FEE ECOCAMPUS HANDBOOK 2.0

Education for Sustainable Development (ESD) Programme, WWF-Malaysia

Contents

Chapter 1: Introduction to FEE EcoCampus Programme

What is the FEE EcoCampus Programme?

The **FEE EcoCampus Programme** is an award based international environmental education programme offering well defined, controllable ways for tertiary education institutions to address environmental and sustainability issues via the application of research, development and innovations deriving from academic works in the day-to-day management and operation of the campus.

The programme is based on the EU EMAS (Eco-Management and Auditing System), and the Seven Steps Methodology aligned with the 'Plan-Do-Check-Act (PDCA)' management method used in ISO 14001:2000 Environmental Management System Standards.

An internationally recognised **Green Flag Award** will be bestowed to an institution that has successfully achieved the programme goal based on the Methodology.
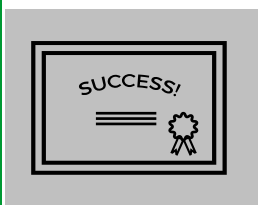
National level awards (silver & bronze) will be presented to institutions that have undertaken substantial efforts to improve the environmental awareness and education, and sustainability standards.

Why FEE EcoCampus?

Benefits to the environment.

The programme
• improves overall environmental performance
• improves waste management
• decreases resource consumption
• improves environmental management aspects

Benefits to the institution.

The programme
• empowers students and staff
• encourages change in consumption
• encourages an environmental friendly lifestyle
• reduces operational costs
• provides good publicity

Benefits to students and learning.

The programme
• improves learning outcomes
• promotes research skills and opportunities (developing an action plan, investigating, setting targets, monitoring & reporting progress)
• introduces new courses and modules

Benefits to local and wider communities.

The programme
• sets an example in the local community
• involves local groups and representatives
• shares experience and best practice
• reduces waste generation, travel impacts
• encourages institutions to be better neighbours

National Operator of FEE EcoCampus Programme

The FEE EcoCampus programme is owned and run by Foundation for Environmental Education (FEE) based in Denmark. In Malaysia, **WWF-Malaysia is the National Operator (NO) of the FEE EcoCampus Programme**, alongside the Eco-Schools Programme. Tertiary education institutions in Malaysia that wish to enroll in the FEE EcoCampus Programme should contact the NO (WWF-Malaysia).

Sustainable Development Goals (SDGs)

The programme is based on Education for Sustainable Development (ESD) which shows a strong link with the SDG 4 (Quality Education) and the SDG 17 (Partnerships For The Goals).

4 QUALITY EDUCATION

17 PARTNERSHIPS FOR THE GOALS

The process is further connected with the ESD for 2030 roadmap that outlines actions in five priority action areas on policy, learning environments, building capacities of educators, youth and local level action, stressing further ESD's key role in the successful achievement of the 17 SDGs.

The FEE EcoCampus Philosophy (Malaysia)

> It cannot be denied that human behaviour underlies almost all environmental problems, such as air and water pollution, climate change, deforestation, and loss of biodiversity.
>
> (Lambrechts, Van Liedekerke & Van Petegem, 2017).

Can we help global citizens to realise this reality and empower them with inherent values to rise and meet these challenges? Higher education has a major role in shaping and developing individuals to address these environmental problems and promote sustainability. The Ministry of Higher Education, Malaysia, has put forward six pillars in the development of our youth in the Higher Education Blue Print (HEBP) 2015-2025 (Figure 1).

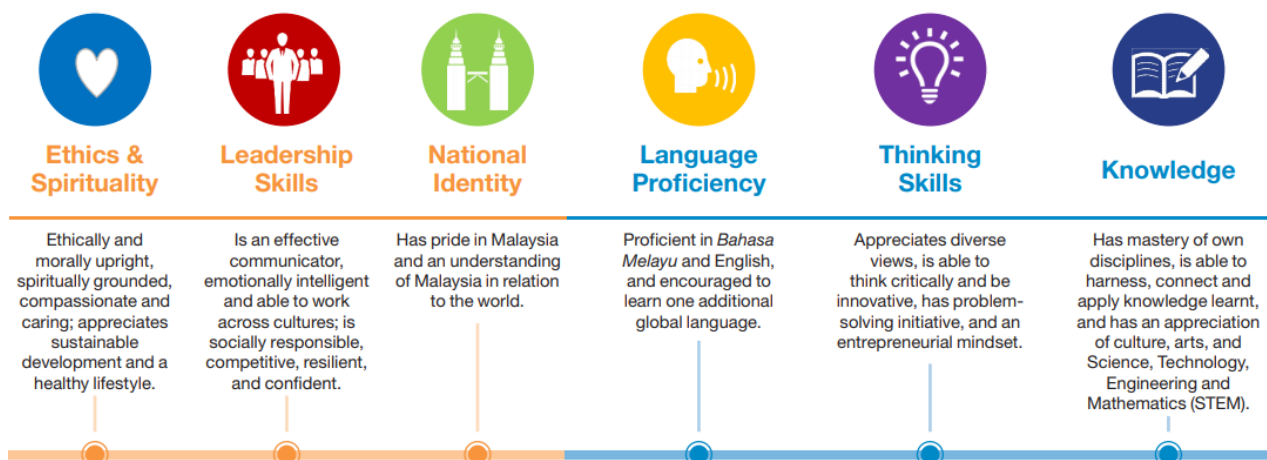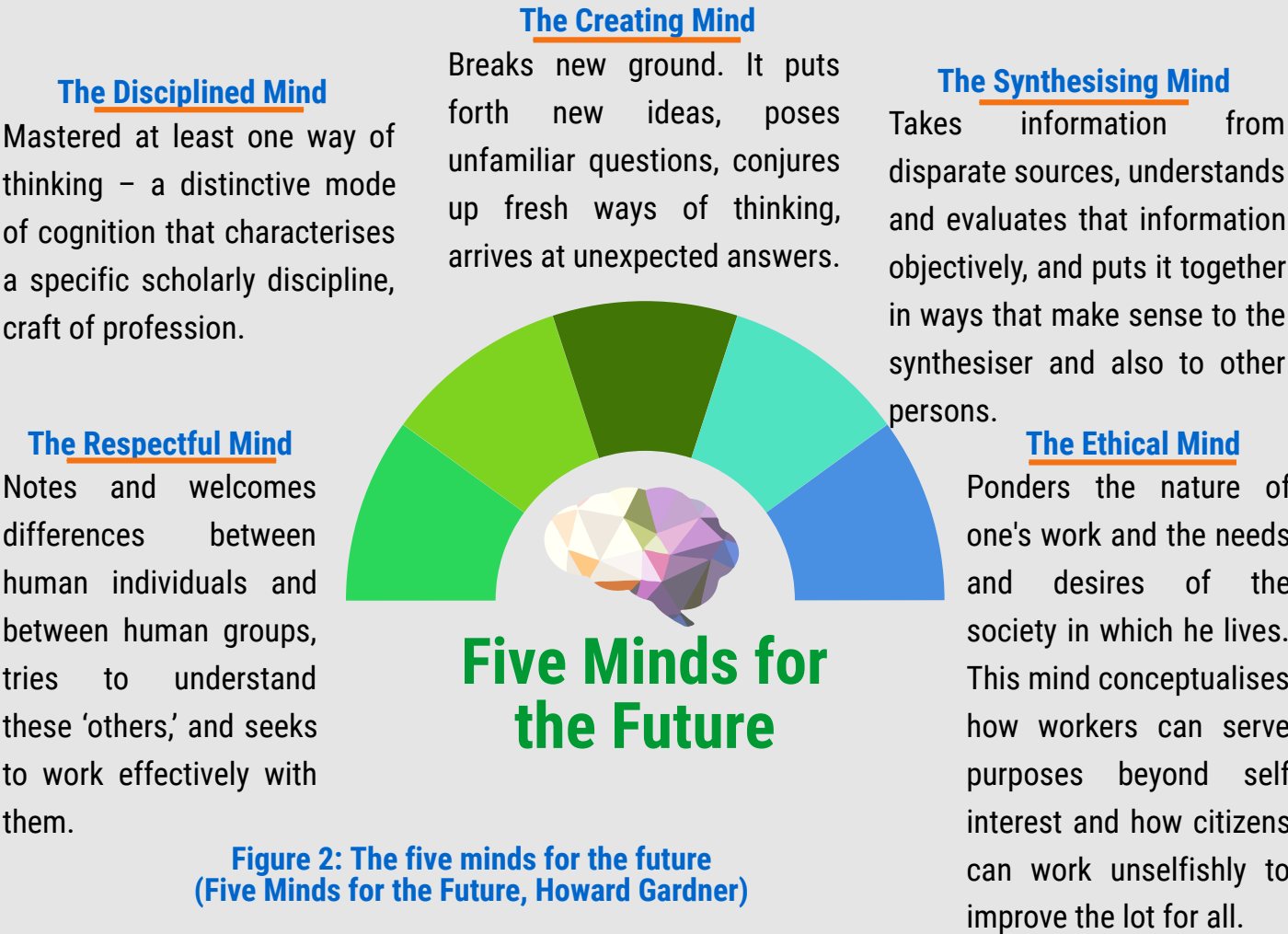| Ethics & Spirituality	Leadership Skills	National Identity	Language Proficiency	Thinking Skills	Knowledge
Ethically and morally upright, spiritually grounded, compassionate and caring; appreciates sustainable development and a healthy lifestyle.	Is an effective communicator, emotionally intelligent and able to work across cultures; is socially responsible, competitive, resilient, and confident.	Has pride in Malaysia and an understanding of Malaysia in relation to the world.	Proficient in *Bahasa Melayu* and English, and encouraged to learn one additional global language.	Appreciates diverse views, is able to think critically and be innovative, has problem-solving initiative, and an entrepreneurial mindset.	Has mastery of own disciplines, is able to harness, connect and apply knowledge learnt, and has an appreciation of culture, arts, and Science, Technology, Engineering and Mathematics (STEM).

Figure 1: 6 pillars of the Higher Education Blue Print (HEBP)
Source: Executive Summary Malaysia Education Blueprint 2015-2025 (Higher Education)

In order for the FEE EcoCampus Programme to be able to contribute meaningfully towards these aspirations, a philosophical and a pedagogical foundation is necessary. The HEBP pillars can be underpinned by the Five Minds for the Future Philosophy by Howard Gardner, 2006 (Figure 2).

The Creating Mind

Breaks new ground. It puts forth new ideas, poses unfamiliar questions, conjures up fresh ways of thinking, arrives at unexpected answers.

The Disciplined Mind

Mastered at least one way of thinking – a distinctive mode of cognition that characterises a specific scholarly discipline, craft of profession.

The Synthesising Mind

Takes information from disparate sources, understands and evaluates that information objectively, and puts it together in ways that make sense to the synthesiser and also to other persons.

The Respectful Mind

Notes and welcomes differences between human individuals and between human groups, tries to understand these 'others,' and seeks to work effectively with them.

The Ethical Mind

Ponders the nature of one's work and the needs and desires of the society in which he lives. This mind conceptualises how workers can serve purposes beyond self interest and how citizens can work unselfishly to improve the lot for all.

Five Minds for the Future

Figure 2: The five minds for the future (Five Minds for the Future, Howard Gardner)

The Five minds can be mapped closely with the HEBP pillars. The Disciplined Mind, the Synthesising Mind and the Creating Mind correspond with the Knowledge, Thinking Skills and Language proficiency pillars. The Respectful Mind and the Ethical Mind correspond to the National Identity, Leadership Skills and the Ethics and Spirituality pillars. For transformative teaching to achieve the HEBP pillars with the underpinning philosophy, the pedagogical approach advocated is the Head (Intellect), Heart (Ethics, Spiritual, Emotional) and Hands (Action and Effort) approach in order to acquire the Intellectual Elegance required to bring about behavioural changes in an ever increasing complex society (Figure 3).

HEAD

Intellectual Buy-in

HEART

Emotional Buy-in

HANDS

Behavioural Efforts

Figure 3: Head, Heart & Hands

Chapter 2: Getting Started

The Seven Steps Methodology of the FEE EcoCampus Programme

This methodology is intended to be flexible enough to accommodate any campus and each step should be implemented to suit the campus' capacity at the point of implementation. The nature of the Seven Steps Methodology also allows the programme to be continuously updated as the environmental status and the requirements of the campus change.

FORMATION OF ECO-COMMITTEE

SUSTAINABILITY AUDIT

ECO-CHARTER

LINK TO CURRICULUM

INFORM & INVOLVE

ACTION PLAN

MONITOR & EVALUATE

Step 1: Formation of FEE EcoCampus Committee

The Eco Committee represents the campus community (students, academic and non-academic staff members, and where applicable, external stakeholders) and students are the driving force of the Committee. Participation should be sustainable with regular meetings and visibility for the campus community.

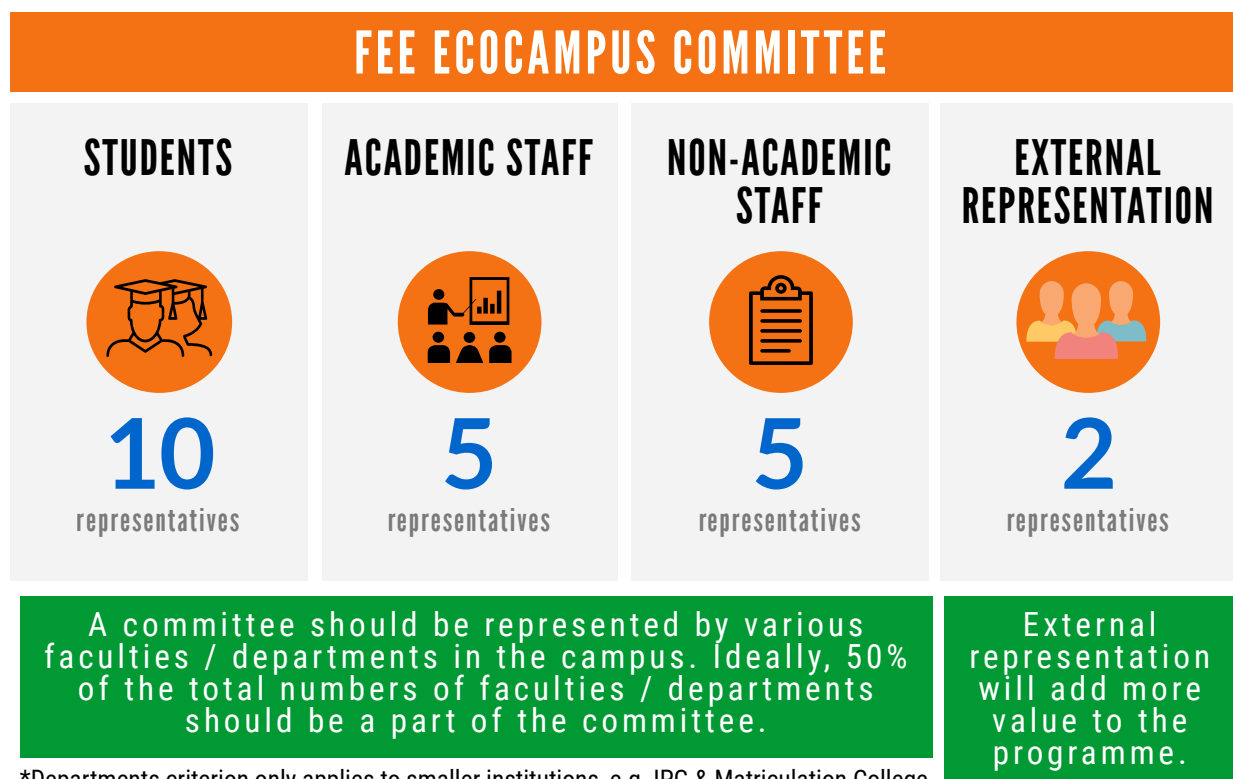The main responsibilities of this committee are,

- developing, implementing and monitoring a campus environmental framework that addresses the environmental concerns of the campus community,
- ensuring that the interest of all components of the campus community is represented in the decision making process , and
- establishing adequate communication links with the whole campus community ensuring a wider sense of ownership of the programme.

Ideally a committee should represent **50% of students and 50% of campus management & staff (teaching and non-teaching).** Participation in the committee has to be **sustainable for an extended period of time with low turnover rates.**

* Having students in various academic year will help to maintain continuity of the committee.

A committee should have **a maximum of 25 members at one time**. Below is an example of the representation for a committee.

FEE ECOCAMPUS COMMITTEE

STUDENTS	ACADEMIC STAFF	NON-ACADEMIC STAFF	EXTERNAL REPRESENTATION
10 representatives	5 representatives	5 representatives	2 representatives

A committee should be represented by various faculties / departments in the campus. Ideally, 50% of the total numbers of faculties / departments should be a part of the committee.

External representation will add more value to the programme.

*Departments criterion only applies to smaller institutions, e.g. IPG & Matriculation College.

Minutes must provide data on **representations (departments/faculties), attendance, active participation, group photos and other relevant information** as stated in the award criteria.

Step 2: Carry out a Sustainability Audit

What is a Sustainability Audit?

A Sustainability Audit is **a systematic review and assessment of the campus**, in which the **environment should be seen in a broader sense to include the social and economic aspects**. It is designed to provide a realistic picture of the campus' current sustainability performance and requirements.

The Audit intends to,

- Provide a clear view of the campus' range of outputs and impacts by **establishing a baseline**.
- Ensure that significant areas are **not overlooked**.
- Identify **good practices, practice gaps and required viable practices**.
- **Benchmark against best practice** examples to identify an end-line and targets.
- Help to **prioritise actions** to be taken including the timeline and the implementers.
- **Communicate** the importance of actions to the campus community.

The Audit should look into **nine sustainability elements** as follows;

CARBON FOOTPRINT Calculation of the institution carbon footprint can be done using various online tools available, such as the one available on here.	**RESOURCE CONSUMPTIONS** The usage of Energy (inclusive of Green Building elements, natural lighting and ventilation, availability) and Water on campus.	**BIODIVERSITY** Analysing Green Spaces, Biodiversity Conservation programmes, Map of Biodiversity and Biodiversity Register on campus.
WASTE Identify recycling and circularity of resources against waste production and littering on campus, and Circular Economy programmes or entrepreneurship initiatives.	**BEHAVIOUR & KNOWLEDGE** Determine current behaviour; knowledge; attitudes towards elements of sustainability among students and staff. Educational baselines can be collected via tools such as Sulitest.	**INVESTMENTS** Ensure investments, bonds or stocks in problematic industries such as fossil fuel-based companies, arms dealing, human trafficking and forms of modern slavery are not present. Otherwise, create a plan to divest.
PURCHASING & PROCUREMENT Describe the campus strategies and/or policies available to discover whether sustainability standards (fair trade, local businesses and green procurement) exist and document the standards, if available.	**EQUITY & EQUALITY** Describe areas such as, but not limited to, sanitation facilities for all; gender equality; social inclusion- disability access; religious freedom e.g. meal options available; scholarships, digital poverty, student in-kind aids.	**HEALTHY LIVING** Determine if the campus is 'Healthy' e.g. review amount of green spaces; noise levels; air pollution; access to mental health services; healthy food available, accessibility to clean water, availability of peer counseling platforms, level of happiness.

A transparent baseline must be identified on campus.

What is a Baseline?

A baseline is **a basic standard, a value or starting point on a scale** with which other values can be compared.

Below are some examples of baselines;

Why is a Baseline important?

A baseline allows you to **efficiently oversee and manage changes** in the schedule, cost, or scope that affects everything else.

In terms of the Audit:
- It is **recommended that end-lines are made to allow for comparison.**
- This could be done by **benchmarking** against other institutions awarded for **best practice, or national/regional sustainability targets**.

Global Scale

Data on the availability and sustainable management of water and sanitation for all.

Study on conservation and sustainable use of oceans, seas and the marine ecosystems for sustainable development.

Data on overall access to affordable, and reliable sustainable energy to all.

Campus Scale

Data on conversion of food waste into compost for farming/gardening.

Study on solar powered facilities to promote sustainable energy consumption through enhanced renewable and clean energy.

Data on rainwater harvesting for irrigation and daily use at the area.

A Sustainability Audit is **vital to compare the current practices of the institution with the best practices** that prioritise sustainability.

The Sustainability Audit **is broader than just environmental performance and includes behaviour / knowledge / awareness levels**.

*The Sustainability Audit is carried out in collaboration among students, relevant faculties/departments and staff.

HOW DO WE CONDUCT A SUSTAINABILITY AUDIT?

ASK
- What do you like and dislike about your campus?
- How can you incorporate sustainability into campus activities?
- How to ensure that students are able to apply these goals into their daily lives?

DELEGATE
Responsibilities and tasks should be delegated throughout the campus community to ensure efficiency and effectiveness of the programme.
Examples:
- Students: Reach out to external partners for stakeholder engagement.
- Staff: Provide students with permission and guidance to allow campus-wide activity.

COMPILE & REPORT
- The data gathered is compiled into a report that is circulated among the campus community.
- The report should be concise and packed with information and evidence which allow easy application of the activities on campus grounds.

TAKE ACTION
The committee should review the report and consider the pros and cons before moving into the next step, Step 3 : Linking to Learning on Campus.

Ideally, the sustainability audit needs to be conducted **once a year**. This should be taken into consideration as a way forward.

Step 3: Linking to Learning on Campus

In the previous handbook, this was Step 5. However, to ensure efficiency, this is now Step 3 before Step 4 : Create your Action Plan.

Without learning how to live and work in a manner that meets the needs of the present generation without compromising the needs of future generations and creating a sustainable world, students may be poorly equipped for the future job market and life in general.

The general strategy suggested is **to integrate Environmental Education (EE) or Education for Sustainable Development (ESD) concepts into the existing subjects** instead of developing new subjects and/or courses.

RESEARCH INTEGRATION

The Programme highly encourages the inclusion of **research with topics or targets related to sustainability challenges or in relation to Sustainable Development Goals (SDGs)**. The type of research integration differs and depends on the respective type of campus. Examples are as follows;

CAMPUS	POSSIBLE RESEARCH INTEGRATION	TITLE EXAMPLES
Universities / Colleges (Public and Private)	Concept Paper	• Rural Electrification for Orang Asli Communities in Perak (UTP) • *Pembinaan Modul Berasaskan Pendekatan Projek Untuk Pencapaian Matematik Awal Kanak-Kanak PraSekolah* (UMS)
	Final Year Projects	• Carbonized waste material based solar absorber (UMS) • Optimization of solar evaporator: Clean water production (UMS)
	Service Learning or Community Service Projects	• Mangrove Restoration Project at Lekir, Perak (UTP) • Rural Sanitation and Sustainable LIving Programme for Orang Asli communities in Tapah (UTP)
Teacher Education Institutes (IPGs)	Penulisan Ilmiah	• *Pelaksanaan Pendidikan Pembangunan Lestari dalam Konteks Sikap Pentadbir di Institut Pendidikan Guru Malaysia*

*These integrations should be current and upon application for awards, evidence can be provided in the form of research keywords in the abstract or executive summary (where applicable).

CURRICULUM INTEGRATION

Aspects of sustainability and interdisciplinary elements are encouraged to be incorporated into the curriculum via selected course curricula in each entity on campus, such as faculties and centers among others. The elements **should be related to the 17 Sustainable Development Goals (SDGs)**. Examples are as follows :

CAMPUS ENTITIES	POSSIBLE INTEGRATION	EXAMPLES AND/OR METHODS
Faculties	Incorporation into a subject or course whereby this should be reflected in the programme, course learning or lesson outcome.	Subject or Course: Renewable Energy, Advanced Materials
	Inclusion as a part of Teaching & Learning module in experience sharing.	Inviting speakers from related NGOs, social entrepreneurs, experts.
	Inclusion in campus wide programme which involves all faculties on campus.	Integration in a New Health programme (UM) as a way to incorporate Good Health and Well Being (SDG 3).
Institutes	Incorporation into Teaching & Learning module such as case studies.	Utilisation of campus good practices as course materials.
Centres	Incorporation into remote/online continuous assessment.	Remote/online projects, assignments and presentations.

*Evidence can be provided in the form of keywords in course synopsis.

CAMPUS CONNECTION TO SOCIETY

The Programme encourages educational institutions to **connect with society via stakeholder engagements**. Each project must have at least two collaborative partners, including one external partner and the institution itself. Proof of project implementation and planning should be provided with the weightage of the evidence being 50%. Some examples are as follows:

PARTNER(S)	EXAMPLES AND/OR METHODS
Environmental NGOs, Social Enterprises, etc.	Awareness talk for campus community & external community sharing.
Businesses	Working with a Resort's Engineering Team to solve floating garbage problems at the beachside. The Resort's Engineering Team and students can collaborate to produce a prototype.
SM All Saints (Kota Kinabalu), SK Lok Yuk Inanam (Kota Kinabalu) & Hokkaido Sapporo Keisei Super Science High School (Japan)	Plastic Pollution and Marine Conservation Environmental Education Programme between UMS and Hokkaido Sapporo Keisei High School, Japan (2019-2020): Programme designed for, participated by and benefitted the younger generations from Sabah and Japan on plastic pollution and its solution using UMS as a learning venue.

PARTNER(S)	EXAMPLES AND/OR METHODS
Borneo Tourism Institute (BTI), Kota Kinabalu, Sabah	Tourist Guide Licensing Course Green Knowledge Learning Experience @ UMS EcoCampus (2018-2020): Programme utilized UMS EcoCampus as a case study site and real-time hands-on observation of sustainability good practices and sustainable tourism branding in Sabah for Technical and Vocational Education and Training (TVET) students.
UPcycled Shack (Social Enterprise) & Sabah Pharmaceutical Society	Upcycling of Plastic and Paper Wastes for Circular Economy - UMS EcoCampus (2019): Hands-on upcycling of wastes into products of use and value to the society by UMS students.

*Proof that the students are involved in the project planning/implementation should be included. MoU and/or collaboration letters should be attached should the institute engage in a collaboration with an external organization.

The infusion of the programme should happen **within the formal curriculum**, however, if there is the instance that the connection to society occurs outside of the formal curriculum, the institutions could also report this in their award application.

The corresponding requirements as demonstrated in the table below exhibit the infusion of sustainability and the Sustainable Development Goals.

Sustainability perspectives and information are integrated into all events and conferences.

- Events that are conducted **must include and inform on sustainability principles** evidenced by planning documents.
- Event proposal or post-event reports must be attached as evidence highlighting the principles.
- The events carried out must be **mapped to the Sustainable Development Goals (SDGs)**.

Educators engage in sustainability trainings.

- Educators to **partake in training and learning** of either Education for Sustainable Development (ESD) and/or SDGs.
- Educators should be **actively engaged** in Environmental Education (EE)/ ESD programmes/activities of various scopes and fields (environment, social and economy) that involve different target groups in line with the SDGs by using campus/institute sustainability concept/good practices as modules, **all for educators' experience and skill enhancement, and effort continuity**.
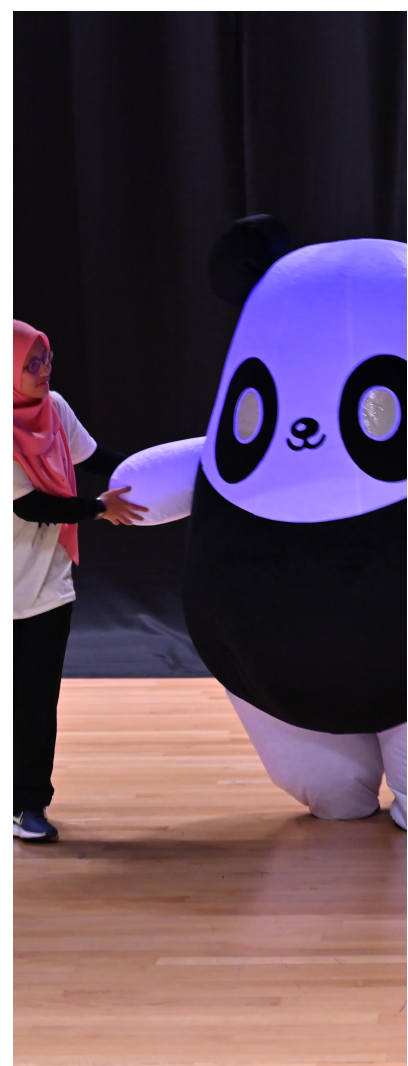
Step 4: Create your Action Plan

Data obtained from the Sustainability Audit will highlight areas of prioritisation in the campus sustainability journey. From the nine sustainability elements analysed in Sustainability Audit, the campus is advised to address no more than three elements at one time. The campus can also work on cross-cutting themes as visualised in the graphic below.
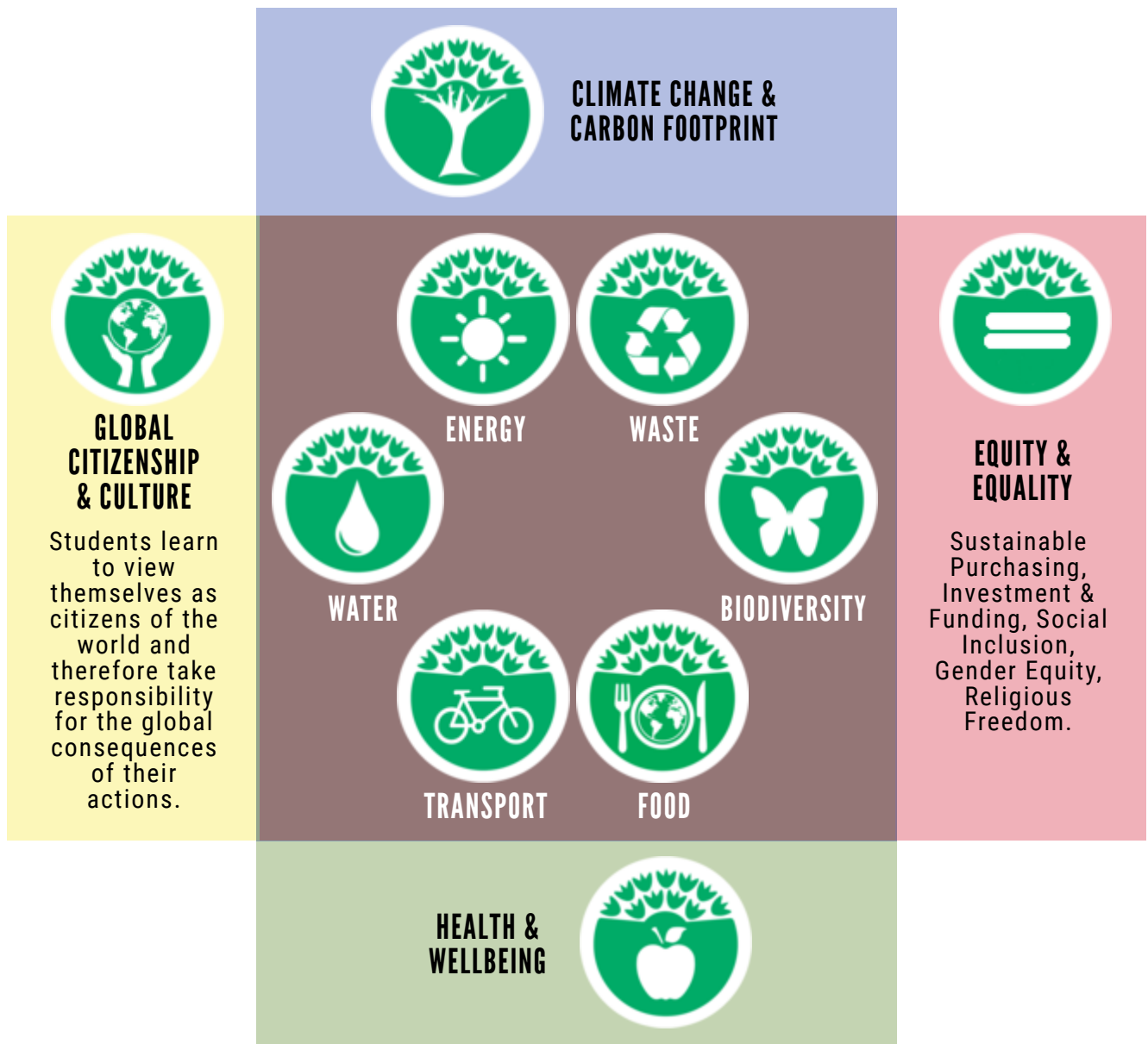
This is important because it is recommended to be realistic and avoid being over ambitious in addressing many sustainability issues in one term. As the campus community progresses along the action plan, they must experience success.

What is an Action Plan?

The action plan consists of a series of timetable targets to achieve goals identified by the sustainability audit. The action plan needs to follow the principle of **SMART Goals** (Specific, Measurable, Achievable, Relevant and Time-bound). It contains clear time-frame goals, targets, and the activities chosen to reflect the campus means and the baselines identified in the audit.

The persons responsible for the goals, targets and the activities should be reflected in the action plan. **Students will take the lead with major responsibility in implementation (planning and execution) of the plan** with support from the management and staff body. Where necessary, the cost implication of each action and its link to learning on campus should also be included. A sample of an action plan is provided below;

SMART GOALS

SPECIFIC

Well defined, clear and not ambiguous.

- Who : Who is involved?
- What : What do you wish to accomplish?
- Where : Where is this goal to be attained?
- When : When do you wish to achieve the goal?
- Why : Why do you wish to achieve this goal?

MEASURABLE

With specific criteria that measure your progress toward the accomplishment of your goal.

- How many and/or much?
- How do you know if you have reached your goal?
- What is your indicator of progress?

ACHIEVABLE

Attainable and possible to achieve.

- Do I have the resources and capabilities to achieve the goal? If not, what am I missing?
- Have others done it successfully before?

REALISTIC

Within reach, and relevant to your goals.

- Is the goal realistic and within reach?
- Is the goal reachable, given the time and resources?
- Are you able to commit to achieving the goal?

TIME-BASED

With a clearly defined timeline, including a starting date and a target date with its purpose to promote a sense of urgency.

- Does my goal have a deadline?
- By when do you want to achieve your goal?

SUSTAINABILITY ELEMENT	ACTIONS	RESPONSIBLES	TIMEFRAME	TRACKING INDICATOR	STATUS
WASTE Waste Production and Recycling,Circularity of Resources, and Littering on campus.	Installation of clean dry recyclable bins in cafes and offices.	Buildings and Maintenance Office	April 20XX - June 20XX	Numbers of installation and areas of installation.	
	Marketing campaign to increase awareness & promote use of recycling facilities.	EcoCampus Committee and Student MPs	April 20XX - July 20XX	Details of the campaign (platform, assets, outreach, target group, etc.)	
	Integration of resource circularity for the purchase of goods and products.	Procurement Office	April 20XX - August 20XX	Procurement documentation.	

Your action plan should include carbon cutting actions and climate change adaptation and mitigation strategies. The table below showcases some examples on how campuses in Malaysia are doing their part in cutting down carbon emissions.

Campus	Carbon Cutting Action / Climate Change Adaptation & Mitigation
Universiti Malaysia Sabah	Car Free Day & Preferential Parking for Carpool
Universiti Malaysia Sabah	Upcycling of Plastic and Paper Wastes for Circular Economy
Universiti Teknologi PETRONAS	Skip the Straw Campaign

The action plan **MUST** include information on how each activity will be monitored and evaluated; and it MUST be continually amended to reflect the findings of subsequent Monitoring and Evaluation.

The greatest threat to our planet is the belief that someone else will save it.

- Robert Swan OBE

The FEE EcoCampus award **celebrates commitment** to improve the campus sustainability rather than achieving perfection. The process is more important than the final results. Evidence of efforts made towards achieving the objectives are important despite its end result. Provide necessary justification and clarification for any hitch in your action plan progress.

Step 5: Monitoring & Evaluation

Why do you need to monitor and evaluate your progress?

Careful monitoring and evaluation of the outcomes are needed to **assess progress made towards achieving targets identified** in the Action Plan and to **identify areas that require further corrective action**. This step also enhances whole campus awareness by highlighting the successes of the actions undertaken.

Corrective action is a rapid and adequate response to a problem which either solves the problem or moderates the negative effects and prevents the problem from occurring again.

Your Monitoring and Evaluation programme should be **developed in parallel** with your Action Plan.

Your Monitoring and Evaluation programme should:

Be led by students with support from the management and staff. Students take major responsibility in the planning and execution of the programme, these responsibilities could include collection and analysis of data, and deciding on the corrective action necessary as the way forward.

Be developed in conjunction with your Action Plan and have clear responsibility assigned and timelines for when monitoring is to take place.

Use the **same unit of performance as your Sustainability Audit** to allow comparison with initial figures and baselines.

Feed back into your Action Plan to identify areas for adjustments and improvements to be made when and where necessary.

Increase the likelihood (or reduce time required) for achieving goals formulated in your Action Plan.

Action plan **targets must be achieved or illustrate positive progress, if possible**. Non-fulfilment or **setbacks should be explained**, and **given pertinent corrective actions** for continuous progression.

The monitoring and evaluation **results are published and shared** on-campus website/social media.

Monitoring and Evaluation **MUST** include distributing **surveys to discover what attitude / knowledge / behavioural changes you have created**. This survey must be **completed by at least 5% of the campus population** representing all groups (students, management, staff, etc.) in the campus. Monitoring and Evaluation can also be done through the compilation of comments and opinions from stakeholders in social media online platforms.
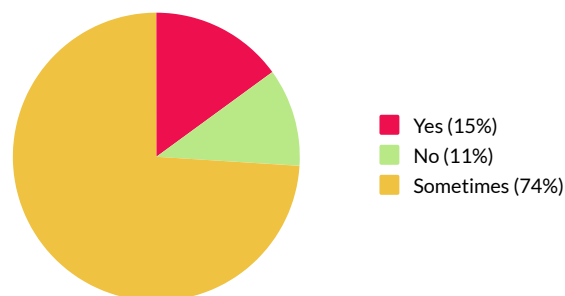
To illustrate progress in your action plan targets and objectives, **be creative and utilise the various means** available. Visuals such as photographs, charts, newspaper and magazine clippings, social media screenshots, or recordings (clips or videos) will be useful to make your point.

By sharing the results from monitoring and evaluation (don't limit these to only online platforms) with the campus community and the local community around the campus, you will **generate a general feeling of well-being that maintains the momentum and keeps the project going**. When you celebrate these successes (even bite-sized successes persistently), you will also have the a**venue to promote** the FEE EcoCampus Programme.

Example of Monitoring and Evaluation on attitude shift after intervention (activities based on Action Plan).

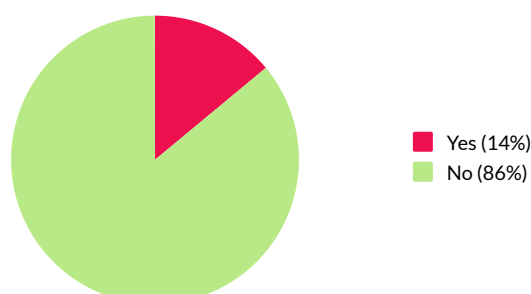## Attitude on Single Plastics Usage in Daily Lives of Youth

Before Interventions
Question: Do you use single use plastics?

- Yes (15%)
- No (11%)
- Sometimes (74%)

After Interventions
Question: Would you use single use plastics now?

- Yes (14%)
- No (86%)

Step 6: Informing and Involving

One of the essential components of the FEE EcoCampus process is the information dissemination of the activities throughout the campus and community at large. The idea of this step is **to inform and educate as many individuals as possible** about FEE EcoCampus and to **actively involve them in the process**.

Involving the wider community does not only **provide publicity** about the campus' initiatives, but it also bring a range of benefits. Family members, local businesses and local councils can be **sources of advice, information, practical help and even monetary and in-kind assistance** which are essential for the success of the programme. The table below showcases the **important elements** of Informing and Involving.

VISIBILITY OF FEE ECOCAMPUS ACTIVITIES A social media page AND a section in the campus website should be updated regularly with information on the activities conducted.	**STUDENTS LEADING THE COMMUNICATION INITIATIVES** Appointment of a Student Communication Officer with collaboration and support from the campus Communication Personnel.	**COMMUNICATIONS OF THE ACTION PLAN** The appointed individuals to come up with a Communication Work Plan as guidance for the Committee.
CAMPAIGNS ON SELECTED ELEMENTS OR THEMES Informative campaigns (based on work done in previous steps) are held regularly (2 campaigns/year) to inform and engage the campus community.	**WHOLE CAMPUS EVENTS** Complimenting the campaigns, events (Green Day, Green Week, Sustainability Week, SDG Week, etc.) involving the whole campus could be conducted.	**CAMPUS TOWN HALL ENGAGEMENT** A town hall engagement session where the campus community (students, staff, management, stakeholders, supporters) gathers to be conducted.
KICKSTART INVOLVEMENT THROUGH INDUCTIONS Significant emphasis on and the section dedicated to: 'What is FEE EcoCampus' and 'Expected behaviour on a FEE EcoCampus' in student and staff induction **engagements and materials**.	**GATHER FEEDBACK FROM CAMPUS COMMUNITY** Conduct a survey to determine campus community's understanding on FEE EcoCampus Programme and the Green Flag recognition, and all the related activities undertaken by the campus/institute.	**INVOLVEMENT OF EXTERNAL COMMUNITIES** Feature external local community involvement and/or international collaboration in FEE EcoCampus activities.

Posts on social media should also include **environmental issues or sustainability challenges or successes** in the locality or nation. This could ensure engagement with followers are maintained throughout the year.

Your Whole Campus Events could be guided by the various Global/Regional/National Commemorative Environmental Dates. But **REMEMBER** to align this to the work you do for the FEE EcoCampus Programme.

Here are some examples of Environmental Dates that corresponds to the themes mentioned in Step 4: Action Plan.

World Water Day - March 22
World Environment Day - June 5
World Oceans Day - June 8
World Cleanup Day - September, Third Saturday
National Environment Day (Malaysia) - October 21
National Recycling Day (Malaysia) - November 11

Visible signs and informative posters indicating 'environmental-positive behaviour' or best practices should be available around campus.

Examples of Informing and Involving initiatives from **UOW Malaysia KDU**.

Write Ups on FEE EcoCampus activities are shared with **local press and media** by the Student Communication Officers with support from the campus Communication Personnel.

Initiative of **Institut Pendidikan Guru Kampus Temenggong Ibrahim,** published in Berita Harian.

Initiative of **Universiti Malaysia Sabah,** published in Overseas Chinese News Daily.

Step 7: Eco-Charter

The Eco-Charter is essentially a guide to environmental management on the campus. Most organisations will have a substantial environmental policy in existence with specific policy statements related to waste, energy, water and other environmental issues. This is often a large document and not easily remembered by staff or students.

The Eco-Charter may contain an environmental policy but essentially it should be **a concise guidance document on how environmental issues are handled on campus and embedded in the vision, mission and goals of the campus**. It should include contact details for the Eco-Committee, targets from the Action Plans and best practice guidance specific to the campus.

The Eco-Charter should be in a space on the website accessible to those that use the campus, students, staff and visitors, where environmental information can be published and, more importantly, **updated**.

The Eco-Charter is designed to be compiled after the Action Plan has been implemented and the Monitoring and Evaluation steps have been carried out. Environmental policies and the Eco-Charter varies as below :

Environmental Policy	Eco-Charter
An expression of what the campus intends to do and provides assistance at the strategic/management level.	The values by which the campus community can achieve the aims through specific advice and information.
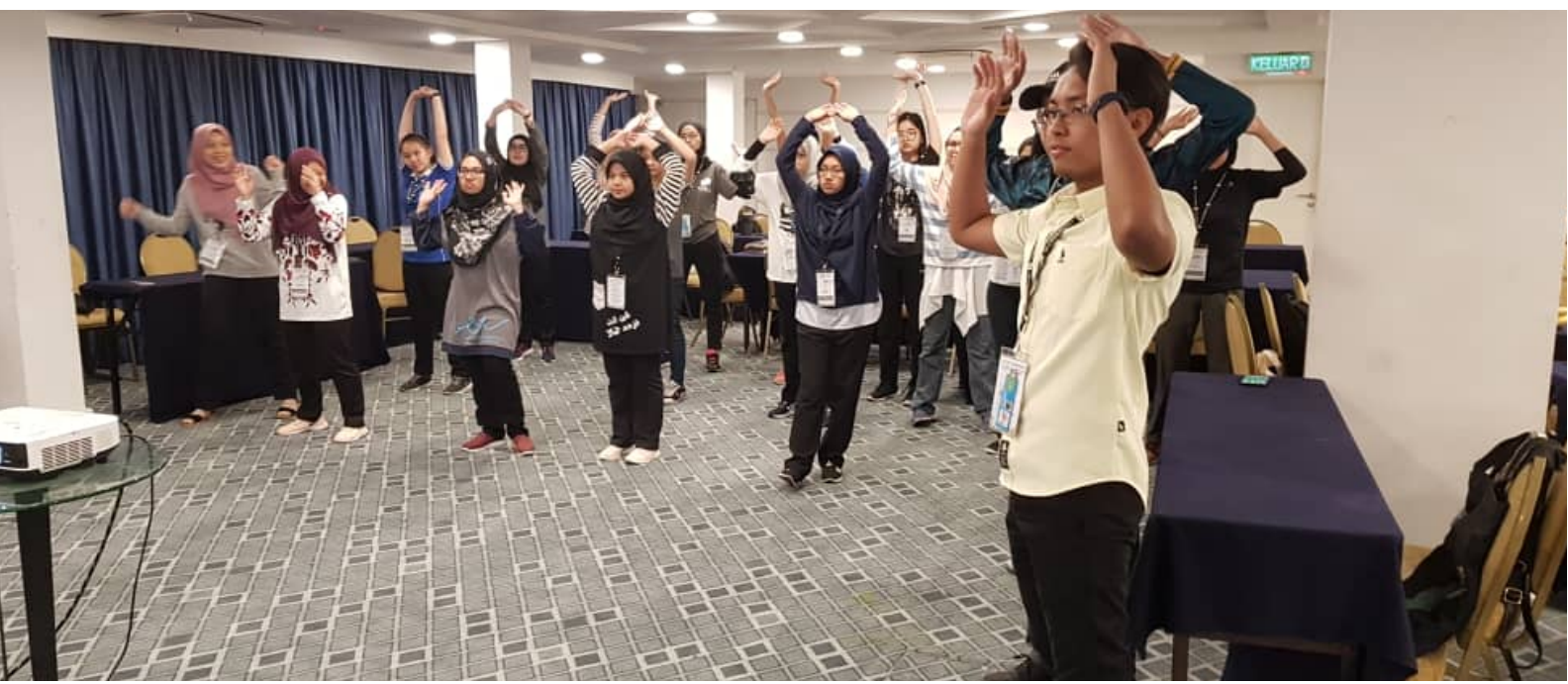
Chapter 3: Campus Models

FEE EcoCampus Programme Campus Models in Malaysia

The two campus models available in Malaysia are:

Institutional (Campus Based)

This model is suitable for all campus. There will be only one FEE EcoCampus Committee for the campus.

Grassroots Approach

This model starts with enrollment of smaller entity in an institution (example: faculty, department, hostel units etc.).

The campus can immediately start the programme by following the Seven Steps Methodology.

Once the campus is ready for assessment, the campus can start undergoing the assessment process based on the criteria for the Bronze or Silver certificate and the Green Flag award.

A common theme or themes will be selected by committees of each entity from the campus to facilitate more efficient and effective activities.

From the entity level, the interim award will be the known as the **Trailblazer Award** which consists of the Bronze Trailblazer Award, Silver Trailblazer Award and the Trailblazer Champion Award.

Once all the campus entities have achieved the Trailblazer Champion Award, only then the whole campus can apply for the prestigious Green Flag award.

This approach will take an extended time frame to achieve the Green Flag award. Once the whole campus has achieved the Green Flag award, the **committee must be restructured to follow the Institutional (Campus Based) Model.**

Appendix A: Sustainability Audit Checklist Sample

This checklist is a suggested format, designed to be one of the auditing tools for the Eco-Committee to utilise in Step 2 of the methodology. A campus is welcome to adapt the checklist based on the context of each participating campus. Irrelevant questions can be removed and new questions relevant to the campus could be added to the list. These questions should be able to assist the committee to look into actions necessary to improve environmental and sustainability performance of the campus.

ENERGY

PROMPT	YES/NO	ACTION NEEDED	URGENCY HIGH | MED | LOW	COST HIGH | MED | LOW
Does the campus use any renewable energy source (e.g. does it use a solar water heater)?			! ! !	$ $ $
Are lights kept turned on in empty rooms?			! ! !	$ $ $
Are low-energy bulbs used for lighting?			! ! !	$ $ $
Are shades / diffusers / bulbs kept clean to maximise light?			! ! !	$ $ $
Are windows kept clean to admit natural lighting?			! ! !	$ $ $
Are electronic equipments switched off when not in use?			! ! !	$ $ $
Are electrical equipment switched on to standby mode when not in use?			! ! !	$ $ $
Are there any reminders (i.e. stickers) near switches to discourage energy wastage?			! ! !	$ $ $
Does the campus have any energy saving campaigns?			! ! !	$ $ $
Are air-conditioned rooms kept closed?			! ! !	$ $ $
Does the campus service all its air conditioners? How many times a year?			! ! !	$ $ $

WASTE & LITTER

PROMPT	YES/NO	ACTION NEEDED	URGENCY HIGH | MED | LOW	COST HIGH | MED | LOW
Does the campus use online communication platforms to contact relevant parties?			❗ ❗ ❗	$ $ $
Are documents digitised or kept on hardcopies?			❗ ❗ ❗	$ $ $
Are long-life products chosen over short-life ones?			❗ ❗ ❗	$ $ $
Are materials bought in bulk to avoid excessive packaging?			❗ ❗ ❗	$ $ $
Are used envelopes saved and reused?			❗ ❗ ❗	$ $ $
Are handouts / assignments printed on both sides?			❗ ❗ ❗	$ $ $
Are there enough litter bins inside the campus?			❗ ❗ ❗	$ $ $
Are they located in the right places?			❗ ❗ ❗	$ $ $
Does the campus have a clear policy about litter?			❗ ❗ ❗	$ $ $
Are the chemical waste from laboratories and discarded materials from workshops well managed? (if/when applicable)			❗ ❗ ❗	$ $ $
Does the campus buy peers from supplies/factories that source their raw materials from sustainably managed forests (e.g FSC certified papers)?			❗ ❗ ❗	$ $ $
Does the campus have a purchasing policy that controls the purchasing (directly or indirectly) of materials made from styrofoam, polystyrene, any other non-biodegradable materials (e.g. single use plastics, cups, plates)?			❗ ❗ ❗	$ $ $

BIODIVERSITY

PROMPT	YES/NO	ACTION NEEDED	URGENCY HIGH | MED | LOW	COST HIGH | MED | LOW
Does the campus have shaded places for people to sit and talk?			! ! !	$ $ $
Does the campus have a garden?			! ! !	$ $ $
Does the campus have trees?			! ! !	$ $ $
Does the campus have soil patches that are allowed to grow wild?			! ! !	$ $ $
Is the landscape well planned along the walking paths and around campus buildings?			! ! !	$ $ $
Is there any well planned grassy area, field and sports centre?			! ! !	$ $ $
Are there any resting and recreation areas?			! ! !	$ $ $
Does your campus discourage mini zoos or any animal in cages?			! ! !	$ $ $
Are plants kept in classrooms and corridors?			! ! !	$ $ $
Does your campus have enough flowering or fruit plants to attract birds, bees and butterflies to the compound?			! ! !	$ $ $
Is there equipment (e.g. nest boxes, bird tables, bird baths) installed in the campus to attract small animals?			! ! !	$ $ $

TRANSPORT

PROMPT	YES/NO	ACTION NEEDED	URGENCY	COST
Do staff and students mostly come to campus by public/campus transport?			! ! !	$ $ $
Do most private cars bring two or more people to campus?			! ! !	$ $ $

PROMPT	YES/NO	ACTION NEEDED	URGENCY HIGH | MED | LOW			COST HIGH | MED | LOW		
Do most cars, coming to campus, run on diesel?			!	!	!	$	$	$
Is there anyone who cycles to campus?			!	!	!	$	$	$
Does the campus have proper facilities for bicycle parking?			!	!	!	$	$	$
Does the campus promote walking and cycling as a way to come to campus?			!	!	!	$	$	$
Does the campus promote walking and cycling as a way to go to class from the hostel?			!	!	!	$	$	$
Is there a network of safe routes to the campus?			!	!	!	$	$	$
Are students made aware of these networks?			!	!	!	$	$	$
Does the campus provide information to families about campus transport facilities?			!	!	!	$	$	$
Does your campus invite external speakers (experts or practitioners) to deliver speeches on road safety?			!	!	!	$	$	$

WATER

PROMPT	YES/NO	ACTION NEEDED	URGENCY			COST		
Is the water pressure too high leading to an excessive waste of water?			!	!	!	$	$	$
Are press-taps fitted?			!	!	!	$	$	$
Are there any dripping taps?			!	!	!	$	$	$
Are dripping taps repaired quickly?			!	!	!	$	$	$

PROMPT	YES/NO	ACTION NEEDED	URGENCY HIGH | MED | LOW			COST HIGH | MED | LOW		
Are toilets fitted with low-flow flushes?			!	!	!	$	$	$
If not, have water hippos (bags to reduce the volume of water flushed) been installed in the flushes?			!	!	!	$	$	$
Is rainwater collected?			!	!	!	$	$	$
If yes, how is the collected rainwater used?			!	!	!	$	$	$
Are there any reminder stickers posted near pipes to discourage water wastage?			!	!	!	$	$	$
Does your campus organise water saving campaigns?			!	!	!	$	$	$
Does your campus invite external speakers (experts or practitioners) during this campaign or any other occasions?			!	!	!	$	$	$

HEALTH & WELLBEING

PROMPT	YES/NO	ACTION NEEDED	URGENCY			COST		
Does the campus have a policy for healthy eating?			!	!	!	$	$	$
If yes, is the policy followed faithfully?			!	!	!	$	$	$
Does the campus advocate shops to sell healthy food?			!	!	!	$	$	$
Do the students understand the need for healthy eating?			!	!	!	$	$	$
Does the campus have a 'No Smoking' sign at all entrances?			!	!	!	$	$	$
Does the campus have an effective 'Anti-Bullying' policy?			!	!	!	$	$	$

PROMPT	YES/NO	ACTION NEEDED	URGENCY HIGH | MED | LOW			COST HIGH | MED | LOW		
Do lecturers actively promote healthy lifestyles during their lessons?			!	!	!	$	$	$
Do lecturers practice healthy lifestyles?			!	!	!	$	$	$
Does the non-teaching staff practice healthy lifestyles?			!	!	!	$	$	$

CLIMATE CHANGE

PROMPT	YES/NO	ACTION NEEDED	URGENCY HIGH | MED | LOW			COST HIGH | MED | LOW		
Is the topic of climate change and local adaptation strategies taught and researched across disciplines / courses?			!	!	!	$	$	$
How many faculties / courses or schools mention climate change as a curriculum driver?			!	!	!	$	$	$
Does the institute of higher learning have a policy on waste management?			!	!	!	$	$	$
Does the policy on waste management work?			!	!	!	$	$	$
Has the institute of higher learning invited environmental experts to give presentations or hold a conference to open discussion in the last six months?			!	!	!	$	$	$
Are working, best practice examples of renewable energy evident on campus?			!	!	!	$	$	$
Are working, best practice examples of biogas digesters evident on campus?			!	!	!	$	$	$
Does the campus monitor the temperature in individual rooms in the establishment?			!	!	!	$	$	$
Are environmental education for sustainable development activities included in the curriculum of faculties / courses? How many?			!	!	!	$	$	$

PROMPT	YES/NO	ACTION NEEDED	URGENCY HIGH | MED | LOW	COST HIGH | MED | LOW
Are LCD screens and bulletin boards in prominent positions used for environmental information / awareness?			❗ ❗ ❗	$ $ $
Is environmental education or education for sustainable development included in the institute of higher learnings' improvement and development plan?			❗ ❗ ❗	$ $ $

GLOBAL CITIZENSHIP

PROMPT	YES/NO	ACTION NEEDED	URGENCY HIGH | MED | LOW	COST HIGH | MED | LOW
Does your institute of higher learning have active links with international networks? e.g. UNESCO, UNICEF.			❗ ❗ ❗	$ $ $
Is the campus part of an organisation such as the Fair Trade Institution?			❗ ❗ ❗	$ $ $
Are there any other Fair Trade products used on campus? (fruit juice, footballs, bananas).			❗ ❗ ❗	$ $ $
Is religious tolerance practiced on campus? e.g. provision of halal or kosher vegetarian food, prayer rooms, acceptance of people wearing clothing or accessories denoting religious affiliation and taking religious holidays?			❗ ❗ ❗	$ $ $
Have inequities relating to disability been addressed in terms of access to campus and lecture halls and integration into campus activities?			❗ ❗ ❗	$ $ $
Do you have any whole campus awareness days to support people in challenging socio-economic situations? e.g. people that have left their country of origin due to economic collapse or war.			❗ ❗ ❗	$ $ $
Do students have the opportunity to express freedom of speech in a manner which does not detract from another person's dignity or rights? e.g. campus newspaper, social media groups or radio stations.			❗ ❗ ❗	$ $ $

Appendix B: Green Flag Award Performance Indicator

The following tables provide information on the Green Flag Award Performance Indicators. For national level awards, namely Silver and Bronze Awards, the same performance indicators will be utilised with lower weightages.

Campuses applying for the International Green Flag Award needs to obtain **80% of the total points for EACH STEPS** available, while the National level Silver and Bronze Award needs **60% and 40%** respectively.

STEP 1: FORMATION OF ECOCAMPUS COMMITTEE

REQUIREMENTS	PERFORMANCE INDICATORS	DOCUMENTATIONS
The Eco Committee is representative of the campus community and students are the driving force of the Committee.	**30 points**: Constituting of 50% of students and 50% of campus management & staff (teaching and non-teaching) are represented. **15 points**: Constituting of 75% of students and 25% of campus management & staff (teaching and non-teaching) are represented. **0 points**: Constituting of 100% of students and no campus management & staff (teaching and non-teaching) are represented. **+15 points**: external stakeholders are present in the committee. **+2 points**: external stakeholders have been invited to be a part of the committee.	Committee Membership List. All proof of representations must be made available in **meeting minutes**.
Student leadership is encouraged.	**20 points**: Student/s is made chair or co-chair AND assigned leadership roles in all the activities or projects. **10 points**: Students are assigned leadership roles in all the activities or projects. **0 points**: No students are assigned leadership roles involving the activities or projects.	Committee Membership List. Certificate of Appointment (if any). All proof of representations must be made available in **meeting minutes**.
The Eco-Committee meets regularly.	**10 points**: 5 committee meetings in one academic year. **0 points**: Less than 5 meetings in one academic year. *Any additional committee meeting in the academic year carries a mark of 2 points, with a maximum of a total mark **20 points**.	**Meeting minutes**.
Participation is sustainable = There should not be high turnover.	**10 points**: Max 25 members on the committee + students serve a minimum one academic year and campus management & staff (teaching and non-teaching) minimum 2 academic years. **5 points**: Students serve half of an academic year, campus management & staff (teaching and non-teaching) serve one academic year. **0 points**: Students serve less than half of an academic year and campus management & staff (teaching and non-teaching) serve less than one academic year.	Details on monitoring of turnover rate via attendance and active participation to be made available in **meeting minutes**.

REQUIREMENTS	PERFORMANCE INDICATORS	DOCUMENTATIONS
The Eco-Committee has a student or staff representation from all faculties / departments involved.	**10 points**: The Eco-Committee has representation from 50% of faculties/departments. **8 points**: The Eco-Committee has representation from 40% of faculties/departments. **6 points**: The Eco-Committee has representation from 30% of faculties/departments. **0 points**: The Eco-Committee has representation from less than 30% of faculties/departments.	Committee Membership List and **meeting minutes**.
The Eco-Committee is visible.	**10 points**: The committee member list is made available on the institution's website. Minute meetings are recorded, committee activities and key decisions documented and submitted with the Green Flag application.	Photos of the digital platform (website, newsletter, etc.)

STEP 2: CARRY OUT A SUSTAINABILITY AUDIT

The Sustainability Audit is broader than just environmental performance and includes behaviour / knowledge / awareness levels.	**30 points**: All nine (9) sustainability elements are audited and baselines are established + surveying of current behaviour/knowledge/awareness levels have been done. **20 points**: More than five (5) and less than nine (9) elements are audited and baselines are established + surveying of current behaviour/knowledge/awareness levels has been done. **10 points**: Minimum of five (5) sustainability elements are audited and baselines are established + surveying of behaviour/knowledge/awareness levels has been done. **0 points**: 0 sustainability elements are audited.	Content of **Audit.**
Baselines and targets are established.	**30 points**: A baseline is established for each sustainability elements and best practice targets are determined with alignment to national or municipal indicators and standards. **15 points**: Only baselines are established for all sustainability elements. **0 points**: No baselines are established.	Baseline and the criteria used to benchmark and set an end line & list of metrics collected on each theme. Or evidence of attempts, in lieu.
Measurement indicators and methods for continuous measurement are determined.	**20 points**: Performance indicators with suitable units of measurement are clearly defined, and methods for continuous measurement are explained with detail. **10 points**: ONLY performance indicators with suitable units of measurement are clearly defined. **0 points**: Units or performance indicators do not accurately reflect what is being measured. **+5 points**: Performance indicators and measurement methods are established with the principle of SMART goals.	Indication of chosen units of measurement & method of measurement.

REQUIREMENTS	PERFORMANCE INDICATORS	DOCUMENTATIONS
Students collaborate with campus management & staff (teaching and non-teaching) to organize and manage the Sustainability Audit.	**20 points**: Students take the lead with major tasks in carrying out the audit and facilitated by the campus management & staff (teaching and non-teaching). **10 points**: Campus management & staff (teaching and non-teaching) take the lead with major tasks in carrying out the audit while students take the minor tasks in completing the audit. **5 points**: Only students are involved in the auditing process. **0 points**: Students are not a part of the auditing process.	**Meeting minutes**, role defining documents, and other relevant details.
The audit is reviewed once a year.	**10 points**: Once a year **5 points**: Once every 1.5 year	Meeting minutes and yearly report.
Publish review report to inform the community and get feedback.	**10 points**: The sustainability audit is transparently published on institution communication platforms (website, notice board, social media, etc.) AND a channel for feedback is made available. **5 points**: The sustainability audit is transparently published on institution communication platforms (website, notice board, social media, etc.)	Relevant links, screenshots or photos.

STEP 3: LINKING TO LEARNING ON CAMPUS

REQUIREMENTS	PERFORMANCE INDICATORS	DOCUMENTATIONS
Research integration.	**50 points**: Campus to provide at least 20 examples of researches with topics or targets related to sustainability challenges or SDGs. **25 points**: Campus to provide at least 10 examples of researches with topics or targets related to sustainability challenges or SDGs. **0 points**: No examples of researches with topics or targets related to sustainability challenges or SDGs is provided. **+10 points**: 50% of faculties/departments have research topics or targets related to sustainability challenges or SDGs.	Proof of research and its related topics and targets related to sustainability can be in the form of research keywords in abstract or executive summary. Evidence must be of the recent past (2 years max).
Curriculum integration.	**50 points**: Campus to provide at least 10 examples of inclusion of sustainability and inter-disciplinarily elements in course handbooks/files. **25 points**: Campus to provide at least 5 examples of inclusion of sustainability and inter-disciplinarily elements in course handbooks/files. **0 points**: No examples of inclusion of sustainability and inter-disciplinarily elements in course handbooks/files. **+10 points**: 50% of faculties/departments have inclusion of sustainability and inter-disciplinarily elements in course handbooks/files.	Evidence of commitment through inclusions in the course handbooks/files. Proof of sustainability and inter-disciplinary elements can be in form of keywords in course synopsis. Evidence must be of the recent past (2 years max).

REQUIREMENTS	PERFORMANCE INDICATORS	DOCUMENTATIONS
Campus connection to society.	**40 points**: At least 5 sustainability related projects/integration with stakeholders outside of campus occurs per year. **20 points**: At least 3 sustainability related projects/integration with stakeholders outside of campus occurs per year. **0 points**: No projects or integration with stakeholders outside of campus occurs.	Projects documentations, meeting minutes and reports. Any MOU or documents pertaining to the collaborations.
Sustainability perspectives and information is integrated into all events and conferences.	**30 points**: Campus's conference and event planning include AND inform on sustainability principles evidenced by planning documents. **15 points**: Campuses conference and event planning include sustainability principles evidenced by planning documents. **0 points**: Sustainability is not a part of conferences and event planning.	Event proposals or post-event reports.
Educators engage in training in sustainability.	**20 points**: Time or resources are given for over 40% of educators to partake in training and learning of either Education for Sustainable Development and/or Sustainable Development Goals. **10 points**: Time or resources are given for over 20% of educators to partake in training and learning of either Education for Sustainable Development and/or Sustainable Development Goals. **5 points**: Time or resources are given for under 20% of educators to partake in training and learning of either Education for Sustainable Development and/or Sustainable Development Goals. **0 points**: No educators partake in training and learning of either Education for Sustainable Development and/or Sustainable Development Goals.	List of trainings and trainers involved as evidence from HR / training department (e.g. training matrix) Input from educators through yearly performance report / review.
Individual in-charge of Education for Sustainable Development.	**10 points**: The campus has a named individual responsible for Education for Sustainable Development.	This individual is the focal person with expertise in linking academic curriculum to Education for Sustainable Development. Provision of job scope document.

STEP 4: CREATE YOUR ACTION PLAN

REQUIREMENTS	PERFORMANCE INDICATORS	DOCUMENTATIONS
The action plan follows the principle of SMART Goals (Specific, Measurable, Achievable, Relevant, and Time-bound) and contains clear time-framed goals, targets and the activities chosen are reflective of the institution means and the baselines identified in the audit.	**30 points**: The action plan contains clear objectives, long-term and short-term goals (based on baseline identified), targets, cost and 5W1H (activities and its details, timeline, targets, person-in-charge) for at least three sustainability elements and/or one cross-cutting theme. **10 points**: The action plan contains clear objectives, long-term and short-term goals (based on baseline identified), targets, cost and 5W1H (activities and its details, timeline, targets, person-in-charge) for at least one sustainability elements and/or one cross-cutting theme. **0 points**: The action plan contains no clear information.	Action Plan documents.
Delegation of Responsibilities for Implementation of Action Plan.	**40 points**: Students take the lead with major responsibility in implementation (planning and execution) of action plan and facilitated by the campus management & staff (teaching and non-teaching). **20 points**: Campus management & staff (teaching and non-teaching) take the lead with major responsibility in implementation (planning and execution) of action plan and students were delegated tasks to support the implementation. **10 points**: Non-academic staff lead the implementation supported by the students. **0 points**: ONLY campus management & staff (teaching and non-teaching) were involved in implementation (planning and execution, and all related tasks).	Action Plan documents.
The action plan is continuously updated.	**10 points**: The action plan is updated bi-annually (academic year) concerning results of monitoring and evaluation.	Action Plan records and Monitoring & Evaluation documentations.
Climate Change and Carbon.	**20 points**: Carbon cutting actions are present in ALL action plans and climate change adaptation and mitigation strategies are present. **10 points**: Carbon cutting actions are present in at least half of the action plans and climate change adaptation and mitigation strategies are present.	Action Plan documents.
Procurement and Sustainable investment.	**20 points**: If problematic findings occur in Sustainability Audit, there must be actions regarding ethical & green product procurement and ethical investment.	Action Plan documents & evidence of effort being done (whether successful, in the pipeline, or unsuccessful) to address ethical & green product issues.
'Equity and Equality', 'Health and Wellbeing' and 'Global Citizenship'.	**20 points**: Actions exist on how the main themes will be linked to 'equity and equality', 'health and wellbeing' and 'global citizenship'.	Action Plan documents.

REQUIREMENTS	PERFORMANCE INDICATORS	DOCUMENTATIONS
Students play an active role in monitoring and evaluation and parts of it are viewed as a learning process.	**50 points**: Students take the lead with major responsibility in monitoring and evaluation (planning and execution) and facilitated by the campus management & staff (teaching and non-teaching). **30 points**: Campus management & staff (teaching and non-teaching) take the lead in monitoring and evaluation (planning and execution) and students were delegated tasks to support the process. **0 points**: ONLY campus management & staff (teaching and non-teaching) were involved in monitoring and evaluation (planning and execution, and all related tasks).	Monitoring & Evaluation roles & responsibilities delegation outlined in the Action Plan.
Monitoring and evaluation are done with reference to the Sustainability Audit and Action Plan, using the same units and performance indicators.	**50 points**: There is a clear comparison to sustainability audit units AND clear progress charts and other illustrations are present. **30 points**: There is a comparison to sustainability audit, but no progress charts or illustrations. **0 points**: There is no comparison to the sustainability audit.	Progress charts and other measurements illustrating baseline compared to what is being monitored.
Monitoring and evaluation should show progress, with remedial actions to be taken if necessary.	**50 points**: At least two-third of targets are achieved or illustrate positive progress, and details on necessary remedial actions for items otherwise are provided. **25 points**: At least half of targets are achieved or illustrate positive progress, and details on necessary remedial actions for items otherwise are provided. **10 points**: Less than one-third of targets are achieved or illustrate positive progress with details on necessary remedial actions for items otherwise are provided. **0 points**: Less than one-third of targets are achieved or illustrate positive progress and NO details on necessary remedial actions for items otherwise are provided.	Results of monitoring and evaluation.
Monitoring and evaluation include distributing surveys to discover what attitude / knowledge / behavioural changes you have created.	**25 points**: A survey has been distributed to campus community (students AND staff members) on attitudes/knowledge of Sustainability and FEE EcoCampus efforts. **15 points**: A survey has been distributed only to students. **0 points**: No behavioural or attitude/general knowledge surveying has been done.	Document comparing this survey results to the one conducted during Sustainability Audit (Step 2).
Share the good news!	**25 points**: The results are publicised on-campus website / social media = latest progress	Relevant links, screenshots or photos.

STEP 6: INFORMING & INVOLVING

REQUIREMENTS	PERFORMANCE INDICATORS	DOCUMENTATIONS
The FEE EcoCampus activities are visible.	**20 points**: There is at least one social media page AND a section of campus website where Eco-Committee updates are shared. Updates or posts are done once every two weeks or more frequently (in term time). **15 points**: There is at least one social media page AND the section of the campus website where Eco-Committee updates can be shared. Updates or posts are done once every month or more (in term time). **0 points**: There is no platform or frequency.	Relevant links, screenshots or photos.
A student 'communication' officer or other leadership role is given in collaboration with the Institution Communications Responsible.	**20 points**: There are a responsible student(s) who lead the communications with support from staff member(s). There is a clear communications action plan for the year. **10 points**: There is a staff member responsible for communications and some tasks delegated to students. There is a clear communications action plan for the year. **0 points**: There is no one responsible for communications and there is no communications plan.	Committee membership & task list. Official appointment letters for students and memo for staff. Communications Plan.
Informative campaigns are held regularly to inform and engage other students and staff and present the EcoCampus work.	**20 points**: There is a plan of two campaigns on the selected themes per year. **10 points**: There is one planned campaign. **0 points**: There are no campaigns planned.	Selected themes are based on work done from Step 1 - 5. Documents on campaigns planning and execution.
Whole-campus events are held regularly to inform and engage other students and staff and present the EcoCampus work.	**15 points**: At least one 'Green Days' on the selected themes OR one 'Green Week' have been organised per year. **10 points**: At least one 'Green Week' / 'Sustainability Week' / 'SDG Week' has been organised per year. **5 points**: At least one 'Green Days' on selected themes per year.	Documents on events planning and execution.
An attempt is made to involve the entire campus as far as possible.	**10 Points**: At least one Town Hall meeting is held a year.	Documents on meeting, minutes & attendance list.
Students and staff are introduced to FEE EcoCampus policies from the beginning.	**20 Points**: There is a significant emphasis on and the section dedicated to: 'What is FEE EcoCampus' and 'Expected behaviour on a FEE EcoCampus' in student and staff induction engagements (physical or online engagement - speeches, video calls, workshops or other means of engagement) AND induction materials (both physical and digital: handbook, video, email, etc.) **10 Points**: There are only one of the above forms of induction.	A copy of relevant induction materials.
The FEE EcoCampus policies are visible.	**20 Points**: Visible signs and informative posters indicating 'environmental-positive behaviour' or best practices around campus exist in the appropriate locations (evidenced by photos).	Relevant links, screenshots or photos.

REQUIREMENTS	PERFORMANCE INDICATORS	DOCUMENTATIONS
The Campus community understands which activities are being undertaken and/or the meaning of the Green Flag.	**20 points**: more than 50% of the survey population sample answers that they know and understand what the 'Green Flag' or 'FEE EcoCampus' is. **10 points**: One-third of the population sample answers that they know and understand what 'FEE EcoCampus' is. **0 points**: Less than one-third of the population sample answers that they know and understand what 'FEE EcoCampus' is.	Survey results.
Involvement of external communities (local and international) in FEE EcoCampus on campus activities.	**10 points**: Both external local community involvement AND international collaboration were featured in at least one activity of FEE EcoCampus on campus. **5 points**: Either external local community involvement OR international collaboration was featured in at least one activity of FEE EcoCampus on campus.	Documents on collaborations and activity planning & execution.
Write-ups on FEE EcoCampus activities are shared with local press.	**10 points**: Student communication officer submitted reports on FEE EcoCampus activities to local press and published in collaboration with the Institution Communications Responsible. **5 points**: Write-ups on FEE EcoCampus activities published in the local press coordinated by Institution Communications Responsible.	Relevant links, screenshots or photos.

STEP 7: ECO-CHARTER

REQUIREMENTS	PERFORMANCE INDICATORS	DOCUMENTATIONS
The Eco-Charter includes important goals and visions of the action plan and reflects institutional ethos as a FEE EcoCampus.	**10 Points**: Reflects vision/goals as a FEE EcoCampus in the institutional ethos. **5 Points**: Partly reflects FEE EcoCampus vision and goals in the institutional ethos. **0 points**: Has no reference to goals/visions set out under the action plan.	Copy of Eco-Charter.
The Eco-Charter is presented to the campus community and visitors via institution website and is accessible to all.	**20 points**: Displayed on all prominent physical spaces (specific events, general spaces in institution) AND online platforms (website and social media). **10 points**: Displayed on physical spaces OR online platforms (website and social media). **0 points**: NOT displayed neither online and offline. **+5 points**: Campus community appreciates and support the Eco Charter.	Relevant links, screenshots or photos.
The campus community is involved in the formation of the Eco-Charter.	**10 points**: The campus community is provided with a platform to make suggestions for what they believe should be included in the Eco-Charter AND the FEE EcoCampus Committee draws up a charter from the suggestions collected. **5 points**: The campus community is provided with a platform to make suggestions for what they believe should be included in the Eco-Charter.	Evidence of platform and documents on involvement.
The Eco-Charter is updated as targets are achieved and are updated.	**20 points**: Eco-Charter is reviewed every year to determine whether it remain relevant - with necessary updates provided upon review. **10 Points**: Once every 2 years. **0 Points**: Has not been reviewed in the last 2 years.	Documents on Eco-Charter reviews.

WORKING TOGETHER ON

EDUCATION FOR SUSTAINABLE DEVELOPMENT

WWF-Malaysia is the National Operator (NO) for
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