with youth to promote sustainable living through individual climate actions.
MOE	MOE plays a central role in enabling the roadmap's strategy, offering strategic guidance and oversight. It provides the necessary policy framework and guidelines to ensure the successful execution of environmental education initiatives.
NRECC	This agency provides support and resources, enabling the implementation of programmes associated with renewable energy and climate change education. They play a key role in supporting these initiatives.
IMT-GT JBC	Organisations actively participates in implementing initiatives that promote regional cooperation and best practices in environmental education. It plays a crucial role in expanding educational programmes across borders.
MGTC	MGTC plays a significant role in implementing programmes related to green technology and climate change education. They offer expertise, resources, and support for initiatives aligned with the roadmap's objectives.

State Education Departments	These departments work closely with schools, teachers, and students at the state level to coordinate and implement educational programmes. They are responsible for ensuring that the roadmap's goals are met within their respective states.
Knowledge Partners	These entities offer expertise, research, and educational resources that facilitate the development and enhancement of environmental education programmes. They are instrumental in developing programme content and curriculum.
State Government	State governments enable the implementation of programmes by providing regional support, resources, and alignment with state-level policies, contributing to the overall success of environmental education initiatives.
Corporate CSR/ESG Arm	The corporate sector contributes to the roadmap by using its Corporate Social Responsibility (CSR) and Environmental, Social and Governance (ESG) arms. This involvement often includes financial support, resources, and expertise to bolster environmental education programmes.

GOVERNANCE

For proper corporate governance, the Malaysia Greening Education Partnership Roadmap 2030 is governed by the Programme Enablers.

Programme enablers are key stakeholders responsible for enabling, guiding and overseeing the roadmap's implementation. They provide the necessary support, resources as well as expertise to ensure that the outlined strategies align with the broader goals of environmental education and sustainability.

MINISTRY OF EDUCATION MALAYSIA

As the central governmental authority in education, the MOE offers strategic guidance and policy direction. It sets the framework for environmental education in Malaysia and oversees its implementation within the formal education system by empowering the State Education Departments, District Education Office and Schools to customise solutions for the Roadmap initiatives based on needs. At the same time, State Governments also play a critical role in aligning the Roadmap's initiatives with regional policies and needs. They offer regional support, resources and coordination to ensure the successful implementation of climate education for all learners at the state level.

THE MINISTRY OF NATURAL RESOURCES, ENVIRONMENT AND CLIMATE CHANGE MALAYSIA

NRECC plays a pivotal role in the Roadmap's governance, offering invaluable support, resources and expertise in renewable energy and climate change education, which are crucial for achieving the roadmap's objectives in these areas. Furthermore, NRECC collaborates with an extensive network of knowledge partners, encompassing educational and research institutions and environmental education organisations. These partners contribute expertise, content development, and research insights that shape and enhance educational programs. NRECC also acts as a facilitator, engaging corporations with dedicated Corporate Social Responsibility (CSR) and Environmental, Social and Governance (ESG) arms. These corporations provide financial support, resources and expertise, aligning their involvement with the Roadmap's sustainability goals, transcending profit-driven objectives.

GREEN GROWTH ASIA FOUNDATION

GGAF's pivotal role as a Full Member of the Foundation for Environmental Education (FEE) and the national operator of Eco-Schools Malaysia. This strategic partnership with FEE endows GGAF with valuable global insights and resources in the field of environmental education.

It places GGAF in a unique position, enabling the organisation to harness international best practices, cutting-edge research and a worldwide network of like-minded environmental education professionals.

The synergy between GGAF and FEE amplifies the roadmap's capacity to drive sustainable education in Malaysia and ensures its alignment with global standards and goals. This collaboration represents a substantial cornerstone of the roadmap's governance, reinforcing its commitment to elevating environmental education in the country.

GGAF's active role in stakeholder engagement further cements its position as a key driver in shaping the governance framework of this transformative initiative.

FOUNDATION FOR ENVIRONMENTAL EDUCATION

The Foundation for Environmental Education (FEE) stands as a prominent international organisation that plays a pivotal role in shaping environmental education and sustainability initiatives worldwide. Within the context of the Malaysia Greening Education Partnership Roadmap 2030, FEE collaborates with Green Growth Asia Foundation (GGAF) as one of its esteemed national operators, overseeing the implementation of essential Climate Change and Environmental Education (CCEE) programmes such as Eco-Schools and Young Reporters for the Environment (YRE). Furthermore, GGAF holds the distinction of being a Full Member of FEE, further strengthening the synergy between the two organisations. Notably, UNESCO, in consultation with members of the Green Schools Working Group, is poised to introduce a Green School Quality Standard, a progressive and contextually relevant benchmark for green schools. As a staunch supporter of the Greening Education Partnership and co-lead of GEP Pillar 1 focused on Greening Schools, FEE eagerly anticipates actively contributing to the formulation of this vital standard, underscoring their dedication to advancing environmental education in the Malaysia Greening Education Partnership Roadmap 2030.

OFFICE FOR CLIMATE EDUCATION

The Office for Climate Action (OCE) emerges as a key player in the efforts outlined within the Malaysia Greening Education Partnership Roadmap 2030. Collaborating closely with the GGAF, OCE is instrumental in the development of specialised training programs designed to bolster climate change education among local education stakeholders. These initiatives encompass comprehensive training modules that delve into the origins and intricacies of climate change, focusing on elevating participants' pedagogical and scientific proficiencies. Notably, this training also equips stakeholders with the tools to effectively tailor climate change education programs to the unique local context, ensuring relevance and impact. OCE further extends its influence by facilitating a series of pedagogical workshops covering a spectrum of essential topics including the ocean and the cryosphere, biodiversity and agriculture, the greenhouse effect, and the emotional dimensions associated with climate change. Moreover, the collaborative efforts of GGAF and local scientific experts provide invaluable additional sessions, cementing OCE's pivotal role in advancing climate change education within the context of the roadmap.

KEY ASPECTS OF THE GOVERNANCE STRUCTURE INCLUDE:

Strategic Oversight:

Programme enablers provide strategic oversight, ensuring that the roadmap's goals align with national policies and sustainability targets.

Resource Allocation:

They play a vital role in allocating resources, whether financial, human, or knowledge-based, to support the roadmap's initiatives.

Policy Development:

Programme enablers contribute to the development of environmental education policies and guidelines, creating a conducive environment for its effective implementation.

Quality Assurance:

They oversee the quality and impact of the education programmes to ensure they meet the highest standards.

The governance structure, led by programme enablers, ensures the successful implementation of the Malaysia Greening Education Partnership Roadmap 2030. By leveraging their expertise and resources, these enablers create an environment in which environmental education thrives, empowering the youth to become informed and responsible stewards of the planet.

Moreover, several policies are in effect to guarantee accountability and controls, with the principal ones comprising:

- Whistleblowing and Complaints
- Statement of Principles on Indigenous Peoples and Conservation
- Policy on Poverty and Conservation
- Conservation Initiative on Human Rights Framework
- Gender Policy
- Anti-Fraud and Corruption
- Social Policies and Safeguards
- Child safeguarding and Protection of Rights
- Child Safeguarding Code of Conduct
- Anti-Discrimination and Harassment
- Speak Up Policy

JOINT ADVOCACY MESSAGES ON CLIMATE CHANGE AND THE ROLE OF EDUCATION

This document includes joint-advocacy messages to be highlighted in the lead-up and during COP28 to accelerate action to transform formal and informal education from early childhood and through lifelong learning to effectively tackle climate change. These joint advocacy messages will be promoted during key advocacy events at COP28, including the First Annual Meeting of the Greening Education Partnership and also inform GEP members' respective engagements during the conference.

1. **EMPHASIZING** the need for strong institutional commitment to invest in the critical role starting from early childhood and continuing through lifelong learning in preparing learners to prevent, mitigate, and adapt to the impact of climate change in a holistic manner;
2. **RECALLING** education's crucial role in addressing the climate emergency through mitigation, adaptation and resilience building, by teaching us how to live harmoniously on our planet and foster a culture of sustainability that promotes decarbonization and resilience as part of a shared ecosystem. This is underlined by Article 6 of the UN Framework Convention on Climate Change and Article 12 of the Paris Agreement ;
3. **ACKNOWLEDGING** climate change education (CCE) and the Greening Education Partnership as essential parts of the long-standing work on Education for Sustainable Development (ESD) and specifically ESD for 2030 Framework and Roadmap, and Target 4.7 of the Sustainable Development Goal 4 on quality education ;
4. **ECHOING** the call upon governments from youth at the Conference of Youth (COY16) in Glasgow, the pre-COP Youth4Climate (2021) in Milan, the Youth declaration at the Transforming Education Summit (2022) in New York and the MOCK COP Youth Statement on Quality Climate Education (2023) to transform education to ensure every learner, from early childhood through secondary education, is empowered with the needed knowledge, skills, values, and attitudes to build resilience, adapt and mitigate the impacts of the climate crisis. The effective implementation of transformative education will ensure climate, environmental and social justice and lead the green social transformation, within the wider systemic challenge of the 17 SDGs ;
5. **HIGHLIGHTING** that climate change can have significant impacts on the right to education and more specifically on the education sector, including infra-structural damage and disruptions in educational activities, essential health and nutrition services, and lead to increased risks to the safety and well-being of students and educators ;

6. **RECALLING** that the right to education is a fundamental right for all and that access to quality education, including ESD and climate change education, should be provided to all learners of all levels and types of education, adapted according to the specific needs and priorities of early childhood education and care, basic and secondary education, higher education, technical vocational education and training and skills development, adult education, as well as formal, non-formal and informal. Particular attention should be made for those most vulnerable or most affected by the impacts of climate change, given that responding to the impacts of the climate crisis and building a climate-resilient society can only be possible through the participation and inclusion of all members of society. This includes the importance of inclusive governance policies and gender transformative approaches;
7. **RECOGNISING** the importance of changing human behaviour, and strengthening green knowledge, values, mindsets and skillsets, in addition to technical and economic transformations in tackling climate change and building a sustainable future.

KEY MESSAGES OF GREENING EDUCATION PARTNERSHIP

On the occasion of COP28 in Dubai, United Arab Emirates, the members of the Greening Education Partnership call on all countries including and beyond education stakeholders; governments and policy makers, educators, school communities, civil society organizations, youth, the private sector, and development partners to:

GREENING SCHOOLS

Employing a whole school approach and learner-centred pedagogies in all teaching and learning

- Guarantee basic needs including access to clean water, sanitation and a safe environment to protect learners from climate change impacts, promote wellbeing and reduction of poverty, especially in vulnerable countries and communities.
- Adopt a whole-of-school and whole-of-community approach, to ensure learners learn what they live and live what they learn. This includes teaching and learning, school facilities and operations, school governance and community engagement across all levels.
- Holistically embed the multiple topics related to quality transformative education, which includes among others, climate change, sustainable development, global citizenship, health and wellbeing, in a mutually supportive way.

Teaching and learning

- Introduce kindness, positive thinking, agency building and trauma-informed pedagogies designed to promote systems thinking and critical inquiry, and ensure inclusion and equity in teaching and learning to make climate change education accessible to all individuals including by developing resources for learners with special needs and disabilities.
- Adopt active, science-based, interdisciplinary, problem-based, project-based, place-based teaching and learning methodologies, with an emphasis on time spent outside the classroom including field trips, outdoor experiences and adventure learning as a part of effective experiential learning to leverage respect for the national heritage and the common good, as part of ethical and moral teaching and learning on long term preservation.

Facilities and operations

- Adapt schools to become climate-proof and labs of climate resiliency by disseminating adequate learning kits and resource materials to increase the school's community capacity for emergency preparedness planning and overall increased safety.
- Promote green buildings and eco-friendly design, which includes the concept of natural play spaces as an adaptation tool, guaranteeing soil permeability, increased bio-diversity through planting and outdoor spaces for free playing and learning with and in nature. This may be supported by engaging children and young people in seeking solutions through active science citizenship, including exploring their feelings related to their schools' physical environments to inform the enhancement of schools' facilities with the aim of strengthening their leadership and as an antidote to eco-anxiety.

Inclusive governance

- Ensure that climate change education through the implementation of a green curriculum and learner-centred pedagogies build a school culture which promotes youth empowerment and agency through civic climate action and the adoption of sustainable lifestyles including sustainable consumption in support of the green societal transition.

Community engagement

- Maximise community-based programs and the role of informal, non-formal, indigenous knowledge and lifelong learning with the "think globally, act locally" approach, to educate learners about global challenges and promote tangible actions in immediate surroundings.
- Involve local businesses as stakeholders to contribute new sustainability knowledge and technologies through regular engagement and learning events with students and teachers, and involve parents in regular engagement activities focusing on individual climate action to support learners' practical application at school and at home.

GREENING CURRICULUM

Mainstream greening education in a cross-curricular, interdisciplinary, and lifelong learning approach to equip learners to build a sustainable, inclusive, and equitable future in harmony with nature.

- Foster knowledge, skills, values, attitudes and actions in teaching and learning for all ages, needed to support the green transition by embedding a science-based, holistic, gender-transformative and interdisciplinary approach to climate change education that cuts across environmental, social, cultural, and economic aspects
- of sustainability which promotes critical thinking and civic engagement to address climate justice.

Encourage the revision of how nature is addressed and perceived in curricula, to incorporate the dimensions of interdependence between all species in a shared ecosystem to combat the anthropocentric view isolating humans from nature and develop innovative solutions in support of carbon-neutral societies.

Engage with traditional and indigenous knowledge-keeping and intergenerational cooperation that reinforce social connectedness and local identity and promote agency and empowerment toward climate action.

- Reinforce social and emotional learning to help learners recognize their needs, through sensory, and emotion to foster empathy values needed to become an agent of change to build a sustainable future.
- Emphasise real-world application of sustainability concepts and practices by connecting classroom learning to local, regional/national, and global sustainability issues, allowing students to see the impact of climate change on their lives and incentivise them to engage in civic climate action in their local communities as well as through global initiatives and networks.
- Promote climate change education in the curriculum with fun and engaging, action-oriented projects and activities, facilitated by educators adequately trained to teach about climate change to empower learners to adapt and mitigate the impact of climate change.

GREENING TEACHER TRAINING AND EDUCATION SYSTEMS' CAPACITIES

Build capacities of educators, policy makers and youth to accelerate change

- Integrate quality climate change education in the initial teacher training of child-care providers, teachers and school leaders, as part of professional teaching qualification processes to ensure they are equipped with adequate knowledge and skills to expose learners from early childhood to lifelong learning, to quality climate change education in a cross-curricular and interdisciplinary manner.
- Ensure decent working conditions, teaching and learning environments along with climate-resilient infrastructures, quality curricula to support teachers
Promote mentoring, peer-to-peer learning, knowledge sharing and capacity building to enable the replication of successful models appropriate to local contexts among the community of practice;
- Empower teachers in their communities including informal educators in keeping with indigenous knowledge, together with learners to become agents of change to build more resilient communities equipped to adapt and mitigate climate change impacts.

Strengthen disaster risk readiness of education systems

- Strengthen Education in Emergency (EIE) coordination systems and interventions including appropriately training teams responding to environmental disasters such as earthquakes, wildfires, and floods to ensure education continuity for communities most affected by the impact of climate change.
- Ensure the inclusivity of climate change education, and more broadly of the right to education, by integrating Climate Change Education into early childhood programs and education services accessible to the most vulnerable communities including displaced or climate-affected people to empower them to become an active part of the solution in adapting and mitigating the effects of climate change in support of increased community resilience.
- Strengthen shared optimal frameworks for resilient infrastructure which includes water and waste management, contract development, safe transportation, school meal programs, and education continuity in case of natural disasters that allow for holistic role modelling of best practices.
 - Integrate the local languages including communities with oral cultures into the understanding of prevention and integrate all the stakeholders in disaster risk readiness.

Strengthen policy measures and incentives

- Recognize the role of education, starting from early childhood to higher education and lifelong learnings in climate change policies including in NDCs and NAPs to ensure effective monitoring of progress on country commitments
- Highlight climate change and planetary crisis in education policies and planning, including in learning assessment, teacher incentives, and school inspection criteria with an emphasis on interdisciplinary, social and emotional learning and project-based approaches to pedagogies, to create policy environments that encourage and support greening education.
- Ensure collaboration, and partnership between institutions including educational governmental bodies and climate education experts to ensure quality climate change education is reflected in teacher training and broader education systems.
- Strengthen multidisciplinary discourse and decision-making on climate and sustainable development policies, including by engaging youth and young children as co-creators and decision-makers to promote ownership, innovation, accountability and sustainability, as well as building the capacity of parents and caregivers as first responders, working in partnership with schools as agents of change.

Increase and streamline financing

- Ensure greening education is recognized as a key driver to climate resilience in
 - 1) climate change funds provided by general climate financing mechanisms, such as the Green Climate Fund, Global Environment Facility, Adaptation Fund;
 - 2) philanthropic and private sector donation;
 - 3) education financing mechanisms including multilateral development banks, the Global Partnership for Education, Education Cannot Wait, and the UN-Multi Partner Trust Fund for the Greening Education Partnership.
- Create and promote green financing and revenue generation models helping early childhood programmes and education systems become carbon neutral including by leveraging large and small-scale bulk purchasing, weatherization, electrification, and electric vehicles.

GREENING COMMUNITIES

Reskill and upskill in support of the ecological transition towards post-carbon societies, which includes green jobs and green economy models for all

- Identify essential environmental and sustainability curriculum and skills for technical vocational education and training and post-secondary learners, building sustainability-focused learning outcomes and objectives across all academic and vocational disciplines that are appropriate to the local context, to further generate employment opportunities in support of new economic models that are respectful of the planet.
- Encourage diverse teaching and learning materials including green technical and vocational education and training (TVET) online campus worldwide to foster green skills professionalisation globally.
- Encourage school spaces, with school grounds in particular, to become green community spaces in support of lifelong learning of climate change education and to ensure schools become a local community hub for promoting sustainable practices and habits including energy efficiency practices at home to increase the local community sustainability through community events organized in collaboration with the local government.

GLOBAL COORDINATION

Strengthen multi-stakeholder collaboration through the Greening Education Partnership

- Reinforce the collaboration between education and climate sectors to identify the gaps, needs and enablers leading to more effective and impactful action on getting every learner climate-ready.
- Establish vertical and horizontal as well as local, national, regional and global coordination mechanisms to connect policies and practices through the Greening Education Partnership for effective international cooperation.
- Foster synergies with other global initiatives (e.g. the Global Alliance for Disaster Risk Reduction and resilience in the Education Sector (GADRRRES), RIO conventions, the UN Ocean Decade, UN Ecosystems restoration decade) Change Now 2023 Paris, Global Footprint Network among others.

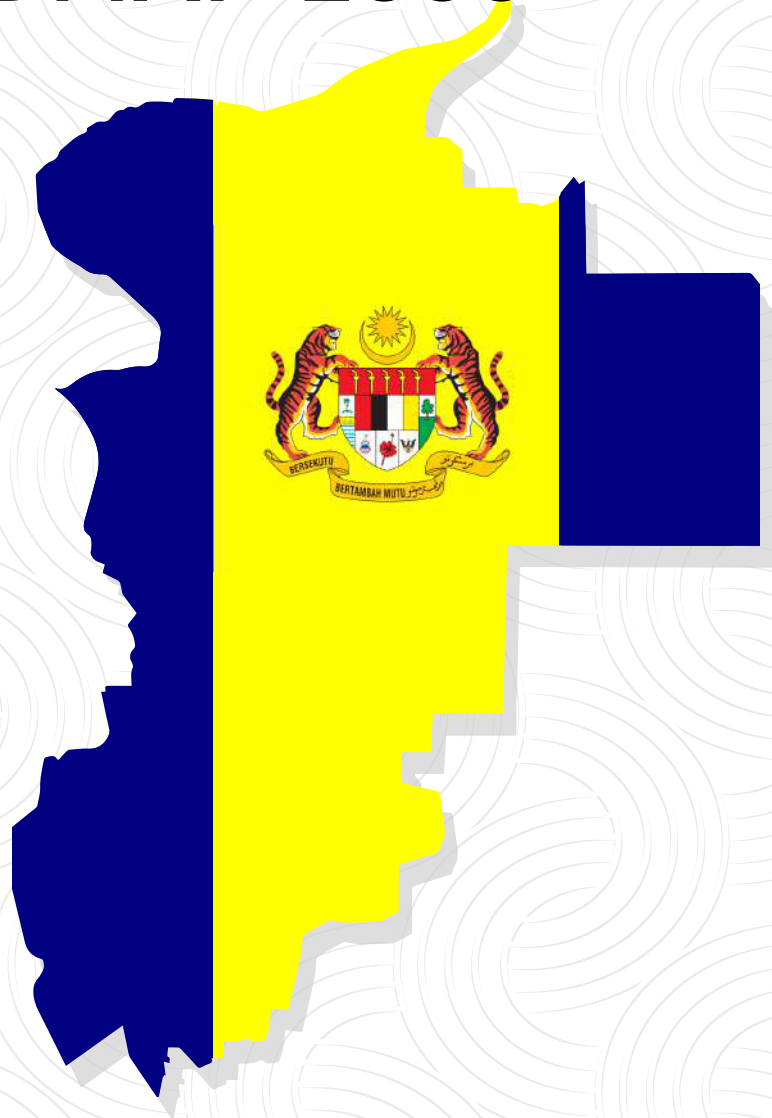
Promote research and monitoring to ensure collective accountability

- Support research to assess the effectiveness of CCE programs, to identify the educational needs of young children, youth, and adults including people most affected by the effects of climate change and challenges faced by industries, to inform evidence-based decision-making, and to ensure good practices and lessons learned are shared across Greening Education Partnership.
- Build monitoring and evaluation tools to measure the impact, short-term and long-term, of climate and sustainability education to mitigate and adapt to climate change, to unlock climate financing for the education sector and to celebrate collective achievements.



ANNEX

WILAYAH PERSEKUTUAN **PUTRAJAYA** GREENING EDUCATION PARTNERSHIP (GEP) ROADMAP 2030



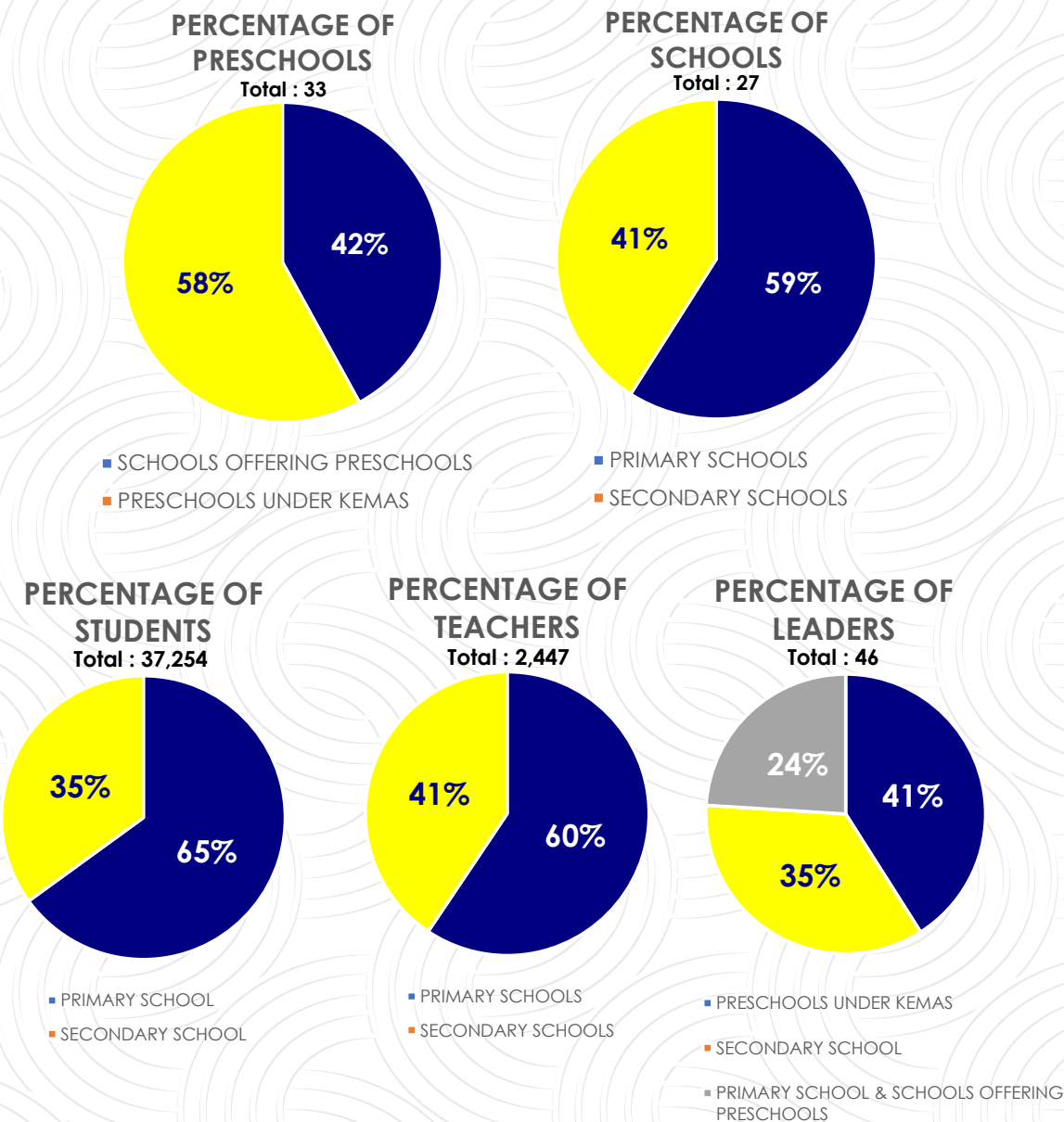
www.jpwpp.moe.gov.my

INTRODUCTION

The Wilayah Persekutuan Putrajaya Greening Education Partnership (GEP) Roadmap 2030 is a call to action for the federal territory to champion a holistic approach to getting every learner climate ready, focusing on four pillars that will shape the future of schools and communities: Greening Schools, Greening Curriculum, Greening Teacher Training and Greening Education Systems' Capacities.

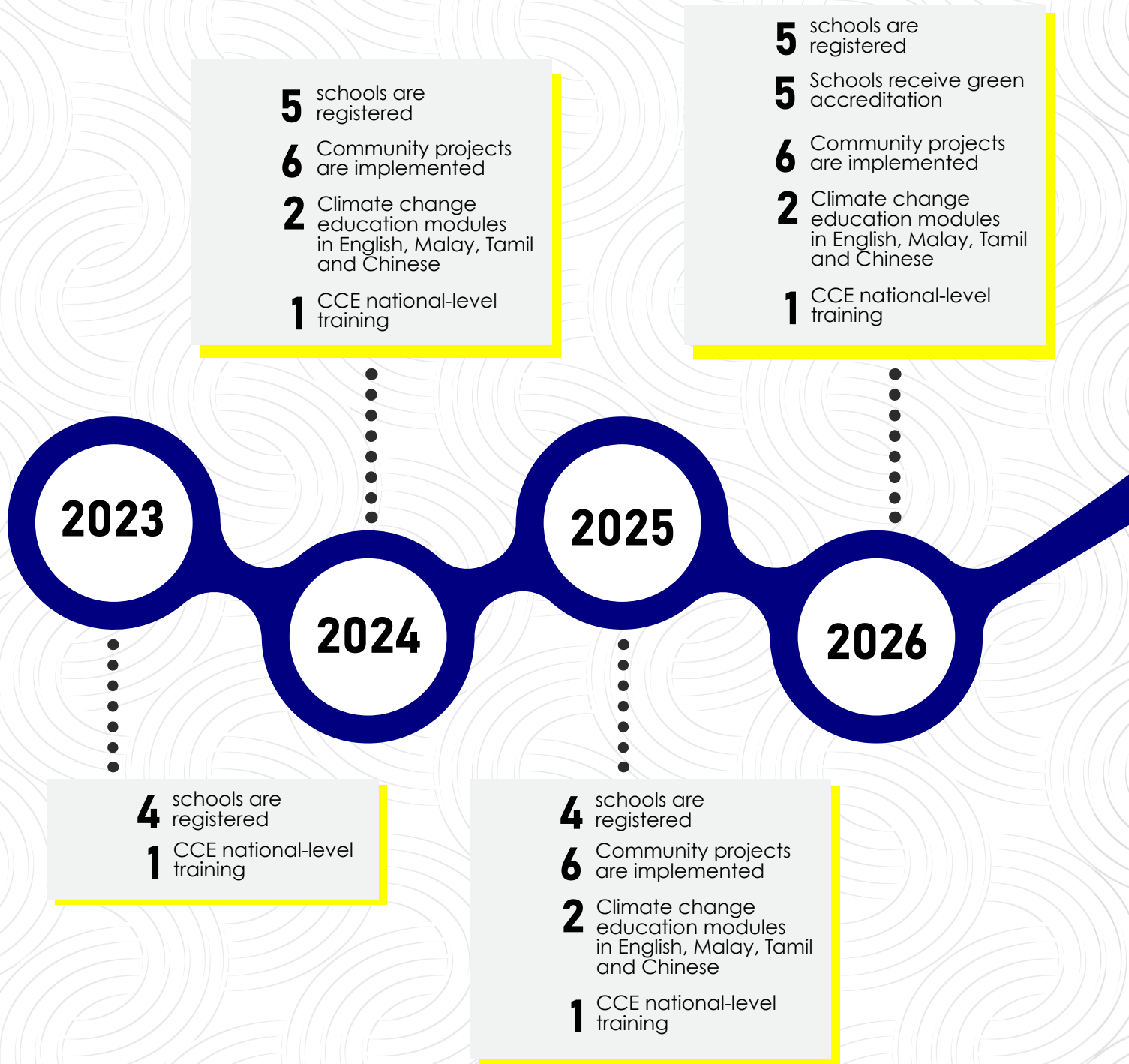
Within these pillars lie the state's unique visions, targets and goals, all designed to empower the state to create a sustainable and thriving educational ecosystem for the benefit of our students and society at large. This book is a roadmap and a guide towards a greener educational future, one that will define Wilayah Persekutuan Putrajaya's commitment to transformative education and environmental stewardship.

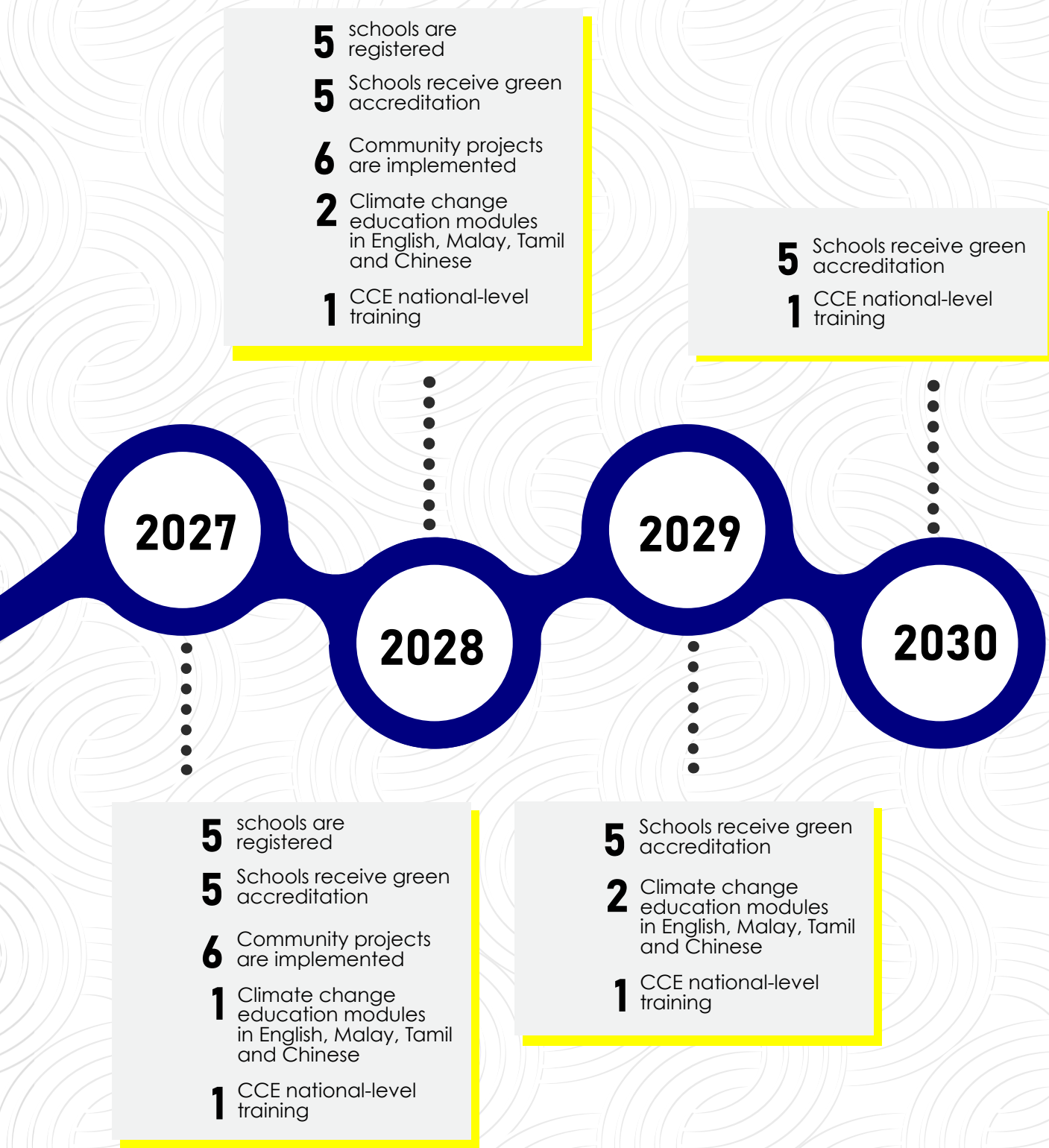
PUTRAJAYA SCHOOLS STATISTIC



Data above was retrieved from the Ministry of Education Malaysia and KEMAS (Kemajuan Masyarakat) websites as of 28 September 2023.

PUTRAJAYA GREENING EDUCATION PARTNERSHIP ROADMAP 2030





GREENING SCHOOLS

01



VISION

From early childhood through adult education, work to ensure that all schools achieve green school accreditation, including teacher training and higher education institutions.



GOAL

Wilayah Persekutuan Putrajaya will have adopted a green school accreditation scheme with at least 50% schools with green accreditation and operating sustainably.



OBJECTIVES

Encourage schools to integrate a whole-of-institution approach to education for sustainable development and transform teaching and learning; school facilities and operation; school governance; and community engagement -with particular emphasis on school's climate readiness.

TARGETS

10 Eco-Schools Putrajaya (KEMAS preschools)
being green accredited / achieve green accreditation by 2030

8 Eco-Schools Putrajaya (primary & registered schools offering preschools)
being green accredited / achieve green accreditation by 2030

6 Eco-Schools Putrajaya (secondary schools)
being green accredited / achieve green accreditation by 2030

PARTNERS



KEMENTERIAN PENDIDIKAN MALAYSIA
Jabatan Pendidikan WP Putrajaya

GREENING CURRICULUM 02



VISION

Embrace a life-long learning approach that integrates climate education into school curricula, technical and vocational education and training, workplace skills development, teaching materials, pedagogy, and assessment.



GOAL

All schools under Eco-Schools Putrajaya will integrate and enhance climate change education modules in the national curriculum with elements of environmental studies by adopting inquiry-based and project-based learning pedagogies.



OBJECTIVES

- To develop a framework that aligns the national curriculum with elements of environmental studies, incorporating the 12 Eco-Schools themes.
- To create integrated lesson plans that adopt inquiry-based and project-based learning pedagogies.
- To integrate international climate change education modules into localised settings and the national curriculum.
- To establish a climate change education digital platform.

TARGETS

- 1 Holistic Framework**
- 2 Climate Change Education Modules**
in English, Malay, Tamil and Mandarin
- 1 E-Learning Platforms**

PARTNERS



KEMENTERIAN PENDIDIKAN MALAYSIA
Jabatan Pendidikan WP Putrajaya

GREENING TEACHER TRAINING AND EDUCATION SYSTEMS' CAPACITIES



VISION

Support teachers and policy makers through the integration of climate education in pre-service and in-service teacher training, building the capacity of school leaders and key education stakeholders.

GOAL

All school leaders and at least 1 teacher per school will have been trained on how to integrate climate education into teaching and learning throughout the school.

100% of all Putrajaya schools have master trainers able to train teachers.



OBJECTIVES

- To develop a comprehensive training plan to include all principals and at least two teachers (Master Trainers) per school.
- To empower Master Trainers to educate all other teachers within their respective schools.
- To support the creation of operational projects through multi-year partnerships with the Office of Climate Education (OCE).
- To create high-quality and localised educational resources for teachers, trainers, and students.
- To offer professional development opportunities for teachers and teacher trainers to enhance their understanding of climate change, interdisciplinary approaches, and active-learning pedagogies.
- To facilitate the formation of communities of practice among teachers.

TARGETS

46 School Leaders
trained in Putrajaya

40 Hours of guided
training

with OCE on Climate
education offered to
aspired teachers, train
ers and educators -

92 Teachers
trained in Putrajaya

8 CCE national-level
training

conducted in collabo-
ration with OCE for
teachers, trainers and
educators

PARTNERS



GREENING COMMUNITIES

04



VISION

Engage the entire community by integrating climate education in life-long learning, in particular through community learning centres and learning cities.



GOAL

100% FELDA Communities will be able to utilise the (1) Eco-Schools, (2) EcoCampus and (3) Young Reporters for the Environment (YRE) programmes to offer learning opportunities for adults outside the formal education system to develop the skills, attitudes, and actions that will foster community resilience to tackle climate change.



OBJECTIVES

GGAF collaborates with UNESCO, FEE, and FELDA/state legislative assemblies (DUN) to establish a School and University Community Engagement model aimed at promoting sustainability within communities.

- To foster environmental awareness and stewardship among students, staff, parents and communities.
- To encourage increased community engagement and active participation in green initiatives through collaborative efforts between schools, community organisations and local government.
- To enrich learning opportunities and educational experiences by integrating environmental education into non-formal education settings.
- To empower schools and universities to develop and implement awareness programs tailored for various community centers.

TARGETS

3 Programmes are utilised to offer learning opportunities for adults outside the formal education system
(1) Eco-Schools
(2) EcoCampus
(3) Young Reporters for the Environment (YRE)

30 Community Projects
15 Awareness Projects for communities

PARTNERS



WILAYAH PERSEKUTUAN
KUALA LUMPUR
GREENING EDUCATION
PARTNERSHIP (GEP)
ROADMAP 2030



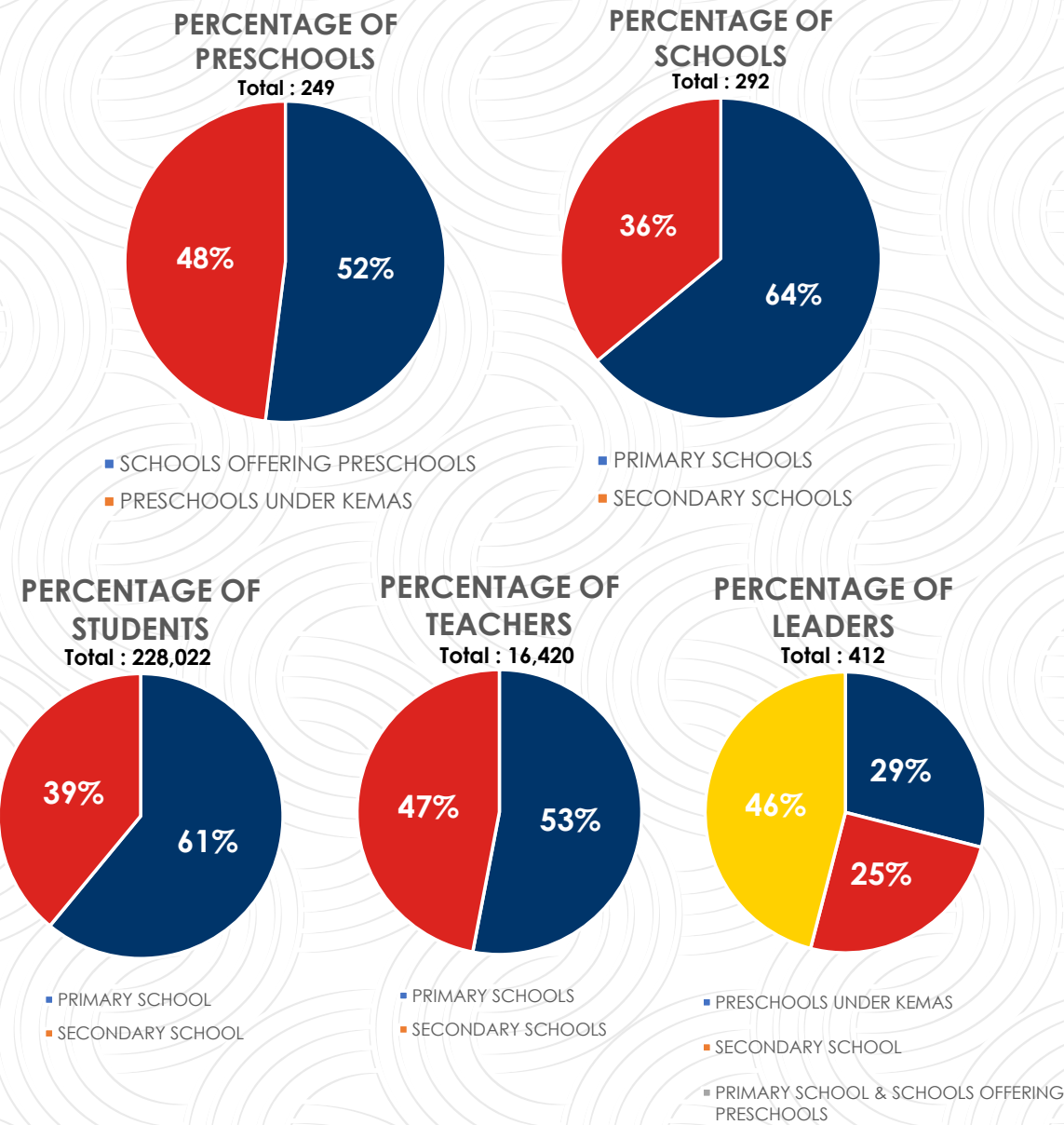
www.jpwpkl.moe.gov.my

INTRODUCTION

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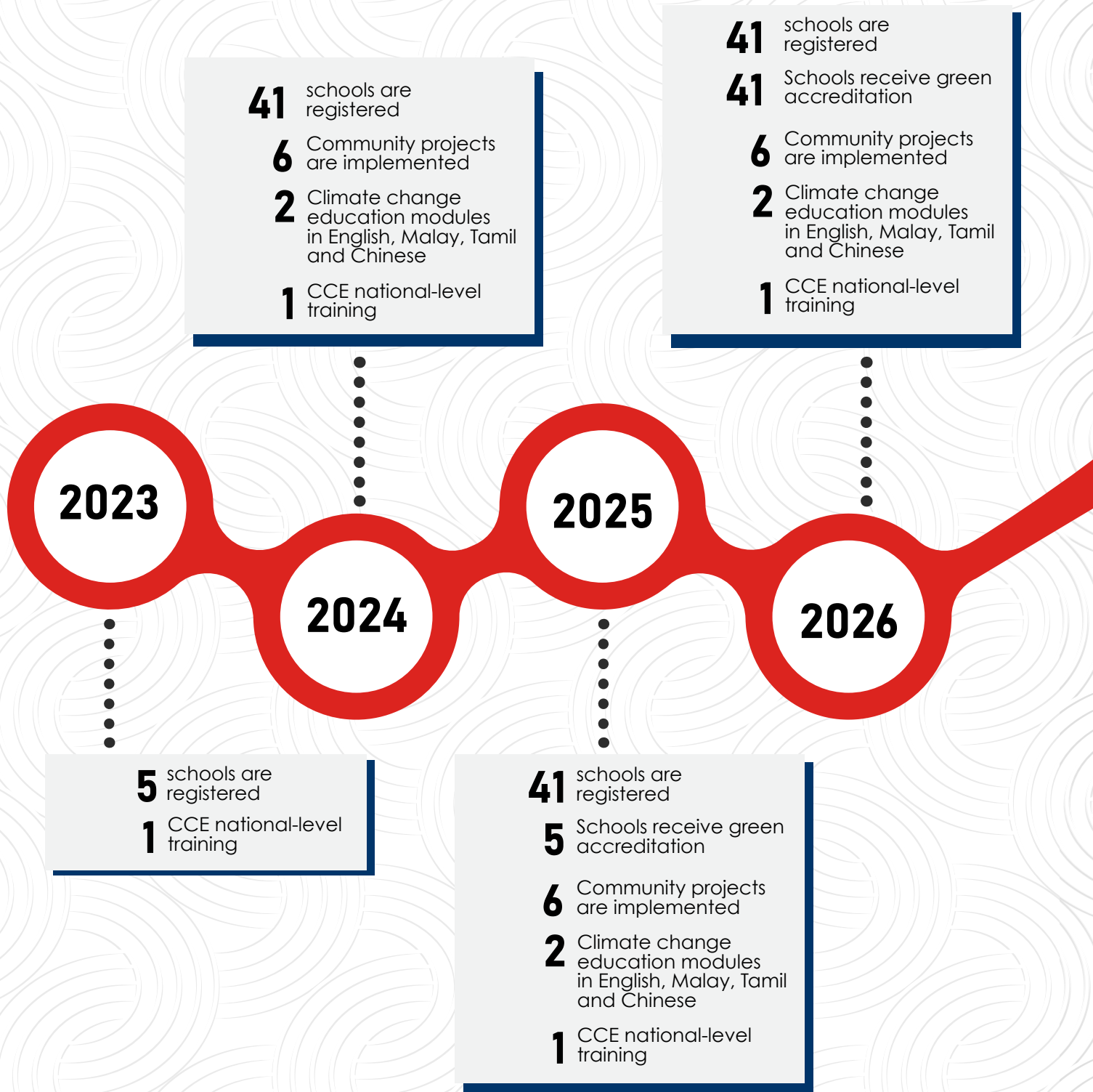
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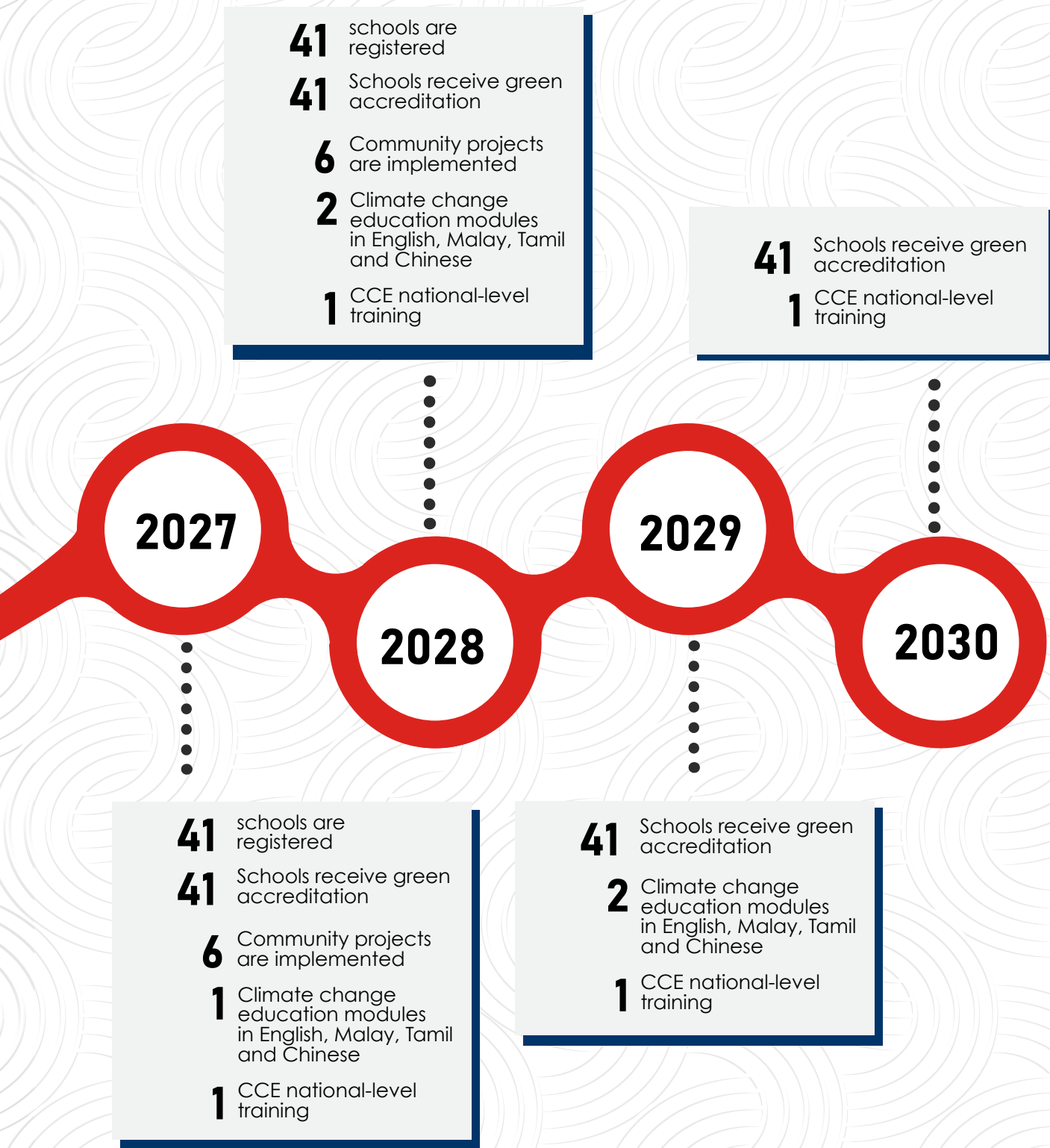
KUALA LUMPUR SCHOOLS STATISTIC



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KUALA LUMPUR GREENING EDUCATION PARTNERSHIP ROADMAP 2030





GREENING SCHOOLS

01



VISION

From early childhood through adult education, work to ensure that all schools achieve green school accreditation, including teacher training and higher education institutions.



GOAL

Wilayah Persekutuan Kuala Lumpur will have adopted a green school accreditation scheme with at least 50% schools with green accreditation and operating sustainably.



OBJECTIVES

Encourage schools to integrate a whole-of-institution approach to education for sustainable development and transform teaching and learning; school facilities and operation; school governance; and community engagement -with particular emphasis on school's climate readiness.

TARGETS

- 60** **Eco-Schools Kuala Lumpur (KEMAS preschools)**
being green accredited / achieve green accreditation by 2030
- 94** **Eco-Schools Kuala Lumpur (primary & registered schools offering preschools)**
being green accredited / achieve green accreditation by 2030
- 52** **Eco-Schools Kuala Lumpur (secondary schools)**
being green accredited / achieve green accreditation by 2030

PARTNERS



KEMENTERIAN PENDIDIKAN MALAYSIA
Jabatan Pendidikan WP Kuala Lumpur

GREENING CURRICULUM 02



VISION

Embrace a life-long learning approach that integrates climate education into school curricula, technical and vocational education and training, workplace skills development, teaching materials, pedagogy, and assessment.



GOAL

All schools under Eco-Schools Kuala Lumpur will integrate and enhance climate change education modules in the national curriculum with elements of environmental studies by adopting inquiry-based and project-based learning pedagogies.



OBJECTIVES

- To develop a framework that aligns the national curriculum with elements of environmental studies, incorporating the 12 Eco-Schools themes.
- To create integrated lesson plans that adopt inquiry-based and project-based learning pedagogies.
- To integrate international climate change education modules into localised settings and the national curriculum.
- To establish a climate change education digital platform.

TARGETS

- 1 Holistic Framework**
- 2 Climate Change Education Modules**
in English, Malay, Tamil and Mandarin
- 1 E-Learning Platforms**

PARTNERS



KEMENTERIAN PENDIDIKAN MALAYSIA
Jabatan Pendidikan WP Kuala Lumpur

GREENING TEACHER TRAINING AND EDUCATION SYSTEMS' CAPACITIES



VISION

Support teachers and policy makers through the integration of climate education in pre-service and in-service teacher training, building the capacity of school leaders and key education stakeholders.

GOAL

All school leaders and at least 1 teacher per school will have been trained on how to integrate climate education into teaching and learning throughout the school.

100% of all Kuala Lumpur schools have master trainers able to train teachers.



OBJECTIVES

- To develop a comprehensive training plan to include all principals and at least two teachers (Master Trainers) per school.
- To empower Master Trainers to educate all other teachers within their respective schools.
- To support the creation of operational projects through multi-year partnerships with the Office of Climate Education (OCE).
- To create high-quality and localised educational resources for teachers, trainers, and students.
- To offer professional development opportunities for teachers and teacher trainers to enhance their understanding of climate change, interdisciplinary approaches, and active-learning pedagogies.
- To facilitate the formation of communities of practice among teachers.

TARGETS

412 School Leaders
trained in Kuala Lumpur

40 Hours of guided
training
with OCE on Climate
education offered to
aspired teachers, train
ers and educators

824 Teachers
trained in Kuala Lumpur

8 CCE national-level
training
conducted in collabo-
ration with OCE for
teachers, trainers and
educators

PARTNERS



GREENING COMMUNITIES

04



VISION

Engage the entire community by integrating climate education in life-long learning, in particular through community learning centres and learning cities.



GOAL

100% FELDA Communities will be able to utilise the (1) Eco-Schools, (2) EcoCampus and (3) Young Reporters for the Environment (YRE) programmes to offer learning opportunities for adults outside the formal education system to develop the skills, attitudes, and actions that will foster community resilience to tackle climate change.



OBJECTIVES

GGAF collaborates with UNESCO, FEE, and FELDA/state legislative assemblies (DUN) to establish a School and University Community Engagement model aimed at promoting sustainability within communities.

- To foster environmental awareness and stewardship among students, staff, parents and communities.
- To encourage increased community engagement and active participation in green initiatives through collaborative efforts between schools, community organisations and local government.
- To enrich learning opportunities and educational experiences by integrating environmental education into non-formal education settings.
- To empower schools and universities to develop and implement awareness programs tailored for various community centers.

TARGETS

3 Programmes are utilised to offer learning opportunities for adults outside the formal education system
(1) Eco-Schools
(2) EcoCampus
(3) Young Reporters for the Environment (YRE)

30 Community Projects

15 Awareness Projects for communities

PARTNERS



WILAYAH PERSEKUTUAN **LABUAN** GREENING EDUCATION PARTNERSHIP (GEP) ROADMAP 2030



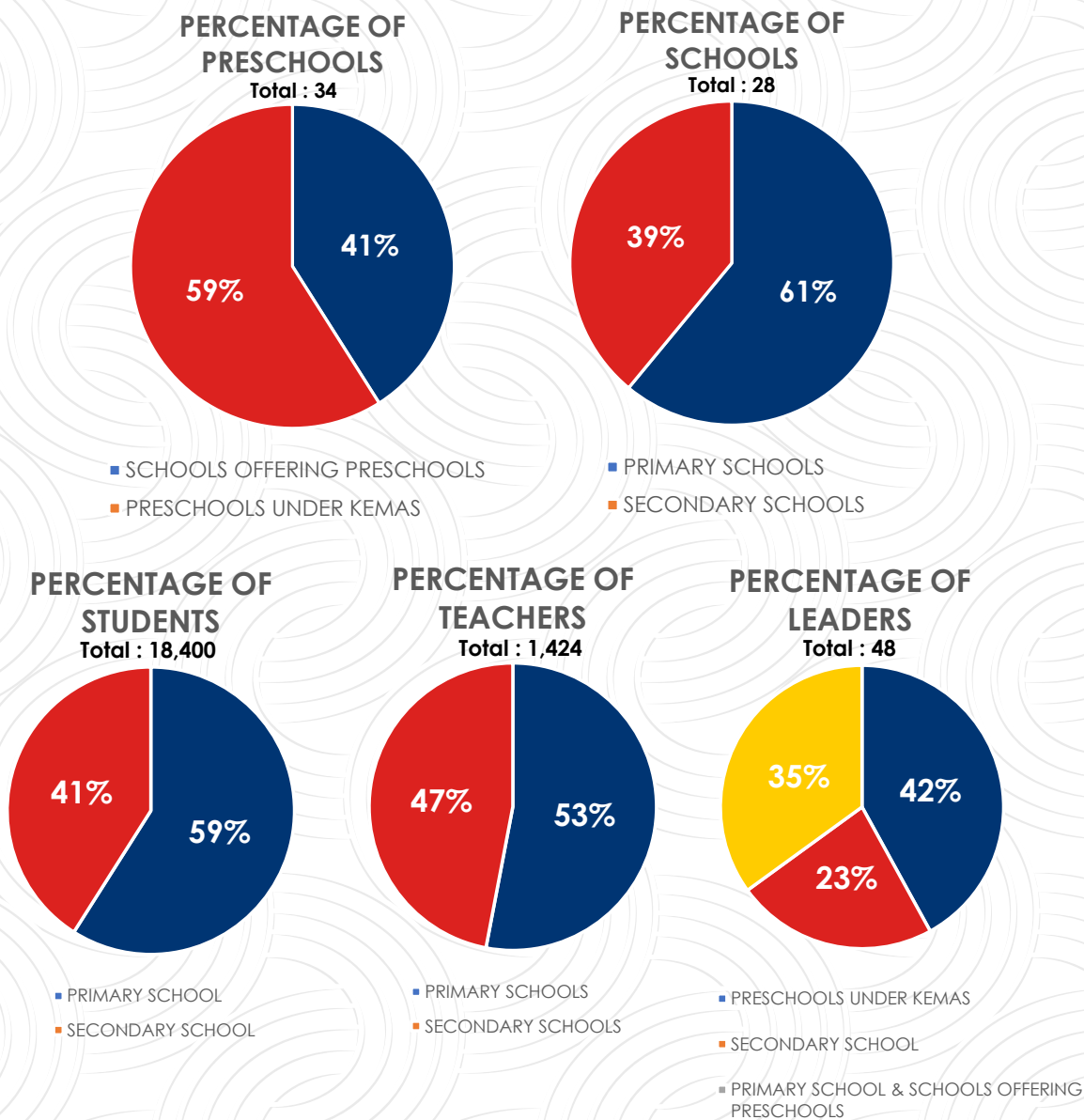
www.jpwpl.moe.gov.my

INTRODUCTION

The Wilayah Persekutuan Labuan Greening Education Partnership (GEP) Roadmap 2030 is a call to action for the federal territory to champion a holistic approach to getting every learner climate ready, focusing on four pillars that will shape the future of schools and communities: Greening Schools, Greening Curriculum, Greening Teacher Training and Greening Education Systems' Capacities.

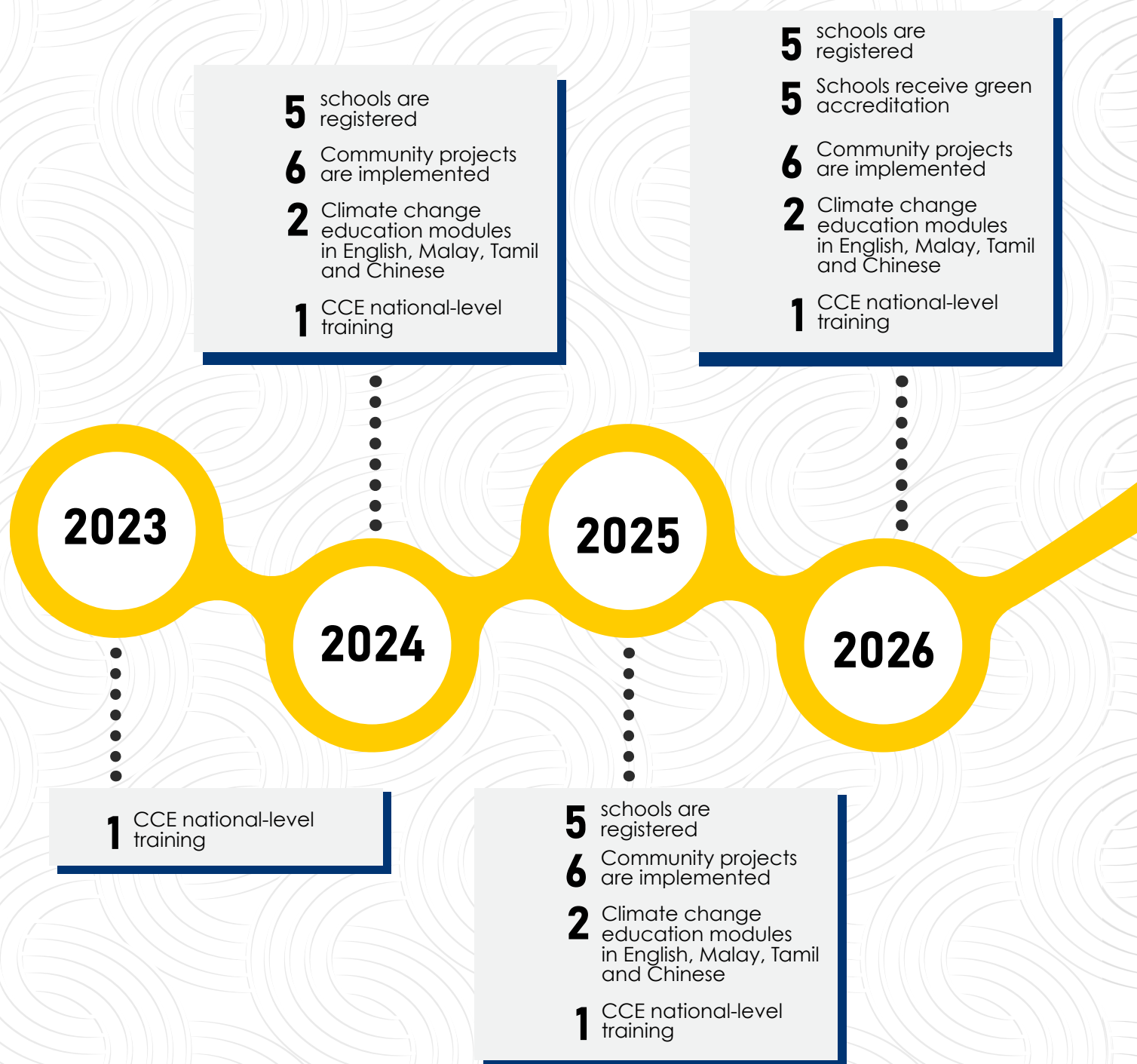
Within these pillars lie the state's unique visions, targets and goals, all designed to empower the state to create a sustainable and thriving educational ecosystem for the benefit of our students and society at large. This book is a roadmap and a guide towards a greener educational future, one that will define Wilayah Persekutuan Labuan's commitment to transformative education and environmental stewardship.

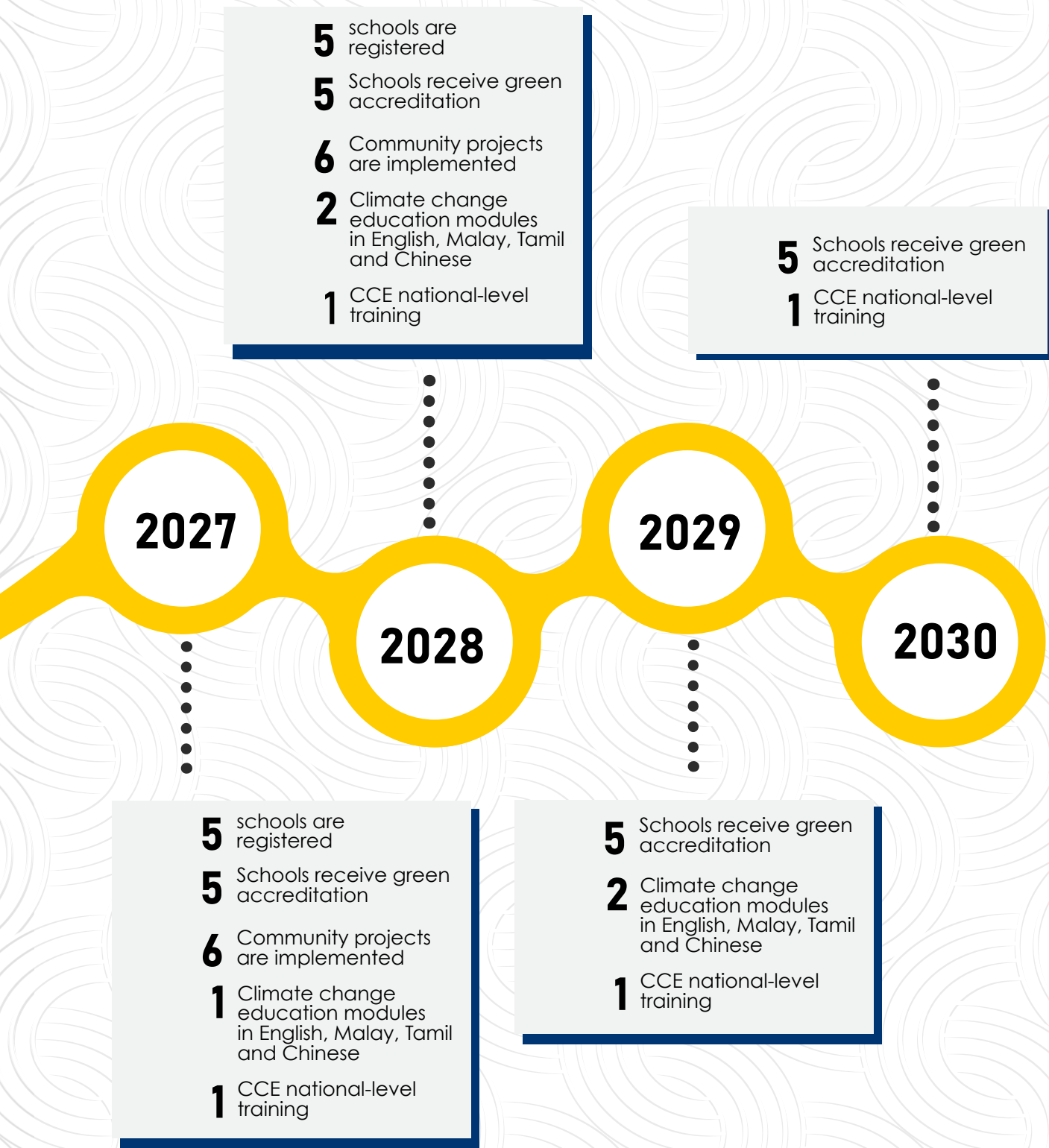
LABUAN SCHOOLS STATISTIC



Data above was retrieved from the Ministry of Education Malaysia and KEMAS (Kemajuan Masyarakat) websites as of 28 September 2023.

LABUAN GREENING EDUCATION PARTNERSHIP ROADMAP 2030





GREENING SCHOOLS

01



VISION

From early childhood through adult education, work to ensure that all schools achieve green school accreditation, including teacher training and higher education institutions.



GOAL

Wilayah Persekutuan Labuan will have adopted a green school accreditation scheme with at least 50% schools with green accreditation and operating sustainably.



OBJECTIVES

Encourage schools to integrate a whole-of-institution approach to education for sustainable development and transform teaching and learning; school facilities and operation; school governance; and community engagement -with particular emphasis on school's climate readiness.

TARGETS

- 10 Eco-Schools Labuan (KEMAS preschools)**
being green accredited / achieve green accreditation by 2030
- 9 Eco-Schools Labuan (primary & registered schools offering preschools)**
being green accredited / achieve green accreditation by 2030
- 6 Eco-Schools Labuan (secondary schools)**
being green accredited / achieve green accreditation by 2030

PARTNERS



GREENING CURRICULUM 02



VISION

Embrace a life-long learning approach that integrates climate education into school curricula, technical and vocational education and training, workplace skills development, teaching materials, pedagogy, and assessment.



GOAL

All schools under Eco-Schools Labuan will integrate and enhance climate change education modules in the national curriculum with elements of environmental studies by adopting inquiry-based and project-based learning pedagogies.



OBJECTIVES

- To develop a framework that aligns the national curriculum with elements of environmental studies, incorporating the 12 Eco-Schools themes.
- To create integrated lesson plans that adopt inquiry-based and project-based learning pedagogies.
- To integrate international climate change education modules into localised settings and the national curriculum.
- To establish a climate change education digital platform.

TARGETS

- 1 Holistic Framework**
- 2 Climate Change Education Modules**
in English, Malay, Tamil and Mandarin
- 1 E-Learning Platforms**

PARTNERS



GREENING TEACHER TRAINING AND EDUCATION SYSTEMS' CAPACITIES



VISION

Support teachers and policy makers through the integration of climate education in pre-service and in-service teacher training, building the capacity of school leaders and key education stakeholders.



GOAL

All school leaders and at least 1 teacher per school will have been trained on how to integrate climate education into teaching and learning throughout the school.

100% of all Labuan schools have master trainers able to train teachers.



OBJECTIVES

- To develop a comprehensive training plan to include all principals and at least two teachers (Master Trainers) per school.
- To empower Master Trainers to educate all other teachers within their respective schools.
- To support the creation of operational projects through multi-year partnerships with the Office of Climate Education (OCE).
- To create high-quality and localised educational resources for teachers, trainers, and students.
- To offer professional development opportunities for teachers and teacher trainers to enhance their understanding of climate change, interdisciplinary approaches, and active-learning pedagogies.
- To facilitate the formation of communities of practice among teachers.

TARGETS

48 School Leaders
trained in Labuan

40 Hours of guided
training

with OCE on Climate education offered to aspired teachers, trainers and educators -

96 Teachers
trained in Labuan

8 CCE national-level
training

conducted in collaboration with OCE for teachers, trainers and educators

PARTNERS



GREENING COMMUNITIES

04



VISION

Engage the entire community by integrating climate education in life-long learning, in particular through community learning centres and learning cities.



GOAL

100% FELDA Communities will be able to utilise the (1) Eco-Schools, (2) EcoCampus and (3) Young Reporters for the Environment (YRE) programmes to offer learning opportunities for adults outside the formal education system to develop the skills, attitudes, and actions that will foster community resilience to tackle climate change.



OBJECTIVES

GGAF collaborates with UNESCO, FEE, and FELDA/state legislative assemblies (DUN) to establish a School and University Community Engagement model aimed at promoting sustainability within communities.

- To foster environmental awareness and stewardship among students, staff, parents and communities.
- To encourage increased community engagement and active participation in green initiatives through collaborative efforts between schools, community organisations and local government.
- To enrich learning opportunities and educational experiences by integrating environmental education into non-formal education settings.
- To empower schools and universities to develop and implement awareness programs tailored for various community centers.

TARGETS

3 Programmes are utilised to offer learning opportunities for adults outside the formal education system
(1) Eco-Schools
(2) EcoCampus
(3) Young Reporters for the Environment (YRE)

30 Community Projects

15 Awareness Projects for communities

PARTNERS



JOHOR

GREENING EDUCATION PARTNERSHIP (GEP) ROADMAP 2030



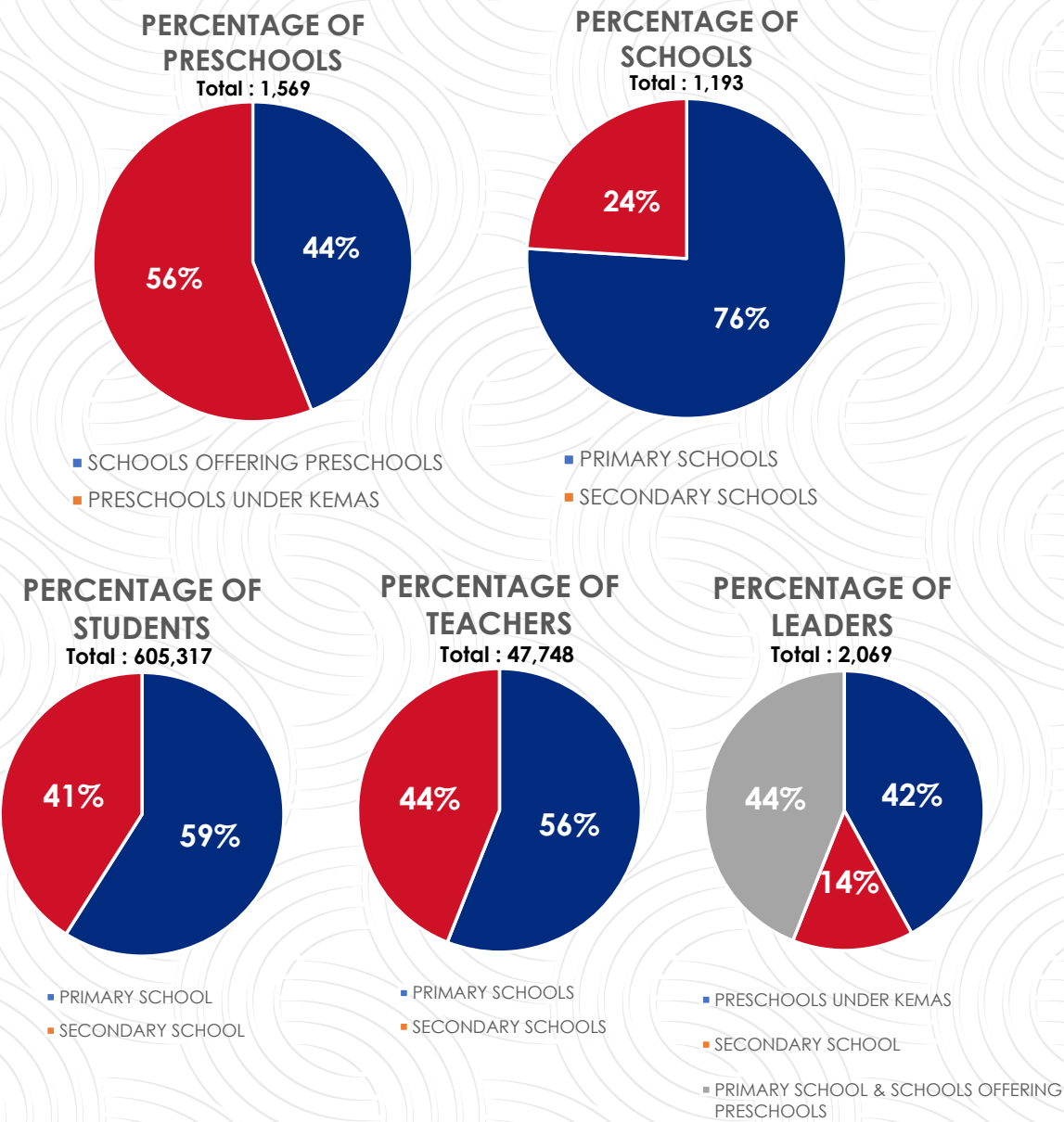
www.jpnjohor.moe.gov.my

INTRODUCTION

The Johor Greening Education Partnership (GEP) Roadmap 2030 is a call to action for the state to champion a holistic approach to getting every learner climate ready, focusing on four pillars that will shape the future of schools and communities: Greening Schools, Greening Curriculum, Greening Teacher Training and Greening Education Systems' Capacities.

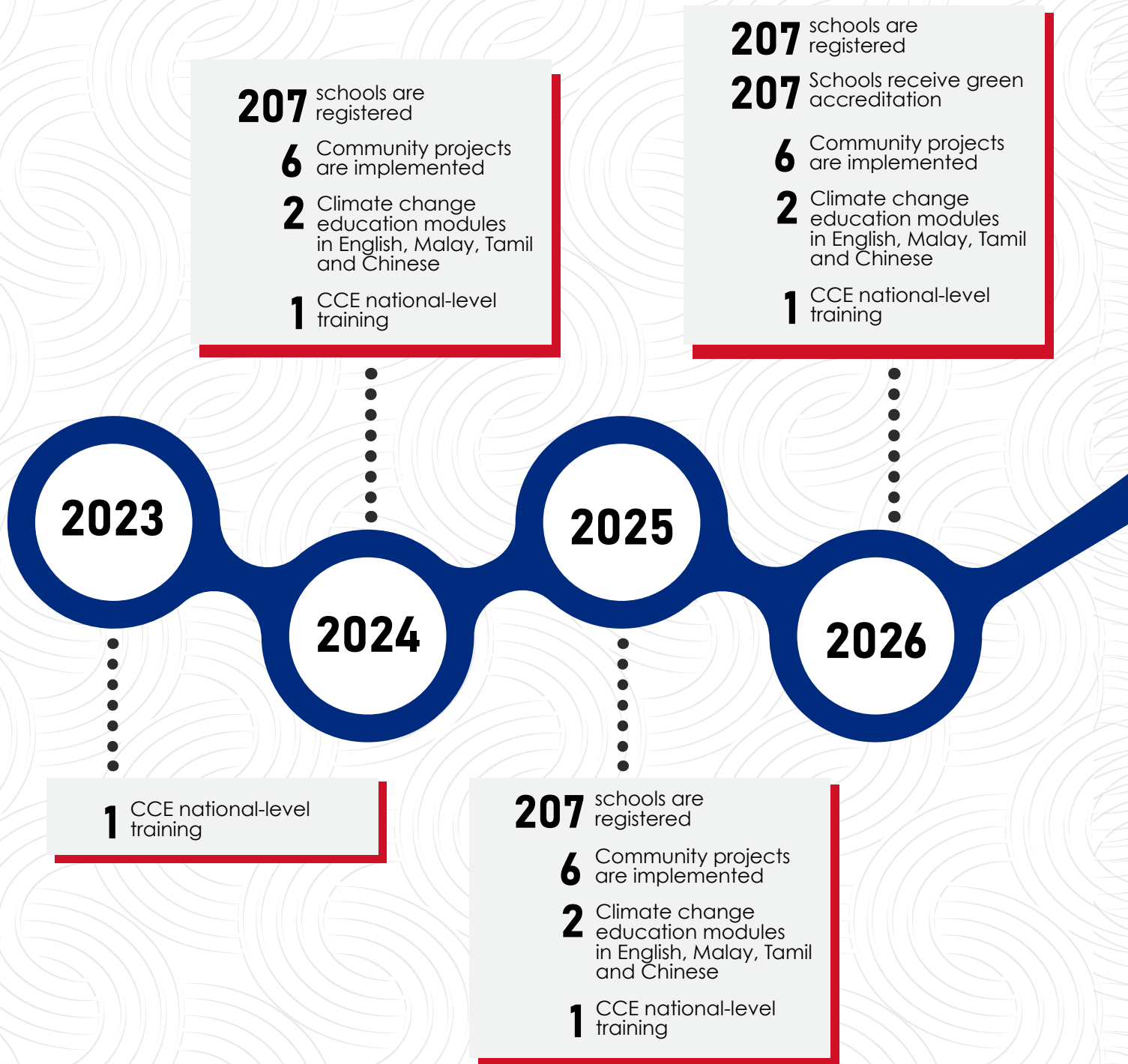
Within these pillars lie the state's unique visions, targets and goals, all designed to empower the state to create a sustainable and thriving educational ecosystem for the benefit of our students and society at large. This book is a roadmap and a guide towards a greener educational future, one that will define Johor's commitment to transformative education and environmental stewardship.

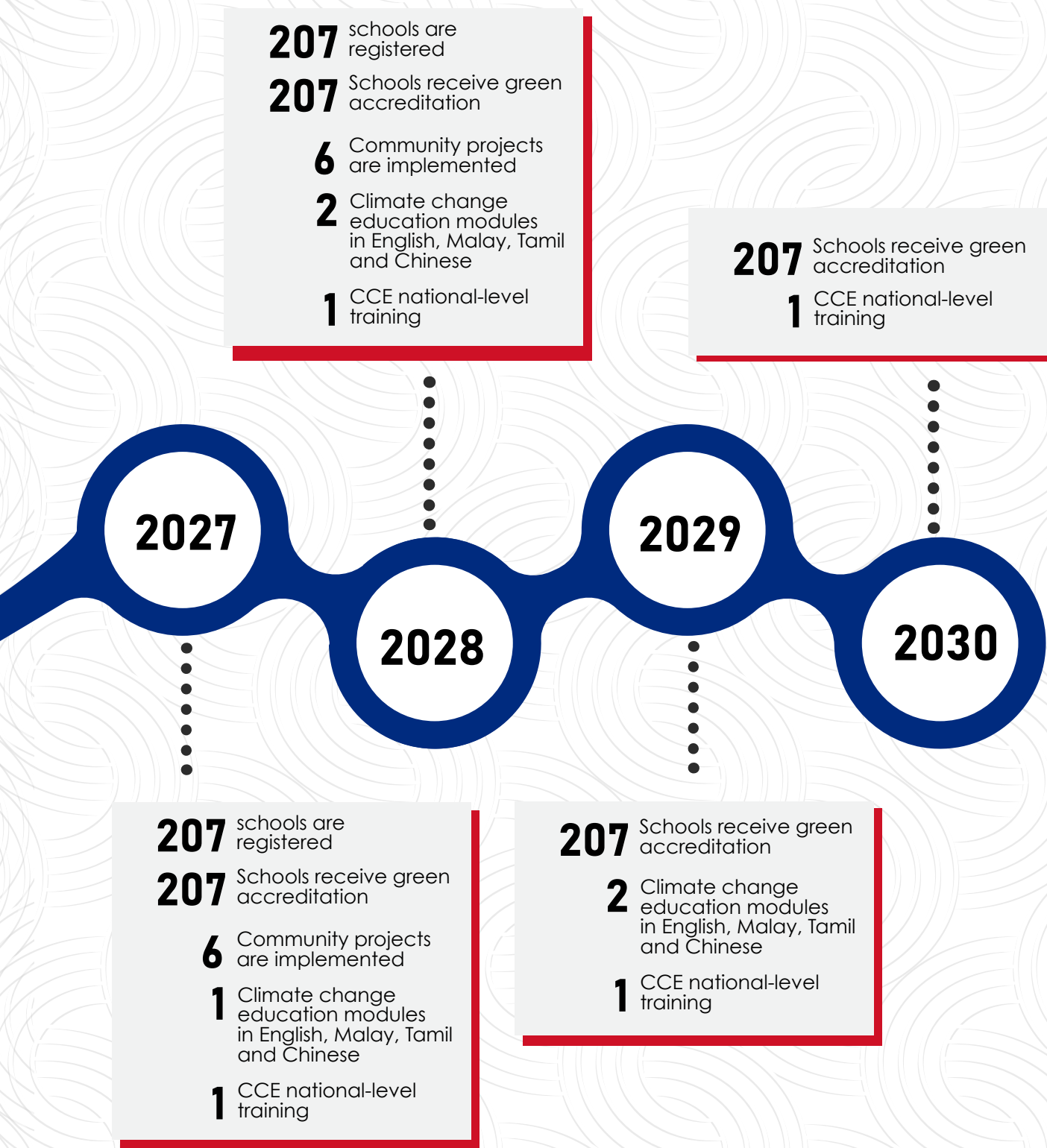
JOHOR SCHOOLS STATISTIC



Data above was retrieved from the Ministry of Education Malaysia and KEMAS (Kemajuan Masyarakat) websites as of 28 September 2023.

JOHOR GREENING EDUCATION PARTNERSHIP ROADMAP 2030





GREENING SCHOOLS

01



VISION

From early childhood through adult education, work to ensure that all schools achieve green school accreditation, including teacher training and higher education institutions.



GOAL

Johor will have adopted a green school accreditation scheme with at least 50% schools with green accreditation and operating sustainably.



OBJECTIVES

Encourage schools to integrate a whole-of-institution approach to education for sustainable development and transform teaching and learning; school facilities and operation; school governance; and community engagement -with particular emphasis on school's climate readiness.

TARGETS

438

Eco-Schools Johor (KEMAS preschools)

being green accredited / achieve green accreditation by 2030

454

Eco-Schools Johor (primary & registered schools offering preschools)

being green accredited / achieve green accreditation by 2030

143

Eco-Schools Johor (secondary schools)

being green accredited / achieve green accreditation by 2030

PARTNERS



GREENING CURRICULUM 02



VISION

Embrace a life-long learning approach that integrates climate education into school curricula, technical and vocational education and training, workplace skills development, teaching materials, pedagogy, and assessment.



GOAL

All schools under Eco-Schools Johor will integrate and enhance climate change education modules in the national curriculum with elements of environmental studies by adopting inquiry-based and project-based learning pedagogies.



OBJECTIVES

- To develop a framework that aligns the national curriculum with elements of environmental studies, incorporating the 12 Eco-Schools themes.
- To create integrated lesson plans that adopt inquiry-based and project-based learning pedagogies.
- To integrate international climate change education modules into localised settings and the national curriculum.
- To establish a climate change education digital platform.

TARGETS

- 1 Holistic Framework**
- 2 Climate Change Education Modules**
in English, Malay, Tamil and Mandarin
- 1 E-Learning Platforms**

PARTNERS



GREENING TEACHER TRAINING AND EDUCATION SYSTEMS' CAPACITIES



VISION

Support teachers and policy makers through the integration of climate education in pre-service and in-service teacher training, building the capacity of school leaders and key education stakeholders.

GOAL

All school leaders and at least 1 teacher per school will have been trained on how to integrate climate education into teaching and learning throughout the school.

100% of all Johor schools have master trainers able to train teachers.



OBJECTIVES

- To develop a comprehensive training plan to include all principals and at least two teachers (Master Trainers) per school.
- To empower Master Trainers to educate all other teachers within their respective schools.
- To support the creation of operational projects through multi-year partnerships with the Office of Climate Education (OCE).
- To create high-quality and localised educational resources for teachers, trainers, and students.
- To offer professional development opportunities for teachers and teacher trainers to enhance their understanding of climate change, interdisciplinary approaches, and active-learning pedagogies.
- To facilitate the formation of communities of practice among teachers.

TARGETS

2,069 School Leaders trained in Johor

40 Hours of guided training

with OCE on Climate education offered to aspired teachers, trainers and educators

4,138 Teachers trained in Johor

8 CCE national-level training

conducted in collaboration with OCE for teachers, trainers and educators

PARTNERS



GREENING COMMUNITIES

04



VISION

Engage the entire community by integrating climate education in life-long learning, in particular through community learning centres and learning cities.



GOAL

100% FELDA Communities will be able to utilise the (1) Eco-Schools, (2) EcoCampus and (3) Young Reporters for the Environment (YRE) programmes to offer learning opportunities for adults outside the formal education system to develop the skills, attitudes, and actions that will foster community resilience to tackle climate change.



OBJECTIVES

GGAF collaborates with UNESCO, FEE, and FELDA/state legislative assemblies (DUN) to establish a School and University Community Engagement model aimed at promoting sustainability within communities.

- To foster environmental awareness and stewardship among students, staff, parents and communities.
- To encourage increased community engagement and active participation in green initiatives through collaborative efforts between schools, community organisations and local government.
- To enrich learning opportunities and educational experiences by integrating environmental education into non-formal education settings.
- To empower schools and universities to develop and implement awareness programs tailored for various community centers.

TARGETS

3 Programmes are utilised to offer learning opportunities for adults outside the formal education system
(1) Eco-Schools
(2) EcoCampus
(3) Young Reporters for the Environment (YRE)

30 Community Projects
15 Awareness Projects for communities

PARTNERS



KEDAH

GREENING EDUCATION PARTNERSHIP (GEP) ROADMAP 2030



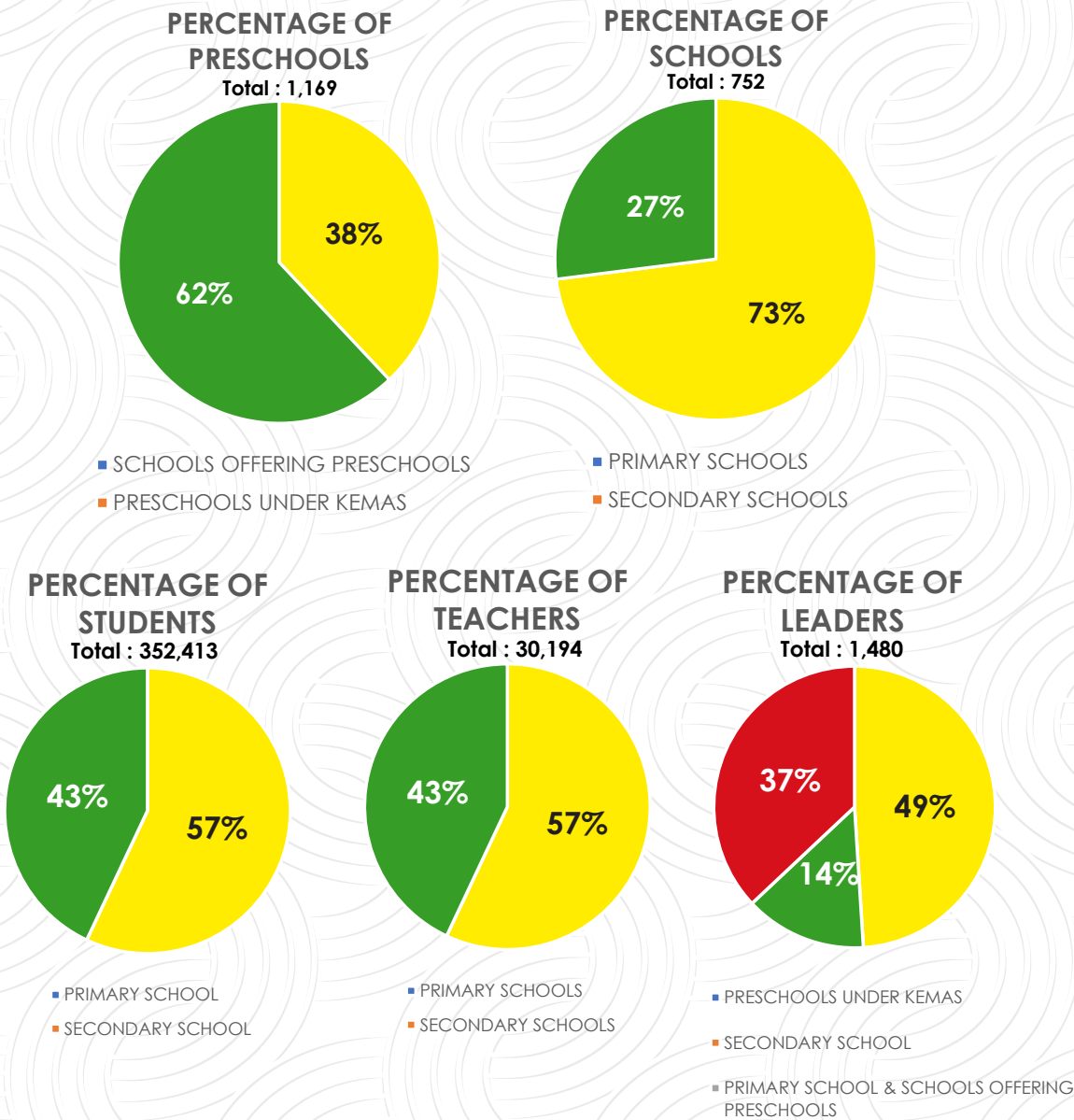
www.jpnkedah.moe.gov.my

INTRODUCTION

The Kedah Greening Education Partnership (GEP) Roadmap 2030 is a call to action for the state to champion a holistic approach to getting every learner climate ready, focusing on four pillars that will shape the future of schools and communities: Greening Schools, Greening Curriculum, Greening Teacher Training and Greening Education Systems' Capacities.

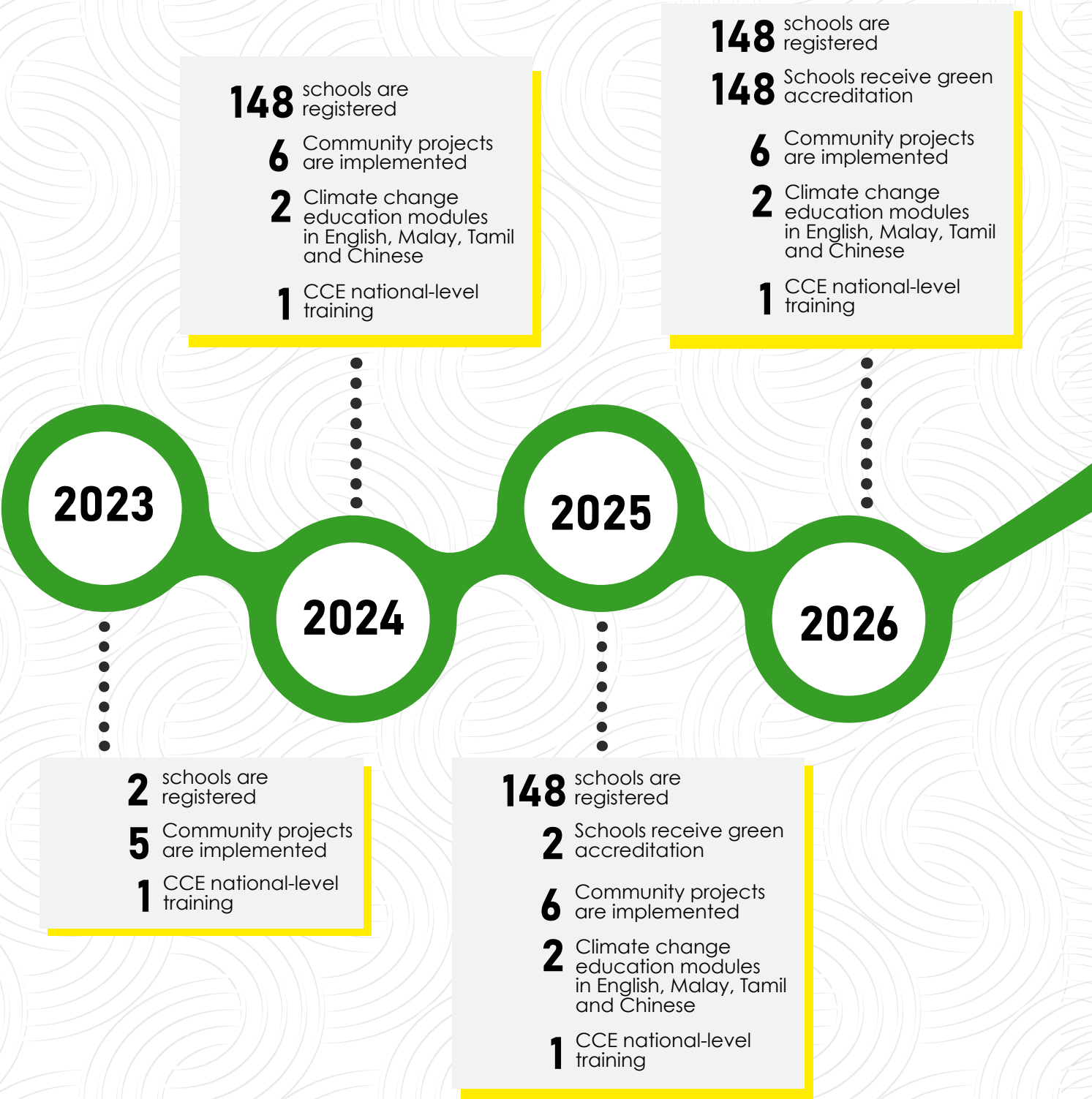
Within these pillars lie the state's unique visions, targets and goals, all designed to empower the state to create a sustainable and thriving educational ecosystem for the benefit of our students and society at large. This book is a roadmap and a guide towards a greener educational future, one that will define Kedah's commitment to transformative education and environmental stewardship.

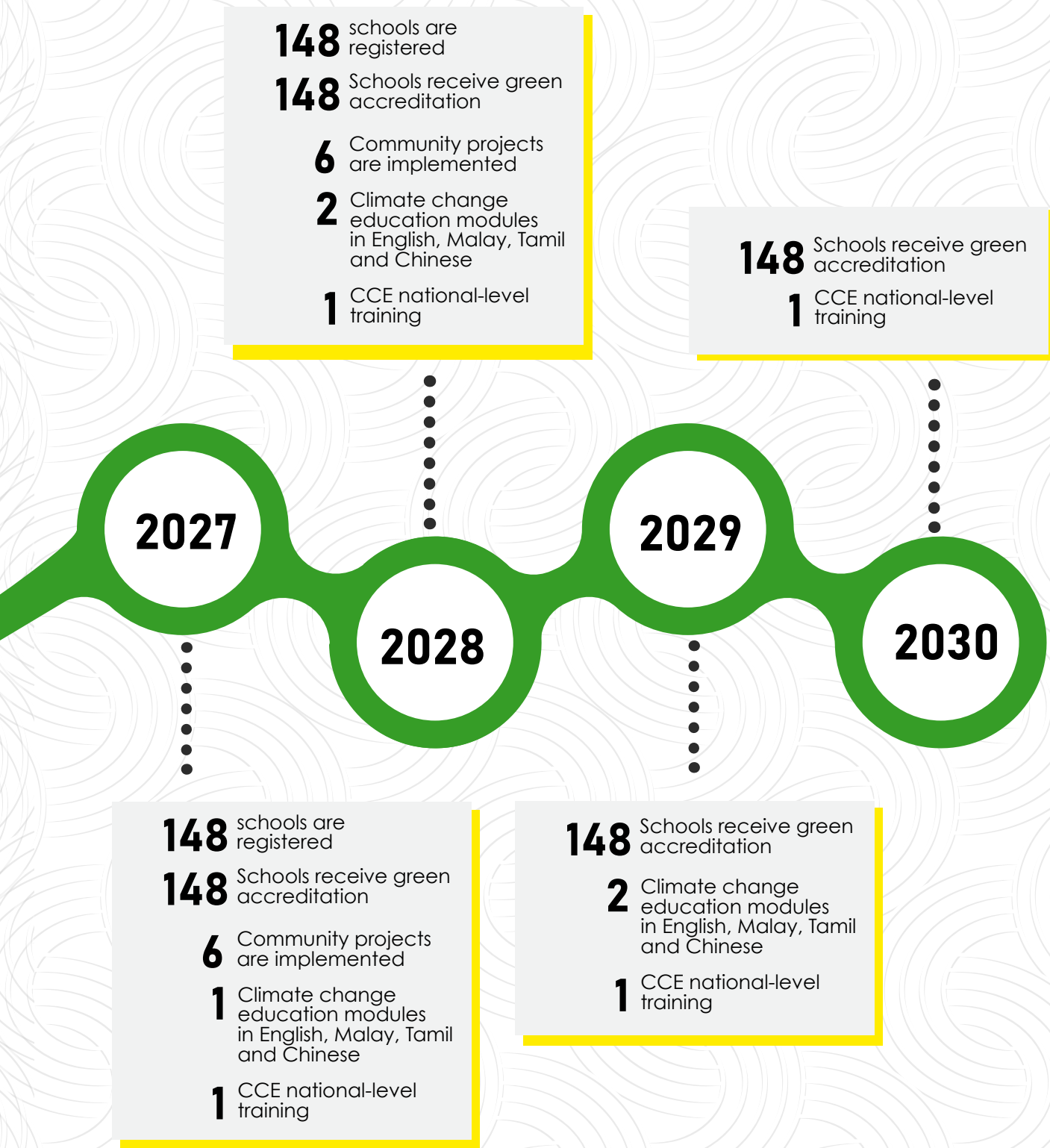
KEDAH SCHOOLS STATISTIC



Data above was retrieved from the Ministry of Education Malaysia and KEMAS (Kemajuan Masyarakat) websites as of 28 September 2023.

KEDAH GREENING EDUCATION PARTNERSHIP ROADMAP 2030





GREENING SCHOOLS

01



VISION

From early childhood through adult education, work to ensure that all schools achieve green school accreditation, including teacher training and higher education institutions.



GOAL

Kedah will have adopted a green school accreditation scheme with at least 50% schools with green accreditation and operating sustainably.



OBJECTIVES

Encourage schools to integrate a whole-of-institution approach to education for sustainable development and transform teaching and learning; school facilities and operation; school governance; and community engagement -with particular emphasis on school's climate readiness.

TARGETS

364 **Eco-Schools Kedah (KEMAS preschools)**
being green accredited / achieve green accreditation by 2030

274 **Eco-Schools Kedah (primary & registered schools offering preschools)**
being green accredited / achieve green accreditation by 2030

102 **Eco-Schools Kedah (secondary schools)**
being green accredited / achieve green accreditation by 2030

PARTNERS



GREENING CURRICULUM

02



VISION

Embrace a life-long learning approach that integrates climate education into school curricula, technical and vocational education and training, workplace skills development, teaching materials, pedagogy, and assessment.



GOAL

All schools under Eco-Schools Kedah will integrate and enhance climate change education modules in the national curriculum with elements of environmental studies by adopting inquiry-based and project-based learning pedagogies.



OBJECTIVES

- To develop a framework that aligns the national curriculum with elements of environmental studies, incorporating the 12 Eco-Schools themes.
- To create integrated lesson plans that adopt inquiry-based and project-based learning pedagogies.
- To integrate international climate change education modules into localised settings and the national curriculum.
- To establish a climate change education digital platform.

TARGETS

- 1 Holistic Framework**
- 2 Climate Change Education Modules**
in English, Malay, Tamil and Mandarin
- 1 E-Learning Platforms**

PARTNERS



GREENING TEACHER TRAINING AND EDUCATION SYSTEMS' CAPACITIES



VISION

Support teachers and policy makers through the integration of climate education in pre-service and in-service teacher training, building the capacity of school leaders and key education stakeholders.



GOAL

All school leaders and at least 1 teacher per school will have been trained on how to integrate climate education into teaching and learning throughout the school.

100% of all Kedah schools have master trainers able to train teachers.



OBJECTIVES

- To develop a comprehensive training plan to include all principals and at least two teachers (Master Trainers) per school.
- To empower Master Trainers to educate all other teachers within their respective schools.
- To support the creation of operational projects through multi-year partnerships with the Office of Climate Education (OCE).
- To create high-quality and localised educational resources for teachers, trainers, and students.
- To offer professional development opportunities for teachers and teacher trainers to enhance their understanding of climate change, interdisciplinary approaches, and active-learning pedagogies.
- To facilitate the formation of communities of practice among teachers.

TARGETS

1,480 School Leaders
trained in Kedah

40 Hours of guided
training

with OCE on Climate education offered to aspired teachers, trainers and educators

2,960 Teachers
trained in Kedah

8 CCE national-level
training

conducted in collaboration with OCE for teachers, trainers and educators

PARTNERS



GREENING COMMUNITIES

04



VISION

Engage the entire community by integrating climate education in life-long learning, in particular through community learning centres and learning cities.



GOAL

100% FELDA Communities will be able to utilise the (1) Eco-Schools, (2) EcoCampus and (3) Young Reporters for the Environment (YRE) programmes to offer learning opportunities for adults outside the formal education system to develop the skills, attitudes, and actions that will foster community resilience to tackle climate change.



OBJECTIVES

GGAF collaborates with UNESCO, FEE, and FELDA/state legislative assemblies (DUN) to establish a School and University Community Engagement model aimed at promoting sustainability within communities.

- To foster environmental awareness and stewardship among students, staff, parents and communities.
- To encourage increased community engagement and active participation in green initiatives through collaborative efforts between schools, community organisations and local government.
- To enrich learning opportunities and educational experiences by integrating environmental education into non-formal education settings.
- To empower schools and universities to develop and implement awareness programs tailored for various community centers.

TARGETS

3 Programmes are utilised to offer learning opportunities for adults outside the formal education system
(1) Eco-Schools
(2) EcoCampus
(3) Young Reporters for the Environment (YRE)

30 Community Projects
15 Awareness Projects for communities

PARTNERS



KELANTAN

GREENING EDUCATION PARTNERSHIP (GEP) ROADMAP 2030



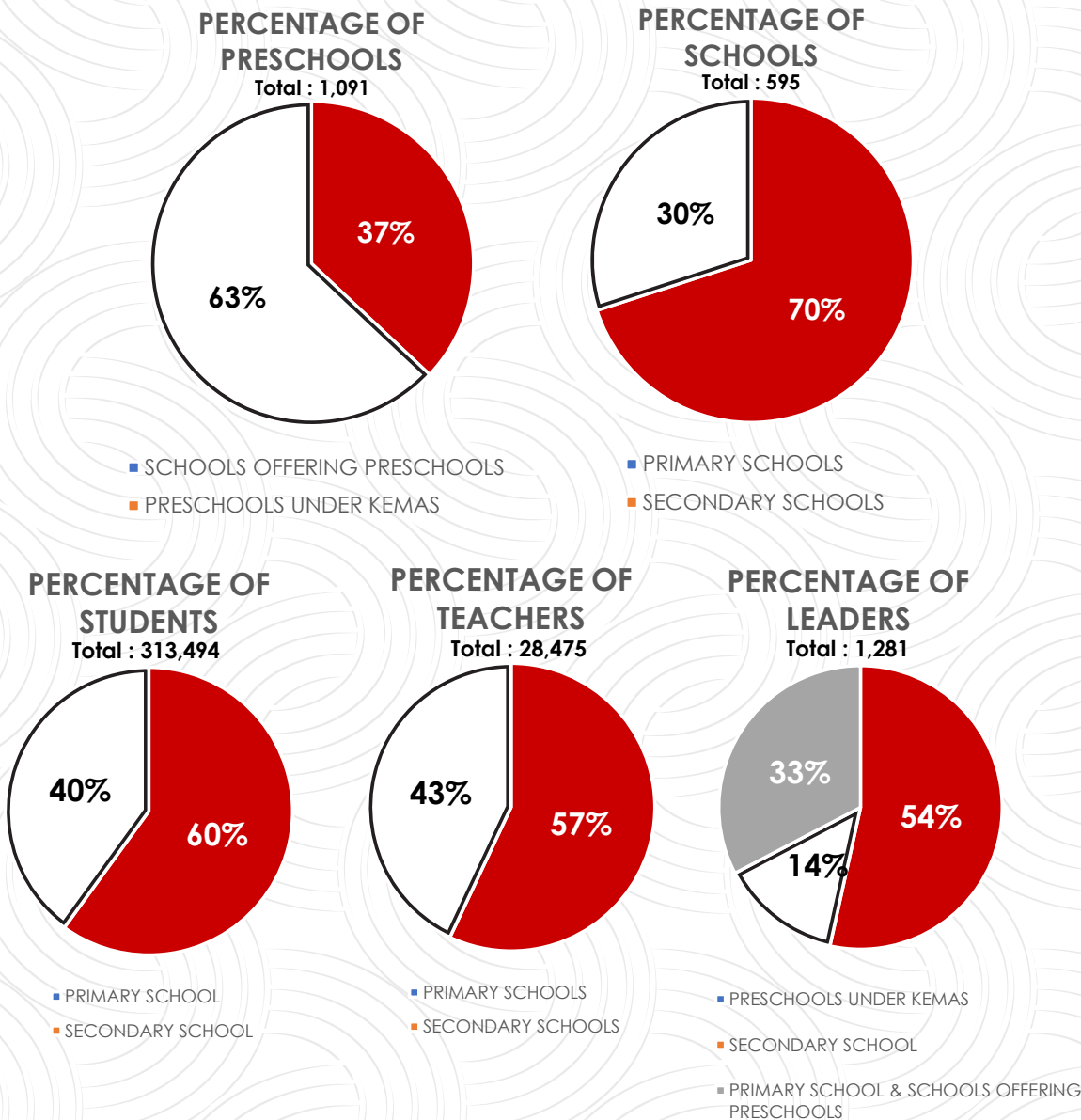
www.jpnelantan.moe.gov.my

INTRODUCTION

The Kelantan Greening Education Partnership (GEP) Roadmap 2030 is a call to action for the state to champion a holistic approach to getting every learner climate ready, focusing on four pillars that will shape the future of schools and communities: Greening Schools, Greening Curriculum, Greening Teacher Training and Greening Education Systems' Capacities.

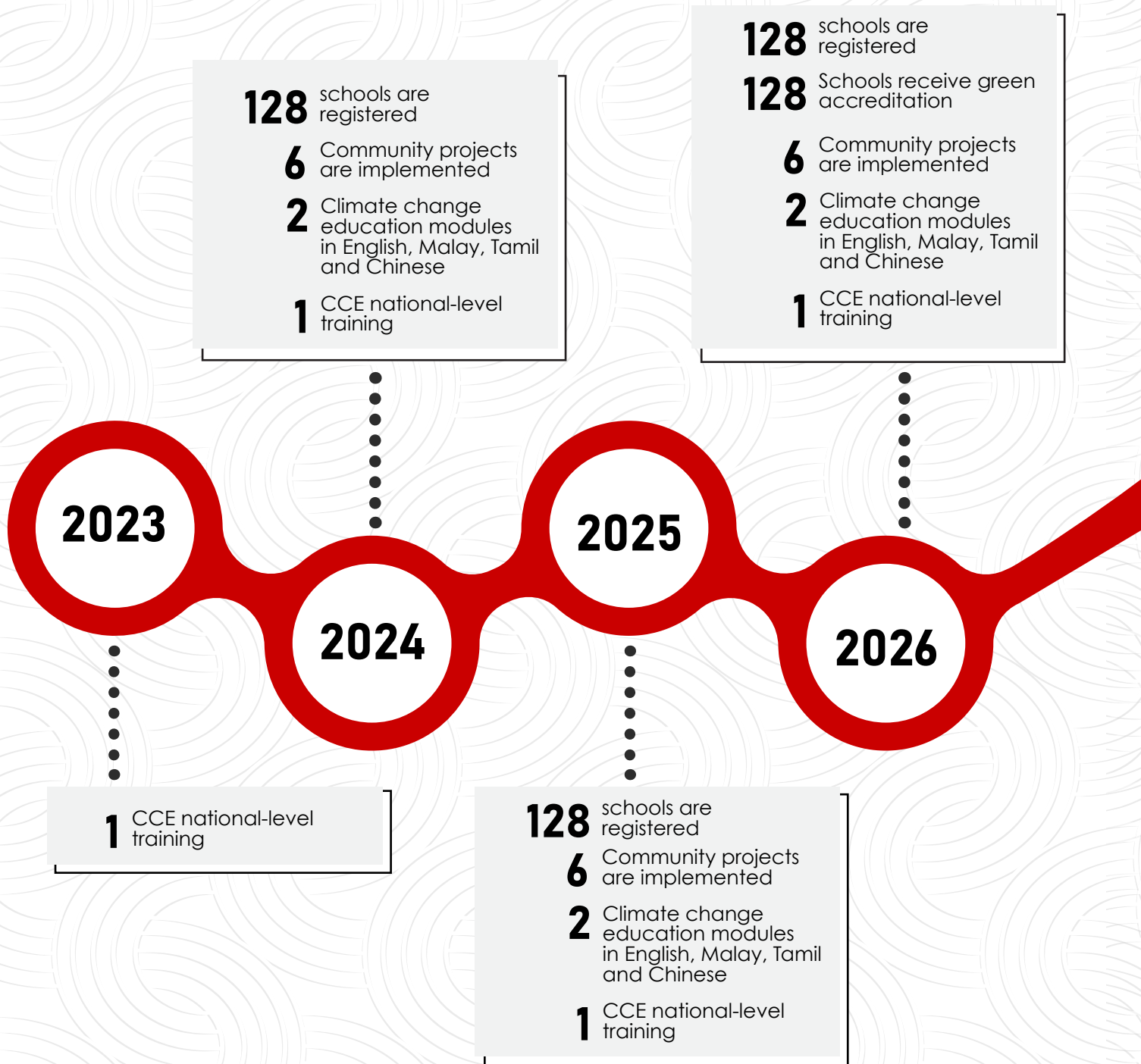
Within these pillars lie the state's unique visions, targets and goals, all designed to empower the state to create a sustainable and thriving educational ecosystem for the benefit of our students and society at large. This book is a roadmap and a guide towards a greener educational future, one that will define Kelantan's commitment to transformative education and environmental stewardship.

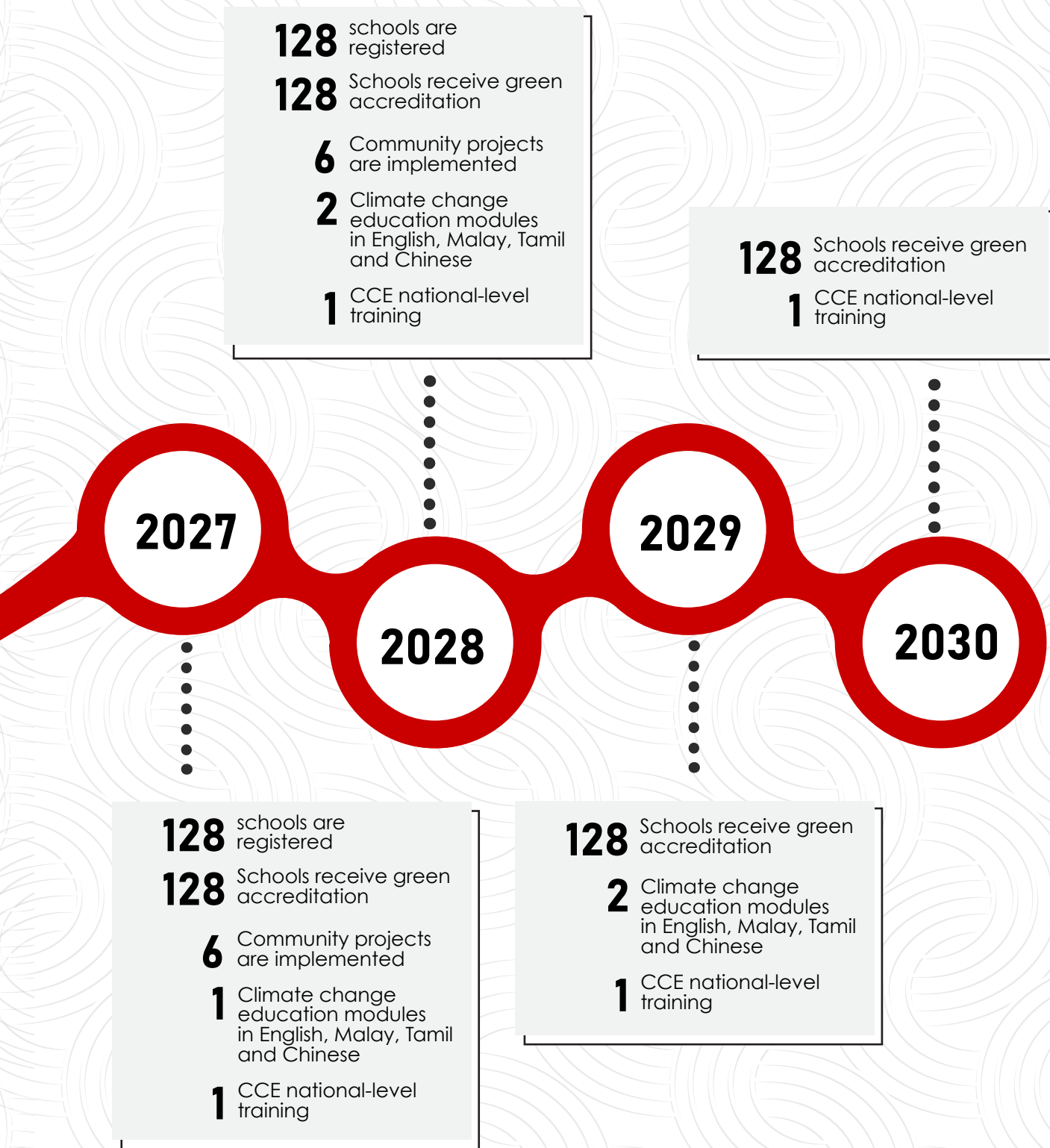
KELANTAN SCHOOLS STATISTIC



Data above was retrieved from the Ministry of Education Malaysia and KEMAS (Kemajuan Masyarakat) websites as of 28 September 2023.

KELANTAN GREENING EDUCATION PARTNERSHIP ROADMAP 2030





GREENING SCHOOLS

01



VISION

From early childhood through adult education, work to ensure that all schools achieve green school accreditation, including teacher training and higher education institutions.



GOAL

Kelantan will have adopted a green school accreditation scheme with at least 50% schools with green accreditation and operating sustainably.



OBJECTIVES

Encourage schools to integrate a whole-of-institution approach to education for sustainable development and transform teaching and learning; school facilities and operation; school governance; and community engagement -with particular emphasis on school's climate readiness.

TARGETS

343 **Eco-Schools Kelantan (KEMAS preschools)**
being green accredited / achieve green accreditation by 2030

209 **Eco-Schools Kelantan (primary & registered schools offering preschools)**
being green accredited / achieve green accreditation by 2030

89 **Eco-Schools Kelantan (secondary schools)**
being green accredited / achieve green accreditation by 2030

PARTNERS



GREENING CURRICULUM 02



VISION

Embrace a life-long learning approach that integrates climate education into school curricula, technical and vocational education and training, workplace skills development, teaching materials, pedagogy, and assessment.



GOAL

All schools under Eco-Schools Kelantan will integrate and enhance climate change education modules in the national curriculum with elements of environmental studies by adopting inquiry-based and project-based learning pedagogies.



OBJECTIVES

- To develop a framework that aligns the national curriculum with elements of environmental studies, incorporating the 12 Eco-Schools themes.
- To create integrated lesson plans that adopt inquiry-based and project-based learning pedagogies.
- To integrate international climate change education modules into localised settings and the national curriculum.
- To establish a climate change education digital platform.

TARGETS

- 1 Holistic Framework**
- 2 Climate Change Education Modules**
in English, Malay, Tamil and Mandarin
- 1 E-Learning Platforms**

PARTNERS



GREENING TEACHER TRAINING AND EDUCATION SYSTEMS' CAPACITIES



VISION

Support teachers and policy makers through the integration of climate education in pre-service and in-service teacher training, building the capacity of school leaders and key education stakeholders.

GOAL

All school leaders and at least 1 teacher per school will have been trained on how to integrate climate education into teaching and learning throughout the school.

100% of all Kelantan schools have master trainers able to train teachers.



OBJECTIVES

- To develop a comprehensive training plan to include all principals and at least two teachers (Master Trainers) per school.
- To empower Master Trainers to educate all other teachers within their respective schools.
- To support the creation of operational projects through multi-year partnerships with the Office of Climate Education (OCE).
- To create high-quality and localised educational resources for teachers, trainers, and students.
- To offer professional development opportunities for teachers and teacher trainers to enhance their understanding of climate change, interdisciplinary approaches, and active-learning pedagogies.
- To facilitate the formation of communities of practice among teachers.

TARGETS

1,281 School Leaders
trained in Kelantan

40 Hours of guided
training

with OCE on Climate
education offered to
aspired teachers, train
ers and educators -

2,562 Teachers
trained in Kelantan

8 CCE national-level
training

conducted in collabo-
ration with OCE for
teachers, trainers and
educators

PARTNERS



GREENING COMMUNITIES

04



VISION

Engage the entire community by integrating climate education in life-long learning, in particular through community learning centres and learning cities.



GOAL

100% FELDA Communities will be able to utilise the (1) Eco-Schools, (2) EcoCampus and (3) Young Reporters for the Environment (YRE) programmes to offer learning opportunities for adults outside the formal education system to develop the skills, attitudes, and actions that will foster community resilience to tackle climate change.



OBJECTIVES

GGAF collaborates with UNESCO, FEE, and FELDA/state legislative assemblies (DUN) to establish a School and University Community Engagement model aimed at promoting sustainability within communities.

- To foster environmental awareness and stewardship among students, staff, parents and communities.
- To encourage increased community engagement and active participation in green initiatives through collaborative efforts between schools, community organisations and local government.
- To enrich learning opportunities and educational experiences by integrating environmental education into non-formal education settings.
- To empower schools and universities to develop and implement awareness programs tailored for various community centers.

TARGETS

3 Programmes are utilised to offer learning opportunities for adults outside the formal education system
(1) Eco-Schools
(2) EcoCampus
(3) Young Reporters for the Environment (YRE)

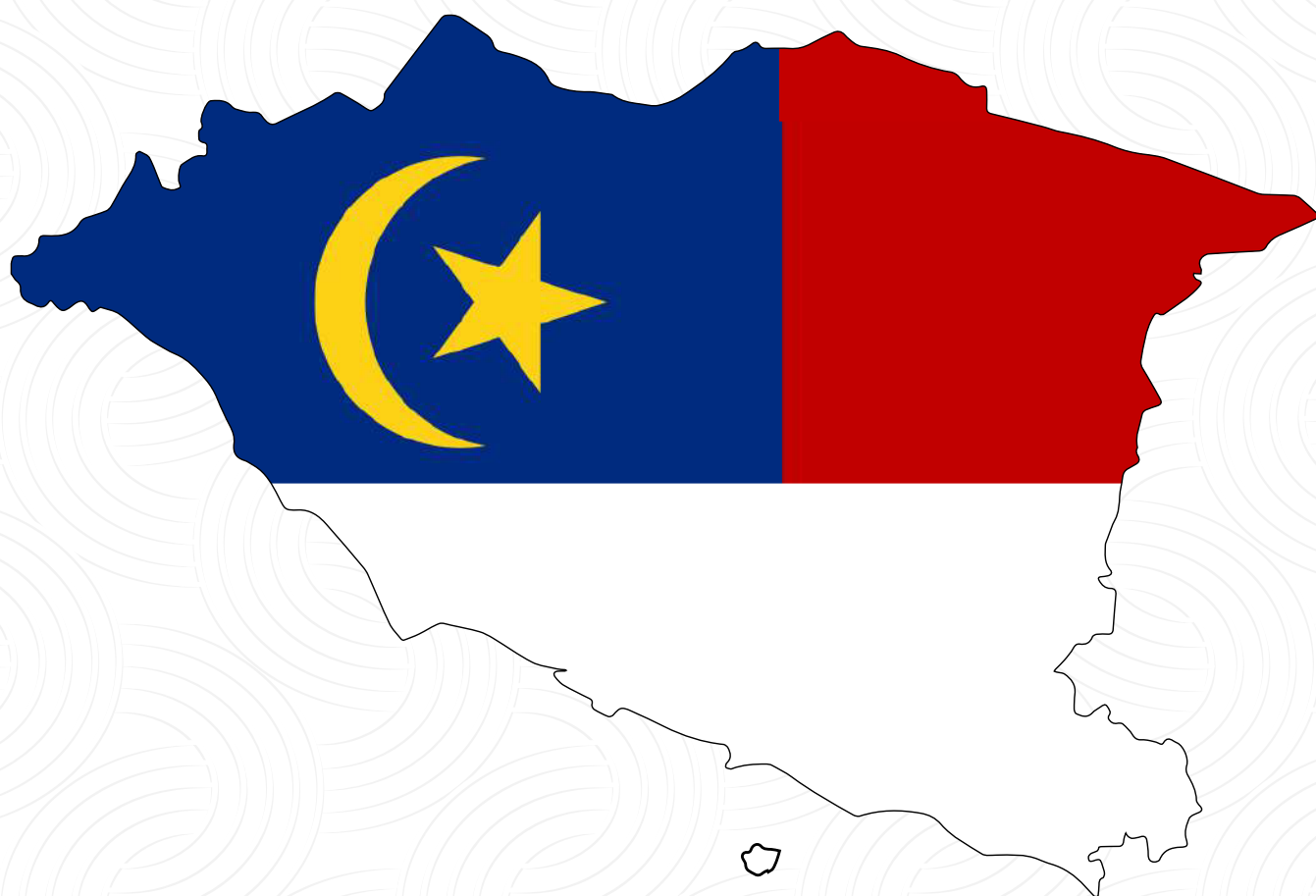
30 Community Projects
15 Awareness Projects for communities

PARTNERS



MELAKA

GREENING EDUCATION PARTNERSHIP (GEP) ROADMAP 2030



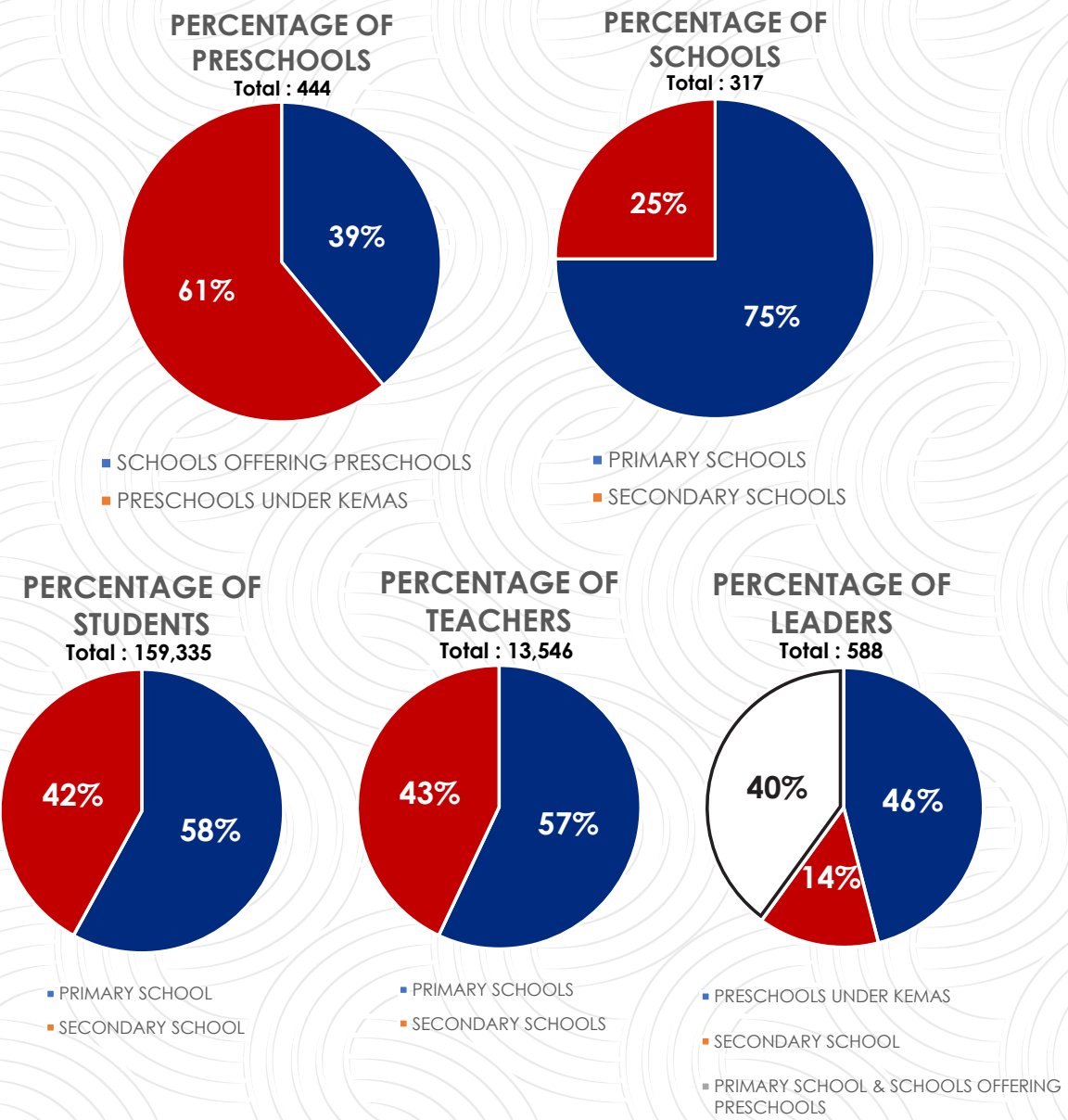
Website: <https://jpnmelaka.moe.gov.my/>

INTRODUCTION

The Melaka Greening Education Partnership (GEP) Roadmap 2030 is a call to action for the state to champion a holistic approach to getting every learner climate ready, focusing on four pillars that will shape the future of schools and communities: Greening Schools, Greening Curriculum, Greening Teacher Training and Greening Education Systems' Capacities.

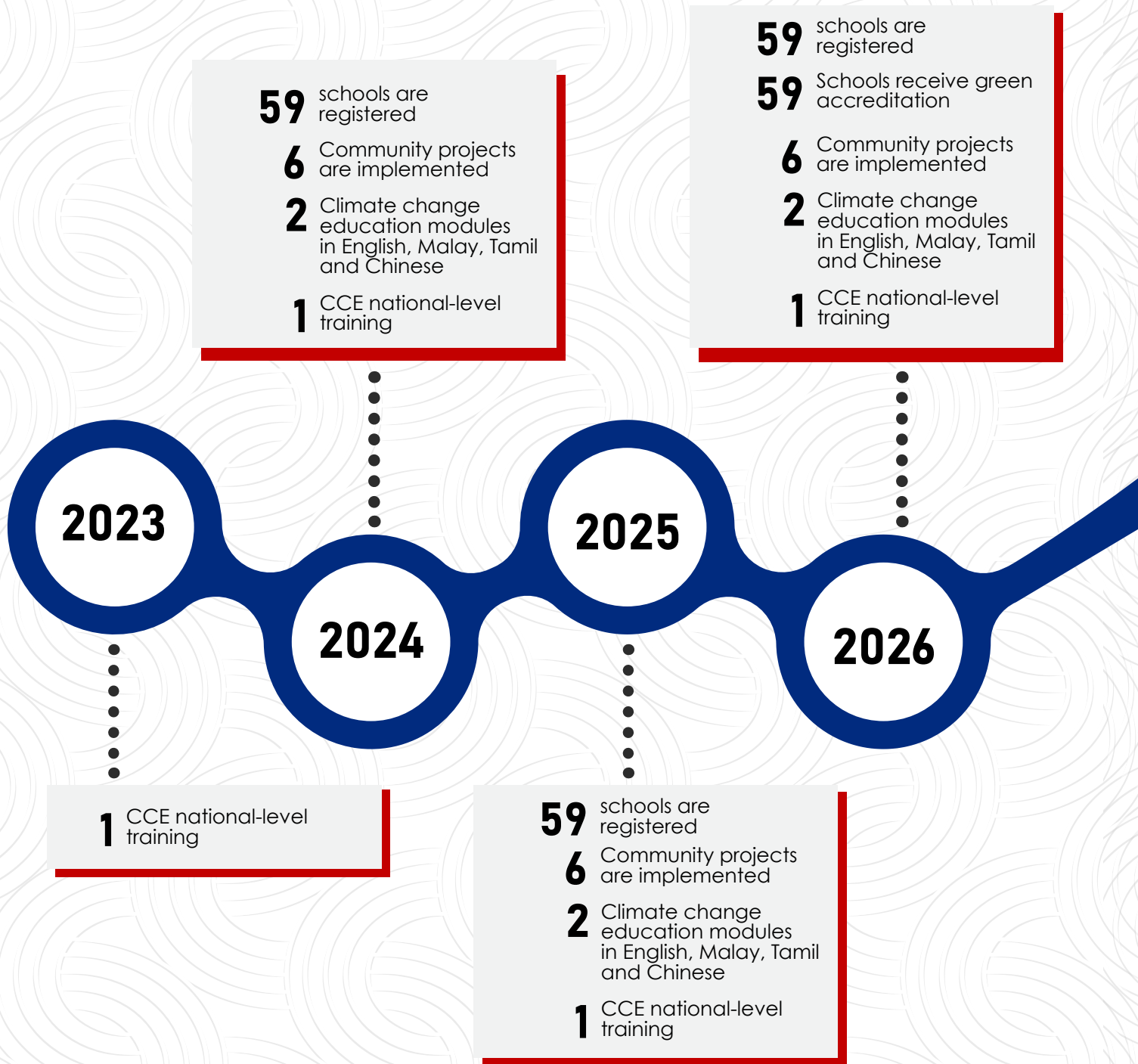
Within these pillars lie the state's unique visions, targets and goals, all designed to empower the state to create a sustainable and thriving educational ecosystem for the benefit of our students and society at large. This book is a roadmap and a guide towards a greener educational future, one that will define Melaka's commitment to transformative education and environmental stewardship.

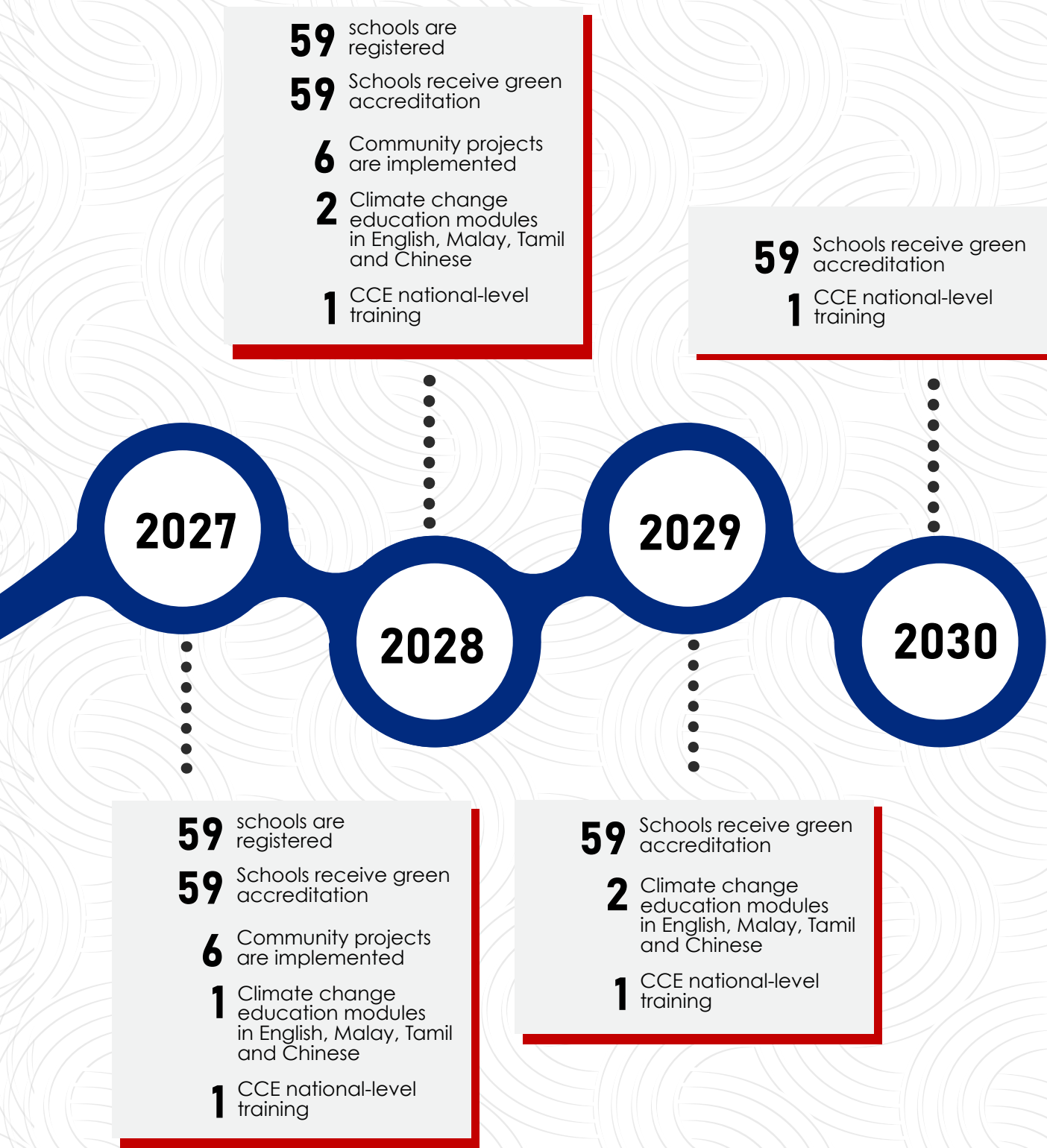
MELAKA SCHOOLS STATISTIC



Data above was retrieved from the Ministry of Education Malaysia and KEMAS (Kemajuan Masyarakat) websites as of 28 September 2023.

MELAKA GREENING EDUCATION PARTNERSHIP ROADMAP 2030





GREENING SCHOOLS

01



VISION

From early childhood through adult education, work to ensure that all schools achieve green school accreditation, including teacher training and higher education institutions.



GOAL

Melaka will have adopted a green school accreditation scheme with at least 50% schools with green accreditation and operating sustainably.



OBJECTIVES

Encourage schools to integrate a whole-of-institution approach to education for sustainable development and transform teaching and learning; school facilities and operation; school governance; and community engagement -with particular emphasis on school's climate readiness.

TARGETS

136

Eco-Schools Melaka (KEMAS preschools)

being green accredited / achieve green accreditation by 2030

119

Eco-Schools Melaka (primary & registered schools offering preschools)

being green accredited / achieve green accreditation by 2030

40

Eco-Schools Melaka (secondary schools)

being green accredited / achieve green accreditation by 2030

PARTNERS



GREENING CURRICULUM

02



VISION

Embrace a life-long learning approach that integrates climate education into school curricula, technical and vocational education and training, workplace skills development, teaching materials, pedagogy, and assessment.



GOAL

All schools under Eco-Schools Melaka will integrate and enhance climate change education modules in the national curriculum with elements of environmental studies by adopting inquiry-based and project-based learning pedagogies.



OBJECTIVES

- To develop a framework that aligns the national curriculum with elements of environmental studies, incorporating the 12 Eco-Schools themes.
- To create integrated lesson plans that adopt inquiry-based and project-based learning pedagogies.
- To integrate international climate change education modules into localised settings and the national curriculum.
- To establish a climate change education digital platform.

TARGETS

- 1 Holistic Framework**
- 2 Climate Change Education Modules**
in English, Malay, Tamil and Mandarin
- 1 E-Learning Platforms**

PARTNERS



KEMENTERIAN PENDIDIKAN MALAYSIA
Jabatan Pendidikan Negeri Melaka

GREENING TEACHER TRAINING AND EDUCATION SYSTEMS' CAPACITIES



VISION

Support teachers and policy makers through the integration of climate education in pre-service and in-service teacher training, building the capacity of school leaders and key education stakeholders.

GOAL

All school leaders and at least 1 teacher per school will have been trained on how to integrate climate education into teaching and learning throughout the school.

100% of all Melaka schools have master trainers able to train teachers.



OBJECTIVES

- To develop a comprehensive training plan to include all principals and at least two teachers (Master Trainers) per school.
- To empower Master Trainers to educate all other teachers within their respective schools.
- To support the creation of operational projects through multi-year partnerships with the Office of Climate Education (OCE).
- To create high-quality and localised educational resources for teachers, trainers, and students.
- To offer professional development opportunities for teachers and teacher trainers to enhance their understanding of climate change, interdisciplinary approaches, and active-learning pedagogies.
- To facilitate the formation of communities of practice among teachers.

TARGETS

588 School Leaders
trained in Kelantan

40 Hours of guided
training

with OCE on Climate
education offered to
aspired teachers, train
ers and educators -

1,176 Teachers
trained in Kelantan

8 CCE national-level
training

conducted in collabo-
ration with OCE for
teachers, trainers and
educators

PARTNERS



GREENING COMMUNITIES

04



VISION

Engage the entire community by integrating climate education in life-long learning, in particular through community learning centres and learning cities.



GOAL

100% FELDA Communities will be able to utilise the (1) Eco-Schools, (2) EcoCampus and (3) Young Reporters for the Environment (YRE) programmes to offer learning opportunities for adults outside the formal education system to develop the skills, attitudes, and actions that will foster community resilience to tackle climate change.



OBJECTIVES

GGAF collaborates with UNESCO, FEE, and FELDA/state legislative assemblies (DUN) to establish a School and University Community Engagement model aimed at promoting sustainability within communities.

- To foster environmental awareness and stewardship among students, staff, parents and communities.
- To encourage increased community engagement and active participation in green initiatives through collaborative efforts between schools, community organisations and local government.
- To enrich learning opportunities and educational experiences by integrating environmental education into non-formal education settings.
- To empower schools and universities to develop and implement awareness programs tailored for various community centers.

TARGETS

3 Programmes are utilised to offer learning opportunities for adults outside the formal education system
(1) Eco-Schools
(2) EcoCampus
(3) Young Reporters for the Environment (YRE)

30 Community Projects
15 Awareness Projects for communities

PARTNERS



NEGERI SEMBILAN

GREENING EDUCATION PARTNERSHIP (GEP) ROADMAP 2030



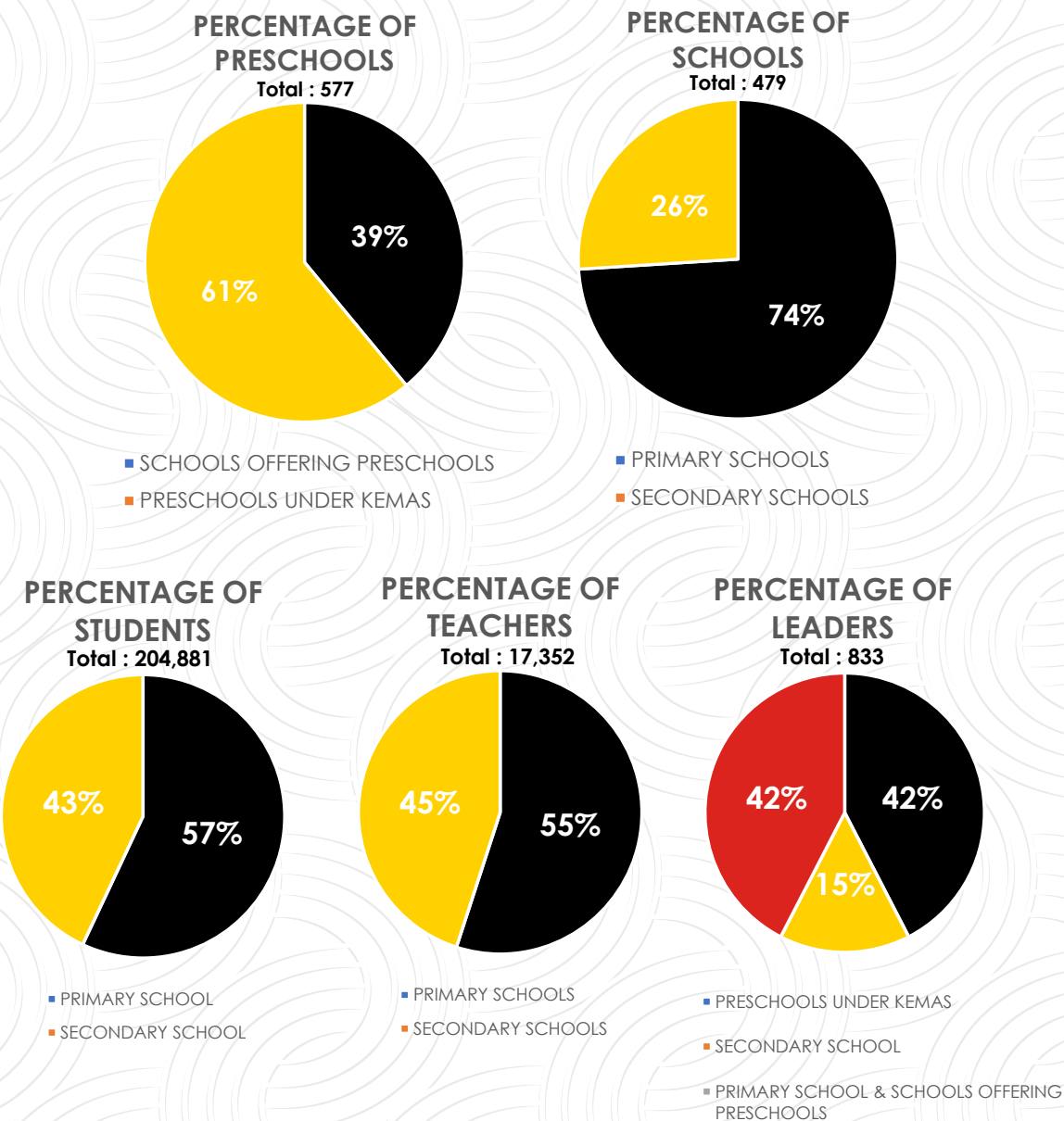
www.jpnnns.moe.gov.my

INTRODUCTION

The Negeri Sembilan Greening Education Partnership (GEP) Roadmap 2030 is a call to action for the state to champion a holistic approach to getting every learner climate ready, focusing on four pillars that will shape the future of schools and communities: Greening Schools, Greening Curriculum, Greening Teacher Training and Greening Education Systems' Capacities.

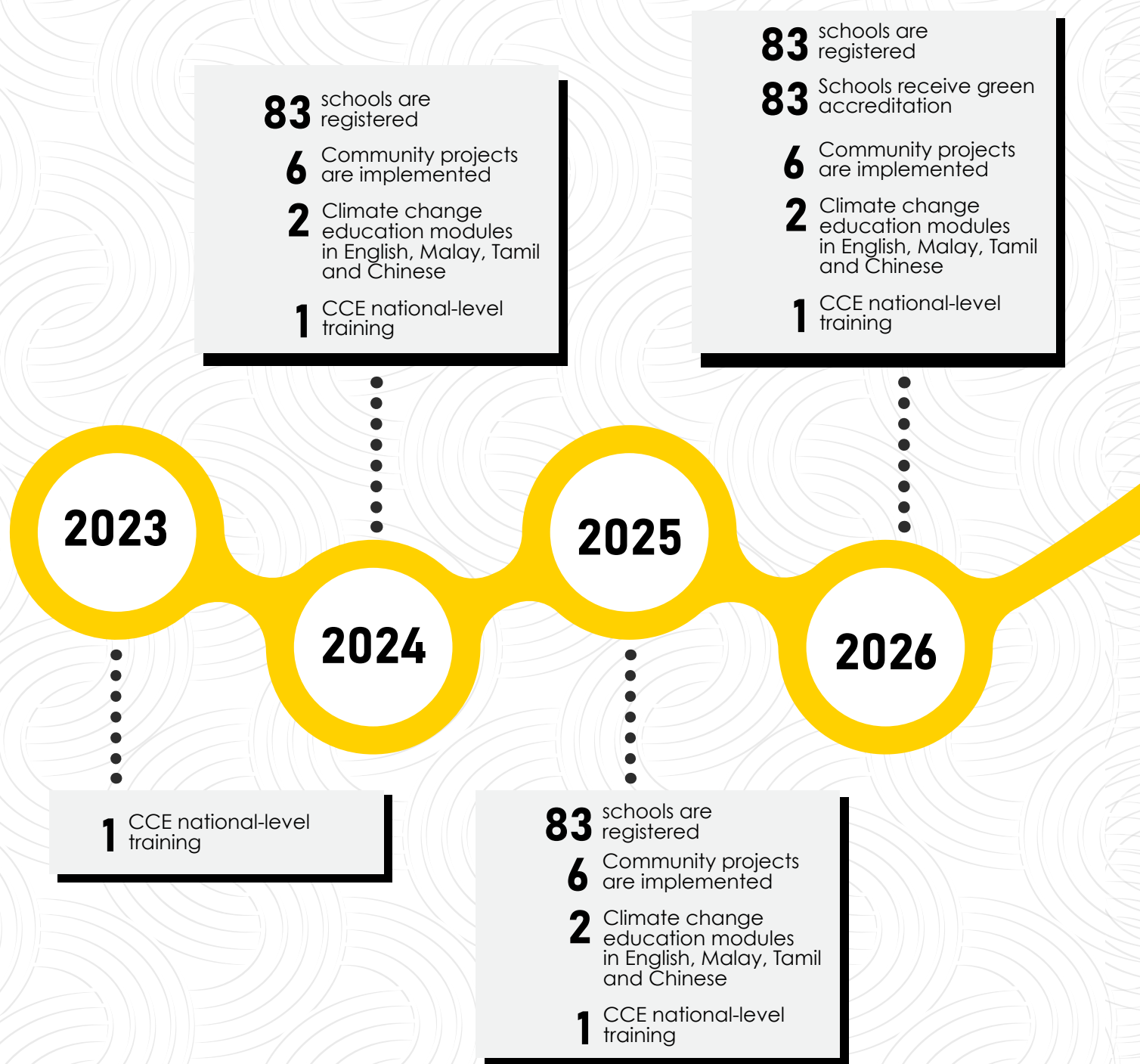
Within these pillars lie the state's unique visions, targets and goals, all designed to empower the state to create a sustainable and thriving educational ecosystem for the benefit of our students and society at large. This book is a roadmap and a guide towards a greener educational future, one that will define Negeri Sembilan's commitment to transformative education and environmental stewardship.

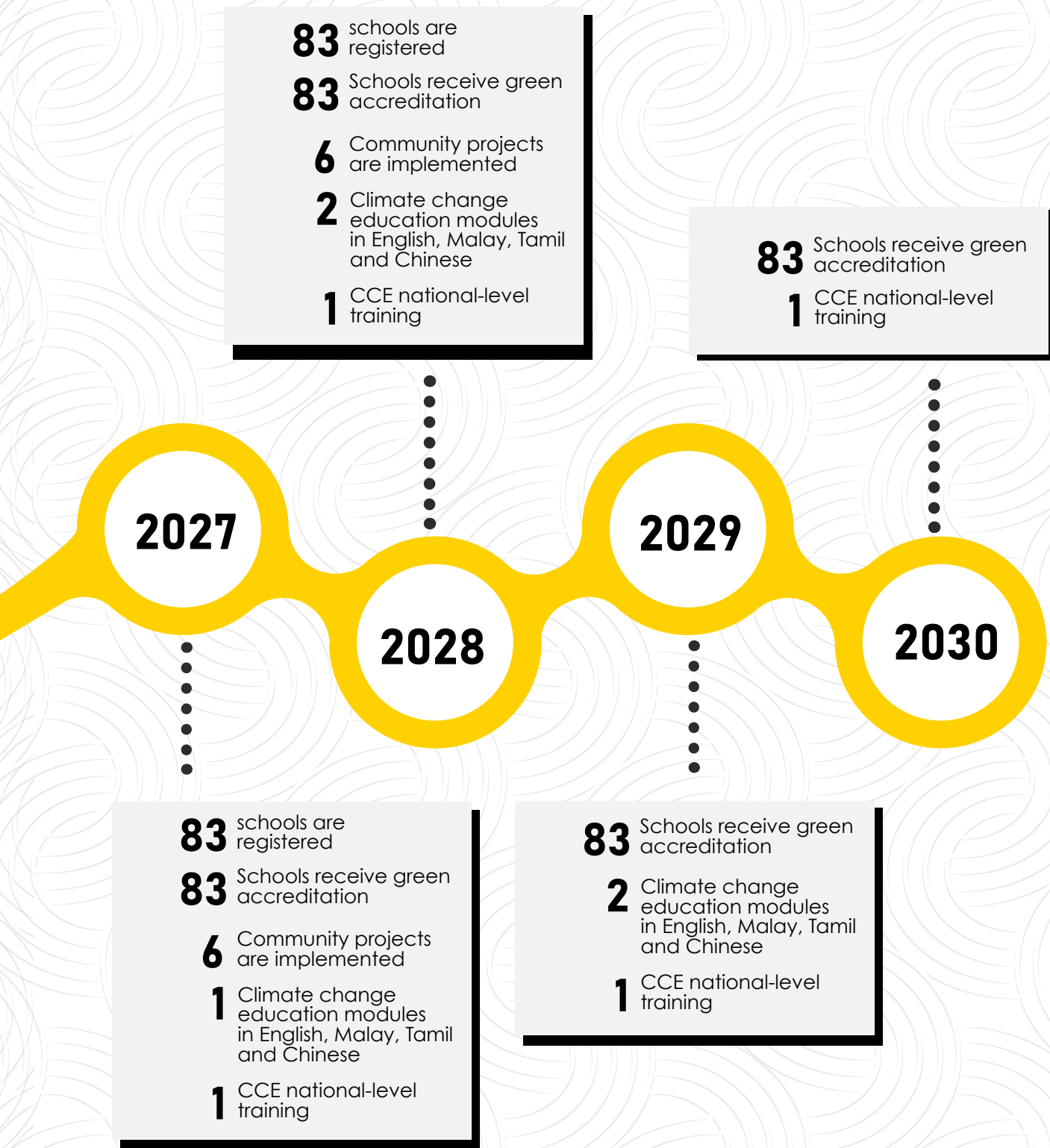
NEGERI SEMBILAN SCHOOLS STATISTIC



Data above was retrieved from the Ministry of Education Malaysia and KEMAS (Kemajuan Masyarakat) websites as of 28 September 2023.

NEGERI SEMBILAN GREENING EDUCATION PARTNERSHIP ROADMAP 2030





GREENING SCHOOLS

01



VISION

From early childhood through adult education, work to ensure that all schools achieve green school accreditation, including teacher training and higher education institutions.



GOAL

Negeri Sembilan will have adopted a green school accreditation scheme with at least 50% schools with green accreditation and operating sustainably.



OBJECTIVES

Encourage schools to integrate a whole-of-institution approach to education for sustainable development and transform teaching and learning; school facilities and operation; school governance; and community engagement -with particular emphasis on school's climate readiness.

TARGETS

177 **Eco-Schools Negeri Sembilan (KEMAS preschools)**
being green accredited / achieve green accreditation by 2030

177 **Eco-Schools Negeri Sembilan (primary & registered schools offering preschools)**
being green accredited / achieve green accreditation by 2030

63 **Eco-Schools Negeri Sembilan (secondary schools)**
being green accredited / achieve green accreditation by 2030

PARTNERS



GREENING CURRICULUM 02



VISION

Embrace a life-long learning approach that integrates climate education into school curricula, technical and vocational education and training, workplace skills development, teaching materials, pedagogy, and assessment.



GOAL

All schools under Eco-Schools Negeri Sembilan will integrate and enhance climate change education modules in the national curriculum with elements of environmental studies by adopting inquiry-based and project-based learning pedagogies.



OBJECTIVES

- To develop a framework that aligns the national curriculum with elements of environmental studies, incorporating the 12 Eco-Schools themes.
- To create integrated lesson plans that adopt inquiry-based and project-based learning pedagogies.
- To integrate international climate change education modules into localised settings and the national curriculum.
- To establish a climate change education digital platform.

TARGETS

- 1 Holistic Framework**
- 2 Climate Change Education Modules**
in English, Malay, Tamil and Mandarin
- 1 E-Learning Platforms**

PARTNERS



KEMENTERIAN PENDIDIKAN MALAYSIA
Jabatan Pendidikan Negeri Sembilan

GREENING TEACHER TRAINING AND EDUCATION SYSTEMS' CAPACITIES



VISION

Support teachers and policy makers through the integration of climate education in pre-service and in-service teacher training, building the capacity of school leaders and key education stakeholders.

GOAL

All school leaders and at least 1 teacher per school will have been trained on how to integrate climate education into teaching and learning throughout the school.

100% of all Negeri Sembilan schools have master trainers able to train teachers.



OBJECTIVES

- To develop a comprehensive training plan to include all principals and at least two teachers (Master Trainers) per school.
- To empower Master Trainers to educate all other teachers within their respective schools.
- To support the creation of operational projects through multi-year partnerships with the Office of Climate Education (OCE).
- To create high-quality and localised educational resources for teachers, trainers, and students.
- To offer professional development opportunities for teachers and teacher trainers to enhance their understanding of climate change, interdisciplinary approaches, and active-learning pedagogies.
- To facilitate the formation of communities of practice among teachers.

TARGETS

833 School Leaders
trained in Negeri Sembilan

40 Hours of guided
training

with OCE on Climate education offered to aspired teachers, trainers and educators

1,666 Teachers
trained in Negeri Sembilan

8 CCE national-level
training

conducted in collaboration with OCE for teachers, trainers and educators

PARTNERS



GREENING COMMUNITIES

04



VISION

Engage the entire community by integrating climate education in life-long learning, in particular through community learning centres and learning cities.



GOAL

100% FELDA Communities will be able to utilise the (1) Eco-Schools, (2) EcoCampus and (3) Young Reporters for the Environment (YRE) programmes to offer learning opportunities for adults outside the formal education system to develop the skills, attitudes, and actions that will foster community resilience to tackle climate change.



OBJECTIVES

GGAF collaborates with UNESCO, FEE, and FELDA/state legislative assemblies (DUN) to establish a School and University Community Engagement model aimed at promoting sustainability within communities.

- To foster environmental awareness and stewardship among students, staff, parents and communities.
- To encourage increased community engagement and active participation in green initiatives through collaborative efforts between schools, community organisations and local government.
- To enrich learning opportunities and educational experiences by integrating environmental education into non-formal education settings.
- To empower schools and universities to develop and implement awareness programs tailored for various community centers.

TARGETS

3 Programmes are utilised to offer learning opportunities for adults outside the formal education system
(1) Eco-Schools
(2) EcoCampus
(3) Young Reporters for the Environment (YRE)

30 Community Projects
15 Awareness Projects for communities

PARTNERS



PAHANG

GREENING EDUCATION PARTNERSHIP (GEP) ROADMAP 2030



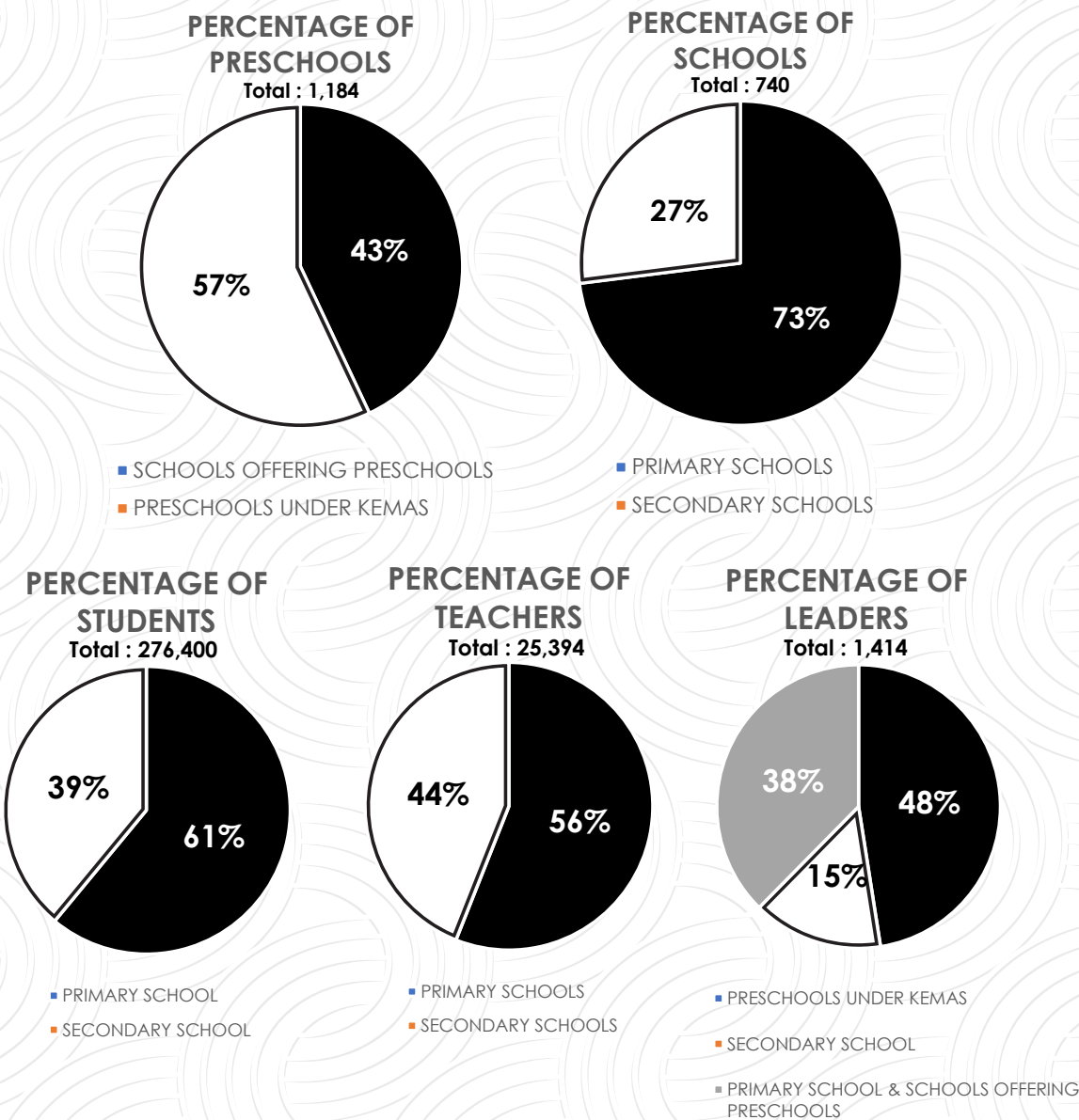
www.jpnpahang.moe.gov.my

INTRODUCTION

The Pahang Greening Education Partnership (GEP) Roadmap 2030 is a call to action for the state to champion a holistic approach to getting every learner climate ready, focusing on four pillars that will shape the future of schools and communities: Greening Schools, Greening Curriculum, Greening Teacher Training and Greening Education Systems' Capacities.

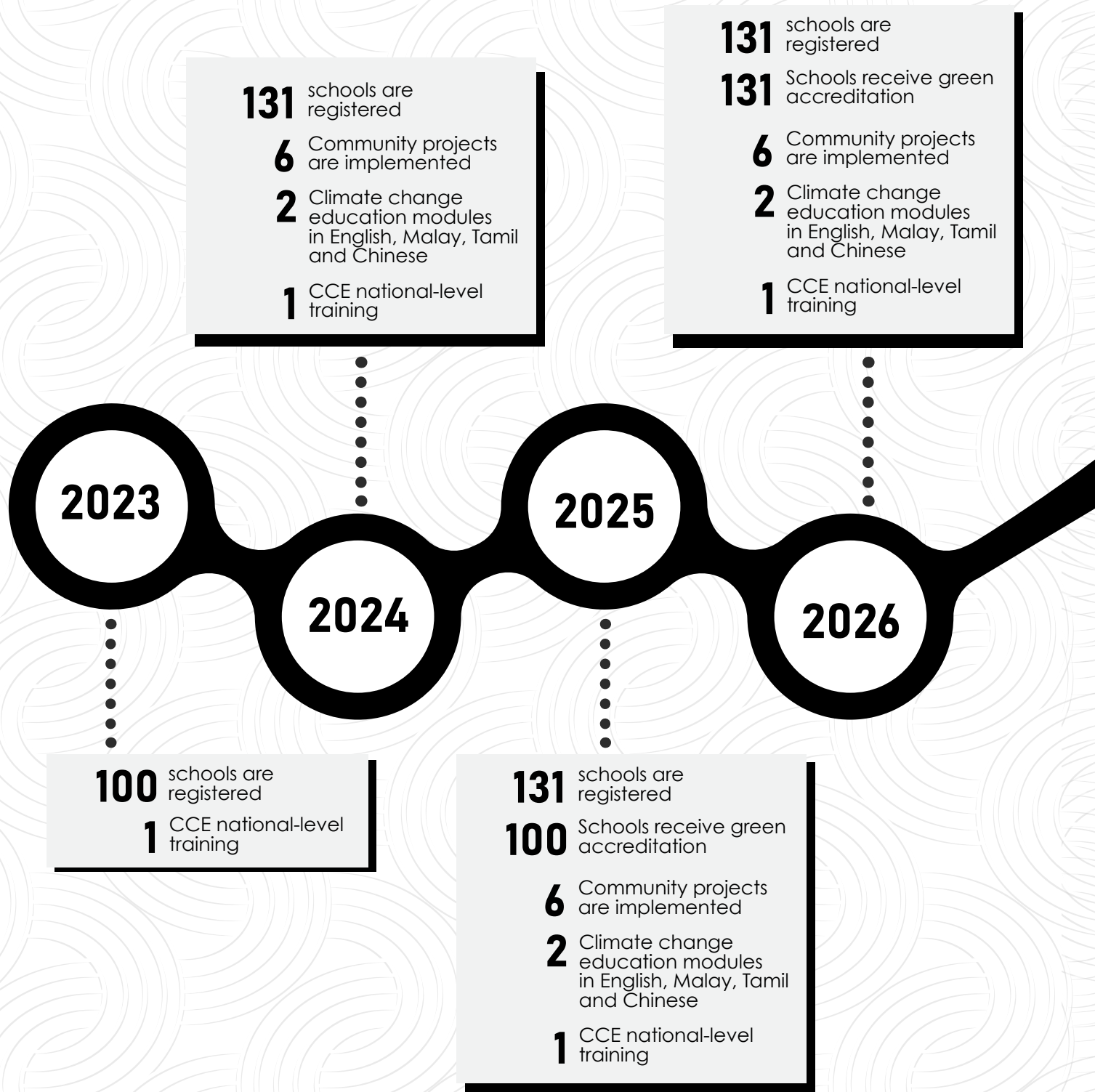
Within these pillars lie the state's unique visions, targets and goals, all designed to empower the state to create a sustainable and thriving educational ecosystem for the benefit of our students and society at large. This book is a roadmap and a guide towards a greener educational future, one that will define Pahang's commitment to transformative education and environmental stewardship.

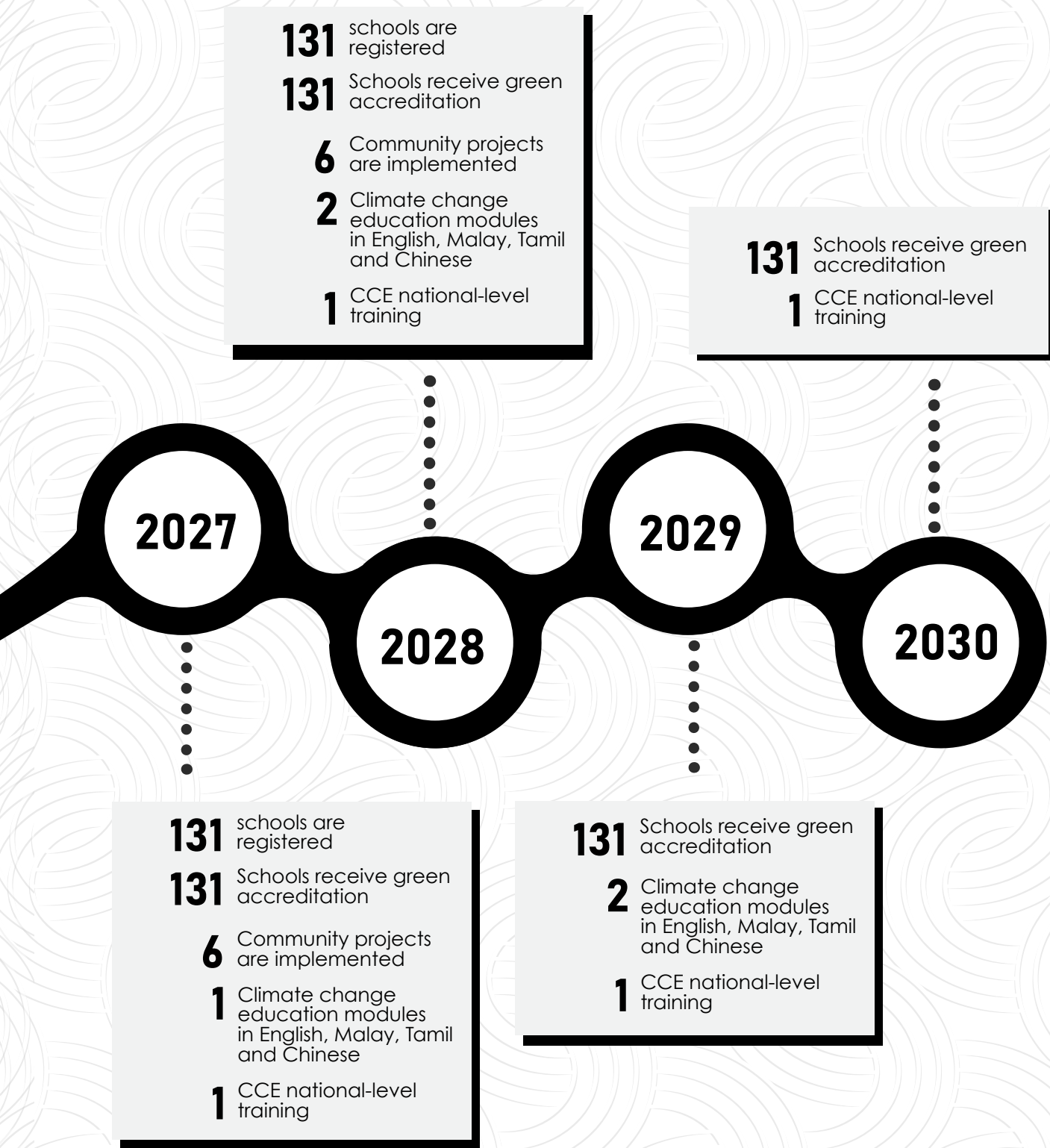
PAHANG SCHOOLS STATISTIC



¹ Data above was retrieved from the Ministry of Education Malaysia and KEMAS (Kemajuan Masyarakat) websites as of 28 September 2023.

PAHANG GREENING EDUCATION PARTNERSHIP ROADMAP 2030





GREENING SCHOOLS

01



VISION

From early childhood through adult education, work to ensure that all schools achieve green school accreditation, including teacher training and higher education institutions.



GOAL

Pahang will have adopted a green school accreditation scheme with at least 50% schools with green accreditation and operating sustainably.



OBJECTIVES

Encourage schools to integrate a whole-of-institution approach to education for sustainable development and transform teaching and learning; school facilities and operation; school governance; and community engagement -with particular emphasis on school's climate readiness.

TARGETS

337 **Eco-Schools Pahang (KEMAS preschools)**
being green accredited / achieve green accreditation by 2030

270 **Eco-Schools Pahang (primary & registered schools offering preschools)**
being green accredited / achieve green accreditation by 2030

100 **Eco-Schools Pahang (secondary schools)**
being green accredited / achieve green accreditation by 2030

PARTNERS



GREENING CURRICULUM 02



VISION

Embrace a life-long learning approach that integrates climate education into school curricula, technical and vocational education and training, workplace skills development, teaching materials, pedagogy, and assessment.



GOAL

All schools under Eco-Schools Pahang will integrate and enhance climate change education modules in the national curriculum with elements of environmental studies by adopting inquiry-based and project-based learning pedagogies.



OBJECTIVES

- To develop a framework that aligns the national curriculum with elements of environmental studies, incorporating the 12 Eco-Schools themes.
- To create integrated lesson plans that adopt inquiry-based and project-based learning pedagogies.
- To integrate international climate change education modules into localised settings and the national curriculum.
- To establish a climate change education digital platform.

TARGETS

- 1 Holistic Framework**
- 2 Climate Change Education Modules**
in English, Malay, Tamil and Mandarin
- 1 E-Learning Platforms**

PARTNERS



GREENING TEACHER TRAINING AND EDUCATION SYSTEMS' CAPACITIES



VISION

Support teachers and policy makers through the integration of climate education in pre-service and in-service teacher training, building the capacity of school leaders and key education stakeholders.

GOAL

All school leaders and at least 1 teacher per school will have been trained on how to integrate climate education into teaching and learning throughout the school.

100% of all Pahang schools have master trainers able to train teachers.



OBJECTIVES

- To develop a comprehensive training plan to include all principals and at least two teachers (Master Trainers) per school.
- To empower Master Trainers to educate all other teachers within their respective schools.
- To support the creation of operational projects through multi-year partnerships with the Office of Climate Education (OCE).
- To create high-quality and localised educational resources for teachers, trainers, and students.
- To offer professional development opportunities for teachers and teacher trainers to enhance their understanding of climate change, interdisciplinary approaches, and active-learning pedagogies.
- To facilitate the formation of communities of practice among teachers.

TARGETS

1,414 School Leaders
trained in Pahang

40 Hours of guided
training

with OCE on Climate
education offered to
aspired teachers, train
ers and educators

2,828 Teachers
trained in Pahang

8 CCE national-level
training

conducted in collabo-
ration with OCE for
teachers, trainers and
educators

PARTNERS



GREENING COMMUNITIES

04



VISION

Engage the entire community by integrating climate education in life-long learning, in particular through community learning centres and learning cities.



GOAL

100% FELDA Communities will be able to utilise the (1) Eco-Schools, (2) EcoCampus and (3) Young Reporters for the Environment (YRE) programmes to offer learning opportunities for adults outside the formal education system to develop the skills, attitudes, and actions that will foster community resilience to tackle climate change.



OBJECTIVES

GGAF collaborates with UNESCO, FEE, and FELDA/state legislative assemblies (DUN) to establish a School and University Community Engagement model aimed at promoting sustainability within communities.

- To foster environmental awareness and stewardship among students, staff, parents and communities.
- To encourage increased community engagement and active participation in green initiatives through collaborative efforts between schools, community organisations and local government.
- To enrich learning opportunities and educational experiences by integrating environmental education into non-formal education settings.
- To empower schools and universities to develop and implement awareness programs tailored for various community centers.

TARGETS

3 Programmes are utilised to offer learning opportunities for adults outside the formal education system
(1) Eco-Schools
(2) EcoCampus
(3) Young Reporters for the Environment (YRE)

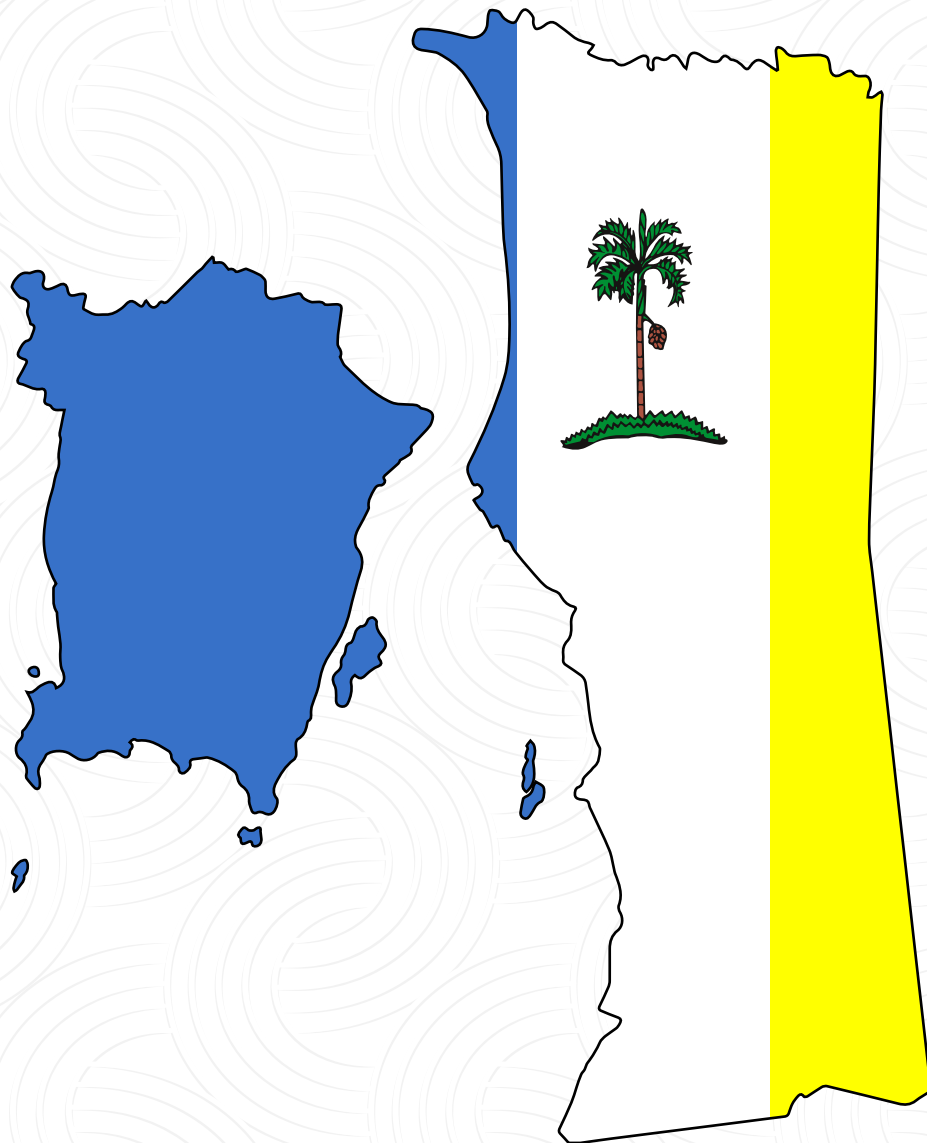
30 Community Projects
15 Awareness Projects for communities

PARTNERS



PULAU PINANG

GREENING EDUCATION PARTNERSHIP (GEP) ROADMAP 2030



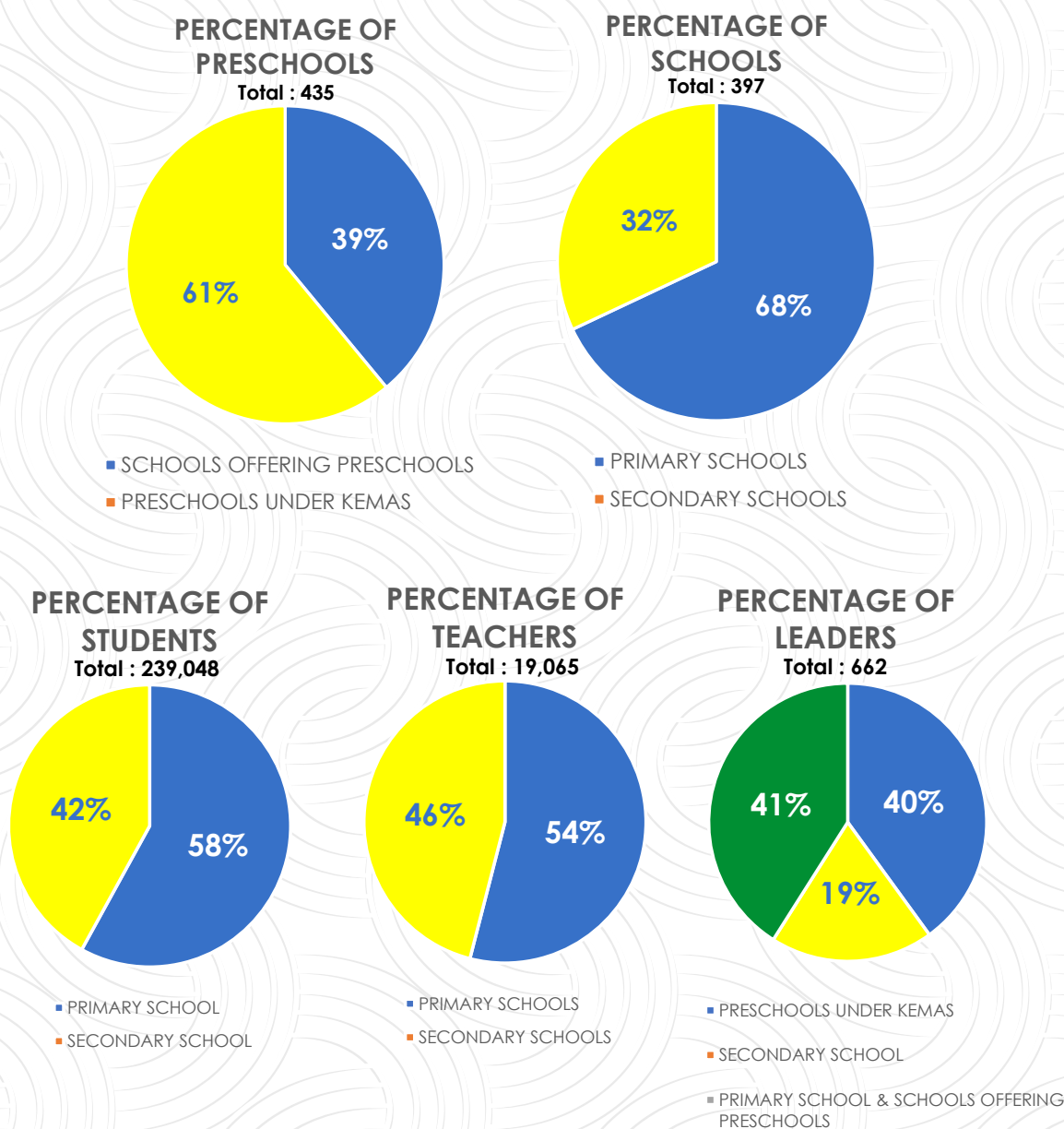
www.jpnpp.moe.gov.my

INTRODUCTION

The Pulau Pinang Greening Education Partnership (GEP) Roadmap 2030 is a call to action for the state to champion a holistic approach to getting every learner climate ready, focusing on four pillars that will shape the future of schools and communities: Greening Schools, Greening Curriculum, Greening Teacher Training and Greening Education Systems' Capacities.

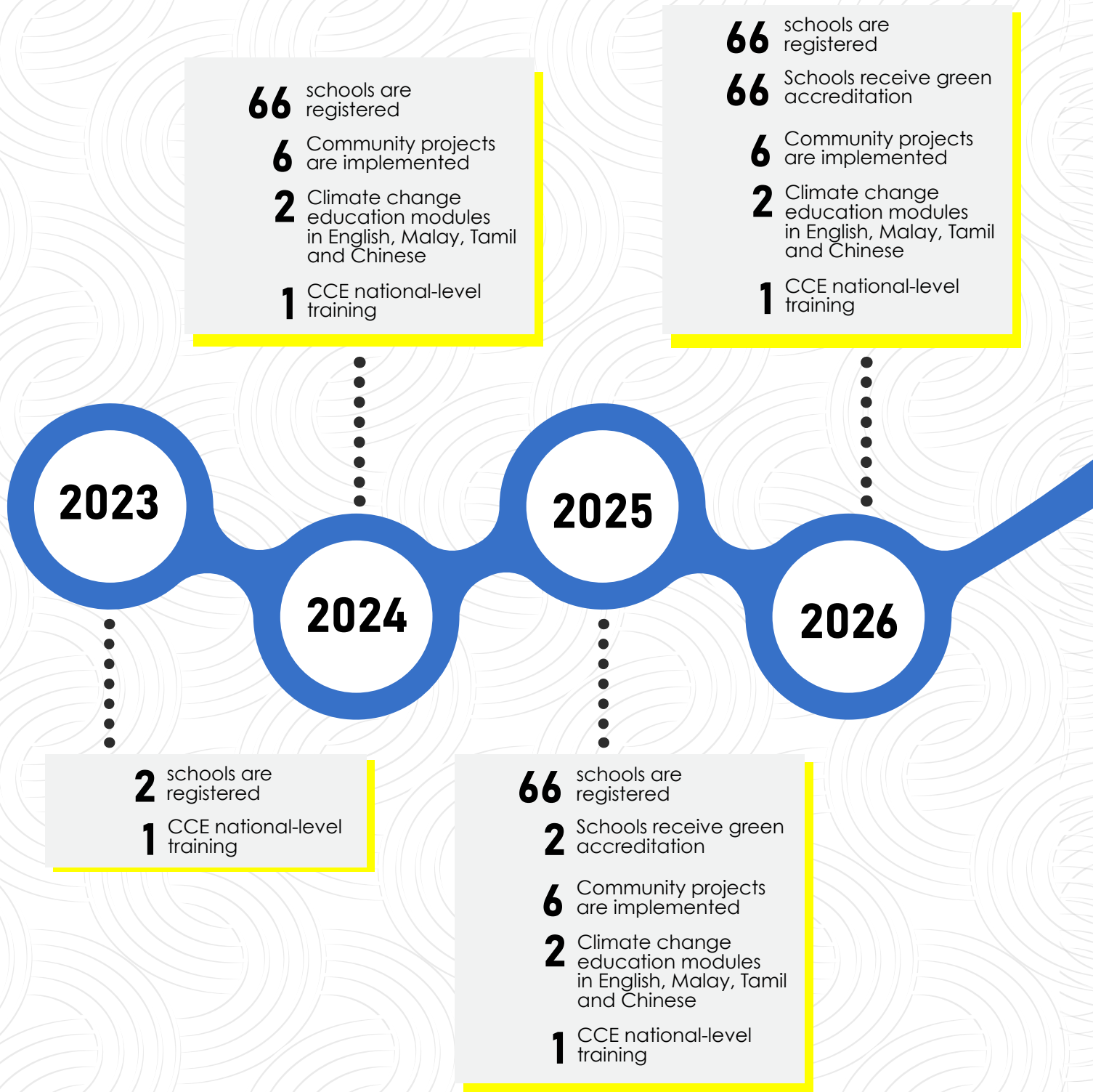
Within these pillars lie the state's unique visions, targets and goals, all designed to empower the state to create a sustainable and thriving educational ecosystem for the benefit of our students and society at large. This book is a roadmap and a guide towards a greener educational future, one that will define Pulau Pinang's commitment to transformative education and environmental stewardship.

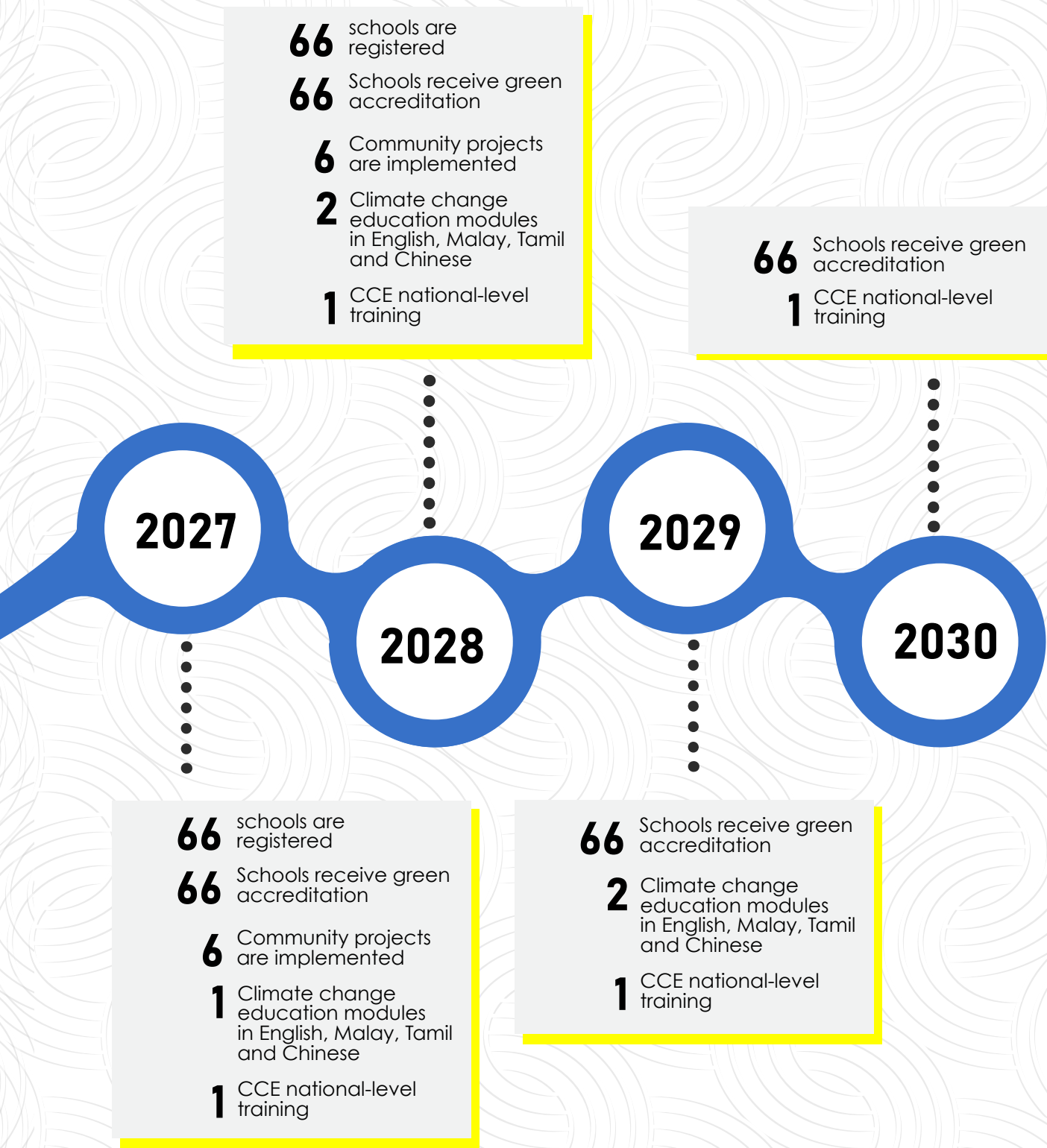
PULAU PINANG SCHOOLS STATISTIC



¹Data above was retrieved from the Ministry of Education Malaysia and KEMAS (Kemajuan Masyarakat) websites as of 28 September 2023.

PULAU PINANG GREENING EDUCATION PARTNERSHIP ROADMAP 2030





GREENING SCHOOLS

01



VISION

From early childhood through adult education, work to ensure that all schools achieve green school accreditation, including teacher training and higher education institutions.



GOAL

Pulau Pinang will have adopted a green school accreditation scheme with at least 50% schools with green accreditation and operating sustainably.



OBJECTIVES

Encourage schools to integrate a whole-of-institution approach to education for sustainable development and transform teaching and learning; school facilities and operation; school governance; and community engagement -with particular emphasis on school's climate readiness.

TARGETS

133 **Eco-Schools Pulau Pinang (KEMAS preschools)**
being green accredited / achieve green accreditation by 2030

135 **Eco-Schools Pulau Pinang (primary & registered schools offering preschools)**
being green accredited / achieve green accreditation by 2030

64 **Eco-Schools Pulau Pinang (secondary schools)**
being green accredited / achieve green accreditation by 2030

PARTNERS



GREENING CURRICULUM

02



VISION

Embrace a life-long learning approach that integrates climate education into school curricula, technical and vocational education and training, workplace skills development, teaching materials, pedagogy, and assessment.



GOAL

All schools under Eco-Schools Pulau Pinang will integrate and enhance climate change education modules in the national curriculum with elements of environmental studies by adopting inquiry-based and project-based learning pedagogies.



OBJECTIVES

- To develop a framework that aligns the national curriculum with elements of environmental studies, incorporating the 12 Eco-Schools themes.
- To create integrated lesson plans that adopt inquiry-based and project-based learning pedagogies.
- To integrate international climate change education modules into localised settings and the national curriculum.
- To establish a climate change education digital platform.

TARGETS

- 1 Holistic Framework**
- 2 Climate Change Education Modules**
in English, Malay, Tamil and Mandarin
- 1 E-Learning Platforms**

PARTNERS



GREENING TEACHER TRAINING AND EDUCATION SYSTEMS' CAPACITIES



VISION

Support teachers and policy makers through the integration of climate education in pre-service and in-service teacher training, building the capacity of school leaders and key education stakeholders.

GOAL

All school leaders and at least 1 teacher per school will have been trained on how to integrate climate education into teaching and learning throughout the school.

100% of all Pulau Pinang schools have master trainers able to train teachers.



OBJECTIVES

- To develop a comprehensive training plan to include all principals and at least two teachers (Master Trainers) per school.
- To empower Master Trainers to educate all other teachers within their respective schools.
- To support the creation of operational projects through multi-year partnerships with the Office of Climate Education (OCE).
- To create high-quality and localised educational resources for teachers, trainers, and students.
- To offer professional development opportunities for teachers and teacher trainers to enhance their understanding of climate change, interdisciplinary approaches, and active-learning pedagogies.
- To facilitate the formation of communities of practice among teachers.

TARGETS

662 School Leaders trained in Pulau Pinang

40 Hours of guided training with OCE on Climate education offered to aspired teachers, trainers and educators

1,324 Teachers trained in Pulau Pinang

8 CCE national-level training conducted in collaboration with OCE for teachers, trainers and educators

PARTNERS



GREENING COMMUNITIES

04



VISION

Engage the entire community by integrating climate education in life-long learning, in particular through community learning centres and learning cities.



GOAL

100% FELDA Communities will be able to utilise the (1) Eco-Schools, (2) EcoCampus and (3) Young Reporters for the Environment (YRE) programmes to offer learning opportunities for adults outside the formal education system to develop the skills, attitudes, and actions that will foster community resilience to tackle climate change.



OBJECTIVES

GGAF collaborates with UNESCO, FEE, and FELDA/state legislative assemblies (DUN) to establish a School and University Community Engagement model aimed at promoting sustainability within communities.

- To foster environmental awareness and stewardship among students, staff, parents and communities.
- To encourage increased community engagement and active participation in green initiatives through collaborative efforts between schools, community organisations and local government.
- To enrich learning opportunities and educational experiences by integrating environmental education into non-formal education settings.
- To empower schools and universities to develop and implement awareness programs tailored for various community centers.

TARGETS

3 Programmes are utilised to offer learning opportunities for adults outside the formal education system
(1) Eco-Schools
(2) EcoCampus
(3) Young Reporters for the Environment (YRE)

30 Community Projects
15 Awareness Projects for communities

PARTNERS



PERAK

GREENING EDUCATION PARTNERSHIP (GEP) ROADMAP 2030



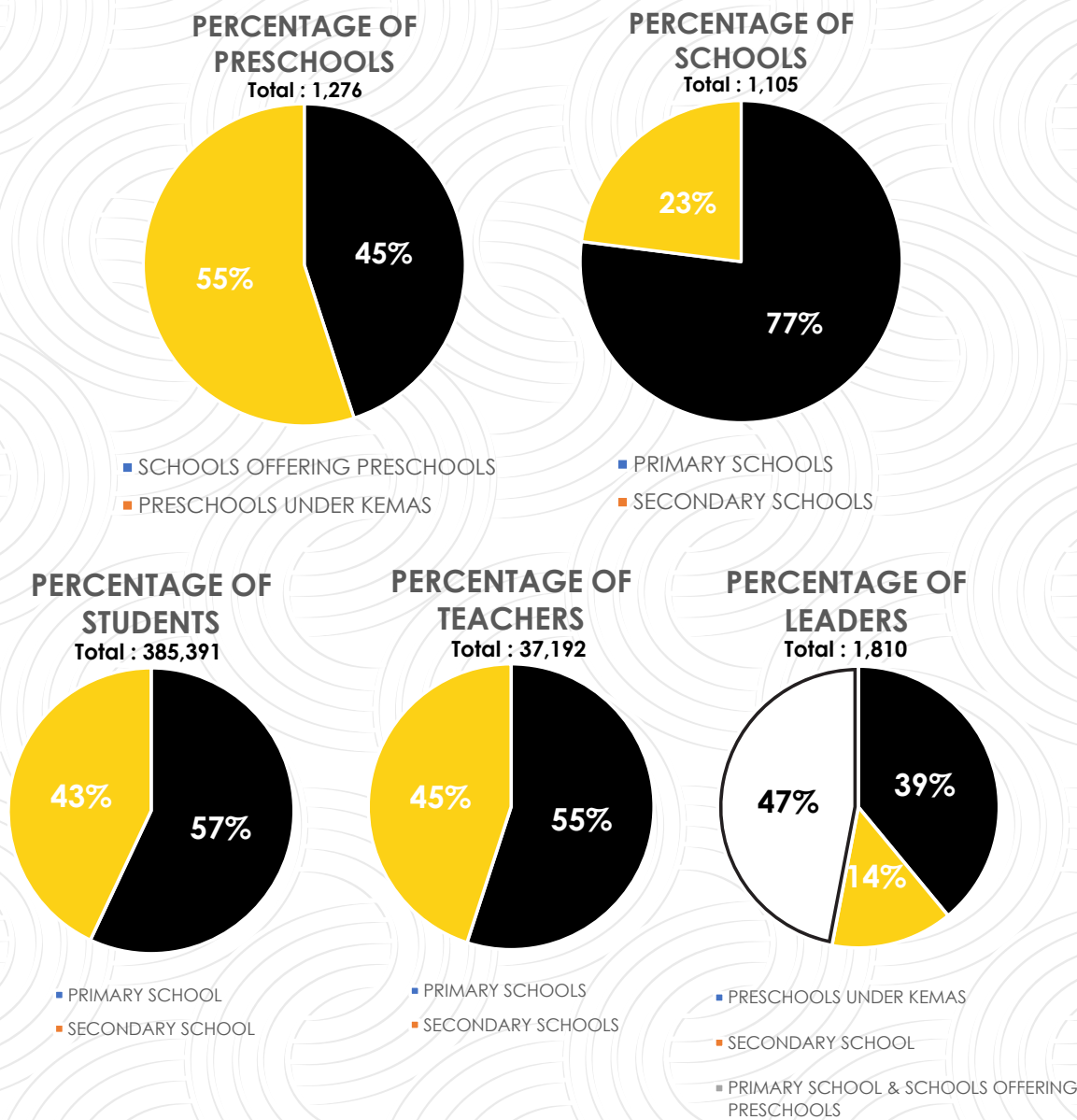
www.jpnperak.moe.gov.my

INTRODUCTION

The Perak Greening Education Partnership (GEP) Roadmap 2030 is a call to action for the state to champion a holistic approach to getting every learner climate ready, focusing on four pillars that will shape the future of schools and communities: Greening Schools, Greening Curriculum, Greening Teacher Training and Greening Education Systems' Capacities.

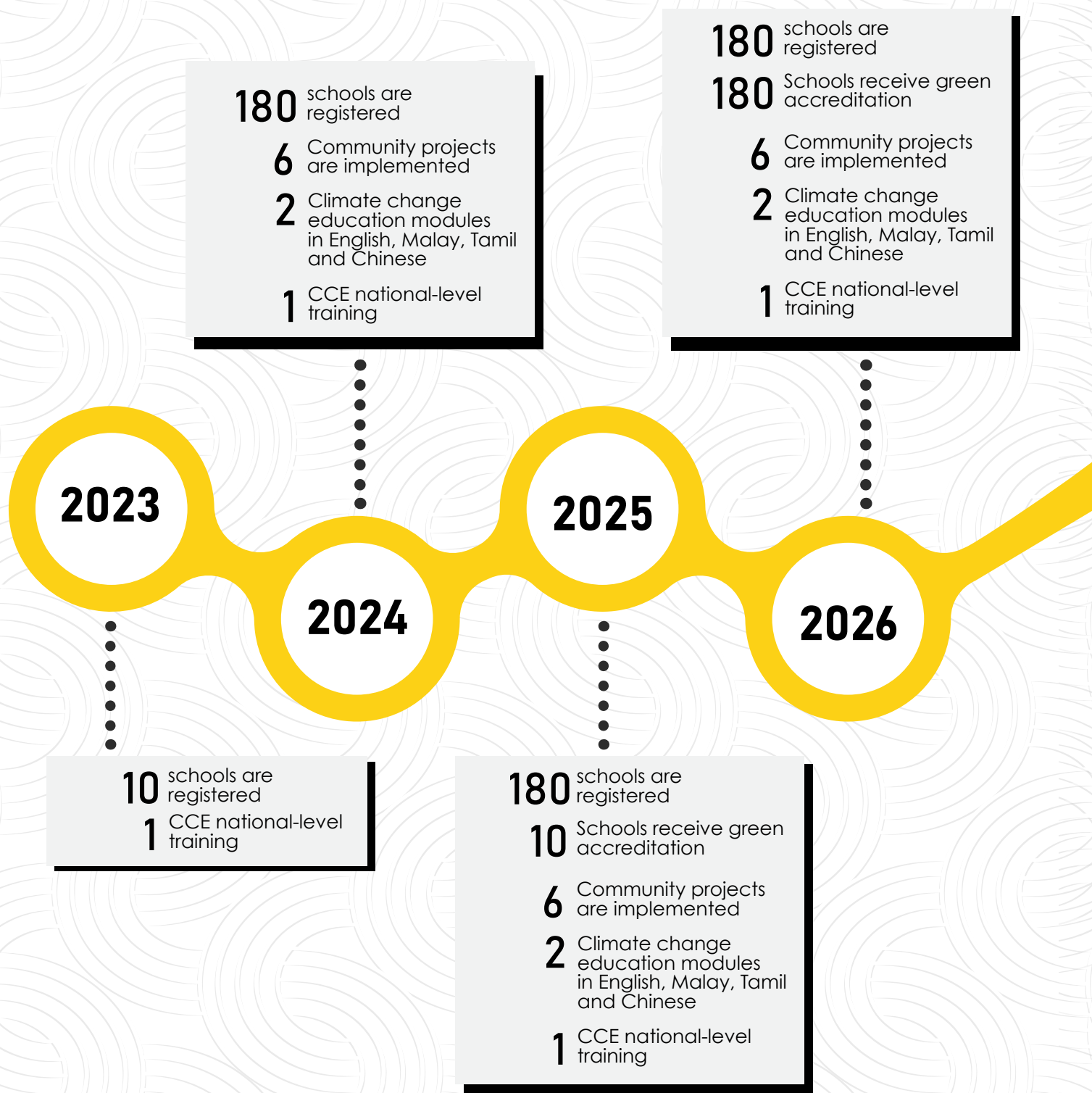
Within these pillars lie the state's unique visions, targets and goals, all designed to empower the state to create a sustainable and thriving educational ecosystem for the benefit of our students and society at large. This book is a roadmap and a guide towards a greener educational future, one that will define Perak's commitment to transformative education and environmental stewardship.

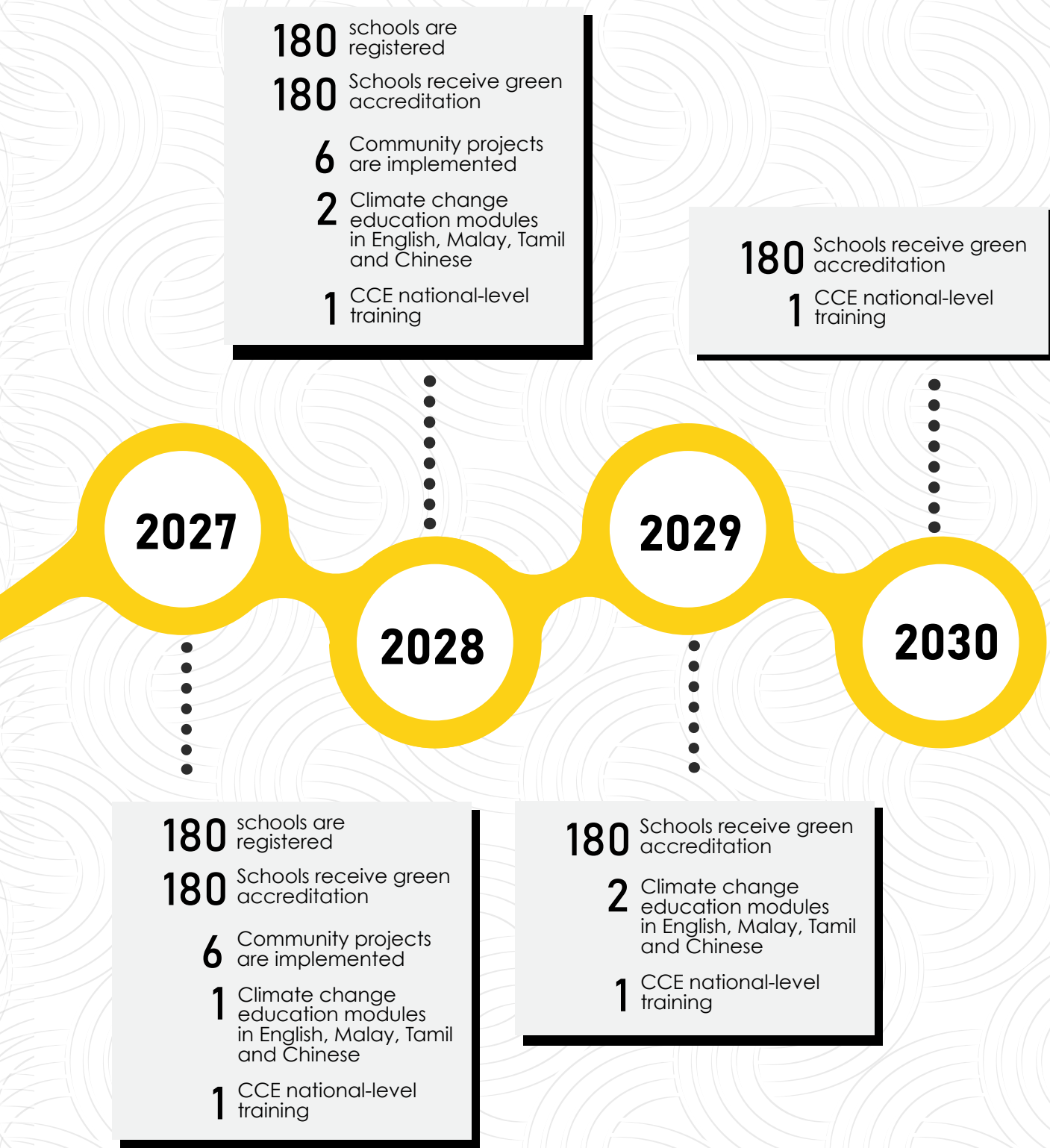
PERAK SCHOOLS STATISTIC



¹Data above was retrieved from the Ministry of Education Malaysia and KEMAS (Kemajuan Masyarakat) websites as of 28 September 2023.

PERAK GREENING EDUCATION PARTNERSHIP ROADMAP 2030





GREENING SCHOOLS

01



VISION

From early childhood through adult education, work to ensure that all schools achieve green school accreditation, including teacher training and higher education institutions.



GOAL

Perak will have adopted a green school accreditation scheme with at least 50% schools with green accreditation and operating sustainably.



OBJECTIVES

Encourage schools to integrate a whole-of-institution approach to education for sustainable development and transform teaching and learning; school facilities and operation; school governance; and community engagement -with particular emphasis on school's climate readiness.

TARGETS

353

Eco-Schools Perak (KEMAS preschools)

being green accredited / achieve green accreditation by 2030

426

Eco-Schools Perak (primary & registered schools offering preschools)

being green accredited / achieve green accreditation by 2030

127

Eco-Schools Perak (secondary schools)

being green accredited / achieve green accreditation by 2030

PARTNERS



GREENING CURRICULUM 02



VISION

Embrace a life-long learning approach that integrates climate education into school curricula, technical and vocational education and training, workplace skills development, teaching materials, pedagogy, and assessment.



GOAL

All schools under Eco-Schools Perak will integrate and enhance climate change education modules in the national curriculum with elements of environmental studies by adopting inquiry-based and project-based learning pedagogies.



OBJECTIVES

- To develop a framework that aligns the national curriculum with elements of environmental studies, incorporating the 12 Eco-Schools themes.
- To create integrated lesson plans that adopt inquiry-based and project-based learning pedagogies.
- To integrate international climate change education modules into localised settings and the national curriculum.
- To establish a climate change education digital platform.

TARGETS

- 1 Holistic Framework**
- 2 Climate Change Education Modules**
in English, Malay, Tamil and Mandarin
- 1 E-Learning Platforms**

PARTNERS



KEMENTERIAN PENDIDIKAN MALAYSIA
Jabatan Pendidikan Negeri Perak

GREENING TEACHER TRAINING AND EDUCATION SYSTEMS' CAPACITIES



VISION

Support teachers and policy makers through the integration of climate education in pre-service and in-service teacher training, building the capacity of school leaders and key education stakeholders.

GOAL

All school leaders and at least 1 teacher per school will have been trained on how to integrate climate education into teaching and learning throughout the school.

100% of all Perak schools have master trainers able to train teachers.



OBJECTIVES

- To develop a comprehensive training plan to include all principals and at least two teachers (Master Trainers) per school.
- To empower Master Trainers to educate all other teachers within their respective schools.
- To support the creation of operational projects through multi-year partnerships with the Office of Climate Education (OCE).
- To create high-quality and localised educational resources for teachers, trainers, and students.
- To offer professional development opportunities for teachers and teacher trainers to enhance their understanding of climate change, interdisciplinary approaches, and active-learning pedagogies.
- To facilitate the formation of communities of practice among teachers.

TARGETS

1,810 School Leaders
trained in Perak

40 Hours of guided
training

with OCE on Climate
education offered to
aspired teachers, train
ers and educators -

3,620 Teachers
trained in Perak

8 CCE national-level
training

conducted in collabo-
ration with OCE for
teachers, trainers and
educators

PARTNERS



GREENING COMMUNITIES

04



VISION

Engage the entire community by integrating climate education in life-long learning, in particular through community learning centres and learning cities.



GOAL

100% FELDA Communities will be able to utilise the (1) Eco-Schools, (2) EcoCampus and (3) Young Reporters for the Environment (YRE) programmes to offer learning opportunities for adults outside the formal education system to develop the skills, attitudes, and actions that will foster community resilience to tackle climate change.



OBJECTIVES

GGAF collaborates with UNESCO, FEE, and FELDA/state legislative assemblies (DUN) to establish a School and University Community Engagement model aimed at promoting sustainability within communities.

- To foster environmental awareness and stewardship among students, staff, parents and communities.
- To encourage increased community engagement and active participation in green initiatives through collaborative efforts between schools, community organisations and local government.
- To enrich learning opportunities and educational experiences by integrating environmental education into non-formal education settings.
- To empower schools and universities to develop and implement awareness programs tailored for various community centers.

TARGETS

3 Programmes are utilised to offer learning opportunities for adults outside the formal education system
(1) Eco-Schools
(2) EcoCampus
(3) Young Reporters for the Environment (YRE)

30 Community Projects
15 Awareness Projects for communities

PARTNERS



PERLIS

GREENING EDUCATION PARTNERSHIP (GEP) ROADMAP 2030



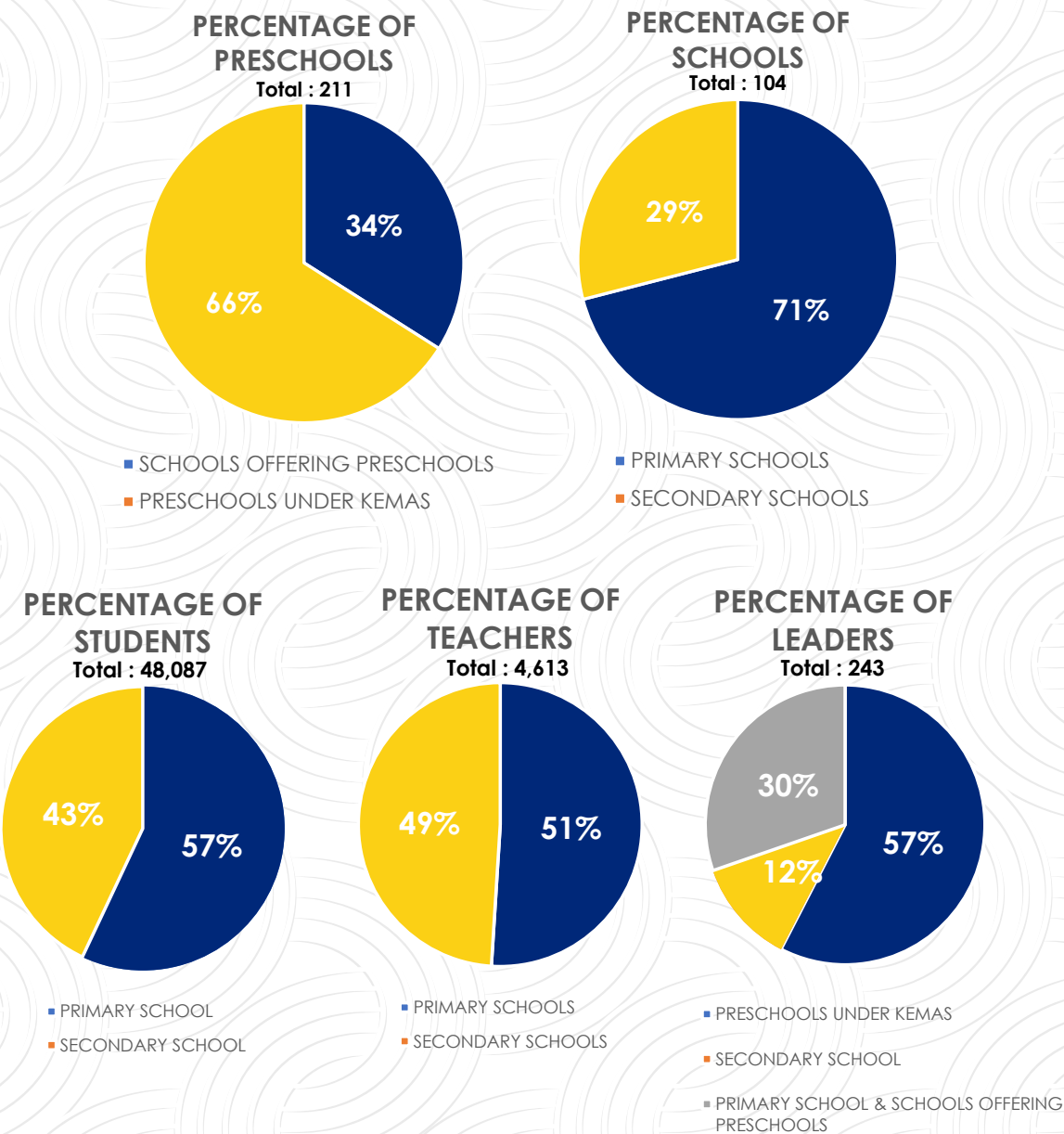
www.jpnperlis.moe.gov.my

INTRODUCTION

The Perlis Greening Education Partnership (GEP) Roadmap 2030 is a call to action for the state to champion a holistic approach to getting every learner climate ready, focusing on four pillars that will shape the future of schools and communities: Greening Schools, Greening Curriculum, Greening Teacher Training and Greening Education Systems' Capacities.

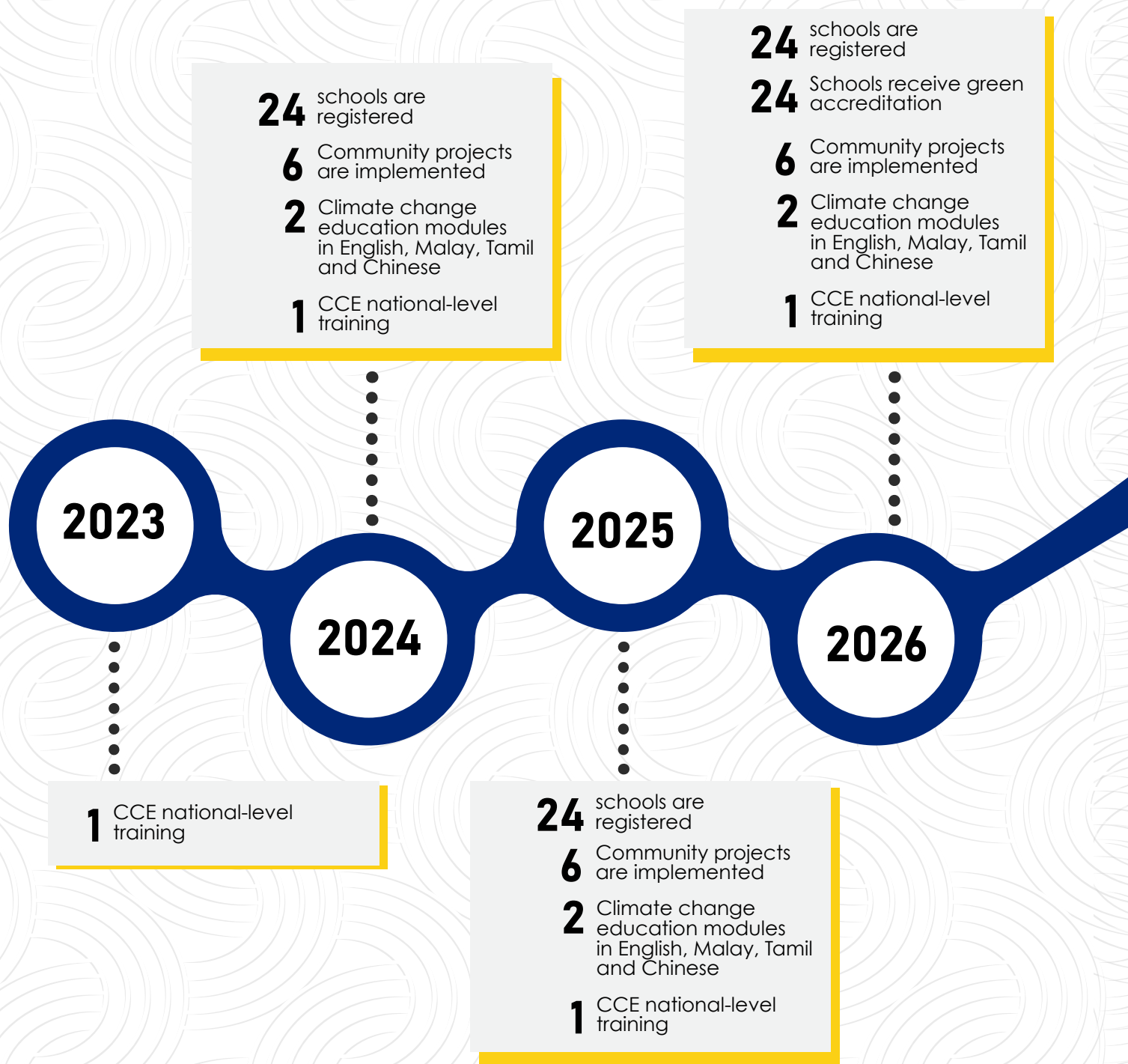
Within these pillars lie the state's unique visions, targets and goals, all designed to empower the state to create a sustainable and thriving educational ecosystem for the benefit of our students and society at large. This book is a roadmap and a guide towards a greener educational future, one that will define Perlis' commitment to transformative education and environmental stewardship.

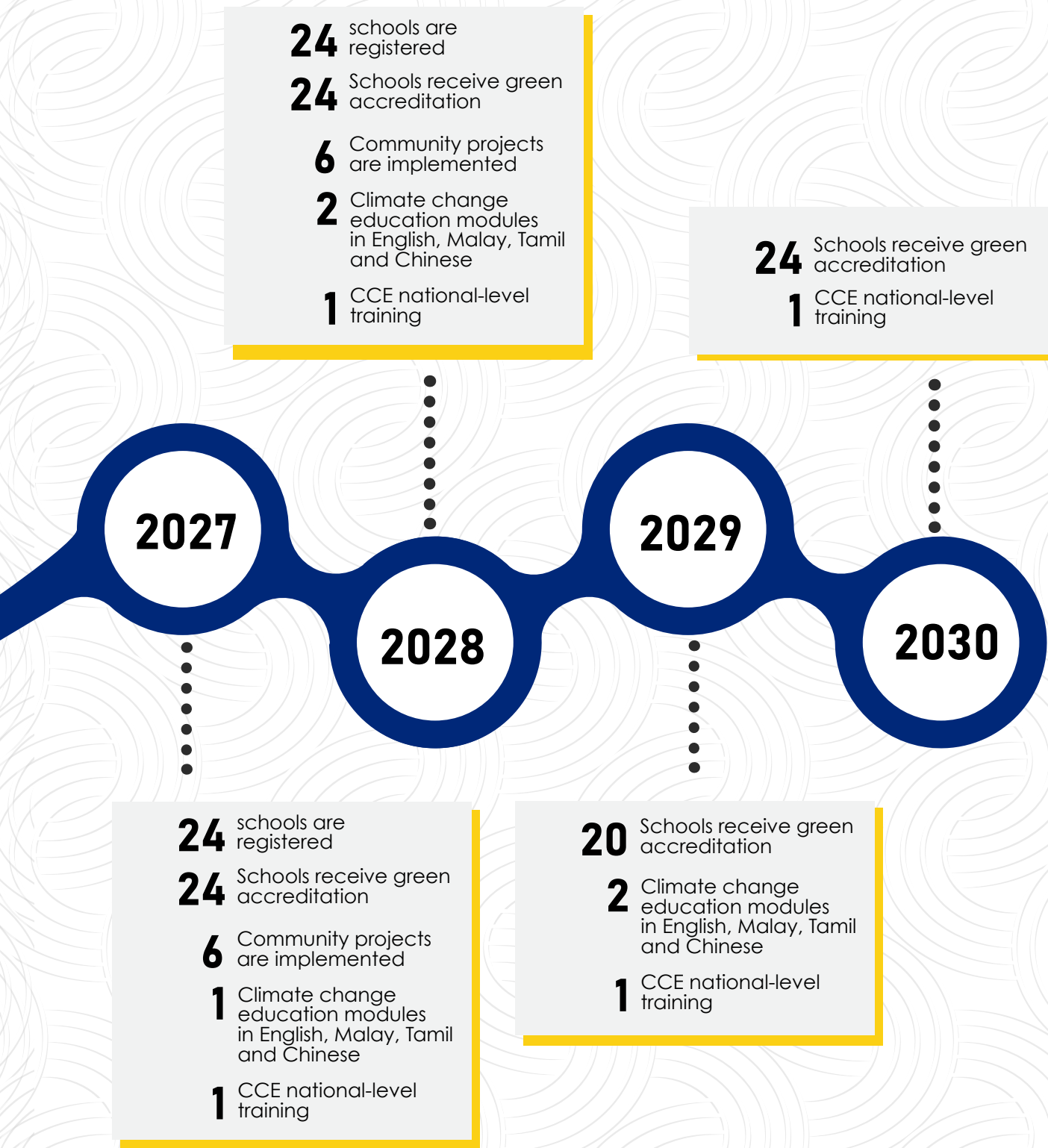
PERLIS SCHOOLS STATISTIC



¹ Data above was retrieved from the Ministry of Education Malaysia and KEMAS (Kemajuan Masyarakat) websites as of 28 September 2023.

PERLIS GREENING EDUCATION PARTNERSHIP ROADMAP 2030





GREENING SCHOOLS

01



VISION

From early childhood through adult education, work to ensure that all schools achieve green school accreditation, including teacher training and higher education institutions.



GOAL

Perlis will have adopted a green school accreditation scheme with at least 50% schools with green accreditation and operating sustainably.



OBJECTIVES

Encourage schools to integrate a whole-of-institution approach to education for sustainable development and transform teaching and learning; school facilities and operation; school governance; and community engagement -with particular emphasis on school's climate readiness.

TARGETS

- 70 Eco-Schools Perlis (KEMAS preschools)**
being green accredited / achieve green accreditation by 2030
- 37 Eco-Schools Perlis (primary & registered schools offering preschools)**
being green accredited / achieve green accreditation by 2030
- 15 Eco-Schools Perlis (secondary schools)**
being green accredited / achieve green accreditation by 2030

PARTNERS



GREENING CURRICULUM 02



VISION

Embrace a life-long learning approach that integrates climate education into school curricula, technical and vocational education and training, workplace skills development, teaching materials, pedagogy, and assessment.



GOAL

All schools under Eco-Schools Perlis will integrate and enhance climate change education modules in the national curriculum with elements of environmental studies by adopting inquiry-based and project-based learning pedagogies.



OBJECTIVES

- To develop a framework that aligns the national curriculum with elements of environmental studies, incorporating the 12 Eco-Schools themes.
- To create integrated lesson plans that adopt inquiry-based and project-based learning pedagogies.
- To integrate international climate change education modules into localised settings and the national curriculum.
- To establish a climate change education digital platform.

TARGETS

- 1 Holistic Framework**
- 2 Climate Change Education Modules**
in English, Malay, Tamil and Mandarin
- 1 E-Learning Platforms**

PARTNERS



GREENING TEACHER TRAINING AND EDUCATION SYSTEMS' CAPACITIES



VISION

Support teachers and policy makers through the integration of climate education in pre-service and in-service teacher training, building the capacity of school leaders and key education stakeholders.

GOAL

All school leaders and at least 1 teacher per school will have been trained on how to integrate climate education into teaching and learning throughout the school.

100% of all Perlis schools have master trainers able to train teachers.



OBJECTIVES

- To develop a comprehensive training plan to include all principals and at least two teachers (Master Trainers) per school.
- To empower Master Trainers to educate all other teachers within their respective schools.
- To support the creation of operational projects through multi-year partnerships with the Office of Climate Education (OCE).
- To create high-quality and localised educational resources for teachers, trainers, and students.
- To offer professional development opportunities for teachers and teacher trainers to enhance their understanding of climate change, interdisciplinary approaches, and active-learning pedagogies.
- To facilitate the formation of communities of practice among teachers.

TARGETS

243 School Leaders
trained in Perlis

40 Hours of guided
training

with OCE on Climate education offered to aspired teachers, trainers and educators

486 Teachers
trained in Perlis

8 CCE national-level
training

conducted in collaboration with OCE for teachers, trainers and educators

PARTNERS



GREENING COMMUNITIES

04



VISION

Engage the entire community by integrating climate education in life-long learning, in particular through community learning centres and learning cities.



GOAL

100% FELDA Communities will be able to utilise the (1) Eco-Schools, (2) EcoCampus and (3) Young Reporters for the Environment (YRE) programmes to offer learning opportunities for adults outside the formal education system to develop the skills, attitudes, and actions that will foster community resilience to tackle climate change.



OBJECTIVES

GGAF collaborates with UNESCO, FEE, and FELDA/state legislative assemblies (DUN) to establish a School and University Community Engagement model aimed at promoting sustainability within communities.

- To foster environmental awareness and stewardship among students, staff, parents and communities.
- To encourage increased community engagement and active participation in green initiatives through collaborative efforts between schools, community organisations and local government.
- To enrich learning opportunities and educational experiences by integrating environmental education into non-formal education settings.
- To empower schools and universities to develop and implement awareness programs tailored for various community centers.

TARGETS

3 Programmes are utilised to offer learning opportunities for adults outside the formal education system
(1) Eco-Schools
(2) EcoCampus
(3) Young Reporters for the Environment (YRE)

30 Community Projects
15 Awareness Projects for communities

PARTNERS



SELANGOR

GREENING EDUCATION PARTNERSHIP (GEP) ROADMAP 2030



www.jpnselangor.moe.gov.my

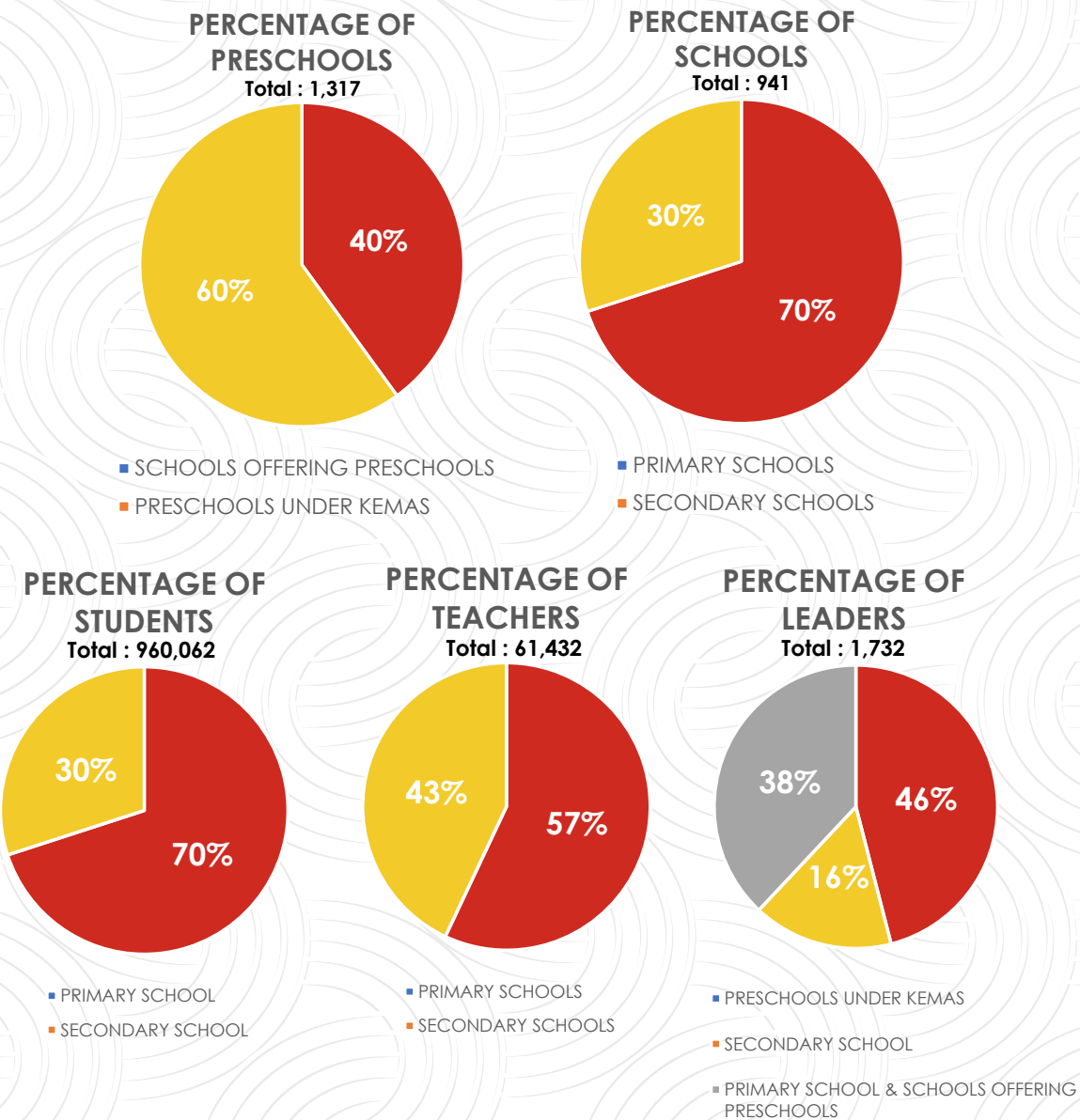
INTRODUCTION

The Selangor Greening Education Partnership (GEP) Roadmap 2030 is a call to action for the state to champion a holistic approach to getting every learner climate ready, focusing on four pillars that will shape the future of schools and communities: Greening Schools, Greening Curriculum, Greening Teacher Training and Greening Education Systems' Capacities.

Within these pillars lie the state's unique visions, targets and goals, all designed to empower the state to create a sustainable and thriving educational ecosystem for the benefit of our students and society at large. This book is a roadmap and a guide towards a greener educational future, one that will define Selangor's commitment to transformative education and environmental stewardship.

Website: <https://jpnselangor.moe.gov.my/>

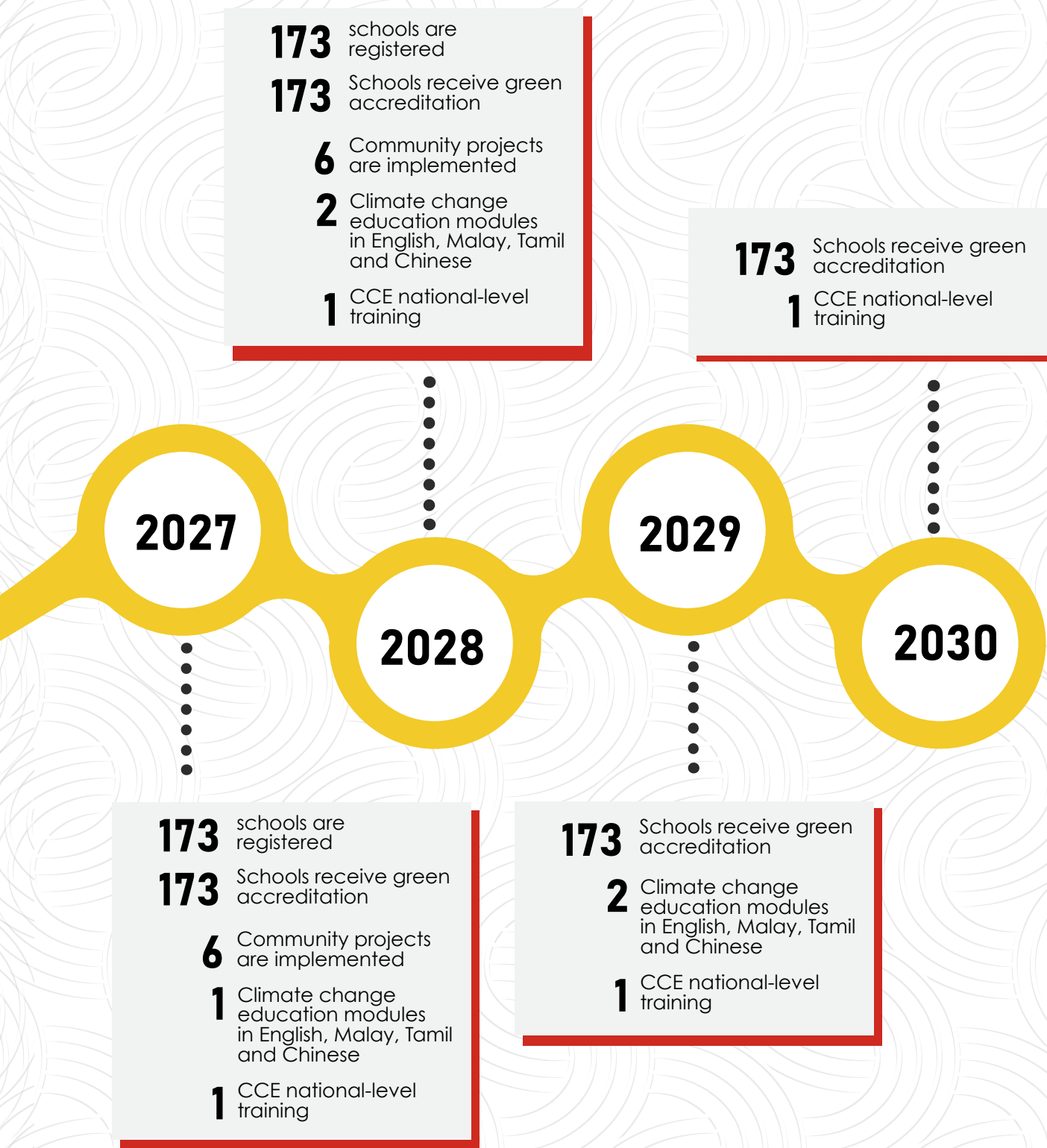
SELANGOR SCHOOLS STATISTIC



¹Data above was retrieved from the Ministry of Education Malaysia and KEMAS (Kemajuan Masyarakat) websites as of 28 September 2023.

SELANGOR GREENING EDUCATION PARTNERSHIP ROADMAP 2030





GREENING SCHOOLS

01



VISION

From early childhood through adult education, work to ensure that all schools achieve green school accreditation, including teacher training and higher education institutions.



GOAL

Selangor will have adopted a green school accreditation scheme with at least 50% schools with green accreditation and operating sustainably.



OBJECTIVES

Encourage schools to integrate a whole-of-institution approach to education for sustainable development and transform teaching and learning; school facilities and operation; school governance; and community engagement -with particular emphasis on school's climate readiness.

TARGETS

396 **Eco-Schools Selangor (KEMAS preschools)**
being green accredited / achieve green accreditation by 2030

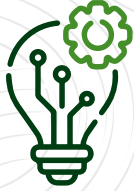
331 **Eco-Schools Selangor (primary & registered schools offering preschools)**
being green accredited / achieve green accreditation by 2030

140 **Eco-Schools Selangor (secondary schools)**
being green accredited / achieve green accreditation by 2030

PARTNERS



GREENING CURRICULUM 02



VISION

Embrace a life-long learning approach that integrates climate education into school curricula, technical and vocational education and training, workplace skills development, teaching materials, pedagogy, and assessment.



GOAL

All schools under Eco-Schools Selangor will integrate and enhance climate change education modules in the national curriculum with elements of environmental studies by adopting inquiry-based and project-based learning pedagogies.



OBJECTIVES

- To develop a framework that aligns the national curriculum with elements of environmental studies, incorporating the 12 Eco-Schools themes.
- To create integrated lesson plans that adopt inquiry-based and project-based learning pedagogies.
- To integrate international climate change education modules into localised settings and the national curriculum.
- To establish a climate change education digital platform.

TARGETS

- 1 Holistic Framework**
- 2 Climate Change Education Modules**
in English, Malay, Tamil and Mandarin
- 1 E-Learning Platforms**

PARTNERS



GREENING TEACHER TRAINING AND EDUCATION SYSTEMS' CAPACITIES



VISION

Support teachers and policy makers through the integration of climate education in pre-service and in-service teacher training, building the capacity of school leaders and key education stakeholders.

GOAL

All school leaders and at least 1 teacher per school will have been trained on how to integrate climate education into teaching and learning throughout the school.

100% of all Selangor schools have master trainers able to train teachers.



OBJECTIVES

- To develop a comprehensive training plan to include all principals and at least two teachers (Master Trainers) per school.
- To empower Master Trainers to educate all other teachers within their respective schools.
- To support the creation of operational projects through multi-year partnerships with the Office of Climate Education (OCE).
- To create high-quality and localised educational resources for teachers, trainers, and students.
- To offer professional development opportunities for teachers and teacher trainers to enhance their understanding of climate change, interdisciplinary approaches, and active-learning pedagogies.
- To facilitate the formation of communities of practice among teachers.

TARGETS

1,732 School Leaders trained in Selangor

40 Hours of guided training

with OCE on Climate education offered to aspired teachers, trainers and educators -

3,464 Teachers trained in Selangor

8 CCE national-level training

conducted in collaboration with OCE for teachers, trainers and educators

PARTNERS



GREENING COMMUNITIES

04



VISION

Engage the entire community by integrating climate education in life-long learning, in particular through community learning centres and learning cities.



GOAL

100% FELDA Communities will be able to utilise the (1) Eco-Schools, (2) EcoCampus and (3) Young Reporters for the Environment (YRE) programmes to offer learning opportunities for adults outside the formal education system to develop the skills, attitudes, and actions that will foster community resilience to tackle climate change.



OBJECTIVES

GGAF collaborates with UNESCO, FEE, and FELDA/state legislative assemblies (DUN) to establish a School and University Community Engagement model aimed at promoting sustainability within communities.

- To foster environmental awareness and stewardship among students, staff, parents and communities.
- To encourage increased community engagement and active participation in green initiatives through collaborative efforts between schools, community organisations and local government.
- To enrich learning opportunities and educational experiences by integrating environmental education into non-formal education settings.
- To empower schools and universities to develop and implement awareness programs tailored for various community centers.

TARGETS

3 Programmes are utilised to offer learning opportunities for adults outside the formal education system
(1) Eco-Schools
(2) EcoCampus
(3) Young Reporters for the Environment (YRE)

30 Community Projects
15 Awareness Projects for communities

PARTNERS



TERENGGANU

GREENING EDUCATION PARTNERSHIP (GEP) ROADMAP 2030



www.jpnterengganu.moe.gov.my

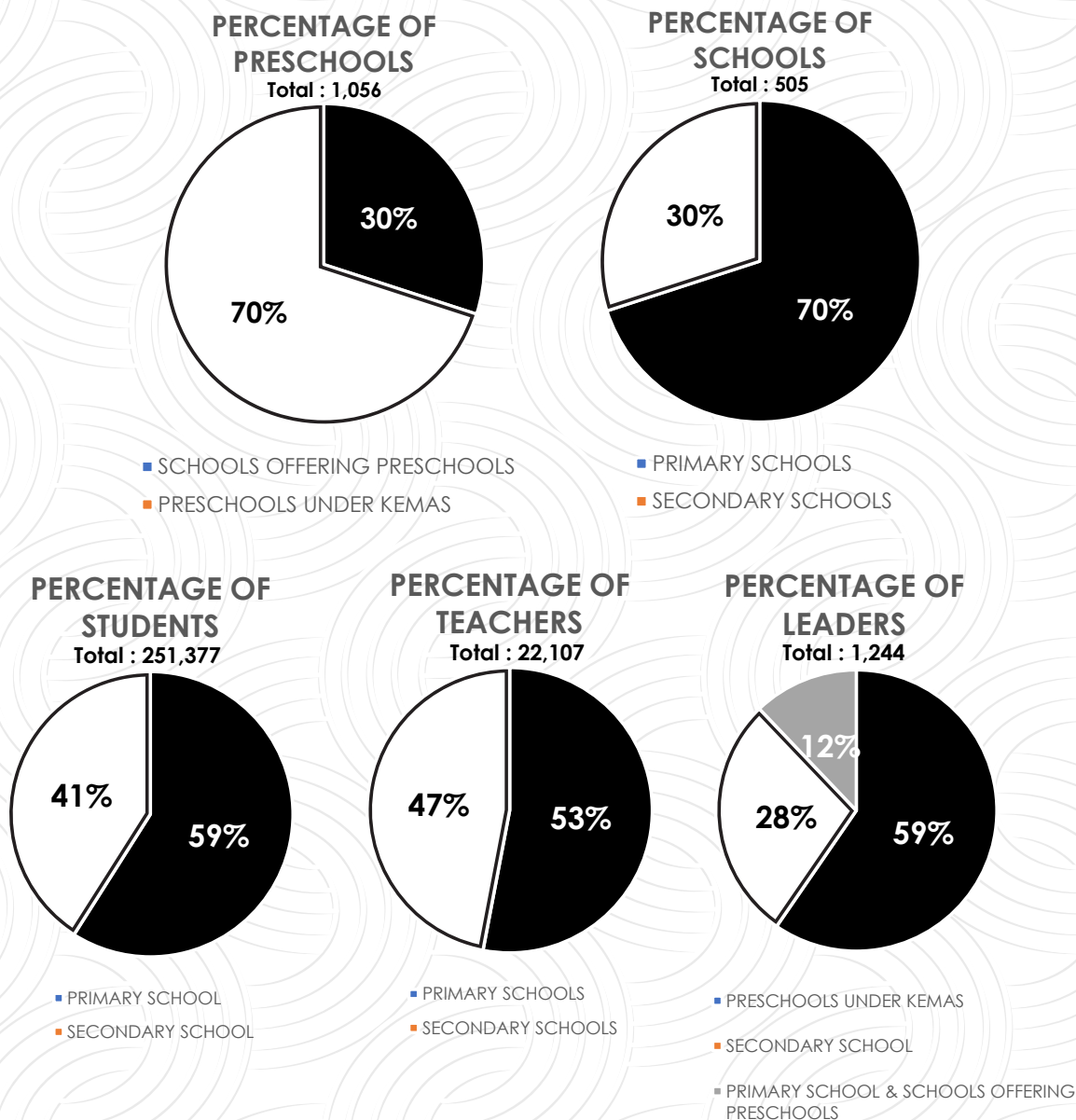
INTRODUCTION

The Terengganu Greening Education Partnership (GEP) Roadmap 2030 is a call to action for the state to champion a holistic approach to getting every learner climate ready, focusing on four pillars that will shape the future of schools and communities: Greening Schools, Greening Curriculum, Greening Teacher Training and Greening Education Systems' Capacities.

Within these pillars lie the state's unique visions, targets and goals, all designed to empower the state to create a sustainable and thriving educational ecosystem for the benefit of our students and society at large. This book is a roadmap and a guide towards a greener educational future, one that will define Terengganu's commitment to transformative education and environmental stewardship.

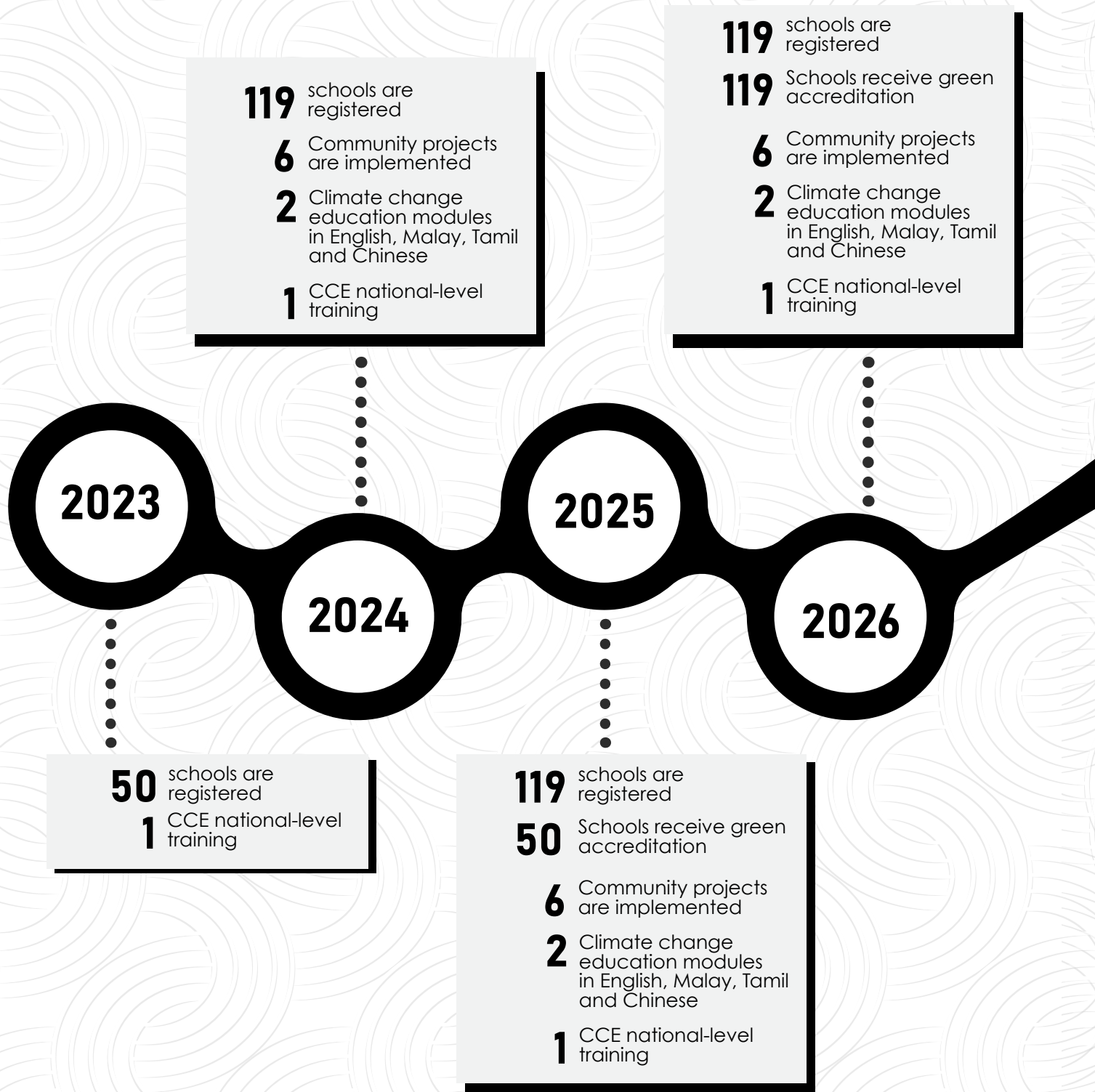
Website: <https://jpnterengganu.moe.gov.my/>

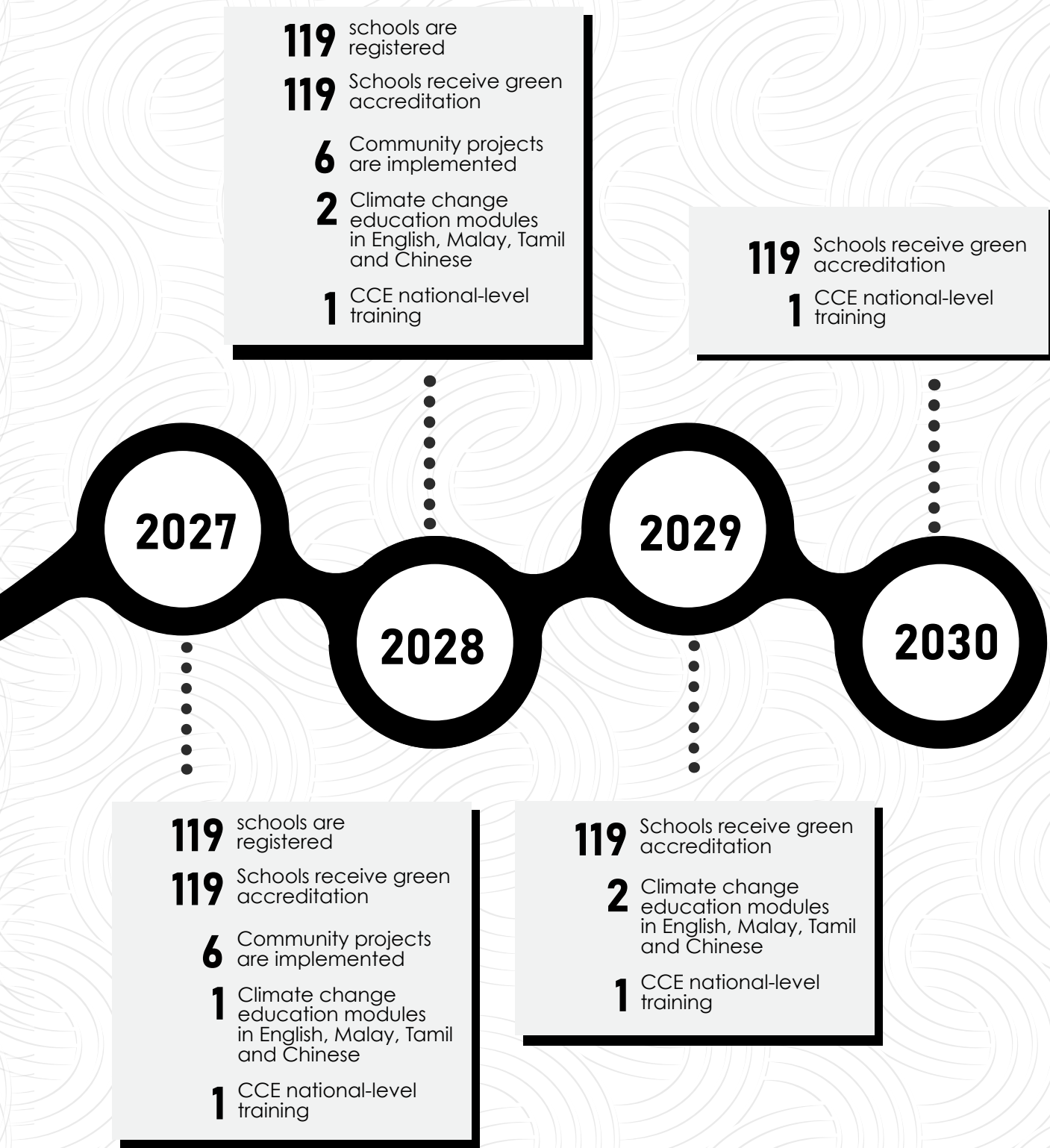
TERENGGANU SCHOOLS STATISTIC



¹Data above was retrieved from the Ministry of Education Malaysia and KEMAS (Kemajuan Masyarakat) websites as of 28 September 2023.

TERENGGANU GREENING EDUCATION PARTNERSHIP ROADMAP 2030





GREENING SCHOOLS

01



VISION

From early childhood through adult education, work to ensure that all schools achieve green school accreditation, including teacher training and higher education institutions.



GOAL

Terengganu will have adopted a green school accreditation scheme with at least 50% schools with green accreditation and operating sustainably.



OBJECTIVES

Encourage schools to integrate a whole-of-institution approach to education for sustainable development and transform teaching and learning; school facilities and operation; school governance; and community engagement -with particular emphasis on school's climate readiness.

TARGETS

370 **Eco-Schools Terengganu (KEMAS preschools)**
being green accredited / achieve green accreditation by 2030

176 **Eco-Schools Terengganu (primary & registered schools offering preschools)**
being green accredited / achieve green accreditation by 2030

77 **Eco-Schools Terengganu (secondary schools)**
being green accredited / achieve green accreditation by 2030

PARTNERS



GREENING CURRICULUM 02



VISION

Embrace a life-long learning approach that integrates climate education into school curricula, technical and vocational education and training, workplace skills development, teaching materials, pedagogy, and assessment.



GOAL

All schools under Eco-Schools Terengganu will integrate and enhance climate change education modules in the national curriculum with elements of environmental studies by adopting inquiry-based and project-based learning pedagogies.



OBJECTIVES

- To develop a framework that aligns the national curriculum with elements of environmental studies, incorporating the 12 Eco-Schools themes.
- To create integrated lesson plans that adopt inquiry-based and project-based learning pedagogies.
- To integrate international climate change education modules into localised settings and the national curriculum.
- To establish a climate change education digital platform.

TARGETS

- 1 Holistic Framework**
- 2 Climate Change Education Modules**
in English, Malay, Tamil and Mandarin
- 1 E-Learning Platforms**

PARTNERS



KEMENTERIAN PENDIDIKAN MALAYSIA
Jabatan Pendidikan Negeri Terengganu

GREENING TEACHER TRAINING AND EDUCATION SYSTEMS' CAPACITIES



VISION

Support teachers and policy makers through the integration of climate education in pre-service and in-service teacher training, building the capacity of school leaders and key education stakeholders.

GOAL

All school leaders and at least 1 teacher per school will have been trained on how to integrate climate education into teaching and learning throughout the school.

100% of all Terengganu schools have master trainers able to train teachers.



OBJECTIVES

- To develop a comprehensive training plan to include all principals and at least two teachers (Master Trainers) per school.
- To empower Master Trainers to educate all other teachers within their respective schools.
- To support the creation of operational projects through multi-year partnerships with the Office of Climate Education (OCE).
- To create high-quality and localised educational resources for teachers, trainers, and students.
- To offer professional development opportunities for teachers and teacher trainers to enhance their understanding of climate change, interdisciplinary approaches, and active-learning pedagogies.
- To facilitate the formation of communities of practice among teachers.

TARGETS

1,244 School Leaders
trained in Terengganu

40 Hours of guided
training
with OCE on Climate
education offered to
aspired teachers, train
ers and educators -

2,488 Teachers
trained in Terengganu

8 CCE national-level
training
conducted in collabo-
ration with OCE for
teachers, trainers and
educators

PARTNERS



GREENING COMMUNITIES

04



VISION

Engage the entire community by integrating climate education in life-long learning, in particular through community learning centres and learning cities.



GOAL

100% FELDA Communities will be able to utilise the (1) Eco-Schools, (2) EcoCampus and (3) Young Reporters for the Environment (YRE) programmes to offer learning opportunities for adults outside the formal education system to develop the skills, attitudes, and actions that will foster community resilience to tackle climate change.



OBJECTIVES

GGAF collaborates with UNESCO, FEE, and FELDA/state legislative assemblies (DUN) to establish a School and University Community Engagement model aimed at promoting sustainability within communities.

- To foster environmental awareness and stewardship among students, staff, parents and communities.
- To encourage increased community engagement and active participation in green initiatives through collaborative efforts between schools, community organisations and local government.
- To enrich learning opportunities and educational experiences by integrating environmental education into non-formal education settings.
- To empower schools and universities to develop and implement awareness programs tailored for various community centers.

TARGETS

3 Programmes are utilised to offer learning opportunities for adults outside the formal education system
(1) Eco-Schools
(2) EcoCampus
(3) Young Reporters for the Environment (YRE)

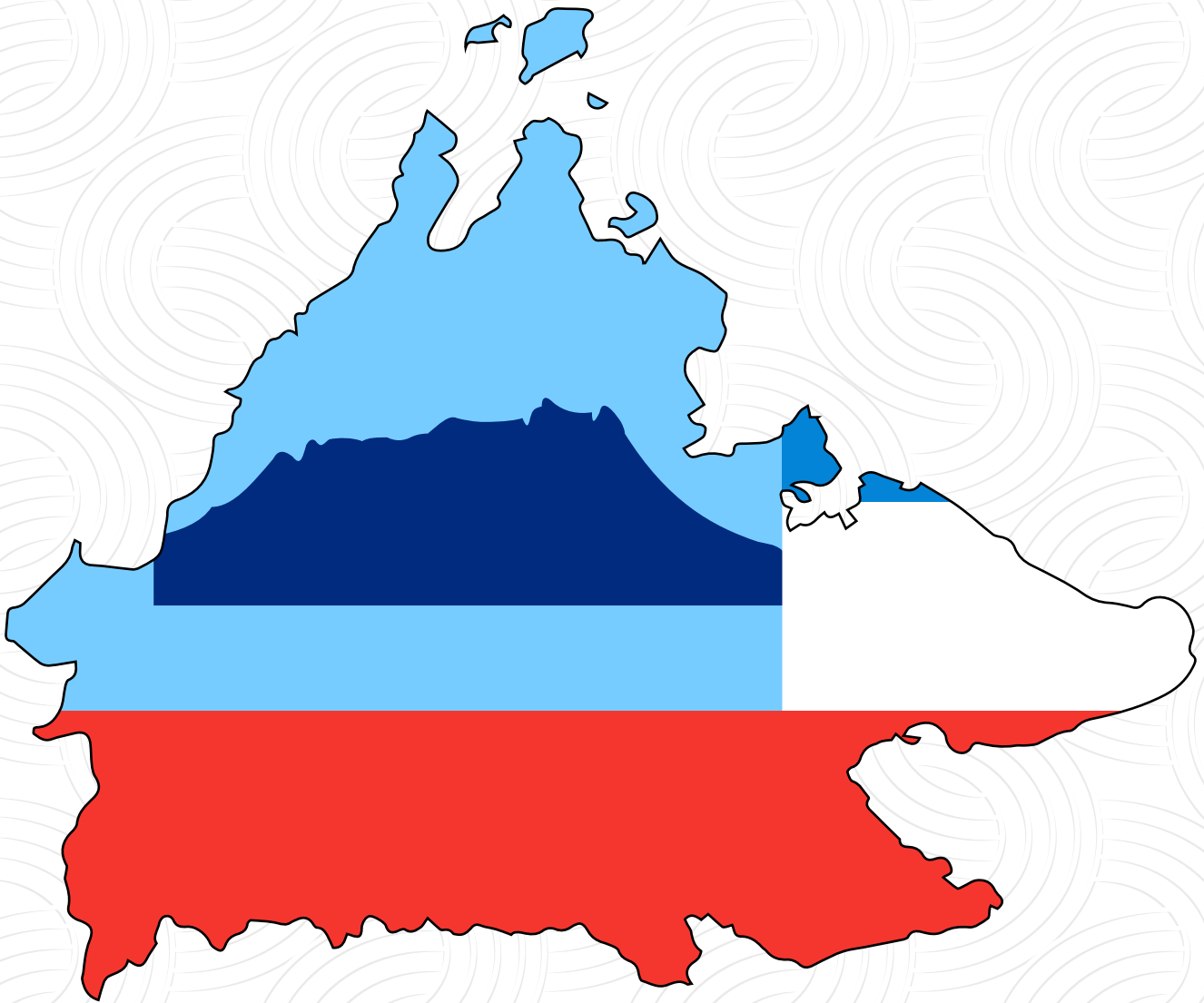
30 Community Projects
15 Awareness Projects for communities

PARTNERS



SABAH

GREENING EDUCATION PARTNERSHIP (GEP) ROADMAP 2030



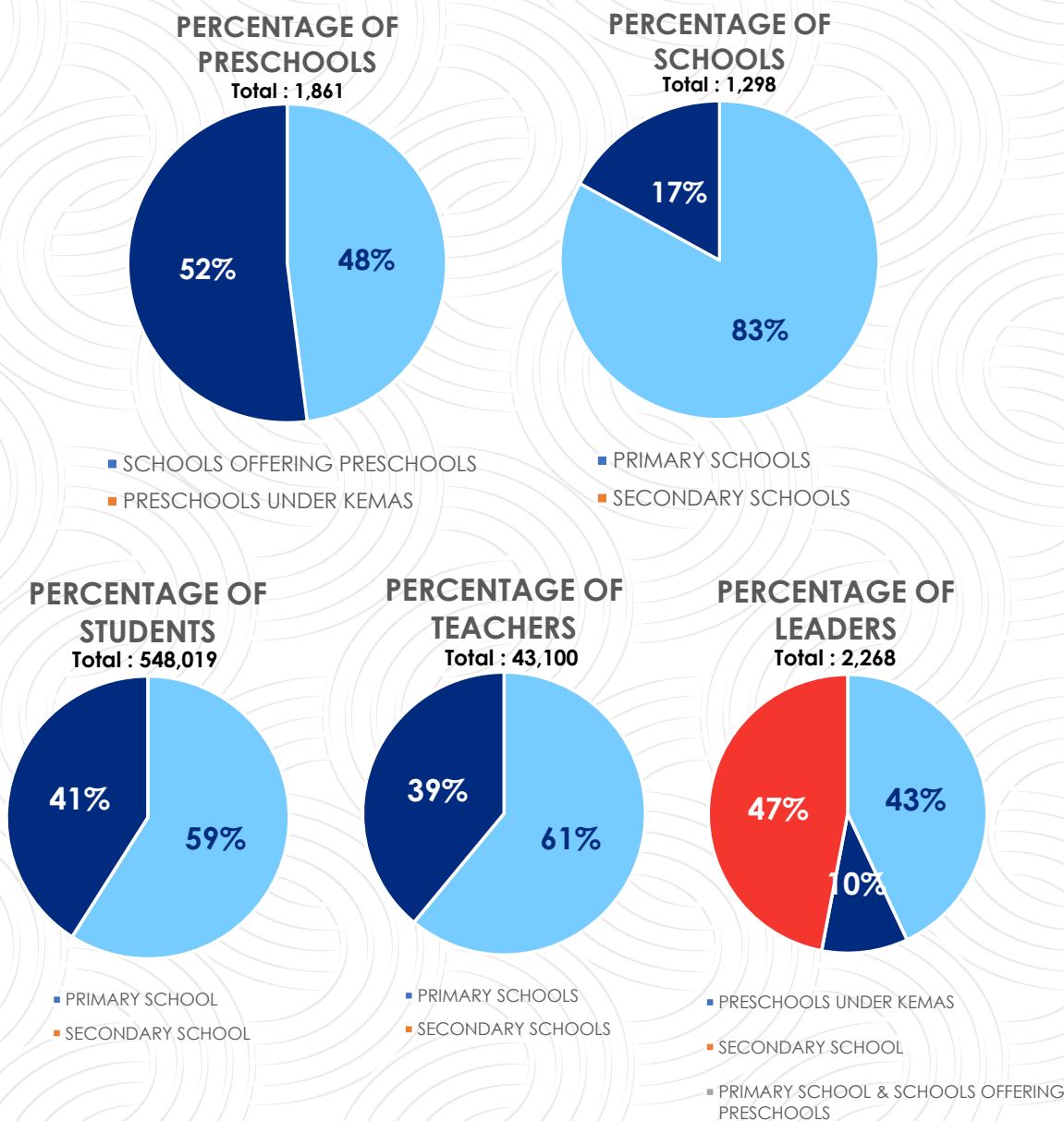
www.jpnsabah.moe.gov.my

INTRODUCTION

The Sabah Greening Education Partnership (GEP) Roadmap 2030 is a call to action for the state to champion a holistic approach to getting every learner climate ready, focusing on four pillars that will shape the future of schools and communities: Greening Schools, Greening Curriculum, Greening Teacher Training and Greening Education Systems' Capacities.

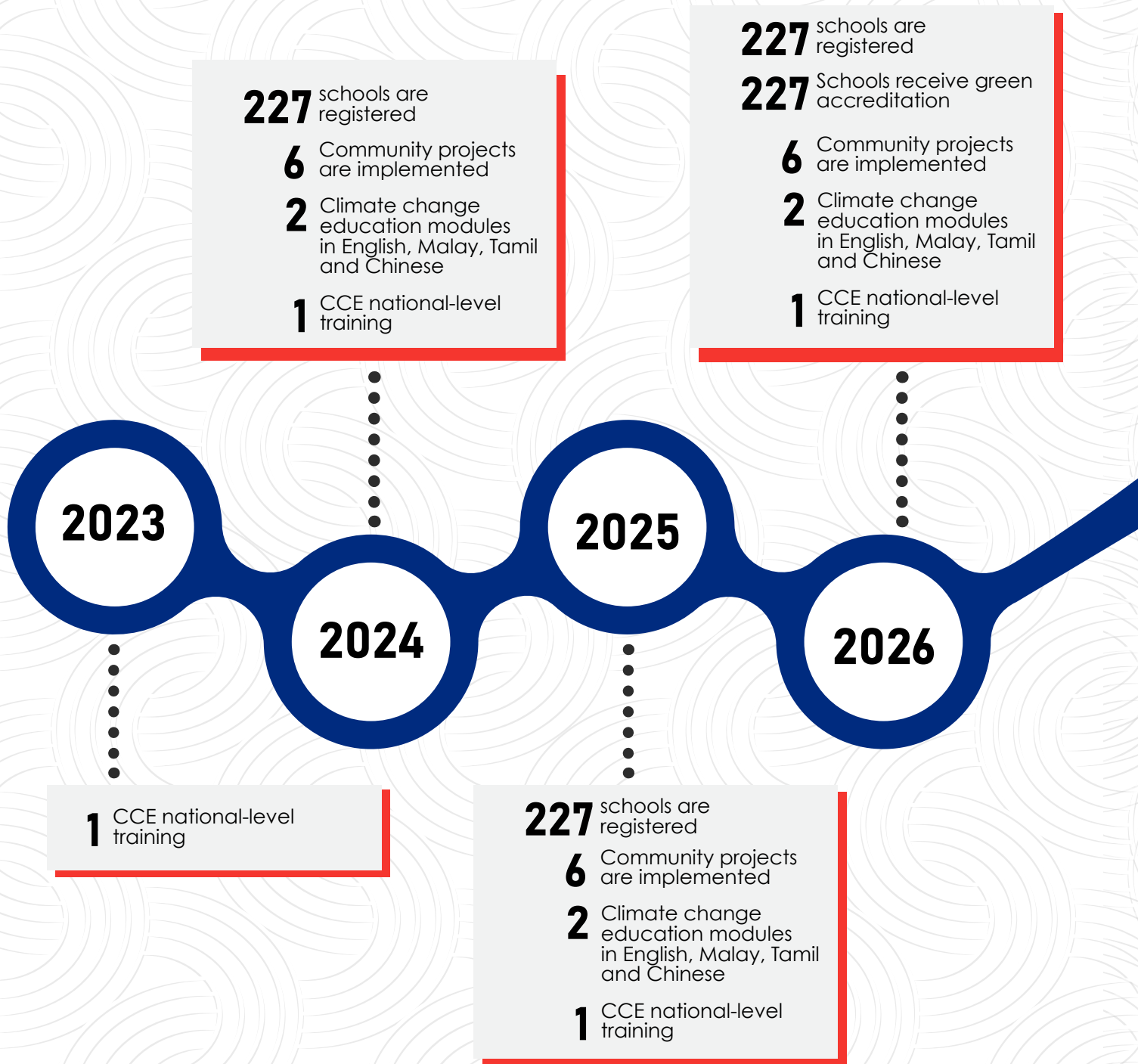
Within these pillars lie the state's unique visions, targets and goals, all designed to empower the state to create a sustainable and thriving educational ecosystem for the benefit of our students and society at large. This book is a roadmap and a guide towards a greener educational future, one that will define Sabah's commitment to transformative education and environmental stewardship.

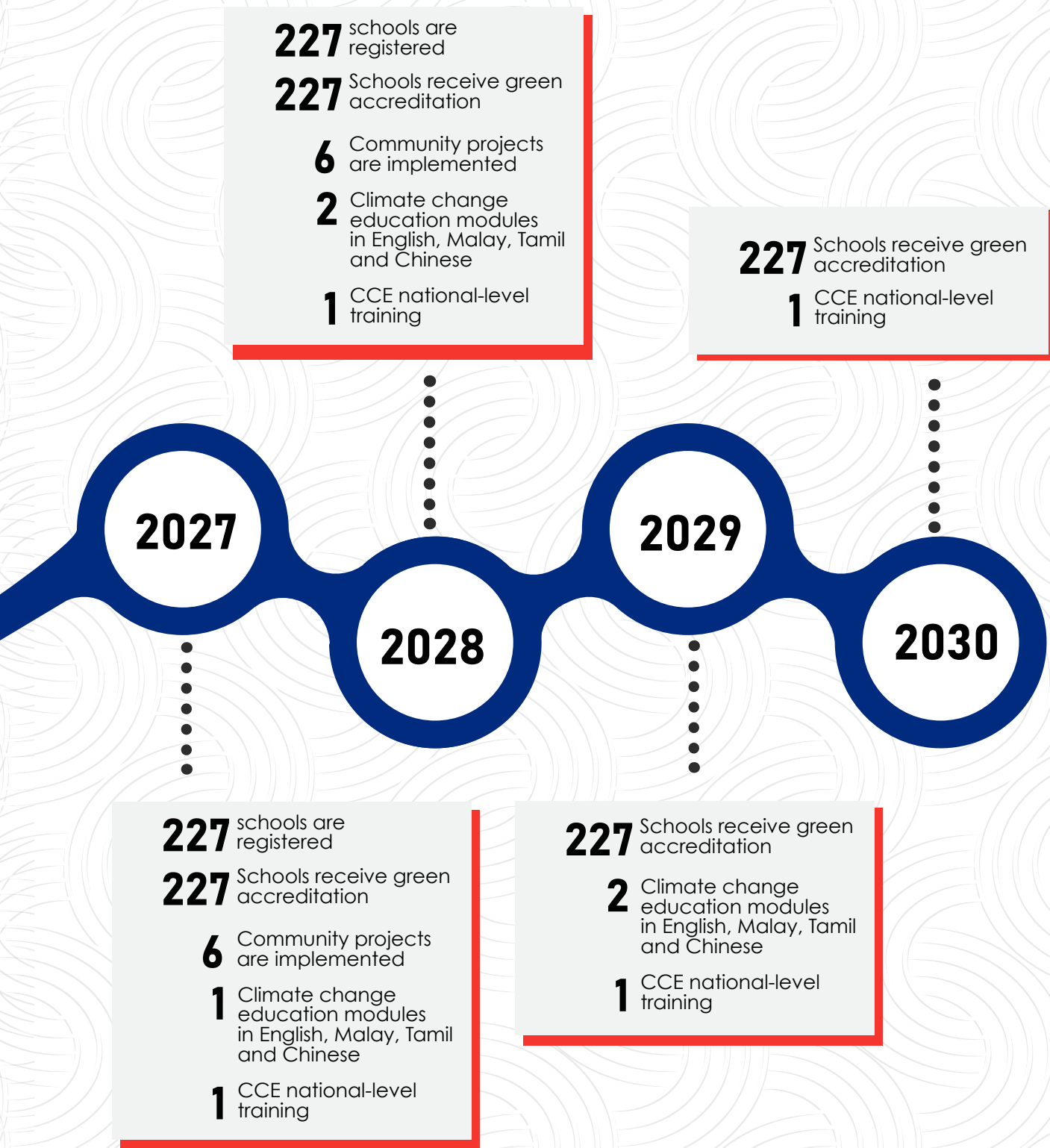
SABAH SCHOOLS STATISTIC



¹Data above was retrieved from the Ministry of Education Malaysia and KEMAS (Kemajuan Masyarakat) websites as of 28 September 2023.

SABAH GREENING EDUCATION PARTNERSHIP ROADMAP 2030





GREENING SCHOOLS

01



VISION

From early childhood through adult education, work to ensure that all schools achieve green school accreditation, including teacher training and higher education institutions.



GOAL

Sabah will have adopted a green school accreditation scheme with at least 50% schools with green accreditation and operating sustainably.



OBJECTIVES

Encourage schools to integrate a whole-of-institution approach to education for sustainable development and transform teaching and learning; school facilities and operation; school governance; and community engagement -with particular emphasis on school's climate readiness.

TARGETS

485

Eco-Schools Sabah (KEMAS preschools)

being green accredited / achieve green accreditation by 2030

538

Eco-Schools Sabah (primary & registered schools offering preschools)

being green accredited / achieve green accreditation by 2030

112

Eco-Schools Sabah (secondary schools)

being green accredited / achieve green accreditation by 2030

PARTNERS



GREENING CURRICULUM

02



VISION

Embrace a life-long learning approach that integrates climate education into school curricula, technical and vocational education and training, workplace skills development, teaching materials, pedagogy, and assessment.



GOAL

All schools under Eco-Schools Sarawak will integrate and enhance climate change education modules in the national curriculum with elements of environmental studies by adopting inquiry-based and project-based learning pedagogies.



OBJECTIVES

- To develop a framework that aligns the national curriculum with elements of environmental studies, incorporating the 12 Eco-Schools themes.
- To create integrated lesson plans that adopt inquiry-based and project-based learning pedagogies.
- To integrate international climate change education modules into localised settings and the national curriculum.
- To establish a climate change education digital platform.

TARGETS

- 1 Holistic Framework**
- 2 Climate Change Education Modules**
in English, Malay, Tamil and Mandarin
- 1 E-Learning Platforms**

PARTNERS



GREENING TEACHER TRAINING AND EDUCATION SYSTEMS' CAPACITIES



VISION

Support teachers and policy makers through the integration of climate education in pre-service and in-service teacher training, building the capacity of school leaders and key education stakeholders.



GOAL

All school leaders and at least 1 teacher per school will have been trained on how to integrate climate education into teaching and learning throughout the school.

100% of all Sabah schools have master trainers able to train teachers.



OBJECTIVES

- To develop a comprehensive training plan to include all principals and at least two teachers (Master Trainers) per school.
- To empower Master Trainers to educate all other teachers within their respective schools.
- To support the creation of operational projects through multi-year partnerships with the Office of Climate Education (OCE).
- To create high-quality and localised educational resources for teachers, trainers, and students.
- To offer professional development opportunities for teachers and teacher trainers to enhance their understanding of climate change, interdisciplinary approaches, and active-learning pedagogies.
- To facilitate the formation of communities of practice among teachers.

TARGETS

2,268 School Leaders
trained in Sabah

40 Hours of guided
training

with OCE on Climate
education offered to
aspired teachers, train
ers and educators -

4,536 Teachers
trained in Sabah

8 CCE national-level
training

conducted in collabo-
ration with OCE for
teachers, trainers and
educators

PARTNERS



GREENING COMMUNITIES

04



VISION

Engage the entire community by integrating climate education in life-long learning, in particular through community learning centres and learning cities.



GOAL

100% FELDA Communities will be able to utilise the (1) Eco-Schools, (2) EcoCampus and (3) Young Reporters for the Environment (YRE) programmes to offer learning opportunities for adults outside the formal education system to develop the skills, attitudes, and actions that will foster community resilience to tackle climate change.



OBJECTIVES

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- To foster environmental awareness and stewardship among students, staff, parents and communities.
- To encourage increased community engagement and active participation in green initiatives through collaborative efforts between schools, community organisations and local government.
- To enrich learning opportunities and educational experiences by integrating environmental education into non-formal education settings.
- To empower schools and universities to develop and implement awareness programs tailored for various community centers.

TARGETS

3 Programmes are utilised to offer learning opportunities for adults outside the formal education system
(1) Eco-Schools
(2) EcoCampus
(3) Young Reporters for the Environment (YRE)

30 Community Projects
15 Awareness Projects for communities

PARTNERS



SARAWAK

GREENING EDUCATION PARTNERSHIP (GEP) ROADMAP 2030



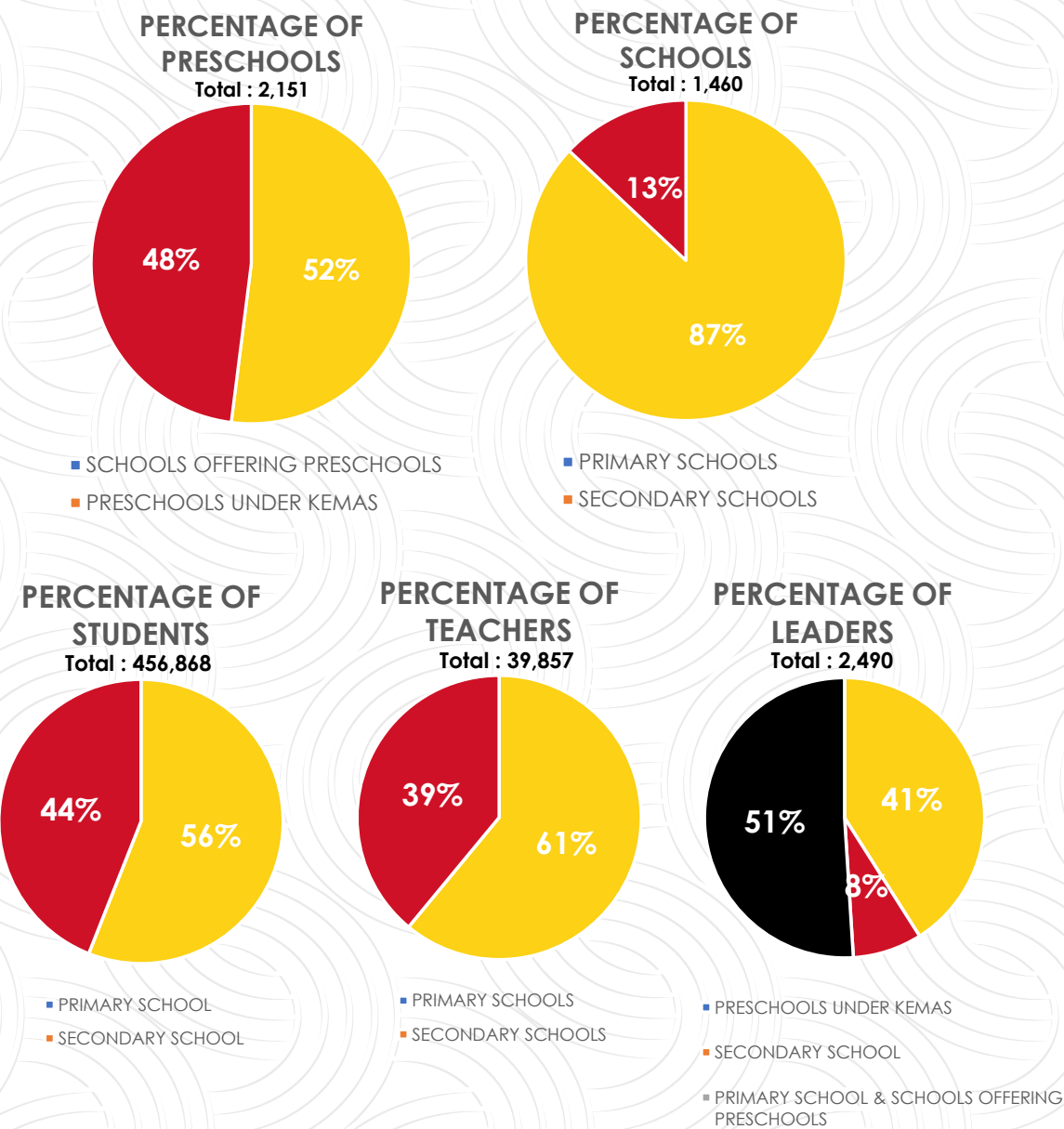
www.jpnsarawak.moe.gov.my

INTRODUCTION

The Sarawak Greening Education Partnership (GEP) Roadmap 2030 is a call to action for the state to champion a holistic approach to getting every learner climate ready, focusing on four pillars that will shape the future of schools and communities: Greening Schools, Greening Curriculum, Greening Teacher Training and Greening Education Systems' Capacities.

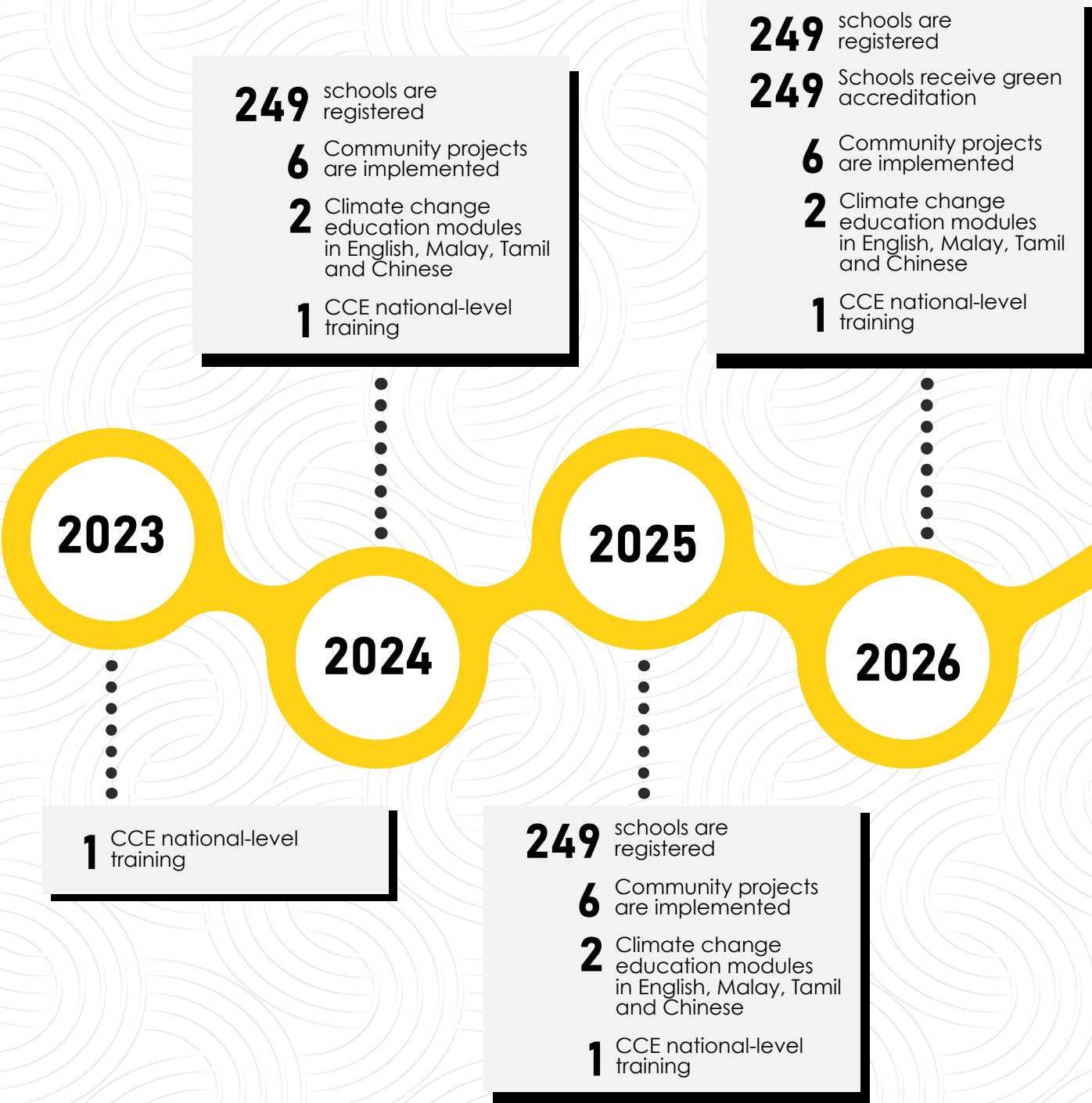
Within these pillars lie the state's unique visions, targets and goals, all designed to empower the state to create a sustainable and thriving educational ecosystem for the benefit of our students and society at large. This book is a roadmap and a guide towards a greener educational future, one that will define Sarawak's commitment to transformative education and environmental stewardship.

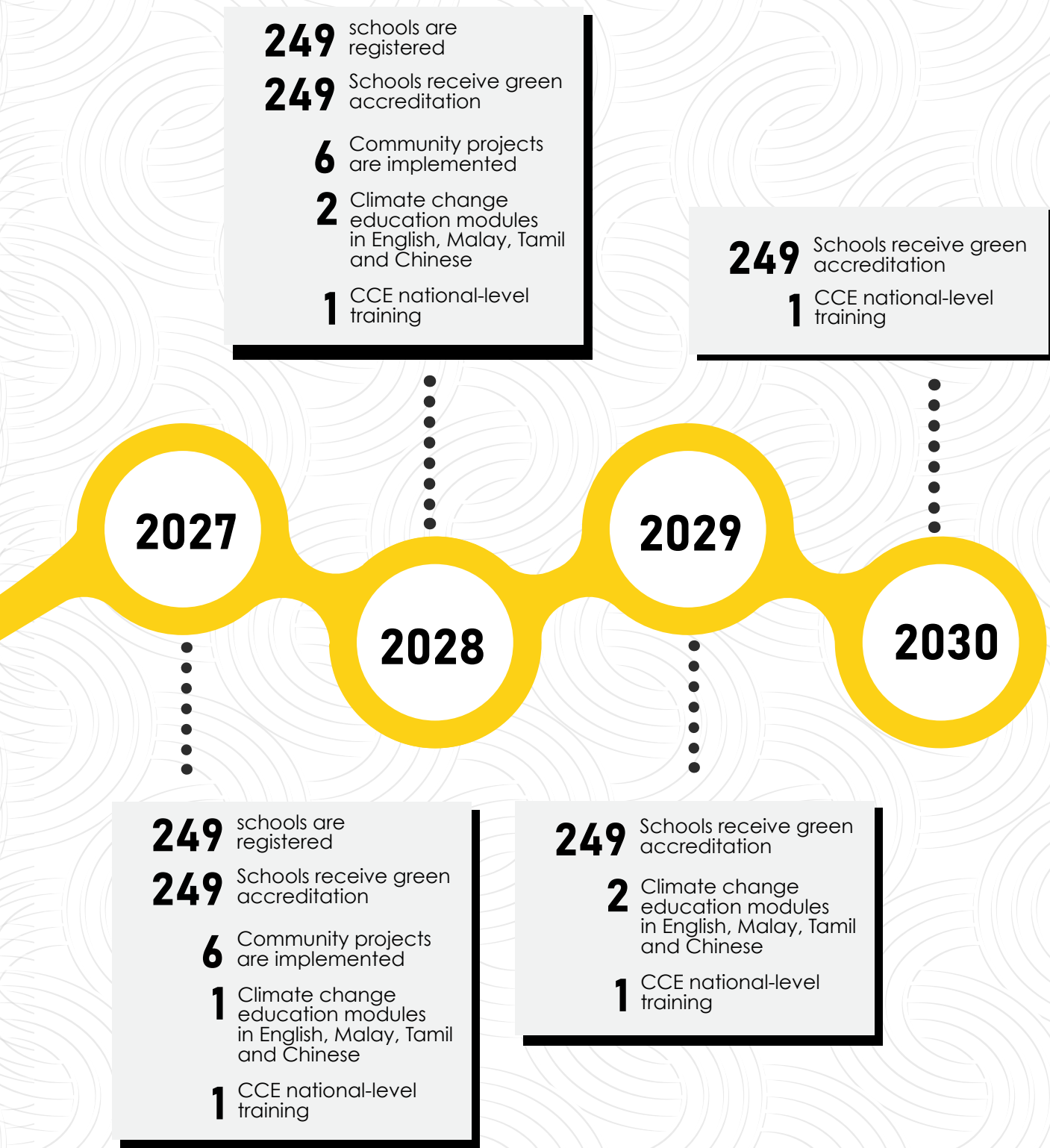
SARAWAK SCHOOLS STATISTIC



¹Data above was retrieved from the Ministry of Education Malaysia and KEMAS (Kemajuan Masyarakat) websites as of 28 September 2023.

SABAH GREENING EDUCATION PARTNERSHIP ROADMAP 2030





GREENING SCHOOLS

01



VISION

From early childhood through adult education, work to ensure that all schools achieve green school accreditation, including teacher training and higher education institutions.



GOAL

Sarawak will have adopted a green school accreditation scheme with at least 50% schools with green accreditation and operating sustainably.



OBJECTIVES

Encourage schools to integrate a whole-of-institution approach to education for sustainable development and transform teaching and learning; school facilities and operation; school governance; and community engagement -with particular emphasis on school's climate readiness.

TARGETS

515

Eco-Schools Sarawak (KEMAS preschools)

being green accredited / achieve green accreditation by 2030

633

Eco-Schools Sarawak (primary & registered schools offering preschools)

being green accredited / achieve green accreditation by 2030

97

Eco-Schools Sarawak (secondary schools)

being green accredited / achieve green accreditation by 2030

PARTNERS



GREENING CURRICULUM

02



VISION

Embrace a life-long learning approach that integrates climate education into school curricula, technical and vocational education and training, workplace skills development, teaching materials, pedagogy, and assessment.



GOAL

All school leaders and at least 1 teacher per school will have been trained on how to integrate climate education into teaching and learning throughout the school.

100% of all Sarawak schools have master trainers able to train teachers.



OBJECTIVES

- To develop a framework that aligns the national curriculum with elements of environmental studies, incorporating the 12 Eco-Schools themes.
- To create integrated lesson plans that adopt inquiry-based and project-based learning pedagogies.
- To integrate international climate change education modules into localised settings and the national curriculum.
- To establish a climate change education digital platform.

TARGETS

- 1 Holistic Framework**
- 2 Climate Change Education Modules**
in English, Malay, Tamil and Mandarin
- 1 E-Learning Platforms**

PARTNERS



GREENING TEACHER TRAINING AND EDUCATION SYSTEMS' CAPACITIES



VISION

Support teachers and policy makers through the integration of climate education in pre-service and in-service teacher training, building the capacity of school leaders and key education stakeholders.

GOAL

All school leaders and at least 1 teacher per school will have been trained on how to integrate climate education into teaching and learning throughout the school.

100% of all Sarawak schools have master trainers able to train teachers.



OBJECTIVES

- To develop a comprehensive training plan to include all principals and at least two teachers (Master Trainers) per school.
- To empower Master Trainers to educate all other teachers within their respective schools.
- To support the creation of operational projects through multi-year partnerships with the Office of Climate Education (OCE).
- To create high-quality and localised educational resources for teachers, trainers, and students.
- To offer professional development opportunities for teachers and teacher trainers to enhance their understanding of climate change, interdisciplinary approaches, and active-learning pedagogies.
- To facilitate the formation of communities of practice among teachers.

TARGETS

2,490 School Leaders trained in Sarawak

40 Hours of guided training

with OCE on Climate education offered to aspired teachers, trainers and educators

4,980 Teachers trained in Sarawak

8 CCE national-level training

conducted in collaboration with OCE for teachers, trainers and educators

PARTNERS



GREENING COMMUNITIES



VISION

Engage the entire community by integrating climate education in life-long learning, in particular through community learning centres and learning cities.



GOAL

100% FELDA Communities will be able to utilise the (1) Eco-Schools, (2) EcoCampus and (3) Young Reporters for the Environment (YRE) programmes to offer learning opportunities for adults outside the formal education system to develop the skills, attitudes, and actions that will foster community resilience to tackle climate change.



OBJECTIVES

GGAF collaborates with UNESCO, FEE, and FELDA/state legislative assemblies (DUN) to establish a School and University Community Engagement model aimed at promoting sustainability within communities.

- To foster environmental awareness and stewardship among students, staff, parents and communities.
- To encourage increased community engagement and active participation in green initiatives through collaborative efforts between schools, community organisations and local government.
- To enrich learning opportunities and educational experiences by integrating environmental education into non-formal education settings.
- To empower schools and universities to develop and implement awareness programs tailored for various community centers.

TARGETS

3 Programmes are utilised to offer learning opportunities for adults outside the formal education system
 (1) Eco-Schools
 (2) EcoCampus
 (3) Young Reporters for the Environment (YRE)

30 Community Projects
15 Awareness Projects for communities

PARTNERS



Empowering Youth In Individual
Climate Action



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