

CONTENT -1111111111111

CI	hapter 1 Introduction to the FEE EcoCampus programme
	What is the FEE EcoCampus Programme? • • • • • • • • • • • 1
	Why FEE EcoCampus? • • • • • • • • • • • • • • • • • • •
	National Operator of FEE EcoCampus • • • • • • • • • • • • • • • • • 3
	Foundation for Environmental Education (FEE), Sustainable Development Goals (SDGs), and Global Action Programme (GAP) • • • • • 3
	FEE EcoCampus Philosophy (Malaysia) • • • • • • • • • • • • • • • • • 3
Cl	napter 2 Getting Started
	The Seven Steps Methodology of the FEE EcoCampus Programme • • • • 6
	STEP 1: The FEE EcoCampus Committee • • • • • • • • • • • • • • • 7
	STEP 2: The Environmental Review • • • • • • • • • • • • • 8
	STEP 3: Action Plan • • • • • • • • • • • • • • • • • • •
	STEP 4: Monitoring and Evaluation • • • • • • • • • • • • • • • • • 12
	STEP 5: Linking with Curriculum • • • • • • • • • • • • • • • • • • •
	STEP 6: Informing and Involving • • • • • • • • • • • • • • • • • • •
	STEP 7: Green Charter • • • • • • • • • • • • • • • • • • •
Cł	napter 3 Four FEE EcoCampus Models
	The 4 Models • • • • • • • • • • • • • • • • • • •
	a) Whole Institution (Simple Structure)
	b) Whole Institution (Complex Structure)
	c) Satellite/Branch of a Larger Institution (Simple Structure)
	d) Grassroots Approach (Complex Structure)
A	ppendix
	Environmental Review Checklist • • • • • • • • • • • • • • • • • • •

Chapter 1 Introduction to the FEE EcoCampus programme

What is the FEE EcoCampus Programme?



The Foundation for Environmental Education (FEE) through its mission of fostering awareness, knowledge, participation, commitment, skills, actions and creativity on the environment and on sustainable development, shares the core values behind the set of SDGs.



The FEE EcoCampus programme is an award based international environmental education programme, offering well-defined, controllable ways for tertiary education institutions to take environmental issues, innovation and research from the academic departments and apply them to the day-to-day environmental management 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.



A special Green Flag award will be bestowed to a tertiary education institutions that has successfully achieved the goal based on the Seven Steps Methodolgy.





Secondary awards will also be presented to institutions that have undertaken substantial effort to improve the environmental management of the campus.



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 (Green/Sustainable Campus)



Benefits to students and learning.

The programme

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



Benefits local and wider community.

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 institution to become better neighbours

National Operator of FEE EcoCampus Programme



The FEE EcoCampus programme is owned and run by FEE. In Malaysia, WWF-Malaysia is the National Operator (NO) of the FEE EcoCampus Programme, in addition to the Eco-Schools Programme and the Learning About Forest (LEAF) programme. Tertiary education institutions in Malaysia that wish to enroll in the FEE EcoCampus Programme should contact the NO (WWF-Malaysia in this case).

Sustainable Development Goals (SDGs), and the Global Action Programme (GAP)





The programme is based on Education for Sustainable Development (ESD) which has shows a strong link with the SDG 4 (Quality education) and the SDG 17 (Partnerships to achieve the goals).

The process is further connected with the Global Action Programme (GAP), which is meant to generate and scale-up action at all levels and areas of education and learning in order to accelerate progress towards sustainable development. This is because education is a means to achieving a broad global development agenda. Education is therefore among the strategies to achieve all the Goals.

The Five GAP's priority action area are:

- A. Advancing policy to integrate ESD
- B. Transforming learning and training environments

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- C. Building capacities of educators and trainers
- D. Empowering and mobilising youth
- E. Involvement of local communities (Accelerating sustainable solutions at local level)

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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 to shape and develop individuals to address these environmental problems and promote sustainability.

Chapter 1

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).

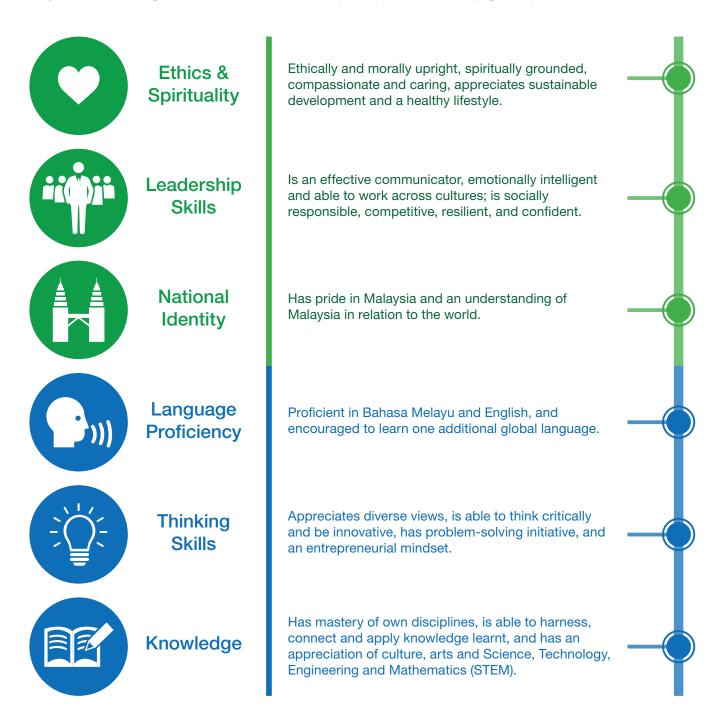


Figure 1: 6 pillars of the Higher Education Blue Print (HEBP)
Source: Executive Summary Malaysia Education Blueprint 2015-2025 (Higher Education)

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).



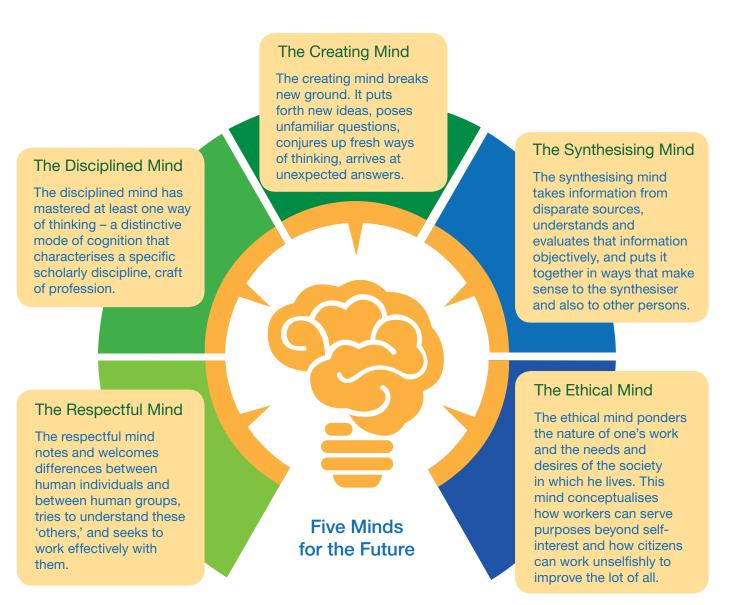


Figure 2: The Five minds for the future (Five Minds for the Future, Howard Gardner)

The Five minds can be mapped closely with the HEBP pillars. The Disciplined Mind, the Synthesising Mind and the Creating Mind corresponds with the Knowledge, Thinking Skills and Language proficiency pillars. The Respectful Mind and the Ethical Mind corresponds 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 change in an ever increasing complex society (Figure 3).

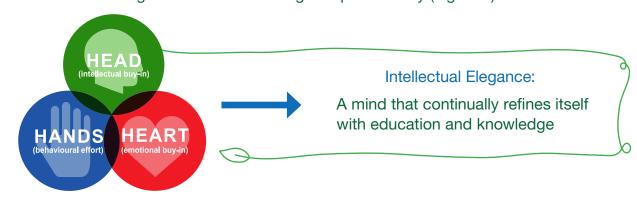
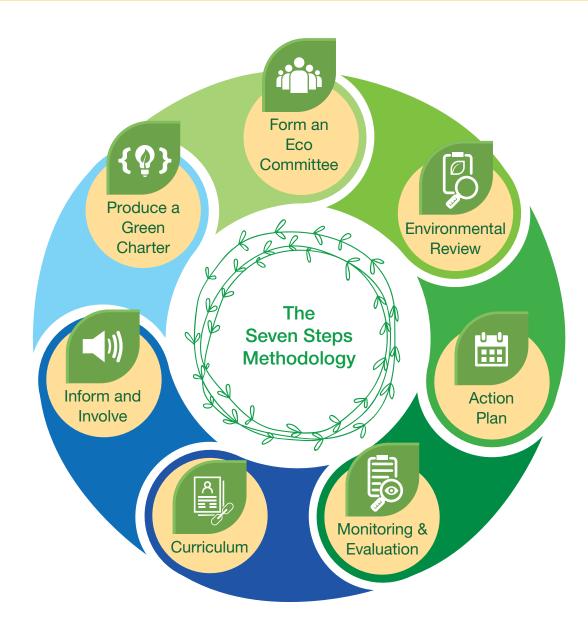


Figure 3: Head, Heart & Hands (Source: Primary Colours)

Chapter 2 Getting Started

The Seven Steps Methodology of the FEE EcoCampus

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.





Chapter 2

STEP 1: Forming an FEE EcoCampus Committee

The process of forming an FEE EcoCampus Committee is dependent on the setting up of a committee whose main responsibilities would be that of:

- A. developing, implementing and monitoring a campus environmental policy that addresses the environmental concerns of the campus community,
- B. ensuring that the interest of all sectors of the campus community is represented in the decision making process, and
- C. establishing adequate communication links with the whole campus community ensuring wide ownership of the programme.

The composition of the committee is entirely up to each campus. An example of a FEE EcoCampus Committee is shown in Figure 4.

	Management	Student	Academic	Communications
Group(s)	Building & Environment staff	Students Union Clubs and Societies Individual volunteers	Academic Staff	Marketing and Media Departments
Core function	Waste, Water, Energy, Travel, Biodiversity, Carbon, etc. Management, Purchasing and Procurement	Information, Social Activisim, Campaigning Events Representing College Hobbies and Recreation	Education Research Academic Council Learning Outcomes Work Placement	Exhibitions Franchising Magazines Prospectus Website Public Relations
Relevant steps on Green- Campus (1-7)	 Committee Review Action Plan Monitoring & Evaluation Green Charter 	1. Committee 3. Action Plan 6. Informing & Involving Campus and Wider Community 7. Green Charter	 Committee Linking student to review etc. Linking Green Campus to Learning 	Committee Informing & Involving Campus and Wider Community
Specific role on committee	Present data to committee Review actions and recommendations from committee	Organise events where student participation is required	Derive learning from Green- Campus which can add to overall aims of Green-Campus Committee	Inform all sectors of college community about Green-Campus, activities, initiatives and results

Figure 4: Example of FEE EcoCampus Committee Note:

There is no particular method in the process of forming an FEE EcoCampus Committee. The process could be evolved from an existing group such as student council (Majlis Perwakilan Pelajar), Green Club, Science Club or the committee could be formed from scratch.

The total number of committee members should ideally be between 5 to 10 people. Appointment and segregation of roles are crucial for effective implementation of the FEE EcoCampus programme. Announcing the setting up of the FEE EcoCampus Committee during a function is a good way of generating interest of the campus community in the programme.

STEP 2: The Environmental Review



What is an Environmental Review?

An Environmental Review is an audit of the campus, covering the eleven FEE EcoCampus themes in reasonable depth. The Environmental Review is designed to provide a realistic picture of the campus' current environmental performance. It shows what is doing well and what needs to be worked on.

Although each campus might decide to start from any point in the FEE EcoCampus process, the first task of the committee is the design, implementation and evaluation of the campus' environmental review. The review aims to:



Provide an opportunity to address environmental issues that are relevant to the campus community.



Help the campus community to prioritise its needs on environmental management.



Inform the campus community about the state of the campus environment and the environmental impact of the campus on its surroundings.



Facilitate the drawing up of an environmental action plan.



Identify aspects of the campus environment that are not usually addressed.



Provide the tools necessary for monitoring the campus' progress and the implementation of the action plan.

Steps and Methods:

Here are four simple steps to start an Environmental Review.



A. First - ASK: The selection of the items to be reviewed can be facilitated by enquiring staff and students such as, "What do you like and dislike about your campus?"



B. Second - DELEGATE: To facilitate the review process, it is suggested to assign different sections/ areas of the campus to different reviewers. These students can then gather the information gathered in the checklist from the campus grounds.



C. Third - COMPILATION & REPORT : The data gathered is compiled into a report that is circulated among the campus community.

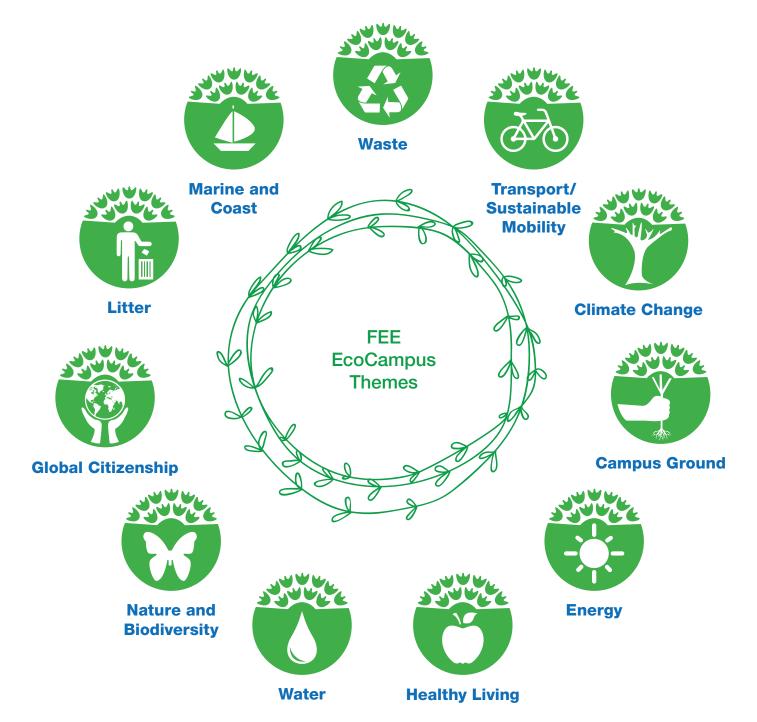


D. Fourth - TAKE ACTION : The committee meets to discuss the report in detail, to identify priorities and to plan for the next step of the programme, Step 3: The Action Plan .

The Environmental Review checklists are provided in the Appendix. The campus can either adopt the checklist or adapt to their needs or even add new areas of concern that are relevant to its needs. Students can utilise the questions contained in these checklists to gather information about the state of the campus environment.



There are 11 FEE EcoCampus themes that can be used as reflection for the main areas of environmental concerns to be looked at in the environmental review.



Note:

The section marked Action Needed, Urgency and Cost are not necessary to be filled in during the review. However, these information may be useful for note-taking and brainstorming ideas. The information obtained from the checklists can serve as discussion primers during the following FEE EcoCampus Committee meeting and are good indicators for items to be considered in the formulation of the action plan .

STEP 3: Action Plan



After completing the environmental review, the FEE EcoCampus Committee can proceed to the next step, the planning and compilation of an action plan.

The data gathered from the environmental review will highlight the environmental issues that the campus needs to address. The committee will now need to go through and prioritise these environmental concerns.

What is an Action Plan?

The action plan consists of a series of timetable targets aimed at achieving goals identified by the environmental review. The action plan should include deadlines, persons responsible for the actions and (if possible) how the actions are related to the curriculum. A sample action plan is given below:

Example of an Action Plan

Action	Person/Group Responsible	Time Frame	Status
Installation of clean dry recyclable bins in restaurants and offices	Buildings Office	Aug 20	COMPLETE
Installation of four experimental clean dry recyclable bins in outdoor thoroughfares	Buildings Office	Aug 20	COMPLETE
Marketing campaign to increase awareness & promote use of recycling facilities.	Environmental Society & Green-Campus Committee	Feb 20	Ongoing
Establishment of website providing information on recycling and waste status in the college	Buildings Office	Mar 20	Ongoing
Inform waste contractors to capture food before landfill	Buildings Office	April 20	Ongoing
Re-evaluate waste status by carrying out another waste audit	Environmental Society & Green-Campus Committee	September 20	Ongoing
Improve signage on bins as they have not been used correctly in the last month of monitoring	Two volunteers from the EcoCampus Committee will check and re-label bins	Oct 20	Ongoing
Include waste recycling signage in student induction pack next year	Buildings and Estates & Student's Union	June 20	Upcoming

Goal: To increase the level of recycling by 10% by the end of 20--; To improve awareness and promote use of facilities on campus and to significantly reduce the level of waste going to landfills.





Important:

Prior to participation in the FEE EcoCampus programme, if environmental issues were not considered a priority for the campus, there will be a tendency whereby the environmental review will unearth large number of targets. It is recommended to be realistic and avoid being over ambitious in addressing many environmental issues in one term. It is imperative that, as students progress along the action plan, they experience success.

Therefore, please ensure:

- A. To set realistic and achievable targets,
- B. To set and list deadlines,
- C. To improve environmental performance on specific issues,
- D. To distinguish between short, medium and long term targets, and
- E. To clearly allocate responsibilities for each action

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The Action Plan should,

- link to learning on campus
- show any cost implications
- specify arrangements for Monitoring and Evaluation.

Important:

The Action Plan is continually amended to reflect the findings of subsequent Monitoring and Evaluation.

Note:

The FEE EcoCampus award celebrates commitment to improve the campus environment rather than achieving environmental perfection. The process is more important than the final results.

While formulating and compiling the action plan, do ensure progress monitoring and measurement. Apart from identification of types of action plans, justification and clarification are needed on the decisions made on the plan that will result in achievement of your objectives.

The Action Plan needs to be continually amended to reflect the findings of the subsequent Step 4: Monitoring and Evaluation.

STEP 4: Monitoring and 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 college awareness by highlighting the successes of the actions undertaken.

Note:

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.

This step aids the performance and provides feedback to further actions and new goals. Do make sure that the whole campus is aware of your progress by displaying any results and figures prominently on campus (e.g. on your FEE EcoCampus noticeboard, newsletters, website, etc.).

Note:

In summary your Monitoring and Evaluation programme should:

- be developed in parallel with your Action Plan
- be carried out by the students when and where possible in conjunction with internal campus management
- use the same unit of performance as your Environmental Review to allow comparison with initial figures
- 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
- be publicised (e.g. display graphs, charts, etc. on your FEE EcoCampus noticeboard, newsletter, website etc.)



Monitor:

- Certain factual information can be gathered through simple methods such as weighing rubbish bags, taking regular readings from water and electricity meters, calculating the purchase of paper from receipts, etc.
- Questionnaires and simple interviews are the best methods to gather information about people's impressions and attitude.
- Photographs can provide an accurate record of how a project (e.g. the embellishment of the fields) is developing.



Evaluate:

One of the most important aspects of the monitoring exercise is evaluation. After the data is obtained, the FEE EcoCampus Committee needs to re-examine the aims of the Action Plan and decide:

- Whether the activities are successful,
- What alternative actions need to be taken to be more effective, and
- What new actions need to be taken to address emergent needs.



Remember!

The FEE EcoCampus programme is a WHOLE campus project and therefore it is very important that the results of the monitoring and evaluation exercise are shared with the whole campus community. This is where an FEE EcoCampus notice board comes in handy! An electronic notice board or the use of social media for dissemination will be more sustainable Displaying charts depicting the state of the campus environment can be an effective way of communicating the results of the Action Plan. The campus community can be greatly motivated if it keeps getting clear and regular feedback about the impact of its effort.



Celebrate!

Celebration is another powerful motivating agent. Celebrate your campus' achievements as widely as possible through newspaper articles, newsletters, during campus functions AND within the wider local community. Besides generating a general feeling of well-being that maintains "the momentum and keeps the project going, these celebrations provide a great opportunity for the promotion of FEE EcoCampus.



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STEP 5: Linking with Curriculum

Besides increasing the status of the programme, linking FEE EcoCampus activities to the curriculum ensures that FEE EcoCampus programme is truly integrated within the campus community. The general strategy suggested to integrate environmental education concepts into the existing subjects instead of developing new subject/courses.

Apart from increasing awareness of the environment, the weaving of an environmental education dimension in a particular subject enriches the subject concerned and thus makes it more relevant and interesting.

Examples of linking environmental education into curriculum.



Languages

- A. discussing the various aspects of specific environmental issues
- B. report writing and keeping minutes during meetings
- C. writing letters to: politicians, education authorities, councils, community leaders, newspaper editors, business persons, industrialists, etc.



Mathematics/Engineering

- A. collating and analysing results
- B. carrying out mathematical calculations and presentation
- C. managing finances
- D. making connection to how engineering solutions can impact the environment and community



Religion/Values

- A. learning to consider the environment as a gift from God to be enjoyed by all
- B. considering different ways how students can become stewards of creation
- C. understanding how a person's action may have a negative impact on others



Social Science/Geography

- A. reading/producing maps of the campus and the locality and using keys to highlight important sites
- B. understanding how humans interact with their environment
- C. using photographs, documents, oral accounts and other sources of information to learn how certain places and lifestyles have changed throughout the years



Natural Sciences/Environmental Science

- A. making observations and gathering data about an environmental problem
- B. exploring various habitats and the adaptations of plants and animals living in them
- C. investigating different materials and how they are used
- D. looking at energy use, loss and conservation



ICT

- A. using spreadsheet software to organise and present research results
- B. using publishing software to publish reports
- C. using presentation software to prepare presentations about specific projects



Physical and Health Education / Civic and Citizenship Education

- A. choosing healthy food and healthy lifestyles
- B. developing communication skills to improve the sharing of ideas
- C. developing interpersonal skills to help students work in groups



Technology Education

- A. designing and building a waste separation point based on the various properties of the different waste fractions
- B. designing and making a waste compactor



Art & Design

- A. drawing murals and producing sculptures to decorate the campus
- B. producing posters, leaflets, stickers and badges to support campaigns
- C. organising art festivals and exhibitions celebrating the campus's progress in becoming an FEE EcoCampus



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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, the students' hostels and the 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 they also bring a range of benefits. Family members, local businesses and local councils can be sources of advice, information, practical help and even monetary assistance which are essential for the success of the programme.

The following are some ideas how the FEE EcoCampus Committee can plan for dissemination of information:

Inform the whole campus

Beginning of the Programme



 Hold a campus-wide election campaign for student representatives on the FEE EcoCampus Committee



 Dedicate campus orientation where the student representatives can campaign to the campus community on the objectives of their contesting in the elections



 Hold campus-wide surveys to obtain information about the current state of the campus environment

16

During the running of the Programme

Campus Management



 Including information on FEE EcoCampus in information packs and staff induction programmes



 Allowing time in staff meetings to announce success in achieving targets, or for staff to present their research and results. The Students' Union, staff and class representatives can announce success in achieving targets or provide opportunities for students to present their research and results



 Looking for other novel ways to spread awareness of FEE EcoCampus



• Making visitors to the campus aware of FEE EcoCampus

Digital Media Outreach



• Ensuring that the FEE EcoCampus webpage/Facebook Page/Instagram Account is constructed which is easily accessible for students, staff and visitors. Use this website to publish the 'Green Charter' (Step 7)



 Publish information about the FEE EcoCampus activities in the campus's website (or in its absence, a stand-alone FEE EcoCampus website for the campus can be developed)

Printed Media



 Creating a specific FEE EcoCampus newsletter that could be circulated to students or



 Inclusion of FEE EcoCampus articles in the campus newspaper



• Making use of local press and radio where possible

Notice Board



 Placing a dedicated FEE EcoCampus noticeboard in a prominent position for staff, students and other visitors



 Publish information obtained during the environmental review on the FEE EcoCampus notice board so that the whole campus can be constantly updated on the progress being made in addressing the targets set

Campus Activities



 Regularly utilise campus events (eg. Pesta Tanglung, Pesta Cahaya, Tamu Gadang) to launch FEE EcoCampus activities and to communicate any progress made. Thus, students can be encouraged to utilise diverse presentation methods (e.g. drama, music, presentation software) to make their communication more effective



 Organise an annual FEE EcoCampus celebration event during which the whole campus can celebrate the success achieved during the year



 Use a whole-campus 'Day of Action' or a longer-term community project to raise awareness of FEE EcoCampus within and beyond the campus



• Offer opportunities for people to contribute to FEE EcoCampus: e.g. through volunteer events, becoming an energy or waste champion in their department etc.

Informing and Involving the Community

Involvement of the wider community brings benefits in both directions. Neighbours, local businesses, schools and the local authority can all be drawn in to provide advice and practical help. It is important to ensure that actions and events organised for the FEE EcoCampus programme are well publicised. This ensures maximum participation from the different groups involved.



 Produce a newsletter (eg. Campus Bulletin) that regularly updates the community about the FEE EcoCampus process and copies of the newsletter can also be sent to other members of the community (e.g. local council, local businesses, relevant government agencies and NGOs)



Send letters to local businesses seeking support of the initiatives



 Request resource persons from the community to present a talk or offer assistance in particular tasks



 Conduct press releases publicising FEE EcoCampus activities, research results and achievements



 Hold community-wide surveys to gather information about the environmental issues that are mostly relevant



Disseminate the campus Green Charter within the community



• Invite people from the community to attend the FEE EcoCampus celebration event

STEP 7: Green Charter

The Green 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 Green Charter may contain an environmental policy but essentially should be a concise guidance document on how environmental issues are handled on campus. It should include contact details for the FEE EcoCampus Committee, targets from the Action Plans and best practice guidance specific to the campus.

The Green Charter is designed to be compiled after the Action Plan has been implemented and the Monitoring and Evaluation steps have been carried out. In short, the differences between an environmental policy and the Green Charter are that the former is an expression of what the campus intends to do and provides assistance at the strategic/management level; the latter is the means by which the campus community can achieve the aims through specific advice and information.

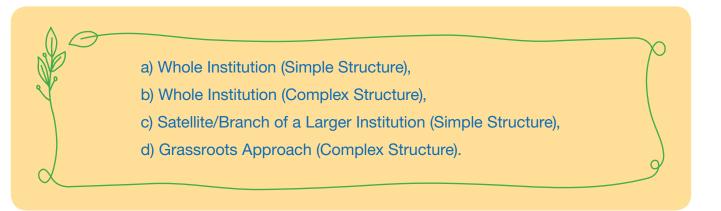
The Green Charter could also be displayed on the campus website and also prominent places on the campus (e.g. your FEE EcoCampus noticeboard and website). The Green Charter should be a space on the website accessible to those who are on the campus, for instance, students, staff and visitors, in which environmental information can be published and constantly updated as required.

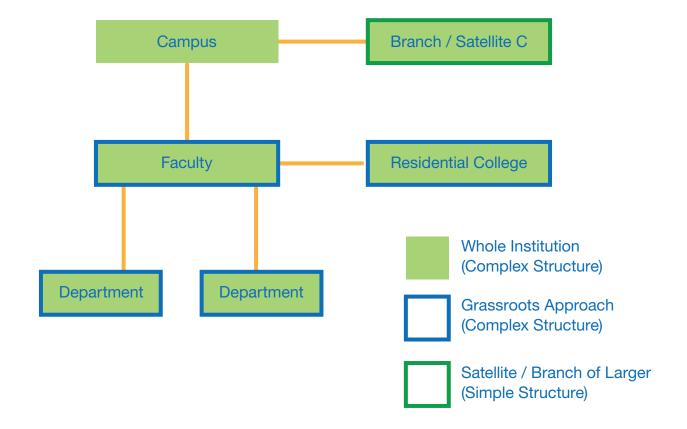






The four campus models are:





a) Whole Institution (Simple Structure)

This model is the most simple approach and only applicable to smaller institutions with a single campus. There will be only one FEE EcoCampus Committee for the whole campus. The campus can immediately start the program 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.

b) Whole Institution (Complex Structure)

This model will also consist of one FEE EcoCampus committee which is to be represented by all the academic fields at least for the Bronze award. For the Silver and Green Flag award application, the FEE EcoCampus Committee must have representation and volunteers from all campus entities. Upon application for the Green Flag award by the main campus, the satellite/branch campuses must also be at the level of achieving the Green Flag award.

c) Satellite/Branch of a Larger Institution (Simple Structure)

This model can be taken up by institutions with multiple branches or satellite campuses. As the FEE EcoCampus programme undertakes the whole campus approach, to have all its satellites/branches with the main campus to take on the Seven Steps methodology, is an uphill challenge. Therefore, this model allows the satellite/branch campus to spearhead the programme.

The requirement for this award criteria assessment model is, once the enrolled satellite/ branch campus has achieved the Green Flag status, upon renewal, the main campus must be registered in the programme and must have begun the Seven Steps process.

d) Grassroots Approach (Complex Structure)

This model starts with enrollment of smaller entity in an institution (example: faculty, department, hostel units etc.). 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 Awards, only then the whole campus can apply for the prestigious Green Flag award. This approach will take some 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 Whole Institution (complex structure) Model.

Keeping the Green Flag

Once awarded, the campus can display the Green Flag – a prestigious internationally recognised and respected eco-label of institutional performance in its foyer, or hall or on a flagpole. The campus will also be awarded a certificate and the permission to use the official FEE EcoCampus logo on its letterhead and other campus material.

The Green Flag needs to be renewed every 2 years.

Note: The institute needs to decide when they are ready to apply for an award.





Appendix ENVIRONMENTAL REVIEW CHECK LIST

The Campus

Environmental Review	Yes/ Action Needed Urgency		,	Cost				
Environmental Review	No	Action Needed	Low	Med	High	Low	Med	High
Are the campus grounds free from safety hazards?			8	8	8	(3)	\$	\$
Do the campus grounds provide a rich environment for play?			8	8	8	8	8	3
Are there games played in the field?			8	8	8	3	\$	3
Are there murals and artworks in the campus?			8	8	g	\$	\$	8
Are the corridors being used to display students' work and other campus activities?			8	8	8	\$	S	\$
Are there places where students can sit comfortably indoor (besides classroom)?			8	8	8	8	8	\$
Is the work done by the students adequately displayed in class?			B	8	B	\$	\$	\$
Are plants kept in classrooms and corridors?			g	8	g	\$	\$	8
Does the main campus entrance have a welcoming feel?			8	8	8	\$	\$	\$
Is the campus notice board placed in a prominent position?			B	8	B	\$	\$	\$
Campus Environmental Policy			8	g	8	8	\$	\$
Does the campus have an environmental policy?			g	8	g	8	\$	8
Does the campus have environmental clubs or society?			B	8	B	\$	\$	\$
Do environmental-related events feature regularly in the campus calendar of activities?			B	8	8	\$	\$	\$
Does the environment feature regularly in the teaching/learning activities?			B	8	B	8	8	\$

Environmental Daviens	Yes/	Urgency			Cost			
Environmental Review	No	Action Needed	Low	Med	High	Low	Med	High
Are environmental topics used for projects and theme teaching?			B	B	B	\$	\$	\$
Are the students involved in the care of the campus environment?			B	B	B	\$	\$	\$
Has the campus joined any environmental organisation?			B	B	B	\$	\$	3
Does the campus encourage 'green' practices at home?			B	B	B	\$	\$	3
Does your campus organize nature based environmental outings or tours?			8	9	9	\$	\$	\$

Energy

Environmental Daview	Yes/	Action Needed		Urgency			Cost		
Environmental Review	No	Action Needed	Low	Med	High	Low	Med	High	
Does the campus use any renewable energy source (e.g. does it use a solar water heater?)			В	8	8	\$	\$	\$	
Electricity			8	8	8	8	\$	3	
Are lights kept turned on in empty rooms?			8	8	g	\$	\$	\$	
Are low-energy bulbs used for lighting?			8	8	8	\$	\$	\$	
Are shades/diffusers/bulbs kept clean to maximise light?			8	8	8	\$	\$	\$	
Are windows kept clean to admit natural lighting?			8	8	8	\$	\$	\$	
Are computer monitors, projectors, televisions, videos and other similar equipment switched off when not in use?			8	8	8	\$	\$	\$	
Are photocopiers and other office equipment switched off when not in use?			8	8	B	\$	\$	\$	
Are electrical equipment switched on to standby mode when not in use?			8	8	8	\$	\$	\$	
Are there any reminders (i.e. stickers) near switches to discourage energy wastage?			8	8	8	\$	\$	\$	
Does your campus have any energy saving campaign/s?			8	8	8	\$	\$	8	
Does your campus invite speakers (expert or practitioners) during this energy saving campaign or any other occasions?			g	g	8	\$	\$	\$	



Environmental Review	Yes/	Action Needed	Urgency			Cost		
Livilorinicital Heview	No	Action Needed	Low	Med	High	Low	Med	High
Heating/Cooling			8	8	B	\$	\$	\$
Are doors/windows used to create draughts instead of switching on the fans?			8	8	8	\$	\$	8
Are air-conditioned rooms kept closed?			8	8	8	\$	\$	8
Does the campus service all its air-conditioners? How many times in a year?			B	B	B	\$	\$	\$
Does the campus use CFC air-conditioners?			8	8	8	\$	\$	\$
* Energy consumption can be measured by reading the electricity meter and keeping a record of the readings. How does energy use vary during the day? During the year? Records can be compared, plotted on graph and exhibit on the campus notice board.			8	8	8	\$	\$	\$

Waste Minimisation

Environmental Review	Yes/	Action Needed	Urgency			Cost		
Environmental Review	No		Low	Med	High	Low	Med	High
Reduce			8	8	8	8	8	\$
Are memos/letters sent to families/households instead of individual students?			8	8	8	\$	\$	\$
Does the campus use email messages/WhatsApp to contact families (who have the facility)?			В	8	8	\$	\$	\$
Are documents digitised or kept as hardcopies?			8	8	8	8	\$	\$
Are long-life products chosen over short-life ones?			8	8	8	\$	\$	\$
Are materials bought in bulk to avoid excessive packaging?			8	8	8	\$	8	\$
Does your campus invite external speakers (expert or practitioners) to share messages on 3R campaigns?			8	8	В	\$	\$	\$
Are used envelopes saved and reused?			8	8	8	8	\$	8
Are handouts printed on both sides?			g	8	8	8	\$	\$
Purchasing Practices			g	8	8	8	\$	\$
Does the campus buy papers from suppliers / factories that source their raw materials from sustainably managed forests (e.g. FSC certified papers)?			ß	В	ß	\$	\$	\$
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. cups, plates)?			8	8	В	\$	\$	\$

Nature and Biodiversity

5 ·	Yes/	A III A No. 1 A		Urgency		Cost		
Environmental Review	No	Action Needed	Low	Med	High	Low	Med	High
Does the campus have shaded places for people to sit and talk?			B	B	B	\$	\$	\$
Does the campus have a garden?			g	8	B	\$	8	\$
Does the campus have a pond?			8	8	8	\$	\$	\$
Does the campus have trees?			B	B	B	\$	\$	\$
Does the campus have soil patches that are allowed to grow wild?			8	8	8	\$	\$	8
Is there equipment (e.g. nest boxes, bird tables, bird bath) installed in the campus to attract small animals?			8	8	В	\$	\$	\$
Does your campus have a mini forest / wetlands or natural canals?			9	8	8	\$	\$	8
Landscape management			8	8	g	8	\$	\$
Is the landscape well planned along the walking paths and around campus buildings?			8	8	8	\$	\$	\$
Is there any well planned grassy area, field and sports centre?			B	8	B	\$	\$	\$
Is there any resting and recreation areas?			8	8	8	8	8	\$
Does your campus discourage mini zoo or any animals in cages?			8	8	8	8	8	8
Does your campus have enough flowering or fruit plants to attract birds, bees and butterflies to the compound?			8	8	8	\$	\$	3

Water

Environmental Review	Yes/	Action Needed		Urgency			Cost		
Environmental Review	No		Low	Med	High	Low	Med	High	
Is the water pressure too high leading to an excessive waste of water?			8	8	8	8	8	\$	
Are press-taps fitted?			8	8	8	(8)	\$	(3)	
Are there any dripping taps?			8	8	8	8	\$	(3)	
Are dripping taps repaired quickly?			8	8	8	3	\$	8	
Are toilets fitted with low-flow flushes?			8	8	8	8	\$	S	
If not, have water hippos (bags to reduce the volume of water flushed) been installed in the flushes?			В	В	В	\$	\$	\$	
Is rainwater collected?			8	8	8	8	\$	8	
If yes, how is the collected rainwater used?			8	8	g	8	\$	S	
Are there any reminder stickers posted near pipes to discourage water wastage?			8	8	B	\$	\$	\$	
Does your campus organise water saving campaign/s?			g	B	B	\$	\$	\$	
Does your campus invite external speakers (expert or practitioners) during this campaign or any other occasions?			8	8	8	\$	\$	\$	

Litter

For the part of Device of	Yes/ Action Needed		Urgency		Cost			
Environmental Review	No	Action Needed	Low	Med	High	Low	Med	High
Is there litter on the campus grounds?			8	8	8	8	8	\$
Is the litter found originate from the campus itself?			B	8	B	\$	\$	\$
Is the litter found originate from outside the campus?			8	8	8	8	8	\$
Are there enough litterbins inside the campus?			B	8	B	\$	\$	\$
Are they located in the right places?			B	8	8	8	8	\$
Does the campus have a clear policy about litter?			B	8	B	8	8	\$
Are the chemical waste from laboratories and discarded materials from workshops well managed? (if/when applicable)			8	8	В	\$	\$	\$
*It is recommended to draw a plan of the campus and mark the sites where litter is found.			B	В	В	\$	\$	\$

Health and Wellbeing

Environmental Review	Yes/	Action Needed		Urgency		Cost		
Environmental neview	No	Action Needed	Low	Med	High	Low	Med	High
Does the campus have a policy for healthy eating?			8	9	8	\$	\$	8
If yes, is the policy followed faithfully?			8	8	B	\$	\$	3
Do the students packed lunches contain healthy food?			8	8	8	\$	\$	\$
Does the campus advocate shops to sell healthy food?			9	g	8	\$	\$	8
Do the students understand the need for healthy eating?			9	9	8	8	8	8
Does the campus have a 'No Smoking' sign at all entrances?			B	B	B	\$	\$	\$
Does the campus have an effective 'Anti-bullying' policy?			8	8	8	\$	\$	3
Does the campus have an effective 'Buddy' system?			g	g	8	\$	\$	8
Do lecturers actively promote healthy lifestyles during their lessons?			8	B	8	\$	\$	\$
Do lecturers practice healthy lifestyles?			g	9	8	\$	\$	\$
Do the admin staff practice healthy lifestyles?			B	B	B	\$	\$	\$

Transport

Environmental Review Yes/No	Yes/	Action Needed	Urgency			Cost		
	Action Needed	Low	Med	High	Low	Med	High	
Do staff and students mostly come to campus by public/campus transport?			8	B	B	\$	\$	\$
Do most private cars bring two or more people to campus?			8	B	8	\$	3	3
Do most cars, coming to campus, run on diesel?			8	8		8	8	8
Is there anyone who cycles to campus?			8	8		\$	8	\$
Does the campus have proper facilities for bicycle parking?			8	8	8	\$	\$	\$
Does the campus promote walking and cycling as a way to come to campus?			8	B	B	\$	\$	\$
Does the campus promote walking and cycling as a way to go to class from the hostel?			8	B	B	\$	\$	\$
Is there a network of safe routes to the campus?			8	8	8	\$	\$	\$
Are students made aware of these networks?			8	8		8	8	8
Does the campus provide information to families about campus transport facilities?			8	8	8	\$	\$	\$
Does your campus invite external speakers (expert or practitioners) to deliver speech on road safety?			B	9	B	\$	\$	\$

Marine and Coast

Environmental Review	Yes/	Action Needed	Urgency			Cost		
Environmental Neview	No	Action Needed	Low	Med	High	Low	Med	High
General Marine and Coastal Activities			8	8	8	8	8	8
Is there a buffer zone between your campus boundary and the coast?			B	B	B	\$	\$	\$
If yes, is it maintained as required?			g	9	8	8	8	8
Is there a jetty in your campus?			g	g	8	\$	\$	8
Is there sign of coastal erosion?			8	9	8	\$	8	8
Is there sign of illegal activities?			8	9	8	\$	\$	8
Are the beaches open to public?			8	8	8	\$	\$	8
Is this beach a nesting area for turtles?			8	9	8	\$	8	8
Is the site free of litter?			8	8	8	\$	\$	\$
Are the waste appropriately separated (i.e. prescribed, recyclable and non-recyclable) for treatment, recycling or disposal at on-shore facilities?			8	8	8	\$	\$	\$
Are there any appropriately licensed waste subcontractors utilised for the transportation of all waste types to appropriately licensed recycling and disposal facilities?			8	8	8	\$	\$	8
Is the air and water quality maintained on site in accordance with EPA standards?			8	8	8	8	\$	\$

Environmental Review	Yes/	Action Needed	Urgency			Cost			
	No	Low	Med	High	Low	Med	High		
Category: Coastal Processes and Activities									
Is there any suitable place for waste disposal?			g	g	g	\$	8	8	
Are the current activities causing physical and chemical changes on the coast?			B	B	B	\$	\$	\$	
Are there any efforts to improve the current coastal environment?			8	8	8	\$	\$	\$	
Are there any marine nature reserves nearby?			B	B	B	\$	\$	8	
Are the shipping industries nearby?			8	8	8	\$	8	\$	
Is there any marine pollution observed?			8	8	8	\$	\$	(3)	
Is there any damage done to local corals?			8	8	8	\$	(8)	\$	
Is there any damage of quality of life for locals?			8	8	8	\$	\$	\$	
Is there any appropriate hazardous substances signage in place?			8	8	8	\$	\$	\$	
Are there any marine spill kits available?			g	g	g	\$	8	8	
Environmental Review	Yes/ No	Action Needed	Low	Urgency Med	High	Low	Cost	High	
		Category: Marine Flora			riigir	LOW	IVICA	riigii	
		bategory. Marine r lora	andrac	ii ia					
Has disturbance to marine flora and fauna been minimised?			8	8	8	\$	\$	\$	
Is the sediment plume being monitored in order to appropriately manage impacts on marine flora and fauna?			8	8	8	\$	\$	\$	
Any impacts to marine flora or fauna have been observed?			8	8	8	\$	\$	\$	



Environmental Review	Yes/	Action Needed	Urgency			Cost		
Environmental neview	No Action Needed	Low	Med	High	Low	Med	High	
Is the topic of climate change and local adaptation strategies taught and researched across disciplines/course?			В	8	8	\$	\$	\$
How many faculties/course or schools mention climate change as a curriculum driver			8	8	8	\$	\$	\$
Does the institute of higher learning have a policy on waste management?			8	8	8	\$	\$	\$
Does the policy on waste management work?			B	B	8	\$	\$	\$
Has the institute of higher learning invited environmental experts to give presentations or hold a conference to open discussion in the last six months?			8	8	8	\$	\$	\$
Are working, best practice examples of renewable energy evident on campus?			8	8	8	\$	\$	\$
Are working, best practice examples of biogas digesters evident on campus?			В	8	8	\$	\$	\$
Do you monitor the temperature in individual rooms in the establishment?			8	8	8	\$	\$	\$
Are the environmental education for sustainable development activities included in the curriculum of faculties/course? How many?			В	В	В	\$	\$	\$
Are LCD screens and bulletin boards in prominent positions used for environmental information/awareness?			8	8	8	\$	\$	\$
Is environmental education for sustainable development included in the institute of higher learnings' improvement and development plan?			В	В	В	\$	\$	\$



Global Citizenship

Environmental Review	Yes/	Action Needed	Urgency			Cost		
Environmental Neview	No	Action Needed	Low	Med	High	Low	Med	High
Does your institute of higher learning have active links with international networks? e.g. UNESCO, UNICEF			8	8	8	\$	\$	\$
Is the campus part of an organisation such as the Fair Trade Institution?			8	8	8	\$	\$	\$
Are there any other Fair Trade products used on campus? (fruit juice, footballs, bananas)			8	8	8	\$	\$	\$
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.			В	В	В	\$	\$	\$
Have inequities relating to disability been addressed in terms of access to campus and lecture halls and integration into campus activities?			8	8	В	\$	\$	\$
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			8	8	8	\$	\$	\$
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 station			8	8	8	\$	\$	\$
Do students do practical and active outreach to benefit their local community as well as their institute of higher learning?			8	8	8	\$	\$	\$



WORKING TOGETHER ON EDUCATION FOR SUSTAINABLE DEVELOPMENT







WWF-Malaysia is the National Operator (NO) for the FEE EcoCampus Programme in Malaysia.

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