ASEAN ECO-SCHOOLS PROGRAMME

The ASEAN Eco-Schools Programme aims at creating a school culture geared towards environmental protection and preservation through management, commitment and infusion into curriculum, co-curriculum and greening activities. Such activities are dedicated to education, facilitating and inspiring school communities to protect and sustain the environment, be it in schools, at home, in the community, within the society and the nation at large.

The ASEAN Socio-Cultural Community (ASCC) Blueprint 2009-2015 was adopted by the ASEAN Leaders in March 2009 to realise an ASEAN Community that is people-centred, socially responsible with a view to achieving solidarity, unity and a common identity and building a sharing and caring society which is inclusive and harmonious where the well-being, livelihood, and welfare of the peoples are enhanced. Section D3 (action i) of the ASCC Blueprint calls on ASEAN Member States (AMS) to promote sustainable development through environmental education and public participation by implementing the ASEAN Environmental Education Action Plan (AEEAP) 2008-2012.

The AEEAP 2008-2012 provides a framework for enhancing public awareness on environmental management for sustainable development, and to accelerate the development and advancement of environmental education as a key-integrating component for achieving sustainable development in the region. The Plan identified several strategic actions and priority areas. One of the Strategic Actions is to develop the ASEAN Eco-Schools Programme.

The Department of Environment Malaysia, in cooperation with the ASEAN Secretariat, ASEAN-US Technical Assistance and Training Facility (TATF) and Hanns Seidel Foundation took the lead to organize the ASEAN Workshop on Eco-Schools on 26-28 June 2011 in Kota Kinabalu, Sabah. Forty (40) participants from all AMS except Myanmar attended the workshop. The participants included representatives from the Ministry of Education and the Ministry / Department of Environment.

From the outcome of the workshop, a draft on the ASEAN Guidelines on Eco-Schools was developed and endorsed during the 13th Informal ASEAN Ministerial Meeting on the Environment (IAMME) on 18 October 2011 in Phnom Penh, Cambodia. In the Guidelines, an ASEAN Eco-Schools Award Giving Ceremony will be held every three years. This award is given to selected primary and secondary schools in recognition for their efforts in promoting and implementing environmental activities.

The Ministry of Natural Resources and Environment, Malaysia will host the inaugural ASEAN Eco-Schools Award Giving Ceremony in The Royale Chulan, Kuala Lumpur on 17 July 2012 in conjunction with ASEAN Environment Year 2012. (For this year's award, each winning school will receive a Labu Sayung Crystal and a certificate signed by The Honourable Minister of Natural Resources and Environment, Malaysia).

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ABOUT THE ASEAN ECO-SCHOOLS AWARD 2012 TROPHY



Labu Sayung Crystal

The *Labu Sayung* Crystal is made from Malaysian silica sand using local technology developed by the Mineral Research Centre, Minerals and Geoscience Department Malaysia. The *Labu Sayung* Crystal is a replica of the traditional labu sayung which is made from local clay. Labu means vessel or pitcher while Sayung is a name of a small village near a river in the royal town of Kuala Kangsar, Perak

The *Labu Sayung* showcases the beauty of Malaysia's heritage and most of the creations can be attributed to the skills and natural talent of the women folk. The art of the pitcher making involves the shaping of local clay, which is then printed with various designs, smoked and then baked to form a handicraft which is beautiful and unique.

This unique pitcher is shaped like a bitter gourd (a kind of vegetable) and serves as a water container. It is perfectly symmetrical in shape. This handmade pitcher with decorations on it is believed to be able to keep the temperature of the water store in it to drop to as low as 19°C compared to outside temperature of 27°C in hot tropical countries like Malaysia. Besides having a cooling effect on the human body, the water is said to cure certain illnesses such as migraine and lower blood pressure.

Till this day, the *Labu Sayung* is greatly admired, not only for its utility, but for its beauty and aesthetic quality.

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RECIPIENTS OF ASEAN ECO-SCHOOLS AWARD 2012

(PRIMARY SCHOOL CATEGORY)



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BRUNEI DARUSSALAM



Kuala Belait Primary School

Kuala Belait Primary School believes that the understanding of environmental awareness among Bruneians starts at the school level. Due to this concern, an initiative was undertaken in making this project a reality by raising the level of awareness and to get more understanding of the environment. We also believe that early education lays the foundation for future learning.

SEAP Mission & Activities

The SEAP mission is to educate environmental awareness through practicing the 3Rs (Reduce, Reuse, Recycle) from the grassroots level. The following describes SEAP activities in detail, in order to achieve the SEAP Mission.

- An Environmental Awareness **questionnaire** is developed and distributed to all pupils before the programme commences and after the main program ends.

- Pupils will conduct a **pre waste audit** activity to identify and analyze what type of waste product and the total amount of trash discarded at the school. To determine which item can be recycled, reused, reduced and eliminated. A survey chart, weighing tools, hand gloves, and facemask will be available for pupils to conduct the waste auditing. A post waste audit activity will be conducted to find out if there are any differences in the type and total amount of waste product discarded at school.

- The entire school will need some information on environmental issues and how and what to recycle. Parents, teachers and non-teaching staff will be given an **educational talk** about the current global environmental issues and the importance of the 3Rs.

- Teachers will be provided with a suggested scheme of work and some information about the environment and the 3Rs. It is suggested that the **information is to be incorporated into class lesson** during English, Malay Language, Malay Islamic Monarchy, Design and Technology, ICT, Science and Social Studies. Creative and interactive activities and written exercises will be given to pupils. Any information will be displayed near and around the main office and the school hallway to provide students with specific recycling information.

- Pupils will be exposed to any useful **3Rs activities** that can enhance their knowledge and attitudes towards caring for the environment.

- Information **brochures** and flyers will be distributed to all parents to ensure that they are aware of the environment and support the program by teaching their children at home.

- Contact **recycling hauler** to find out which type of recycled materials are accepted and how the recycled materials can be removed from the school. Once the recyclable items are identified, separate bins for each type of waste materials should be provided.

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CAMBODIA



Hun Sen Sandan Primary School

The Hun Sen Sandan Primary School is located in Sandan village, Sandan commune, Sandan district, Kampong Thom province. This school was established in 1994 with two buildings of which the first building has 10 classrooms. In 2003, another building with 3 classrooms was built by using social fund and in 2006, the Prime Minister Samdech Hun Sen donated one building with 6 classrooms. The Hun Sen Sandan primary school has land size approximately 6,500 square meters. To date, the school has 27 teachers of which 16 teachers are females, and students enrolled this year are 663 in total of which 310 are girls.

There are two initiatives have been undertaken since the year 2000, which is considered as environmental associated activates. The first initiative is the national **"Child Friendly School"** (CFS) program that reflects two important considerations in education development in Cambodia: (i). assure quality of education, and (ii) attract participation from all interested institutions, jointly to support the program.

The second initiative is the **"Eco-Club"**, which is a critical part of school environmental activities that support CFS program that has been initiated and implemented since early 2000s by the Mlup Baitong organization with strong policy support from the Ministry of Environment (MOE) and the Ministry of Education, Youth and Sport (MOEYS). The main purposes of an Eco-club are to raise students' environmental awareness, to develop the skills they need to make a difference in their environment and to cultivate a sense of responsibility and caring for their surrounding school and community's environment.

The purpose of Eco club is to make students to understand the benefit of environment, particularly the clean and green environment at school. The Hun Sen Sandan Primary School has three eco-club teachers and 35 volunteers' students from grade 4 to grade 6 currently running Eco club activities. The main activities of an Eco club are the following:

- The three eco-club teachers have been trained on the series lessons of general environmental concept and on how to develop Micro project planning and implementation, monitoring and evaluation.
- The trained eco-club teachers provide series of training (20 sessions) on general environmental concepts to school eco-club students.
- The School Eco-club teachers and school Eco-club students actively lead in implementing the micro project proposals (environmental No Waste Community Campaign in the District town, built school flower garden, rubbish bins, environmental education sign boards, rubbish kilns) which are supported by an environmental NGO, Mlup Baitong. Conducted a study visit to exchange the experiences with School Eco-club in Kampong Speu Province.

In conclusion, the Eco-club is important to help the school to be cleaned and green, which attract student who voluntary to join team, where all members can learn and use their environmental understanding effectively and efficiency in school, home property as well as community.

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INDONESIA



Tunjung Sekar 1 Elementary School

Tunjung Sekar 1 Elementary School is located at Jalan Ikan Piranha Atas 187 Malang. The school which has 5.040m^2 large is full of plants and flowers around there. People enjoy the environment because of the fresh air. These are the reasons why Tunjung Sekar 1 Elementary School was awarded Adiwiyata Mandiri from Ministry of Environmental, Indonesia in 2010. Moreover, there are a lot of programs supporting the school to be Adiwiyata Mandiri.

As the Awarded school of Adiwiyata Mandiri, Tunjung Sekar 1 Elementary School add PLH (Life Environmental Education) is one of the subject taught to the students for 1st to 6th grade, the students learn more about how to save the earth from damages.

Other programs which support the school are 3R (Reuse, Recycling, Reduce), Jumat Bersih (cleaning activity on Friday), Composting, Bank Sampah (Rubbish Bank), Satu Anak Satu Pohon (each student brings one plant/ flower) and Satu Guru Satu Pohon (each teacher brings one plant/ flower). Each program is conducted by the headmaster, teachers, staffs and students.

To start with 3R (Reuse, Recycling, Reduce), this programs deals with reuse which means use an item more than once. One example of reuse activity is the use of papers, plastic bags, plastic bottles into different products, such as bag, small bag, wallet and table cloth. The student's product can be displayed in display room. Besides the students proud of their products, it helps save the energy, environment and time. This is one way to reduce rubbish and plastic in environment. The next program is Recycle. Recycling is processing used materials (waste) into new products to prevent waste of potentially useful materials. Recyclable materials include many kinds of glass, paper, metal, plastic and textiles. One of examples of recycle activity is the use of rubbish become fertilizer. Fertilizer is really useful to grow the plants and the flowers. Moreover, the students can be classified the rubbish into different part which are inorganic and organic. The students identify the rubbish and throw in the appropriate dustbin. It also taught students reducing the use of inorganic fertilizer in our environment.

Composting is one of the programs which supported the 3R programs. Composting is done by the students every week. The students bring the materials for composting from home. It helps students to save the nature and makes the fertilizer by them. The next program is Bank Sampah (Rubbish Bank), actually this activity helps the students to appreciate the existence of rubbish. The students collect the rubbish like plastic waste, bottle, paperboard and plastic noodle every Saturday. This is due to the students will get a deposit of the waste. The deposit of the waste can be change into money. Moreover, the teacher teaches how to appreciate waste materials become precious value and save the earth from the pollution.

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LAO PDR

Sokpaluang Primary School

Introduction

Vientiane Capital has 831 private and public schools with 159,012 students and 6,744 teachers of which 68% are female and 43% work in public schools. The educational sector in Vientiane Capital is continuing to expand in both quantity and quality. In order to support the expansion and to build a good environment in all schools, the Ministry of Education and Sports together with the Ministry of Natural Resources and Environment are implementing a Green School Program, which promotes six core values: Green, Clean, Safe, bright l, civilized and charming environment.

In 2006, the Vientiane Education Department of the Ministry of Education and Sport launched the Green, Clean and Good Quality School Project. The objectives of the Green, Clean and Good Quality School Project are to encourage schools in Vientiane Capital to create a green, clean, beautiful and tranquil school environment which will be appealing to students, teachers and visitors alike. The project further aims at building awareness among school teachers and students on the importance and benefits of protecting and taking care of their school environment as well as their homes.

At the start of the project 74 schools had joined in and now there are 325 schools, which means the about 40% of all schools in Vientiane Capital are now taking part in the Green School Project Sokpaluang primary school and Sisattanak Lower secondary are among the schools participating and these two schools have consistently implemented the project very well and have for three consecutive years received the green flag Awards and Green Flag. Furthermore, they have been awarded the special Green, Clean and Good Quality School Flag for their consistent implementation of the project.

Sokpaluang primary School

The Sokpaluang primary school is a public school located in the middle of Sokpaluang village, Sisattanark district, Vientiane Capital. The school has an area of 4,909 m^2. The school was built into two stages: The first building constructed in 1981 hasten classrooms while the second built in 1997 has six classrooms. Both buildings have beenco-funded by government and Sokpaluang village contributions.

The specific uniqueness of this school is that in 1995 it was assigned to be a bilingual school (Lao-French). Since 1997 the school has held the position as the central primary school of the group of ten primary schools in Sisattanak district since 1997.

For the 2011-2012 scholarly the school has 15 teachers (12 women) and 409 students (188 girls) which are divided into two lines of language as follows: Lao language line comprises 8 classrooms (Grade 1-Grade 5) while bilangual line comprises 6 classrooms (Grade 3F-Grade 5F). In total there are 14 classrooms. The school has a library, a waste bank, a teachers' office and six lavatories.

Activities

Both schools have implemented many different activities including:

- Planting trees and flowers
- Recycling of waste: plastic bottle for flowers vest
- Cleaning classroom and school yards
- Rotation of students to take care of and maintain trees, flowers vegetable garden
- Litter pick up every Monday morning and Friday afternoon for all students
- Rotation of students to clean the classrooms, lavatories and the course of the school to remain good environment on as well as always keep school clean.
- Rotation of schools guard
- Waste bank: Students can bring plastic bottles, glass bottles to the bank deposit money on their waste bank book
- Sport: exercises, football, volleyball
- Camping, Nature trail
- Art: Drawing, Dancing
- Question and Answers about science and environment
- Prayer time: Students and teachers pray 10 munities before start lesson everyday

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MALAYSIA



Chinese National Type Primary School Tung Hua

For Chinese National Type Primary School Tung Hua, the program “Stop Nailing Me!” creates an opportunity for us to open up our mind set the effect of deep piling and drilling especially the high scrapers in the 1st world countries that’ll eventually distablelized the formation of mantle which resulted in more frequent earthquake, volcano eruption and cracking of the platonic. The dense population in certain countries make the scenario worse. Sooner or later, it’ll completely destroy our earth.

Since the year 2000, our school children and parents have been actively donating recycled newspapers and aluminium cans to the Kidney Foundation. We manage to collect 143,293 kg of old newspapers and 59,909 kg of aluminium cans. In creating environmental awareness, our school conducted lots of art, drawing and poem competition. Lots of handicrafts have been produced with the recycled items. Among the items being made are piggy banks, decorations, model aeroplanes and lots more.

We have at least 823 species of plants in the school compound. Besides that, lots of the landscape comes from recycled items such as discarded metal wok as mushroom replica, the stumps as “forest” world, used tyres as beatification, discarded construction material as fencing and elephant replica and many more. Each plant in the school is labeled with scientific and local names to educate the community about their names, therefore makes the community feels closer to their environment.

We practices green technology in water and electricity saving whereby we use the water from the rainwater and fishpond to water the plants and certain rules in classroom to cut down the usage of electricity. It is found to be effective as the monthly water and electric bill decrease.

Every year, we open a second hand stall in school and outside upon public invitation for environment it gets good respond. The stock is from the parents and community. From the sale, we collect RM2,563.60.

We are proud as a pioneer primary school in Malaysia to implement the usage of seed compost with the help from Sibu Municipal Council and Takakura Kitakyushu.



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MYANMAR



No. 3 Basic Education Post Primary School, Bahan

To provide present-day students not only with knowledge-based learning activities, and nurtured to be morally strong, but also to be well-educated and physically fit to take over the leadership roles in future. The objective for Eco-Schools programme in our school is to bring about good natural surroundings for students to enjoy happy, peaceful lives and to teach students to appreciate the joy in keeping their school and the surrounding neat and tidy.

There are nine (9) themes involved in Eco-School programme which are energy, water, biodiversity, school compounds, healthy living, transportation, litter, waste, and global citizenship.

Energy is necessary and essential in every country. In our school, children are taught energy saving and its advantages, energy wasting and its disadvantages such as global warming, air pollution and acid rain. To save energy, schools need more windows for natural light. Fresh water is needed for our survival and our aim is to make sure that fresh water stays fresh, clean and drinkable. We teach our student the importance of clean water and also the saving and storing systematically when it rains.

The students are educated on the awareness of biodiversity meaning to conserve the variety of animals and plants in our environment. Students are taught to water and raise plants and trees with the help of teachers, parents and friends. School grounds provide a wide range of opportunities for formal and informal learning. Outdoor learning within the school compound breaks the monotony of classroom learning. Jointly with the parents and elders of the community, the teacher can create a good learning teaching centre.

School is a good infrastructure for upgrading the health condition of students, teachers, family, and people of the community. It is a training place for students to get good healthy habits like keeping personal hygiene, having nutritious, diet, and living in neat and tidy surroundings. Children come to school by walking, cycling, rail and bus transport, or car-pooling. Schools should make arrangements for members of the traffic police department to conduct road safety talks.

To be litter free and entrance schools image in the local community, litter monitors are appointed to check pupils, in class and at assemblies, not to drop litter and to separate the waste for disposal in proper bins like recycled, reused and refused. More waste bins are installed and existing ones moved to problem areas. Plastics, bottles, clothes and papers that can be reused lessen the waste in waste bins and save money. Children should be trained to use lunchbox, cups, baskets, etc, instead of plastic bags. To belong to a global citizenship, one has to have the skills, values, attitudes and knowledge to be able to participate in a truly global society. They need to know aspects of international law, love nature and the country and its people.

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PHILLIPINES



Iliranan Elementary School

For many years, Iliranan Elementary School plays a vital role in conserving, preserving, protecting and reforming the environment. The school takes a lot of steps and actions to ensure its supports to environmental reforms as a key to a healthy, clean and green environment.

Iliranan Elementary School is known as best implementer of the Republic Act 9003 known as the Ecological Solid Waste Management Act. Pupils, parents and community were trained to reduce, reuse, recycle and segregate wastes or 3R's. To generate extra funds, other recyclables were sold to the junkshops. While the biodegradable wastes were utilized as organic fertilizers to plants and vegetable gardens.

The school strictly imposed environmental policies such as the no-to open burning and open dumping policy, no smoking, no nailing and illegal cutting of trees and to conserve water law just to name a few.

Making Iliranan Elementary School a green and eco-school physically is due to its physical features which comprises the Eco-Park or Mini Forest, Vegetable Garden, fishpond, Mini-Zoo, Butterfly Garden, Herbarium, the Eco-Shed composes of the Material Recovery Facility, Nursery, Green House, ESWM Booth, Vermi-Composting Site, green school ground and the various educational parks such as English, Math and Science park.

The school launched the IGEP or the Iliranan Green Education Program designed to educate both its internal and external stakeholders on environmental issues and concerns through symposiums, seminars, film viewing and giving of environmental brochures or pamphlets.

As a campaign to the community to stop environmental destructions, the school conducted the first ever Barangay walkathon or "A walk for Mother Nature" (Alay Lakad Para Sa Kalikasan). To ensure that the people will maintain a clean and healthy community, the school launched the "Brigada Basura" or the Waste Grigade in which it is a public cleaning program.

Iliranan have gone so far even up to the extent in reaching out to the people in several communities allowing them to take part in attaining and sustaining a clean and green community. The teachers also conduct monthly monitoring to the residents to ensure that they do follow and strictly implement the ESWM Act in their houses while pupils do series of tree planting activities. There are various community contests were initiated by the school namely the Purok MRF Making Contest, Search for Best Nursery and Household Implementer of ESWM, Most Sustained MRF, Cleanest and Greenest Purok with highest Recyclable Deposits and Best Vegetable Garden. The school also organized the Blue Marine Project and serves as a donor of Vermi worms and cast to the people which greatly helped them in their agricultural projects. Unique environmental innovations were conducted such as Search for Miss ESWM, Mrs. ESWM, Father and Son Tandem and Mother and Daughter Tandem. The school also organized the 3R's Fair, Aqua Exhibit and Poster Making Contest for the pupils.

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SINGAPORE



Fuhua Primary School

Fuhua Primary School is a leader in environmental education among primary schools. The school adopts a holistic and integrated approach towards developing their students' character and skills through a range of curricular and co-curricular activities. The school's environmental education approach is aligned closely to the school's mission of "Every Child a Lifelong Learner, Responsible Leader and Gracious Citizen" where every student is encouraged to be a socially-responsible and environment-friendly individual.

The Environment Education Programme at Fuhua Primary School encompasses the Community Involvement Programme (CIP). The programmes are weaved into the instructional and non-instructional aspects of the curriculum and cuts across different disciplines such as Science, Art, Health Education and Infocomm Technology. All levels of students are involved in the Environment Education Programme which covers environmental topics such as nature conservation, dengue prevention, the ecosystem in the mangrove swamp and wetlands. Environmental education is closely tied to values education to teach core values such as care, respect, integrity, perseverance and enterprise.

The school has put in place environmental infrastructure to support its environmental education efforts. The school building has been certified as a Water Efficient Building since 2008. Recycling Corners are created for staff and students to deposit recyclable items. The school also collects rainwater for the fish ponds, general cleaning purpose and for watering plants. The school also has a Constructed Wetland to educate the students and visitors on the importance of conserving wetlands. Adjacent to this Constructed Wetland is an e-Learning Hub where teachers use technology to engage students in deeper research and discussions, thus enhancing their learning.

The school also actively initiates programmes and activities to reach out to the larger community on environmental education, such as the sale of recycled items to raise fund for the less fortunate. Pupils from the Green Club who are the school's environmental champions act as ambassadors and conduct workshops to kindergarten children, their parents and residents of the neighbouring condominium. During these workshops, the participants are taught ways to set up gardens in a bottle to prevent mosquito breeding and to conserve water.

Fuhua Primary School actively seeks and initiates partnerships as part of its environmental education efforts, be it partnering the government environment organisations or those in the private sector. The school co-hosted the Just One Earth Seminar in collaboration with Commonwealth Secondary School and organised the Annual Primary School National Photography Competition – Nature Through Our Lens for all primary schools in Singapore to appreciate nature through the art of digital photography. In 2011, Fuhua Primary School hosted the National Primary School Water Festival 2011 with the Public Utilities Board (PUB). This event provides a platform for pupils in primary schools to showcase their innovative projects on water conservation efforts. This year, the school partnered the National Environment Agency (NEA) to organise the Youth for the Environment Day (YED) 2012 for schools in the West Zone. YED is a dedicated day for young people to take ownership of the environment and to safeguard, nurture and cherish it for future generations.

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THAILAND



Ban Tha Kam School

Ban Tha Kam School is located in the area of Bang Saphan Industrial Settlement. In the past, the school was located in the most fertile forest of Yang trees in Thailand. However, its diverse and beautiful natural resources, including wetland forests and beaches, were invaded and destroyed by a mega-sized steel refinery plant. The industrial development brought in population, and social and environmental changes with which the school and community had to cope. Three sides of the school fence are adjacent to the plant. After a decade of acute conflicts between the plant and the community and school, the teachers had a long period of reflection on the roles of the school as the first academic institution of the community. They realized that it is the school's obligation to prepare its children by developing their learning and decision-making skills to participate in the processes of solving environmental, economic, social and cultural problems as responsible civil citizen. After a long process of negotiation, the industry, community and school gradually learned to live in harmony, as well as taking care of the environment.

Based on *experiential learning approaches,* the school aims to inspire its students to learn about their local environment by using all their senses. The concepts of energy and environmental conservation, together with sufficiency economy, are integrated into a local-related curriculum, eight learning areas and activities, with the involvement of community members, local authorities, governmental offices and business sectors in different aspects. The activities for enhancing the students' environmentally friendly behavior and conservation awareness of local natural resources include *restoration of mangrove forests in nearby national park areas, a garbage bank, and youth environmental conservation camps.* The annual camp targets not only the school students but also Grade 5 students in other nearby schools.

The school also plays a key role in organizing environmental conservation activities for youth in the sub-district area to promote environmental learning opportunities for the young generation. The *sufficiency economic learning center,* established in the school, is a significant learning resource. Here the community members and students learn composting from left-over materials from the school canteen and produce multi-purpose washing liquid from organic compost, as well as doing organic gardening. The products are used for school consumption. In addition, the *school's infrastructure and physical environment were carefully designed with a focus on energy saving and environmental conservation,* which can also be learning resources for the students. The energy and water saving activities are collaboratively planned by the student council and implemented by all students in their classrooms and all over the school area.

In addition to integrating environmental education in its curriculum, the school has incorporated its environmental learning resources and styles in its own physical environment and daily ways of life for its members. The school's approach to promoting environmental education process has existed for more than a decade regardless of changes in principals, due to the teachers' strong sense of solidarity and commitment for preparing the next generation of responsible citizen for the sustainable development of their homeland.

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VIETNAM



Thuc Nghiem Primary School

Thuc Nghiem Primary school is located at #50, Lieu Giai Street, Hanoi since 15 years ago. At that time, the school was still surrounded by lakes and fields, which have been converted to main roads, office and hotel buildings, schools and becoming one of the best locations in Hanoi.

Thuc Nghiem primary school set the goal of building the school Green-Clean-Beautiful since its first move to this location. Environmental education is one of these key objectives to school development. The school has a beautiful campus with many trees, gardens, playgrounds and the students are aware of environmental protection and act for the environment. Thuc Nghiem Primary school has ideal learning environment with a lot of out-door activities. The school has become eco-friendly, so many students and parents want to be enrolled in this school.

In the classroom hours

Integrating environmental knowledge on different subjects in the main curricula through hands-on environmental education (learning outdoors, making use of natural environments- especially in the school surroundings). EE has been integrated in all subjects, at all grades (from 1st to 5th). This type of EE is a new learning and teaching method developed and implemented in the last school year with the support from The Asia Foundation (TAF) and Centre for Education and Development (CED).

Activities after school hours

1. Every week, the school set about an hour for school clean-up. Students clean classrooms and take care of trees, and clean school areas designated. We also organize folk games, the games have contents associated with environmental education: sorting garbage, saving water and fishing.

2. Develop healthy lifestyles: saving, sharing, solidarity. Organizing fair for exchange and sale of used goods, fund raising activities to support the 'heart for children', for building playgrounds, school gardens, supports for poor students, support for victims of natural disasters.

3. Learn about the natural environment and the relationships between organisms in ecosystems through activities such as: Written exam, drawing contests on the environment, visit the forest, the sea, the historical areas, etc.

4. Join the campaigns to raise awareness on environmental protection: 3R, World Day for washing hands with soap, a thousand trees, fireflies light.

5. Contest on making innovative products for the environment: masks, postcards, toys, models from recycled materials, enhance creativity, love of nature, family, friends student's recycled products.

6. Setting up clubs: I love history, reading club having activities on Saturday morning at the museum, the scenic, historic sites, libraries ... where has the beautiful natural scenery, clean environment to provide opportunities for students to learn, love and attach to the environment.

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RECIPIENTS OF ASEAN ECO-SCHOOLS AWARD 2012

(SECONDARY SCHOOL CATEGORY)



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BRUNEI DARUSSALAM



Sayyidina Hasan Secondary School

Sekolah Menengah Sayyidina Hasan is a secondary school on the rural urban fringes of Bandar Seri Begawan, the capital city of Brunei Darussalam. It has approximately 1,500 students and a combined teaching and support staff of about 175. It is set in an 8 hectare block in a residential area. Currently we have collected about 723 kilograms of waste paper, 128 kilograms of plastic bottles, and 17 kilos of aluminum cans and used 320,000 styrofoam cups and food containers within four months.

The school's interest in caring for the environment began many years ago when one teacher noticed the vast amount of paper that was being thrown away rather than being recycled. This finally grew into a small scale paper recycling project in 2008. Along with a nationwide awakening of the important interest in caring for the environment, the school formed the 3R Committee to promote recycling, reusing and reducing waste and consumption. This was supported by a local recycling company, Daikyo Recycling, which donated collection bins for recyclable materials.

In turn, these efforts drew the attention of the Department of Environment, Parks and Recreation (DEPR), Ministry of Development, the government agency concerned with environmental care which donated smaller bins to be placed strategically around the school to aid in recycling. Students and staff were informed of the benefits of the 3R's and instructed in the correct use of the system. In addition, recycling was also implemented in individual classrooms. This successful project culminated in a 3R Awareness Day and School Outreach Programme in November 2011 to spread the message to the local community. At this event, Sayyidina Hasan was declared an Eco School by the Ministry of Development and presented with a certificate from DEPR.

In implementing the 3Rs into our school programme the students are taking part in the continuous collection of recyclables in every classroom. Form teachers have provided recycled boxes to act as collection centres in the classrooms. Students and teachers work together to help the 3R committee to collect the materials in a central point and weigh them prior to collection by the recycling company. Students have been awarded prizes from the HSBC Bank and Butra Heidelberg Cement, which works together with DEPRat supporting the Eco Schools in Brunei. Also they have been interviewed about their activities by the local Radio Television Brunei (RTB), a local television station.

The Year 9 Science students and their Physics teacher have constructed a solar water heater from recycled materials for the canteen and the Year 11 Science students with their Biology teacher are currently doing a research programme on the garbage enzymes produced by the school from biodegradable food waste. This product is made by fermenting fruits and vegetable scraps with brown sugar. The resulting liquid can be used for as household cleaner, fertiliser and weed control and thus replaces often hazardous commercial chemicals. Currently the school cleaners are using the enzymes for mopping the floors.

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CAMBODIA



Treng Trayoeung Secondary School

There are two initiatives have been undertaken since the year 2000, which is considered as environmental associated activates. The first initiative is the national **"Child Friendly School"** (CFS) program that reflects two important considerations in education development in Cambodia: (i). assure quality of education, and (ii) attract participation from all interested institutions, jointly to support the program.

The second initiative is the **"Eco-Club"**, which is a critical part of school environmental activities that support CFS program that has been initiated and implemented since early 2000s by the Mlup Baitong organization with strong policy support from the Ministry of Environment (MOE) and the Ministry of Education, Youth and Sport (MOEYS). The main purposes of an Eco-club are to raise students' environmental awareness, to develop the skills they need to make a difference in their environment and to cultivate a sense of responsibility and caring for their surrounding school and community's environment.

The purpose of Eco club is to make students to understand the benefit of environment, particularly the clean and green environment at school. The Treng Trayoeung Secondary School has two eco-club facilitators and 35 volunteers' students to run Eco club activities. The main activities of an Eco club are the following:

- School Eco-Club teachers and students gain knowledge about the environmental concepts and disseminate their environmental knowledge respectively to other teachers, students and villagers in their community,
- The school environmental activities are related to wastes separation practices, school biodiversity garden management, wastes recycling and composting, in which they attract other students to participate in eco-club activities,
- Sky-mini library has been piloting and using by the students and teachers,
- Tree planting has been starting for greening school yard and greening the community as well as supporting other biodiversity, particularly birds and insects,
- No Waste Community campaigns have been conducted in community every year with the participation of eco-club teachers, student and community members and as well the local authorities

In conclusion, the Eco club is important to help the school to be cleaned and green, which attract student who voluntary to join team, where all members can learn and use their environmental understanding effectively and efficiency in school, home property as well as community.

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INDONESIA



Muhammadiyah 1 Junior High School

The environmental awareness is a human responsibility. Our rules take a big part in environmental health. The global warming, the ozone flaws, flood, landslide are the effects of human behavior who doesn't care of environmental health. So it needs to change the human behavior through education, then it will create the generation who aware of environmental health.Based on the statements above, Muhammadiyah 1 Jogja JHS decided the visions as:
"THE CREATION OF DEEP ISLAMIC ATMOSPHERE, THE SUPREME ACHIEVEMENT, TECHNOLOGY INSIGHT AND GREEN SCHOOL"

These visions are implemented in our school, not only smart students' establishment but also:

Islamic

Clean is a part of Moslem life. As a Moslem we should have three life styles: clean, health, and care of environment. It is said in our religion.

A Moslem must aware to the environmental health, so we use it to our mission, it is "encouraging environmental life style and behaviors".

Green School

We decided our vision as green school because we want all students, teachers and people surrounding aware about the environmental health. So they can reduce something caused an environmental damaging, and they can choose and act selectively to reduce it. Such as: no plastic bag, save energy, save water, bike to school, bike to work, and using something warm less for environment.Muhammadiyah 1 JHS has a purpose to create a good situation for school environment, a place for teaching learning process and giving awareness for citizen [students, teachers, staffs and people surrounding] about environmental health.

Eco School in Muhammadiyah 1 JHS has been doing in two strategies. The first is environment education subject, we implemented the eco school in one of our subject. In this subject we give our student about everything related to the environmental health such as: global warming, compost, how to make compost, 3R [reuse, reduce, recycle] implementation, everything that warm for environment, etc. we give this subject to the seventh grade students and the second strategy is implementation environmental health in all subject we have. And we give them in all grades.

Muhammadiyah 1 JHS as Eco School has been developing rapidly in two years recently, they are:

- practicing in renewable energy by using fossil energy and save the energy,
- practicing waste and 3R [reuse, reduce, recycle] management,
- doing plantation and biodiversity by participating in CO_2 reducing and O_2 increasing through flowering, medicinal plant, having a pond.
- Using eco transport through "segosegawe [sepeda kanggo sekolah lan nyambut gawe] programmed" it means bike to school and bike to work.

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LOA DPR

Sisattanak Lower Secondary School

Introduction

Vientiane Capital has 831 private and public schools with 159,012 students and 6,744 teachers of which 68% are female and 43% work in public schools. The educational sector in Vientiane Capital is continuing to expand in both quantity and quality. In order to support the expansion and to build a good environment in all schools, the Ministry of Education and Sports together with the Ministry of Natural Resources and Environment are implementing a Green School Program, which promotes six core values: Green, Clean, Safe, bright l, civilized and charming environment.

In 2006, the Vientiane Education Department of the Ministry of Education and Sport launched the Green, Clean and Good Quality School Project. The objectives of the Green, Clean and Good Quality School Project are to encourage schools in Vientiane Capital to create a green, clean, beautiful and tranquil school environment which will be appealing to students, teachers and visitors alike. The project further aims at building awareness among school teachers and students on the importance and benefits of protecting and taking care of their school environment as well as their homes.

At the start of the project 74 schools had joined in and now there are 325 schools, which means the about 40% of all schools in Vientiane Capital are now taking part in the Green School Project Sokpaluang primary school and Sisattanak Lower secondary are among the schools participating and these two schools have consistently implemented the project very well and have for three consecutive years received the green flag Awards and Green Flag. Furthermore, they have been awarded the special Green, Clean and Good Quality School Flag for their consistent implementation of the project.

Sisattanak Lower Secondary School

The Sisattanak Lower Secondary School is a public school located in Tongkang village, Sisatthanak district, Vientiane Capital. The school was built 35 years ago and has two buildings. With two buildings, there are 12 classrooms and 22 teachers and 13 of them are females. There are 502 students and 260 of them are females. There is a library, two teachers' offices, a canteen and seven restrooms.

Activities

Both schools have implemented many different activities including:

- Planting trees and flowers
- Recycling of waste: plastic bottle for flowers vest
- Cleaning classroom and school yards
- Rotation of students to take care of and maintain trees, flowers vegetable garden
- Litter pick up every Monday morning and Friday afternoon for all students
- Rotation of students to clean the classrooms, lavatories and the course of the school to remain good environment on as well as always keep school clean.
- Rotation of schools guard
- Waste bank: Students can bring plastic bottles, glass bottles to the bank deposit money on their waste bank book
- Sport: exercises, football, volleyball
- Camping, Nature trail
- Art: Drawing, Dancing
- Question and Answers about science and environment
- Prayer time: Students and teachers pray 10 munities before start lesson everyday

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MALAYSIA



Saint Michael Secondary School

Saint Michael Secondary School, in our effort to educate the young on the importance of taking care of the environment has drawn up and compiled our own action plan and environmental education policy such as 'No polystyrene at all used in the school', 'No plastic bag on Fridays', 'Recycling stations at every 30 feet distance', and 'To put into practice the 5R concept: Reduce, Reuse, Recycle, Refrain, Rethink'; just to name a few. We have also conducted a large amount of environmental based projects. Some of our projects are composting, river clean-up, recycling, rain-water harvesting, organic farming, environmental-walk, environmental innovation, and a mini rubber plantation. The main objective of the whole projects is to create and increase the environment awareness of preserving Mother Nature within our students, teachers, parents and the community.

In addition Environmental Education Modules are adapted in the school education system. All the students are made compulsory to participate and complete three modules related environmental conservation awareness. Results from the environmental education are clearly seen when the students have internalized and make it a habit to recycle, to turn off the non-essential lights and fans and reduce the consumption of water. On top of that the school has adopted and implemented the rain-water harvesting project in a large scale. Large blue water tanks are installed at specific places around the school. The water collected is used to water the plants surround the school also to replace the water in our fish ponds. These efforts have helped the school a lot in reducing its utility bills and in one way or another save cost.

Another project run by the school in a large scale is the production of Effective Microorganism garbage enzyme juice (EM Juice). Thus far, St. Michael School does not use detergent or any other cleaning agent but solely depend on our own-produced EM juice. The EM juice produced is used in our organic farm as fertilizer and pesticide. It is also to clean up toilets, drains and floors.

When environment cleanliness is concerned the school does not only confined to its own zone. It stretched out its hands onto the community and adopted two residential areas and a river namely Taman Donggongon and Taman Pampang and the Putaton- Kibambangan River. Primary schools pupils are also invited to participate in our awareness programs. Programs such as talks, major clean-up activities, hands-on activities on composting, and the making of EM Mud balls and production of EM Garbage juice were conducted as our outreach projects to the community.

Furthermore, Saint Michael School has extended and shared its environment education programs with international organizations. Schools, educational institutions and NGO organizations from Korea, Japan and Singapore have benefited through their visits and participation in our environment conservation programs thus increased our networking circle at international level.

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MYANMAR



No. 2 Basic Education High School, Sangyoung

Our school, No. 2 Basic Education High School, Sangyoung, in Yangon Region ,the Republic of the Union of Myanmar, is not well-equipped with facilities. However, it is best known as a well established school with many good results through undaunted vigilance of our Headmistress, the staff and the students.

Our school activities are related to the nine topics of Eco-Schools. Our school has wide classrooms with large windows so the classrooms are airy and exposed to sufficient sunlight so much so that we do not need to use air conditioners, and that saves electricity. Big trees keep the school green and shady and reduce heat. Most students and teachers who are from neighbouring quarters come to school on foot. So, this saves energy and money besides reducing pollution.

Next, water is a hugely important part of life. We use water from the tube- well and in the rainy season, we store rainwater in water tank for drinking. Teachers on duty always check the watertaps for any leakage.

Having large compound, students can raise plantations. The vegetations cover the school expenses and improve students' innovation for practical studies. There is occasionally outdoor learning that can compliment classroom-based activities. Outdoor learning encourages pupils to explore and understand about biodiversity in the locality and appreciate the needs for environmental care on a global level.

To get sufficient fitness and well- being, physical education programme is provided to the students during co-curricular periods. The Headmistress or responsible teachers hold talks on healthy habits for healthy living at assembly frequently. This will lead to a better life style for their future.

Dustbins are placed everywhere to keep the school compound clean. In every class, students are grouped into five teams to perform the sanitation work of our school daily. The flags which represent five teams are raised according to the marks obtained accessed by the school council. By seeing the flags, students become more interested in their teamwork and can know the value of unity.

We start reducing wastes by sending them to the waste pit. Besides, as time passed, we reuse it as natural fertilizer for the plantations. Unwanted papers were sold to the buyers for school funds.

For these reasons, students are being trained and nurtured to understand the environmental awareness through our school.

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PHILLIPINES



Camarines Sur National High School

The Camarines Sur National High School (CSNHS) Youth for Environment in School Organization (YES-O) facilitates environmental projects by mobilizing the school through activities like tree planting (CSNHS Forest Park Project); symposia on environment and health concerns; street and coastal clean-up; environmental campaigns through signage, bulletin announcements; green film showing; essays and poster-making contests; solid waste recovery through Project SAVE; and participation in international Earth-saving events like Green Wave, Earth Hour, etc.

With the school's "Basura Ko, Dala Ko" (I Bring My Garbage) and "Reward System", paper conservation and plastic wrappers policies minimized the solid wastes in the campus. With "School In A Garden" program, the school maintains mini-gardens, medicinal garden, mini-forest, urban vegetable garden, orchidarium, big trees and a 3-hectare area in Mt. Isarog Natural Park. The school manages Aquaculture Project, Livestock Farming and Project Rain Gauge. School Maintenance, Repairs and Disaster Committees monitor other resources like electricity, waterways and buildings.

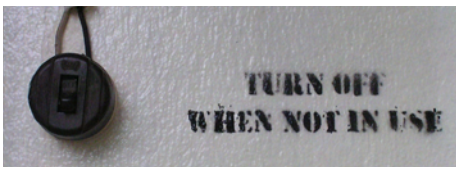
Embedded in its vision and mission, school's curricula promote environmental awareness specifically through Family Farming Curriculum (FFC) and Engineering and Science Education Program (ESEP).

Linkages with SM Holdings, Department of Science and Technology, Department of Environment and Natural Resources, Bureau of Fisheries and Aquatic Resources, Metro Naga Water District, Naga City Local Government and international organizations like Smart Communications, Inc., World Wildlife Fund, United Nations Environment Programme and Ocean Conservancy are established for these environmental projects.

To promote zero waste, paper (in different colors), newspapers, PET bottles, aluminum cans, other plastics were collected and separately and deposited at an area in the ESF Building (main campus) and Liboton Campus to be sold and disposed regularly for recycling in a junk shop recommended by the City Environment and Natural Resources Office.

The income generated from the sale of wastes like paper and carton is utilized by the individual classes for their cleaning materials. Sales of materials recovered supported YES-O Environmental Projects.

Reminders on water conservation are posted in all faucets in the campus. The Physical Faucets Committee also inspects all faucets and water pipes, and are repaired when necessary. Also, water conservation is one of the criteria for the school search for "Best Comfort Room".



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SINGAPORE



Commonwealth Secondary School

Designated as the West Zone Centre of Excellence for Environmental Education, Commonwealth Secondary School is a leader in its environmental education programme. We nurture students to develop keen interest in green issues and empower them to become environmental stewards both in school and the community. Our green efforts are a critical component of realizing our school vision of being “a community of passionate learners who spark imagination, illuminate new frontiers and inspire change for a better world” and are well integrated with other school programmes. As agents for a better world, we prioritize responsible stewardship of the environment whilst developing an environmentally friendly mindset and lifestyle amongst our staff, students and stakeholders. We promote environmental and community sustainability through the following strategies:1) creating new knowledge about environmental issues through scientific inquiry and research 2) organising education and outreach programmes 3) developing student leadership in environmental and community issues.

Commonwealth Secondary School’s environmental education programme provides a structured and differentiated programme for students at each level. Students are engaged through various hands-on activities which allow them to translate their energy and enthusiasm into action. From water conservation to climate change and alternative energies, students investigate a myriad of key issues through scientific inquiry and research, as well as through project work in authentic settings. For example, the school’s Constructed Treatment Wetland, a grey water recycling system serves as an outdoor classroom for students to study wetland ecosystems and its impact on urban biodiversity. Field trips to Sungei Buloh Wetland Reserves and river clean-ups at Sungei Pandan and Pandan Reservoir, which the school had adopted under PUB’s ‘Our Waters’ programme, further enhance the learning experience.

As the Zonal Centre of Excellence for Environmental Education, our impact in promoting awareness and learning about green issues extends far beyond the confines of the school. We actively initiate programmes and activities to engage the larger community. These include organising the annual National Green Competition to promote creativity in the use of recycled material amongst upper primary students, and conducting Just One Earth seminars to raise awareness amongst educators on environmental issues. Extending its efforts beyond schools, students from Commonwealth Secondary School also reach out to the community, educating households on issues like mitigating climate change and preventing mosquito-breeding.

To further encourage students to be environmental stewards for a cleaner and greener community and nation, we actively explore new technologies and establish new platforms for collaboration. New technologies such as Floating Wetlands, Rain Gardens, Fish Aggregating Device and Water Filtration Systems introduced by our partners have sparked the imagination of students and inspired them to innovate with these technologies to resolve community environmental problems. Efforts to bring about a cleaner and greener community include the management of chironomids (blind flies), an environmental issue affecting residents in the neighbourhood, as well as bringing clean water to a village in Cambodia.

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THAILAND



Muang Krabi School

'Krabi: Livable City, Lovely People' is the slogan of Krabi Province which is located in the southern part of Thailand close to the Panom Benja Range, which is a significant watershed for Krabi people. The waterways from the Panom Benja Range pass by Muang Krabi School, located in an urban community. This vast land, from watershed forests to a river mouth to the Andaman Sea, is fertile with diverse and beautiful natural resources. In the last few decades, Krabi has experienced rapid economic growth caused by the promotion of tourism businesses. The exploitation of natural resources for agriculture, fisheries and tourism has negatively impacted the environment. Therefore, the school focuses on collaboration in environmental management with local communities to promote learning processes between the students and communities to achieve a sustainable environmental education.

Using a whole school approach, the school's environmental education policy and implementation emphasize cooperation with local communities in conserving Krabi Yai canal and mangrove forests in the Krabi River Mouth area. The school alliances include Krabi Provincial Administrative Organization, Panom Benja National Park and Mangrove Forest Development Station. Due to this collaborative learning process between the community and students about their water resource, the villagers became aware of the environmental impact caused by the extraction of mountain rock on their canal. They protested against the business doing the work and were able to stop it.

School's curriculum that focused on local environmental issues has been designed to promote students' knowledge and awareness of the value of existing natural resources. There are specific courses offer for student, for example: Krabi River Mouth course in the science learning area, Krabi Economy and Our Local Community courses in the social studies learning area, School Landscape Design course in the learning area of technology and occupations, and courses in cooking from herbal materials and crafting from recyclables, as well as an income-earning project about crafting from waste products. The students also learn to contribute to the public by participating in environmental and social development activities with the community on different occasions. In addition to this curriculum, the students learn to develop their environmental conservation awareness and responsibility by taking care of the school area on a daily basis, as well as participating in a school garbage bank. A number of core-team students have also obtained the skills of discovering, exploring, conserving and sharing their natural resources by joining a Youth Award Project organized by the Department of Environmental Quality Promotion.

This school has taken its obligation seriously to promote the students' awareness of caring for their homeland and participating in environmental conservation for the sustainability and well-being of the society.

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VIETNAM



THE STUDENTS ENJOYING THEIR STUDY IN THE SHADES OF THE TREES

Chu Van An National High School

When coming to our school, don't be surprised at the feeling of being in a different world, the natural desire to be a part of the beautiful nature. Out fades the noise of heavy traffic and in fades the symphony of the birds, the trees, and the flowers fluttering and dancing in the breeze. Along the margin of the well-tiled paths stretch the splendid flowers in line leading to a green little hill full of flowers and an old fountain in the center of the well-trimmed ornamental plants. Down the main paths are lines of luxuriant old trees. Chu Van An National school is also famous for its "paths" such as the Mango path and the flamboyant path around the stadium, the Japanese cherry-blossom path, the Taiwan almond path. Such exotic trees like 27 Japanese cherry-blossoms presented by the Vietnamese – Japanese Friendship Association, 15 Taiwan almonds, 2 eucalyptuses from Australia are also the symbols of the close relationship between our school and other countries.

Being favoured by nature, all Chu Van An students make every effort to protect this natural beauty. This is a cause and effect relationship, which is respected by every member of this family. It is as simple as not scattering litter everywhere and there are penguin dustbins here and there reminding the students to keep a clean school environment. Those who break the rules can be reminded by the gaze of others or be punished by doing duty for a week. Gradually, it has become a habit of the students to keep the school clean. In addition to lectures on environment, there are outdoor activities such as field trips with discussions, quizzes afterwards in form of plays, comedies or comedy clips. The school also raises a fund for an environment club, organizes competitions with the environment topic in different ways such as Fashion competition which requires all clothes made from recycled materials, Video clip competition, "School Cameras" competition, "When I am 18" painting competition, where students can freely show their talents and their own viewpoints on the world and the environment. All of these school activities are to encourage the students' curiosity about the surrounding environment and to nourish their love for nature. Whenever spring comes, groups of school students volunteer to collect trash on the West lake or clean the road around the lake. As a result of these activities, the outdoor physical training lessons have become so pleasant and comfortable and outdoor activities have become so effective that many students have tried to come to school early to start a school day by running around school. Rarely do you find students staying in class during break time. Most of them enjoy the fresh air, playing football, basketball, or chatting on school stone benches in the yard. Even during summer vacation, many students come to school to play sports because they love the unbelievable cool air here so much.

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