

2020

Idea



EXECUTIVE SUMMARY

This Programme Proposal represents a joint initiative between Melaka state government, Kedah state government and Green Growth Asia Foundation (GGAF) to implement the Eco-Schools Programme into the State of Melaka following its successful implementation over the past 3 years.

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

BACKGROUND

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

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

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

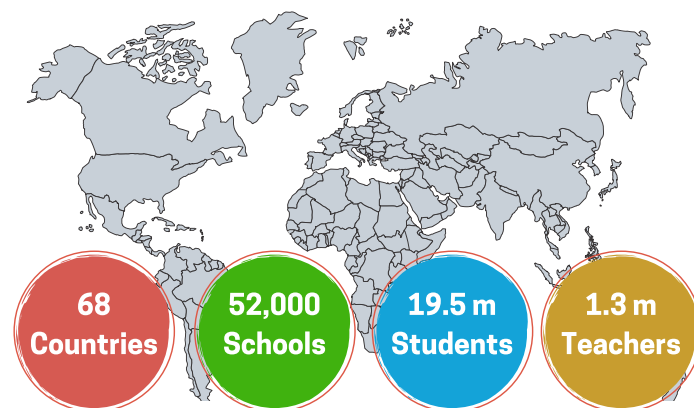
Drawing upon its experiences of implementing the Eco-Schools Programme in Melaka over the past 3 years, as well as designing and implementing other education based programmes in Malaysia, GGAF is now taking the lead in designing, organising and implementing the Eco-Schools Programme in other states.



INTRODUCTION

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

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



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

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

Not only Eco-Schools programme contributes specifically to Goal 4 of the Sustainable Development Goals, but the programme also contributes to the National Education Philosophy towards further developing the potential of individuals in a holistic and integrated manner towards achieving harmony and betterment of the family, the society and the nation at large.






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

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

PROGRAMME DESCRIPTION AND TIMELINE

(i) Introduction

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

| |  Year 1 Preparation |  Year 2 Implementation |  Year 3 Reporting and Awards |
|---|--|--|---|
| Step | Envisioning Step 1- Team formation Step 2 -Environmental Review | Step 3 - Action Plan Step 4 - Monitoring and Evaluation Step 5 - Curriculum Integration | Step 6 - Informing and Involving Step 7 - Eco-Code Report and Evaluation |
| Module / Workshop and Target Group | Seminar 1 Module : Eco-Schools Crash course for HM Workshop 1 Module : Eco-Schools Process, Themes and Team Formation Workshop 2 Module : Environmental Review and Data Gathering Workshop 3 Module : Project Scope and Root Cause Analysis | Seminar 2 Module : Progress Review and Project Funding for HM Workshop 4 Module: Baseline development and propose countermeasure Workshop 5 Module : Develop action plan and SMART strategy Workshop 6 Module : Monitoring and Evaluation Methodology Workshop 7 Module : Lesson plan development and curriculum mapping | Seminar 3 Module : Networking and Dissemination Strategy for HM Workshop 8 Module : Media Communication plan and Eco-Code Workshop 9 Module : Media article writing and Social Media Workshop 10 Module : Environmental storytelling Workshop 11 Module : Report prep and Pre-Audit |
| Hands-on training | Focused Training : Hands-On Workshop Module : Water audit, Composting, Agro-technology, Upcycle workshop, Turtle camp, Energy audit and case study | | |




(ii) A commendable international history

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

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

(iii) Strong programme components

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

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

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

The implementation of the programme in Malaysia is supported by a National Eco-Schools Committee. The National Eco-Schools Committee benefits from the Ministry of Education Malaysia serving as a member.

(v) Adding strength through local and international partners

The programme will also benefit from the support of key local and international partners. Locally, the State Education Department and local green agency will provide local leadership and understanding to enable the programme to be successfully implemented in the chosen state situational context.

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

(vi) A thematic approach towards learning

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



Biodiversity



Water



Energy



Climate Change



Health & Wellbeing



Litter



**School Grounds /
Greenery / School
building**



Waste



**Marine and
Coast**

(vii) The Eco-Schools Seven Step Methodology

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



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

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

GENERATING TANGIBLE OUTCOMES

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

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

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

Benefits of the Eco-Schools programme

STUDENTS



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

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

COMMUNITIES



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

THE SCHOOL: ITS STAFF AND FAMILIES



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

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

GLOBAL INFLUENCE



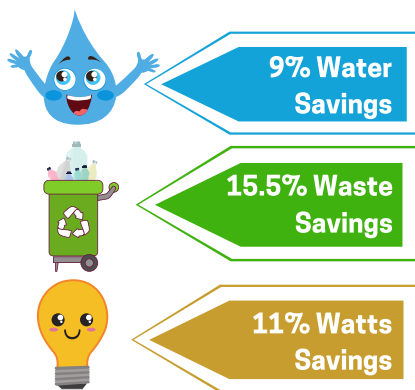
There is a strong international network of institutions involved with the Eco-Schools programme within the country and around the world. We share ESD information and this can be a means for cultural exchanges and improving language skills and together shaping environmental stewardship globally.

OUTCOMES GENERATED BY THE ECO-SCHOOLS PROGRAMME FOR ALL STAKEHOLDERS

THE IMPACT ALREADY GENERATED BY ECO-SCHOOLS

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

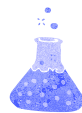
Quantitative Findings



Qualitative Findings



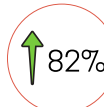
Teachers



Increase knowledge about Green STEM and project based learning



Increase in positive perception on the importance of sustainability issues



Increase in outdoor teaching



Students



Waste knowledge increase



Water knowledge increase



Watts knowledge increase



Inside the school



84% of the school principals have noticed a better cohesion between teachers

89% of school teachers say they learnt how to work together through eco-schools programme

8/10 of school teachers use eco-schools in the learning process of new competences

At home



3/4 parents have observed their child had learned new skills and thanks to the eco-schools programme

8/10 Parents have adopted a new behaviour about litter handling (selective collecting, reusable bags, batteries recycling)

In the community



83% of local authorities think eco-schools helps to raise biodiversity awareness among their agents in charge of green areas

87% of schools have installed hosting areas for wildlife (nest box etc)

Source: FEE Eco-Schools Global Data from 2016- 2017

