





Australia



Keep Australia Beautiful (KAB)
National Operator: Marina Antoniozzi



Keep Australia Beautiful



Country size: 7,692 million km²
Population: 24.6 million
Longest river: Murray River 2,508 km
Highest mountain: Mt. Kosciusko 2,228 m
National tree: Golden Wattle
Joined Eco-Schools in 2014
Number of Eco-Schools: 91

National animal: Red Kangaroo

The kangaroo and emu are both bearers on the Australian Coat of Arms. It has been claimed these animals were chosen to signify a country moving 'forward' because of a common belief that neither can move backwards.



STATUS OF ENVIRONMENTAL EDUCATION

National Legislation

In 2005, the Australian Government Department of the Environment and Heritage developed a document entitled Educating for a Sustainable Future: A National Environmental Education Statement for Australian Schools. This statement provides a description of the nature and purpose of Environmental Education (EE) for sustainability through all years of schooling, including a vision and a framework for its implementation. It is intended for teachers, schools and their communities, education systems and developers of curriculum materials. It is also intended as a companion to existing State and Territory policies and programmes and does not replace them.

In 2009, Living Sustainably: The Australian Government's National Action Plan for Education for Sustainability was launched. Its aim is to equip all Australians with the knowledge and skills required to live sustainably. The plan has been prepared in conjunction with the National Council on Education for Sustainability by the Australian Government Department of the Environment, Water, Heritage and the Arts.

K-12 Education

In 2010, the Sustainability Curriculum Framework was published. It describes what students need to learn to live sustainably and considers the most appropriate times and environments in which these learnings should occur. EE initiatives also exist at the regional level. For example, the Queensland Environmentally Sustainable Schools Initiative establishes a network of environmentally sustainable schools that demonstrate curricula connections and environmental action based on ecological, sustainable development principles. A website supports schools, their partners and the community in realising a positive environmental vision for their schools.

Professional Development

The Australian Association for Environmental Education (AAEE) runs annual EE conferences. Their members work in government agencies, schools, businesses and community organisations. As an organisation, they advocate for EE and promote the effective use of education to help people live more sustainably.

Keep Australia Beautiful
Level 1, 268 King Street
NSW 2042 Newtown



Andy Best at the Green Flag ceremony

THE STORY OF ECO-SCHOOLS

The concept was brought back and implemented by Keep Australia Beautiful NSW Board Member, Andy Best in 2014 after he studied the Eco-Schools programme in the UK in 2008 as part of a Churchill Fellowship. He came back hoping that it would become accessible to Australian Schools. A trial ran in the Macarthur Sustainable Schools Network in conjunction with Camden Park Environmental Education Centre in 2013.

In 2010, Andy Best met with Bernard Holland, International Eco-Schools Director at the time, who was on holiday back in Australia. He was looking for a sponsor and an organisation to host the programme in Australia. Keep Australia Beautiful (KAB) agreed to host the programme in 2014 and the same year, Andy Best was asked if he would like his school, Harrington Park, where he worked as principal from 2009-2015, to become the first Australian school in which the programme would be launched. He agreed and the launch took place on 21 May 2014. More schools followed in the years after and in December 2017, Tinana State School received Australia's first Green Flag.

KEY MILESTONES

The programme is still relatively young in Australia and the applications for Green Flags are only just starting to come in since it takes at least three years, for a school to become Green Flag accredited in Australia. The first Green Flag was definitely a milestone. To celebrate the event, the CEO of KAB, the Chair, Andy Best and National Operator Marina Antoniozzi went to Queensland in December 2017, when Tinana State School received Australia's first Green Flag, to share the moment with the school and community.

One problem we face is to do with the different legislation in each state and territory, which makes it very difficult to have the programme endorsed by the government on a national level.



"The students at Narellan Vale Public school and the surrounding community have benefitted greatly from this eco-project. Not only has it produced a cleaner school environment, but it has empowered students to take more responsibility in taking care of their own learning place. Children are also now beginning to think how they can have a positive effect on the environment outside the school and what possible actions need to be taken."

Beverley O'Meara and Trish Austen, Teachers/Eco-Coordinators, Narellan Vale

"Eco-Schools membership has significantly increased the authenticity of learning experiences for the students at our school. Children have been engaged in real-life learning. Their ability to work in groups and creatively problem-solve real-life challenges has been greatly enhanced. The new Australian Curriculum delivery can be supported greatly by joining up to Eco-Schools and I urge all schools to give it serious consideration. Benefits to the school also include great savings to the budget. In one year our school reduced its utility bill by \$10,000 with student-led initiatives. Teachers and students also report higher levels of student engagement across all key learning areas as a result of being involved in the programme."

Andrew Best, Principal, Harrington Park Public School NSW

"It's wonderful to see the students take sustainability matters in their own hands and proactively contribute to the betterment of their school and community. I wish a programme like Eco-Schools had been around when I was younger. It truly empowers students and has a ripple effect on their family and the local community."

Val Southam, KAB CEO



**I wish a programme like Eco-Schools had been around
when I was younger!**



NATIONAL OPERATOR - REFLECTIONS

What sets Eco-Schools apart from other EE programmes in Australia is the framework and the fact that it is international, allowing Eco-Schools from different countries to collaborate. We often come across teachers who would like to get involved but do not know how and/or do not have the time.

The framework allows entry-level schools to dive into the programme and make good progress from year one, which encourages them to continue in the following years.



China



Center for Environmental Education and Communications (CEEC)
National Operator: Wang Yu

Country size: 9.6 million km²

Population: 1.39 billion

National animal: Panda

Joined Eco-Schools in 2009

Number of Eco-Schools: 580

Longest river: Yangtze River 6,300 km

As one of the birthplaces of Chinese civilisation, the Yangtze River benefited both its sides since ancient times. Today, it is one of the main arteries of China's economy and culture.



STATUS OF ENVIRONMENTAL EDUCATION

National Legislation

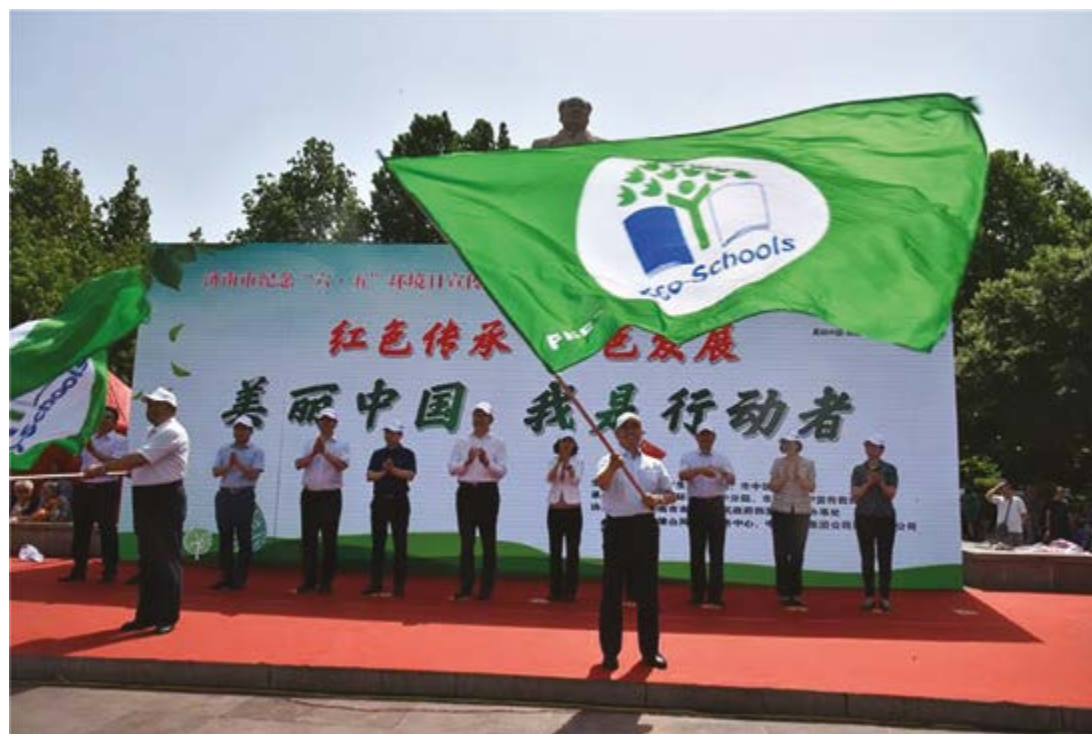
Environmental Education (EE) is not part of the national legislation in China. However, in Ningxia, Tianjin, and Guangdong, local EE laws or regulations have been enforced. For example, the regulation on EE of Tianjin stipulates that at least 95% of the state staff should receive EE training at least once a year, primary and middle schools should arrange at least four hours of EE class per year, person-in-charge and relevant staff of heavy-polluted enterprises should receive at least eight hours of EE per year, etc. At present, the Center for Environmental Education and Communications (CEEC) is actively promoting national EE legislation.

K-12 Education

In 2003, in order to effectively implement EE, the Ministry of Education of China promulgated the Guidelines for the Implementation of Environmental Education in primary and middle schools. EE was permeated into all relevant disciplines of basic education. At the same time, EE was integrated into the curriculum of comprehensive practical activities as an interdisciplinary theme.

Professional Development

In China, most universities set up environmental-related majors, such as Environmental Engineering, Environmental Monitoring, Environmental Science, Ecology, Environmental Management, etc. Other students can also receive EE through elective courses. In 2016, CEEC launched the environmental protection training programme for primary and middle school teachers, aiming at improving the professional quality of EE teachers and promoting EE activities nationwide.





THE STORY OF ECO-SCHOOLS

In 2009, in order to explore an advanced international experience and effectively promote the development of EE in China, CEEC joined FEE on behalf of China and implemented the Eco-Schools programme and Young Reporters for the Environment. At the time, the Director of the Educational Sector of CEEC was Song Xuhong. The Eco-Schools programme was vigorously supported by the Ministry of Environmental Protection and the Ministry of Education in China. In 2010, one year after the implementation, 47 schools were awarded the Green Flag.

KEY MILESTONES

To host the FEE General Assembly 2010, held in Shenzhen, China, was a milestone early in the history of the Chinese programme. Furthermore, 500 schools have achieved the Green Flag status in China. In order to encourage awarded schools to continue with the programme, CEEC introduced a required three-year review. In this time, schools need to work further on their chosen themes, or add more to their cycle.



“After being awarded the Green Flag in 2010, teachers and students pay more attention to Environmental Education and environmental protection practice. In recent years, classification of rubbish, as well as organic treatment of kitchen waste has been implemented in the school to reduce emissions. The school has used environmental protection facilities such as solar energy, airpower source and reclaimed water treatment to save energy. In addition, teachers and students also actively participate in community environmental protection activities, such as tree planting, water source protection, etc.”

YanHua, Principal, Beijing Yuying School, 2010

“We need more reflections on what we have achieved and where we will go in the future, such as strategic thinking and management, the domestic network development and international coordination.”

Zhu Zhenxu, Center for Environmental Education and Communications Deputy Director of Education Section



NATIONAL OPERATOR - REFLECTIONS

Many Eco-Schools in China are located in rural areas with very limited resources, but they do not give up. Instead, they perform EE within the local conditions and build the Eco-Schools programme with the local socio-cultural features. For example, Bagan Primary School in the Qinghai Province is a rural primary school. They adopted the Seven Steps to protect the environment of the Qinghai-Tibet Plateau and incorporated the traditional Tibetan culture.



Center for Environmental Education and Communications (CEEC)
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Highest mountain: Mount Qomolangma 8,848 m

As early as 2 billion years ago, the area of the Himalayas was an ocean, called the Ancient Mediterranean.

Over a long period of time, the area gradually rose up, forming the world's most magnificent mountains. Mount Qomolangma, also known as Mount Everest, is the highest peak of the Himalayas. Geological investigations have proven that the Himalayan tectonic movement is still rising slowly.



India

Centre for Environment Education (CEE)
National Operator: Khushbu Shah

YRE India

Country size: 3.3 million km²
Population: 1.37 billion
Highest mountain: Kangchenjunga 8,586 m
National animal: Bengal tiger
National tree: Banyan tree
National plant: Lotus flower
Joined Eco-Schools in 2015
Number of Eco-Schools: 67

Longest river: Ganges 2,900 km

In India, the river Ganges is considered sacred and is personified as the goddess Gaṅgā.

She is worshipped by Hindus who believe that bathing in the river brings the remission of sins and facilitates Moksha (liberation from the cycle of life and death).

The water of Ganges is considered very pure. Pilgrims immerse the ashes of their kin in the river, which is believed to bring the spirits closer to Moksha.

CEE
Centre for Environment Education



STATUS OF ENVIRONMENTAL EDUCATION

National Legislation

The Ministry of Environment, Forests and Climate Change, India established Centres of Excellence in Environment Education in 1984 recognising the need for Environmental Education (EE) in the country. The Centre for Environment Education (CEE) was one of two organisations. The initial work was in the form of the National Environmental Awareness Campaign anchored by CEE for the MoEF, and the Environmental Orientation to School Education programme with the Ministry of Human Resources Development. In 2003, in a landmark judgement, the Supreme Court of India directed all education boards to include EE as part of the formal education system at all levels. The National Council for Education Research and Training (NCERT) had in 1986 launched a New Education Policy which stressed an activity based approach to education. A decade later, the New Curriculum Framework 2005 emphasised the need to relate the curriculum and classroom teaching with the outside world and reinforced activity-based learning. CEE was a key member of the 'Habitat and Learning' group for the NCF.

K-12 Education

The MoEF through CEE, Bharti Vidyapith Environmental Education and Research Institute (BVEERI) and other institutions undertook to analyse science, social studies and languages text books across the country. The study identified gaps and opportunities to introduce environmental issues in the curriculum. This was followed up by State level engagement by CEE and other organisations to revise textbooks. CEE over the years has done pioneering work in EE and Education for Sustainable Development (ESD) in schools which has an influence on the way EE has shaped in India. The school education system has introduced EE in the following way: grades 1-2 through activities, grades 3-5 through Environmental Studies (EVS), grade 6-10 through an infusion Model and grades 11-12 through project-based study.

The University Grants Commission which oversees all higher education in the country formed a committee to study and reconstitute the introduction of environmental issues into the curriculum at all levels. After the Supreme Court judgement on making EE compulsory, another committee looked into what would constitute 'essential learnings' at the college level. Today, all higher education institutions are expected to conduct programmes in EE. CEE developed a Resource book on EE for higher education, and has worked with various colleges to offer the compulsory course.

Professional Development

EE in India encompasses developmental concerns, and therefore India played a substantial role in fostering ESD during the Decade of ESD (DESD - 2005-14). CEE was the nodal agency for DESD in India and took lead in the ESD work internationally. CEE is a partner to the Global Action Programme of UNESCO, and has also taken leadership

in focusing attention on Education for the Sustainable Development Goals. The Handprint as a concept that focuses on positive action for sustainability was launched at the 2007 UNESCO Conference organised by CEE. This concept that emerged from one of CEE's school programmes has received global acceptance.

One of the key areas that have been a concern for EE and ESD has been capacity building of teachers. In India, CEE developed for the National Council of Teacher Education, EE training materials for pre-service and in-service teachers. CEE and other environmental organisations has been conducting several training programmes in collaboration with the National and State Education departments. CEE in collaboration with the Common wealth of Learning (COL), Canada 2005 launched the Green Teacher initiative as a distance education course in EE for practicing teachers and educators.

THE STORY OF ECO-SCHOOLS

CEE became an associate member of FEE in 2014. The MoU was formally signed on 8 June 2014, and on 25 February 2015, the programme was launched in Ahmedabad with the attendance of Lesley Jones, President of FEE and mentor for Eco-Schools India, and Shri. Kartikeya Sarabhai, Director of CEE. One year later, on 18 September 2016, Delhi Public School, East Banglore, Karnataka became India's first school to be awarded a Green Flag.

The programme in India is offered to students from the primary school level, for classes 1-5 (6-11 years old). It is open to a wide diversity of schools following different curricula in India. These include state board schools, schools following the national curriculum (CBSE and ICSE) and International schools.

30 schools situated in seven different cities enrolled in the programme in 2014-15. At the moment, a total of 67+ schools are part of the Eco-Schools programme. The programme has five thematic areas – biodiversity, waste, water, energy and healthy living. Private schools pay the registration amount prior to joining the programme, whereas some select government schools have joined the programme with funding support available under the Litter Less Campaign.

The provision of awarding schools with Handprint Flags for each thematic area has also been built into the Indian programme. A school that has progressed to the level of three Handprint Flags becomes eligible for a Green Flag. The Handprint Flags are awarded to schools for positive and tangible actions and projects towards sustainability as well as for the commitment shown by the schools to the undertaken action.

KEY MILESTONES

In the academic year 2015-16, five schools were awarded Green Flags and ten schools were awarded Handprint Flags. In 2016-17, eight schools were awarded Green Flags and another ten schools were awarded Handprint Flags. In 2017-18, three schools were awarded Green Flags and three were awarded Handprint Flags.

In India, the students from grade 1-5 have been 100% engaged in classroom-based hands-on activities. The schools are doing well in the programme and are investing 2-2.5 hours per week in the programme. They have also built in an evaluation system and linked it to the CEE rubrics prescribed by CBSE.

The Eco-Schools programme in India is running a twinning programme in cooperation with Malaysian Eco-Schools. Through this programme, an Indian school is partnered with a Malaysian school and the students from each school. The schools can then choose any theme, yet are currently primarily focusing on waste management systems. Many schools have already been twinned and others are eager to get started.

NATIONAL OPERATOR - REFLECTIONS

Eco-Schools has helped bring about a systemic change in many of the schools. The students have started taking ownership of their school and are developing invaluable skills such as leadership and critical thinking through very simple activities.

As the National Operator, I was impressed by the dedication of students towards a sustainable environment. I saw students showing lots of imagination and creativity to improve the environment through this programme. Moreover, the opportunity of connecting to other countries through the twinning programme is actually helping the students gain different experiences beyond the classroom experience. I have seen how students from grade 1 or 2 have been involved in cleaning campaigns for a green school campus, how students explore environmental issues surrounding the schools, engage in problem-solving, and take action to improve the environment.

Centre for Environment Education (CEE)
Thaltej Tekra,
380054 Ahmedabad





“As a teacher involved, I guide my children to work on their given projects. The adequate help was given and the activities were monitored and evaluated to encourage the children. The children enjoyed all the activities. In almost two months, they built a kitchen garden and the children enjoyed it while thoroughly and actively participating. The Eco-Schools programme was a big success and was easily integrated into our school curriculum.”

Sanjeeta Thakur, PRT, Army Public School, Bangalore

“The changes we have seen in the school after the Eco-Schools programme: We don’t see a lot of spilled water after the children are done washing their hands. They have learnt to wash their hands without spilling water on the floor. They have also developed good toilet use habits so it takes us less time to clean the toilets. The passages are much cleaner with little or no litter. In the classrooms, children put waste like pencil shavings, plastic, paper, fruit peels, bread and leftover vegetables in different bins for wet and dry waste. All these practices save us a lot of time cleaning up.”

S.S.Sonawane, Non-Teaching Staff, Vidya Niketan English Medium School, Pune

“I am very impressed by the Eco-Schools programme. It helps the child move away from the bookish knowledge and apply what they have learnt. The environment has become a cause of grave concern in the present scenario. This programme sensitises children to the importance of preserving and conserving it. Please keep up the good work!”

Neeta Roy, Parent, Army Public School, Bangalore

“CEE since its inception as a Centre of Excellence in Environmental Education of the MoEF has developed approaches, activities and material for EE in schools. These include working through eco-clubs, a project-based learning approach and a whole school approach to involve students in environmental action in their schools and the community. The Eco-Schools programme in India benefits from CEE’s work with schools in terms of its network such as the Paryavaran Mitra, its pedagogy and the resources available for EE in schools. The programme is offered in a synergistic manner with other school programmes that CEE undertakes in India. The Eco-Schools programme is entering its 5th year in India, engaging young people across various schools to take positive action and to create a brighter, greener future for all.”

Kartikeya V. Sarabhai, CEE Director



Japan

FEE Japan

National Operator: Shoko Itoh

厚木市立相川中学校



Green Flag awarding ceremony, Shonan-Gakuen Primary School

Country size: 378,000 km²

Population: 126.8 million

Longest river: Shinano River 367 km

Highest mountain: Mt Fuji 3,776 m

National animal: Pheasant

Joined Eco-Schools in 2008

Number of Eco-Schools: 17

National tree: Sakura (Cherry tree)

The cherry tree is not only the national tree of Japan the cherry blossom is also considered the countries national flower. The total time period in with a tree is in full blossom is usually no longer than a week.



特定非営利活動法人
FEE Japan



STATUS OF ENVIRONMENTAL EDUCATION

National Legislation

In 2011, the principles of ESD were embedded in The Act for Enhancing Motivation on Environmental Conservation and Promoting of Environmental Education of 2003. The amended act came into force in October 2012 as the Act on the Promotion of Environmental Conservation Activities through Environmental Education (EE). The purpose of the legislation at the local/grassroots level is to promote EE through voluntary efforts within the public and private sectors and civil society and stimulate the promotion of EE in formal and non-formal setting geared towards the improvement of citizens' understanding of environmental conservation, the enrichment of training programmes for teachers and the development of teaching materials and information service (MoEJ, 2013).

K-12 Education

The Junior Eco Club was launched in 1995 by the Ministry of the Environment. The aim was to raise awareness of elementary and junior high school students, supporting their environmental conservation activities and promoting various extracurricular 'green' activities. The Japan Environment Association serves as the national secretariat, with a working group that includes the Ministry of the Environment personnel, environmental educators and officials from local government.

Professional Development

The Environmental Counselor Project is a national registry of individuals to provide advice, counselling and instruction for environmental conservation activities, to civilians and entrepreneurs who wish to undertake environmental preservation activities.

FEE Japan

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*In 2019, FEE Japan's FEE membership was terminated.

KEY MILESTONES

The Eco-Schools programme started in Japan as an HSBC project by FEE Global and FEE Japan in 2009. In March 2011, Minamata High School and Santo Nursery School became the first two schools to be awarded a Green Flag. Over the years, the programme has expanded.



The Green Flag arrived on 15 March. All 23 Eco Committee members gathered at my office to open it. We immediately made an announcement to the school over the air, and we heard cheering coming from all over the place. It was such a wonderful moment for me as principal, and some people were crying with happiness at finally receiving the Green Flag. On 18 March, the students were interviewed for a newspaper article, and they spoke proudly about their activities and opinions. Later that day we visited the Mayor and, again, I was so impressed by the children's confidence and their lack of hesitation in giving their opinion about climate change, etc. The whole process of acquiring the Green Flag has been a fantastic opportunity to see the children's motivation to work and act together. I could feel the whole school became one team towards the same goal – the Green Flag. We are very proud!

Principal Yuko Hasumi, Toda Elementary School, on the day they received their Green Flag, March 2013





Malaysia

WWF-Malaysia

National Operator: Nor Shidawati, Jessie Chew Pei Jing, Mathi Vatani A/P R. Gunasegaran

Country size: 329,847 km²

Population: 32 million

Longest river: Rajang River 563 km Highest

Mountain: Mt Kinabalu 4,100 m National

plant: Hibiscus

Joined Eco-Schools in 2011

Number of Eco-Schools: 188



National animal: The Malayan Tiger

The Malayan Tiger is a tiger subspecies and is mostly found in southern and central parts of Malaysia. The Malayan tiger is associated with bravery, strength and grandeur. It is also depicted on the country's coat-of-arms.



STATUS OF ENVIRONMENTAL EDUCATION

National Legislation

Malaysia is increasingly committed to bringing Environmental Education (EE) to teachers and students across all levels of formal and informal education efforts. The 11th Malaysia Plan (2016-2020) emphasises sustainable development and environmental conservation, while the Ministry of Education has provided resources for integrating EE into the existing K-12 curriculum. Although laws and policies are not always implemented effectively, there have been many changes after the general election in 2018. For instance, the newly restructured Ministry of Energy, Science, Technology, Environment & Climate Change (MESTECC) has shown to be leading many sustainability initiatives, and one of the missions is to preserve the environment through education, awareness and enforcement towards a pollution-free environment as well as leading climate change adaptation and mitigation measures.



K-12 Education

Since 1998, the Curriculum Development Centre, a division of the Ministry of Education, has established a set of guidelines for teachers by producing a book entitled 'KBSR Teacher's Handbook: Environmental Education Across the Curriculum'. EE is integrated into all subjects taught in schools, such as science, mathematics, music, english and islamic education. It is embedded with environmental knowledge, proficiency, skills and nurturing positive values and attitudes. Although the previous government announced the introduction of a new subject for EE, the restructuring in the Ministry of Education after the 2018 General Election has put the project on hold.

Professional Development

Partnerships, such as WWF-Malaysia's collaborations with UNESCO, provide support for EE professional development opportunities, the development of EE resources, and the organisation of events for EE capacity building. Most recently in 2015, the National Education for Sustainable Development Workgroup (NESDW) was created to support EE across all levels of formal and nonformal educational initiatives.

THE STORY OF ECO-SCHOOLS

WWF-Malaysia started the Eco-Schools programme in 2011 as the National Operator with the support from the National Eco-Schools Committee (NESC) which included the Ministry of Education, the Department of Environment, and a number of other government agencies, NGOs, and academic institutions. On the 21 August 2013, the International School of Kuala Lumpur became the first school in Malaysia to be awarded a Green Flag.

KEY MILESTONES

The International School of Kuala Lumpur received the first Green Flag within the first year of the programme being implemented in Malaysia, an outstanding achievement. In addition, the International Eco-Schools Conference series has been held for the past seven years with participating Eco-Schools from Malaysia, Thailand, Singapore and the Philippines.

Malaysian Eco-Schools alumni have recently initiated the establishment of social enterprises and a new business model for urban farming, and in May 2019, a Malaysian Eco-Schools student was featured in the WWF-UK newspaper.

NATIONAL OPERATOR - REFLECTIONS

Receiving news from several Eco-Schools alumni in tertiary education, currently involved in sustainability projects such as urban farming and some who are pursuing courses related to environmental sustainability, is fantastic. It really warms my heart seeing the students grow into young adults who will become future leaders of sustainability.

The aim of the Eco-Schools programme is to be implemented in all schools with endorsement and support of the Ministry of Education Malaysia. The Ministry of Education supports the running of the Eco-Schools programme, although funding is not provided. There are over 10,000 schools in Malaysia, and it is a challenge reaching out to all school. I aspire to see the Eco-Schools programme acknowledged as one of the major programmes which contributes to the increased level of environmental literacy among students in Malaysia.





“Students are more aware and open to recycling programmes, which reflects the good impact of the Eco-Schools programme. Waste segregation is now more organised and pupils are showing a positive attitude towards keeping the school compound clean. It also serves as a good learning experience reflecting the implication of cross-curricular activities. Thus, it reflects sustainable development into classroom teaching.”

Pn Norilyani, Teacher, SMK Tun Mutahir

“It changed my perspectives on things that I once turned a blind eye to and it widened my view, enabling me to think outside of the box rather than just staying in my comfort zone. The Eco-Schools programme taught me that despite having different beliefs, different dreams, different races and just being different in general, we humans are still living on ONE planet with ONE mother nature. Throughout my four years of being in this programme, I also realised that changes are possible and it is up to us to help make our world a better place so that our future generations could have a chance to live in a world filled with wonders of mother nature.”

Nojuel JC Soluku, Student, SM St Michael Penampang



“Our journey throughout these years with the Eco-Schools programme has repeatedly prompted familiar questions about effective approaches of Environmental Education on younger generations. The experience and knowledge we gained throughout these years helped us develop better Environmental Education programmes. One of our major events, in collaboration with WWF-Malaysia, was the International Eco-Schools Conference which has been held 7 times. The conference helps students and teachers identify the environmental impacts associated with their own schools, making sure that they take actions to eliminate or reduce those impacts. We have seen the positive effects of a structured, but flexible school programme on the students and we hope to see more schools involved in sustainable schools programmes like the Eco-Schools, to involve more people in the journey towards a sustainable future.”

Mohd Fikri bin Mohd Bakri, EIJAU Millennium Explorer, long term partner of Eco-Schools Programme and Chairperson of National Eco-Schools Committee (NESC) 2018-2019

“WWF-Malaysia has been a strong advocate in educating students and the public on sustainability and environmental conservation. As the National Operator for the Eco-Schools programme since 2011, we have seen increasing support and recognition from schools, teachers, students, partners and corporate sponsors over the last eight years. We are honoured to coordinate this platform for schools to learn and share about environmental sustainability, working together with communities, and empowering youth to exercise leadership skills and boost their confidence through the programme. We are committed to building a community of young people who care for the environment and we aim to empower them with the knowledge and skills needed to take action towards the sustainability of our earth’s resources.”

Sophia Lim, WWF-Malaysia CEO



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Mongolia



Information and Training Center for Nature and Environment (ITCNE)

National Operator: Shinetsetseg Erdenebayar



Country size: 1,564,116 km²

Population: 3.2 million

National animal: Saker falcon

National plant/tree: Scabiosa Butterfly

Blue

Joined Eco-Schools in 2007

Number of Eco-Schools: 205

Longest river: The Orkhon River 1,124 km

The Orkhon River flows through Kharkhorin in central Mongolia. It is one of Mongolia's principal rivers and the region is considered the cradle of Mongolian civilisation.

Both Kharkhorin and the river valley form part of the Orkhon Valley Cultural Landscapes UNESCO World Heritage Site.



STATUS OF ENVIRONMENTAL EDUCATION

National Legislation

Mongolia has initiated a good process of integrating Education for Sustainable Development (ESD) into the curricula of Secondary Education. Integration of Environmental Education (EE) commenced with the government's adoption of the National Programme for Public Ecological Education (1997 Government Resolution No. 255). Since then, a number of policies have followed, such as the National Programme on Non-formal Education Development, National Programme for Distance Education, and State Education Policy for the period 2014–2024 (2015 Resolution of the State Great Khural No. 12).

The 2016 Mongolia Sustainable Development Vision 2030 includes several objectives and actions to improve the education system. The 2014 Green Development Policy encourages education, science, and technology to serve as a catalyst for green development. The 2016 Action Plan for the Implementation of the Green Development Policy for the period 2016-2030 includes one specific measure under strategic objective 5: to ingrain a resource-efficient and effective consumption culture, environmentally friendly lifestyle, traditional customs of nature/environmental conservation and patriotism through ESD. Seven activities are foreseen to implement this measure, mostly under the leadership of the Ministry of Environment and Tourism in cooperation with the Ministry of Education, Culture, Science, and Sports. The sole funding sources expected for six of the seven planned activities come from international organisations.

K-12 Education

The Ministry of Education, Culture, Science and Sport developed a new core curriculum for lower secondary education and approved it in July 2015. EE and ESD are integrated into the new core curriculum. For instance, the aim of education in natural science is to prepare citizens who develop cognitive skills and continued learning, act in an environmentally friendly manner and contribute to environmental preservation. Subjects such as physics contain issues related to energy use, energy efficiency and renewable energy sources for students of grade 8. Biology contains the study of issues related to the impact of human activity on the food chain. Chemistry includes studies of pollution, such as chemical pollution of water and dust pollution of air, as well as pollution prevention methods. Geography covers issues related to demographic changes, climate change, water use and consumption, water and mineral reserves, environmental protection and environmental and social dimensions of sustainable development. Design technology strives to teach pupils how to use traditional materials and the reuse of waste materials. Consistent implementation of the new curriculum supported by adequate teacher training is expected to contribute to a greater number of citizens working towards life choices underpinning sustainable development.

The new curriculum is just starting to be implemented and the results of its impact are not yet available. The challenges to ensuring adequate implementation are the lack of teacher knowledge and expertise in ESD, the limitations of current school infrastructure and the financial resources allocated to the education sector for both its maintenance and further development.

Professional Development

The in-service training of teachers by the Institute of Teachers Professional Development (ITPD) targets teachers of secondary school, preschool, lifelong education centres, and vocational school, administrators such as school principals, and school staff including school librarians and social workers, dormitory teachers, and preschool pedagogy specialists. The ITPD does not have specific subjects on the environment or sustainable development; rather, these issues are embedded in all subjects. Since 2014, the ITPD has participated in the ESD Project. This has enabled it to conduct training for teachers and school staff to introduce the ESD concept. Participation in the project also allowed the ITPD to develop a training module and guidelines and strengthening the capacity of its staff.

With the support of the ESD Project, nationwide training sessions were organised for more than 24,000 teachers on the ESD principles and implementation of the core curriculum. In addition, training sessions were organised to develop the capacity of educational institutions, as well as for the staff of the Ministry of Environment and Tourism and the Ministry of Education, Culture, Science and Sports and their subordinated institutions. A recent example of such training sessions includes a series to raise awareness and develop the capacity of the school staff. Three staff members from each school – the school administrator/principal, the social worker and the teacher of natural science – underwent three days of training. In total, 850 staff attended. As a follow-up to the workshops, action plans on the activities required in each province were developed.

Information and Training Center for Nature and Environment
Room no. 503, Midtown office, Olympic Street, Peace Avenue
Ulaanbaatar

THE STORY OF ECO-SCHOOLS

The Eco-Schools programme has been running successfully and sustainably in its twelve consecutive years in the country. This success record is deeply rooted in initiatives and support by the Swiss Agency for Development and Cooperation (SDC) for financial and technical assistance. Since the founding of the programme in Mongolia, SDC has been its main donor agency. Starting in 2007, activities to establish and operate Eco-Schools were supported through the SDC's Coping with Desertification Project. SDC has worked in close cooperation with the Information and Training Centre for Nature and Environment (ITCNE) on creating the framework of programme implementation and as a result, literature, handbooks, and teaching modules were published and seminars were conducted in several phases.

ITCNE, which has been representing FEE as a National Operator since 2011, is in charge of implementing and managing the programme nationally and is in collaboration with the Ministry of Education, Culture, Science and Sport as well as the Ministry of Environment, Green Development and Tourism. In addition, the SDC is supporting the programme financially, the Institute for Teachers Professional Development is providing technical assistance and the Municipal Governor's Office is providing policy support to improve the number of Eco-Schools in Mongolia.

KEY MILESTONES

ITCNE contributes to the transformation of the ESD concept into practice. Under the Eco-Schools programme, altogether 293 schools (almost 37% of all Mongolian schools), 21 kindergartens and one vocational school are registered nationwide. These schools are trained by ITCNE in the diversification of networking and knowledge sharing techniques and tools.

ITCNE has delivered nearly 80 training sessions, setting the stage for both basic and advanced level application of the whole school approach. Each training session has had 3 phases between 2016 and 2019 for over 3,949 participants. These trainees have been school teachers, students, staff, management staff, and community members. Some 80% of these training sessions have been conducted at the request of school management.

Achievements of the Eco-Schools programme can be measured by the number of Green Flags endorsed by FEE; as well as Gold, Silver and Bronze awards, the certification process designed by the FEE National Operator for Mongolia, along with endorsements from both the Ministry of Education, Culture, Science and Sport and the Ministry of Environment and Tourism.

On 8-9 October 2017, the 3rd National Forum of the Eco-Schools programme was successfully organised and the first Mongolian Green Flag was awarded to the first school of Selenge province's Mandal Soum, a school in Gobi-Altai province, Delger Soum, and Erdmiin-Hotoch Complex School of Ulaanbaatar city's Sukhbaatar district. Boris Susmak, FEE Board Member, attended the forum with greetings to participants, organisers, and guests on behalf of FEE Global. During the forum in 2017, 3 secondary schools were awarded with the Green Flag, 25 secondary schools with the Silver award and 4 schools with the Bronze award. As of 2019, there are 9 schools awarded with Green Flags, whereas 70 schools certified under the Gold, Silver and Bronze award categories.

ITCNE Executive Director, Shinetsetseg Erdenbayar, has been awarded as Best Employee from the Ministry of Environment and Tourism in 2014, for distinguished labour from the Ministry of Population Development and Social Protection in 2015 and as Best Employee from the Ministry of Education, Culture, Science and Sport in 2018. On 18 March 2019, the head of the ITCNE, Temujin Lundaajantsan, was awarded the "Labour Honour" medal from the Government of Mongolia. This prize was issued by the order of the Mongolian President for the highest contribution that was invaluable to a specific sector.

NATIONAL OPERATOR - REFLECTIONS

For the programme to be successful, it needs not only cooperation on the policy level but also engagement and commitment at all levels. In order to have coherency of work at all levels, including the national, the local, and the school level, as well as the interrelation between them, it is required to have mutual understanding improved for all level government policymakers, decision-makers, experts, civil society groups, youth and the public concerning information and knowledge on ESD core values, concepts, and methodology.

The ITCNE is recognised as one of the resource pools in the field of ESD by the national government and its agencies. As one of the achievements, the ITCNE collaborated in conceptualising and developing the National Programme on Education for Sustainable Development which was approved by the national government in 2018. The ITCNE participated in the working group of the development of the programme. It represents civil society organisations in the National Sub Council and takes responsibility for implementation of the Objective 1.3 which mandates application of the Eco-Schools programme to all secondary schools nationwide.



“Be creative, be positive - Let’s create an eco-environment together.”
Shinesaran. T and Namuunaa. M, Students, Bayangol Eco-School, Selenge province

“The purpose of support is to successfully implement the Eco-Schools programme into general education: schools, preschools and the vocational school system of Mongolia (based on ISO 14001 Environmental Management Standard aimed at raising awareness of children, youth and local communities through their increased participation in Green Development Policies and Sustainable Development Education, and providing concrete contribution to the Sustainable Development of Mongolia).

The State Great Khural (Parliament) of Mongolia has adopted Green Development Policies by its Decree No. 43 on 13 June 2014, and the Government of Mongolia has adopted the ‘Action Programme to Implement Green Development Policies’ by its Ordinance No.25 on 11 January 2016. Provision No.5.1.4 of this ‘Action Programme to Implement Green Development Policies’ stipulates to “provide support to Eco-Schools activities to educate children and youth with nature and environmental protection traditions and lead nature-friendly lifestyle and behaviour”.

The stipulations of the Provision No.5.2 of the aforementioned Plan “to promote introduction of MNS ISO 14000 Package of Environmental Management Standards by economic entities and organisations and cultivate comprehensive yet efficient production and consumption attitudes and behaviour among people”, and on the methodology and approaches of the Seven Steps, based on ISO 14001, 2004 standard to implement the international Eco-Schools programme, are both solutions that complement and support each other. Also, the Education for Sustainable Development national programme states that the country intends to increase the number of Eco-Schools, involving 50% of the total number of schools by 2022.”

Director, Clean Technology, Investment and Production Division

“The Eco-Schools programme resulted in the improvement of the schools’ physical environment with nearly 65% of them raising funding sources internally. The environmental benefits include reduced CO2 emissions by 10% and saving resources like energy and water. The economic implications of these initiatives were enormous: with local resource mobilisation raising 4 billion tugriks (1.5 million USD) in support of Eco-Schools initiatives demonstrating again the local community interest in and support for sustainability. The schools and communities were trained in various participatory assessment methods as part of the process encouraging inclusiveness and social equity.”

Shinetsetseg Erdenebayar, ITCNE Executive Director



Highest mountain: Mongol Altai Range, Altai Tavan Bogd mountain, “Khuiten” peak 4374 m

The Altai Mountains have been inhabited for around 12,000 years and contain several petroglyphs with the oldest being from 11,000 to 6,000 BC. Around 4,000 years ago, the use of horses and the domestication of animals led to the rise of the Blue Turks, whose language is the root of Kazakh and Turkish.

These successful warriors left upright carved stone statues known as Turkic Stone Men spread over the Altai Mountains.



Singapore



WWF-Singapore

National Operator: Chitra Venkatesh / Shu Hui Lee

Green Living Exhibition 2016

Country size: 724.8 km²

Population: 5.6 million

Longest river: Kallang River 10 km

National flower: Vanda Miss Joaquim

Joined Eco-Schools in 2013

Number of Eco-Schools: 84

Singapore and the lion:

Although the lion is not the national animal of Singapore, a lion head is a national symbol. Singapore's name is itself derived from "Singa Pura" which means 'Lion City'. According to the Malay Annals, Sang Nila Utama, a prince from Palembang, gave this name to the island after he came ashore and saw a creature he believed to be a lion. The lion is, therefore, a powerful and historic symbol of Singapore's status as the Lion City and symbolises three national values: courage, excellence and strength.



STATUS OF ENVIRONMENTAL EDUCATION

National Legislation

While there is no specific national legislation regarding Environmental Education (EE), the Singapore government launched the Singapore Sustainable Blueprint (SSB) in 2014 with a vision for a Liveable and Endearing Home, a Vibrant and Sustainable City, and an Active and Gracious Community. The 2030 targets laid out in SSB show Singapore's ambition in practising sustainable development. The focus areas are 1. an Active and Gracious Community, 2. Towards Zero Waste Nation, 3. Eco Smart Endearing Towns, 4. a Leading Green Community and 5. a Car-Lite Singapore. All five focus areas are centred around instilling personal ownership of clean spaces in the community, ensuring an integrated waste management infrastructure, incorporating innovative design and technology in estates to promote environmental sustainability, adopt green practices for business and encourage residents to utilise the public transport system in Singapore.

K-12 Education

EE is integrated into multiple subjects taught at various levels, mainly in science, geography and social studies, values-in-action, character and citizenship education and cross-curricular activities. Through these subjects, students have opportunities to examine and weigh various solutions to achieve environmental sustainability. They also appreciate the inter-dependence of different species in biological ecosystems, understand the importance of conservation and examine the roles of different stakeholders (e.g. local communities and business operators) in environmental conservation.

Teachers are required to engage students in the learning of these topics through inquiry-based learning, and the use of real-world examples and case studies. This is done through lesson planning and engaging various stakeholders and partners.

Professional Development

In Singapore, there are a number of early childhood teacher training courses available that include environmental aspects. Out of the six publicly funded autonomous universities in Singapore, there are five universities that either offer a university degree or module on Environmental Studies or Environmental Science.



THE STORY OF ECO-SCHOOLS

The Eco-Schools programme was first introduced in Singapore in 2013, as an EE programme for WWF-Singapore to address local conservation needs. WWF-Singapore was supported by WWF-Malaysia in introducing the programme and funded by IKEA, as well as The Silent Foundation in the beginning. IKEA made cost savings from eliminating disposable plastic bags and these savings were then used to kick start the Eco-Schools programme in Singapore. The Eco-Schools programme has been steadily developing since it was introduced and with a growing number from the initial seven member-schools in 2013 to 83 member schools today, the Eco-Schools community has developed significantly. On 6 November 2015, Ang Mo Kio Secondary School & Nan Hua High School became the first two schools in Singapore to receive a Green Flag.

KEY MILESTONES

A few of the Eco-Schools and Eco-Schools Coordinators have received different awards from local government agencies and ministries, such as the President's Award for the Environment (PAE), which is the highest environmental accolade for individuals, educational institutions and organisations that have made outstanding contributions towards environmental and water resource sustainability in Singapore. It is a biennial award organised by the Ministry of the Environment and Water Resources (MEWR) that recognises and honours the sustained environment and water-related contributions by environmental champions from the People, Public and Private (3P) sectors.

The EcoFriend Awards has also been received. It recognises the efforts and achievements of people in Singapore who have made a difference to the environment. Whether school teachers, students, volunteers, or individuals from both the public and private sectors, these individuals have dedicated personal time and effort to protect, promote, and improve our environment.

A challenge has been adapting while not losing the central focus of the programme to suit the needs of the schools in Singapore. This end has been met by the creation of new programmes which support the Eco-Schools programme as an extension of the Seven-Step methodology. Programmes such as the Leadership Programme and Schools for Climate Action were also developed to meet the needs of the schools. These programmes are offered under the umbrella of the Eco-Schools programme and have resulted in a positive response from community partners. Just like the Eco-Schools programme, they focus on equipping students with the necessary skills and knowledge to take action for the environment.

NATIONAL OPERATOR - REFLECTIONS

It is a challenge getting the Ministry of Education to support the programme while keeping its international status. But during the last four years of running the Eco-Schools programme as a National Operator, the programme has developed other engagements and leadership programmes that are student-centric and serve the increasingly diverse needs of Eco-Schools. It has resulted in incredible impact and results such as Eco Committees initiating and following through a use-less-plastic campaign that has successfully eliminated the use of plastic straws in the schools. They were able to convince and influence the school community and include school leaders in their campaign. It has also resulted in leadership opportunities for students to take action in the community, which has led to very positive feedback from community partners and members of the public. It has created a better integration of EE into the school's curriculum with more opportunities for student-centred learning, as well as increased the development of confident student leaders who are connected to environmental issues and have the ability to express their views on sustainability.

WWF-Singapore

354 Tanglin Road, Tanglin International Centre #02-11, 247672



“Being an Eco-School has provided students with opportunities to be trained as future stewards of the environment. WWF-Singapore workshops and the presentations conducted at various platforms have made the students become confident speakers and deepened their understanding of the environmental issues. This exposure has inspired and encouraged them to initiate a straw-free environment in the school in 2018 and this project was completed in 2019 with support from the school leaders, staff, students and canteen vendors. The students are now working towards a zero plastic environment. Indeed, a commendable effort by a group of passionate 15-year old environmentalists. A few of them have also volunteered at community clubs.”

Habibah Ismail, Subject Head of Environmental Education, Ang Mo Kio Secondary School



South Korea



FEE Korea

National operator: Yoorha Kang

Green Flag ceremony at Chadwick International School

Country size: 100,363 km²

Population: 51.8 million

Longest river: Han river 494 km

Highest mountain: Hallasan 1,950 m

National animal: Tiger

Joined Eco-Schools in 2016

Number of Eco-Schools: 2

National plant: Rose of Sharon

The flower known as Rose of Sharon is, in fact, called Hibiscus syriacus. It acquired its species name because it was long believed to have originated in Syria, and so it was believed possible that it was the very shrub alluded to in Solomon's erotic Song. However, the flower is actually an Asiatic species but has been gardened in Europe for so long that its origin was forgotten for a while.



STATUS OF ENVIRONMENTAL EDUCATION

National Legislation

Unfortunately, there is no Environmental Education (EE) enforcement in Korean law. However, in by-laws, there are several articles which recommend EE.

K-12 Education

EE is not required nor enforced throughout K-12 education. However, there has been an increasing number of schools adopting sustainability education independently.

Professional Development

There are some colleges or post-secondary institutes offering courses or majors related to the environment. However, most of them are based on an engineering approach and does not have an educational aspect.

THE STORY OF ECO-SCHOOLS

Peter DaeYoung Kang, CEO of Lifesaving Society Korea, applied for FEE membership in 2014. FEE Korea was founded when the Blue Flag programme was brought to South Korea later that year. It started with the intention to protect beaches and create a sustainable environment around the coastal areas. Peter picked up the importance of sustainability education and FEE Korea gradually expanded its eco-labels from Blue Flag to Eco-Schools, YRE and Green Key in 2016.

KEY MILESTONES

As a result of membership and the implementation of Eco-Schools nationally, in 2017, FEE Korea took over the coordination of international schools that were previously registered with Eco-Schools Global. In February 2019, the first Green Flag was awarded to Chadwick International in Songdo, Incheon by FEE Korea. As Chadwick has been implementing the programme for some time, since before FEE Korea took over the coordination, the handover has been very smooth and the school was already performing at a high level.

FEE Korea is at the moment working on the dissemination and launch of the programme to local schools. As EE is still a relatively new concept in Korea, which has to be absorbed into the pre-existing education system, FEE Korea is working on the development and adaptation of the Seven-Step framework to reflect the cultural and educational background.

NATIONAL OPERATOR - REFLECTIONS

In 2019, South Korea finally had the first Green-Flag awarded school. Other schools involved in the Eco-Schools programme were inspired and endeavoured to comply with the Seven Steps and be awarded.



Chadwick International's
Eco-Code 2018-19

'No Plastic Is
Fantastic'

The following artworks
were created by students
at Chadwick International
to launch our
sustainability Eco-Code for
2018-19, 'No Plastic is
Fantastic'.





“It is amazing. The Eco-Schools programme is practical, and we can apply it in everyday life.”

Student, Chadwick International School

“Four years ago, Chadwick International launched its first-ever sustainability committee, pioneered by former teacher, Chris Brodie. Over the past four years the sustainability committee, which is comprised of faculty, staff, students, parents, as well as the partnerships we have formed with companies such as Our Home and TerraCycle, have worked together to take action to make our school healthier and more sustainable. We are thankful that the sustainability committee continues to be comprised of all the key players needed to turn ideas into realities. The support that is given to this committee by administrators at CI, by teachers, staff, CIPA, and students, as well as our community partnerships, is tremendous, and greatly appreciated, and it ensures that we continue to be able to turn our ideas into authentic actions.

Last year, the decision was made to join Eco-Schools, to ensure that we empower our students to have a voice, and to provide them with opportunities to take meaningful, authentic action. Eco-Schools is a global programme engaging 19.5 million students across 68 countries and for nearly 25 years has been empowering children to drive change and improve their environmental awareness. We are delighted that Chadwick International is part of the Eco-Schools programme, and we are honoured to have recently been awarded the highly-coveted Eco-Schools Green Flag. This award makes CI the first school in South Korea to be awarded a Green Flag, and we now join just a handful of other international schools around the world who has been awarded one. Although we recognise that we still have progress to make in many areas, we are pleased that our efforts have been internationally recognised and acknowledged, and we are excited to continue our sustainability journey by working on new sustainability projects, generated by our students, to ensure that we maintain our green flag status in the years to come.”

Vince Schachner, Eco Committee Leader, Chadwick International School

“FEE Korea started with the Blue Flag programme since the organisation stemmed from Lifesaving Society Korea, which is a drowning prevention organisation. But with time, the importance of sustainability education can not be stressed enough. FEE Korea realised that Eco-Schools is the essence of EE and the core to maintain our life and community to be sustainable.”

Peter DaeYoung Kang, FEE Korea CEO





Thailand

WWF-Thailand

National Operator: Alliya Moun-ob

Country size: 513,120 km²

Population: 66.2 million

Longest river: Chi River 765 km

Highest mountain: Doi Inthanon 2,565 m

National tree: Golden Shower Tree

Joined Eco-Schools in 2016

Number of Eco-Schools: 30

National animal: Elephant

The elephant was chosen as the national symbol because of its incredible strength, durability, and longevity. Moreover, the white elephant is a symbol of royalty in Thailand.



STATUS OF ENVIRONMENTAL EDUCATION

National Legislation

Environmental Education (EE) is part of the Ministry of Education policy and the National Development Plan, and most schools have been encouraged to run an environmental project. Currently, the Ministry is running environmental knowledge teaching.

K-12 Education

In the Ministry of Education, policy active learning aiming at creating a suitable learning environment through experiments, is one of the main focus areas in K-12. Although the term EE is not mentioned, most schools are using the environment and science as the preferred themes to integrate active learning in the curricula. Active learning is most commonly integrated into science subjects, but some schools also integrate it into other subjects such as social science and health. Moreover, the ASEAN commission encourages each country member to run an EE programme and the responsibility of doing so was assigned to the Department of Environmental Quality Promotion (DEQP). In 2018, WWF-Thailand became a partner of the DEQP, providing support in the youth leadership training.

Professional Development

In only one university in Thailand, it is possible to do an EE PhD. However, there are a lot of training opportunities to enhance the skills of those working with EE, including educators, students and project officers from many organisations. Unfortunately, EE still does not reach the majority of the people in the educational field.

Most teacher training is managed by DEQP, which has been implementing EE for ten years. However, DEQP is primarily offering professional development to its member schools. Non-profit organisations and organisations in the private sector train students who are interested in specific environmental topics, such as waste management, energy and water resources.



Eco School Camp WWF

THE STORY OF ECO-SCHOOLS

WWF-Thailand joined the Eco-Schools programme in 2016, with the financial support of IKANO, which also supports the Eco-Schools programme in Singapore and Malaysia. The Office of Basic Education Commission and the Office of Private Education Commission consulted WWF-Thailand to search for 20 potential schools in which to implement the programme. The Education Department of Bangkok also assisted in the implementation of the programme.

Although the Eco-Schools programme is growing slowly, the support from the network helps increase the visibility of the programme. Currently, the DEQP recognises Eco-Schools as the only student-led EE programme and is developing a strategy in cooperation with WWF-Thailand to promote it.

KEY MILESTONES

In 2017, Malaysia hosted the International Eco-Schools Conference and invited Thailand and Singapore to participate. This was the first step in implementing the programme in Thailand. The year after, three schools received the first Green Flag awards in Thailand and the DEQP agreed to partner with the Eco-Schools programme and develop a plan together. In 2019, Mahidol University supported teacher training for the programme.





Green Flag award ceremony in 2018. Awards were given to Rattanakosinsompoch Bangkhen School and Klongkratumratutit School and Ritthinarongron School



“At first, it was not easy. The garbage problem is close to us, but we have to be creative to solve it and to persuade all students to cooperate. In our school, we always inform about the benefits of waste management and waste segregation; we launch games to motivate all students. Moreover, our teachers also inform us on this issue, like my teacher in Art & Music class who composed a new song to raise students’ awareness of waste segregation. Success is our pride. Now we know we can do it and we will maintain it for long.”

Sutthawee, Student, Rattanakosin Sompotch Bang Khen School

“Apart from the schools receiving the Eco-Schools Green Flag, it is a pleasure that many other schools were also recognised to get Silver Awards and Bronze Awards, reflecting their potential in Environmental Education. We are proud to support the Eco-Schools programme for the second year, following IKEA’s goal to encourage sustainable consumption and environmental responsibility.”

Lars Svensson, Sustainability & Communication Director, IKEA Southeast Asia

“The students leading the programme can practice project management skills to become responsible and protect our world’s natural resources and environment in the future.”

Gordon Congdon, WWF-Thailand Conservation Program Manager

NATIONAL OPERATOR - REFLECTIONS

EE is not a new thing for schools in Thailand. However, most organisations that run environmental projects are only focusing on the final target, such as how much the school can reduce their energy or waste. The first time WWF-Thailand presented the Eco-Schools programme to the schools, the fact that this was a student-led programme surprised teachers and students, as this was a new concept for both. It took some time for them to adapt to the programme and learn how to run it. After a couple of years, the teachers said that the Eco-Schools programme really benefited students and schools. The students have a fantastic will to improve the environment throughout the programme and a strong spirit to create a better world. Moreover, the opportunity of connecting schools in Thailand with schools in other countries is helping students gain experiences that go beyond the classrooms.

WWF-Thailand

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