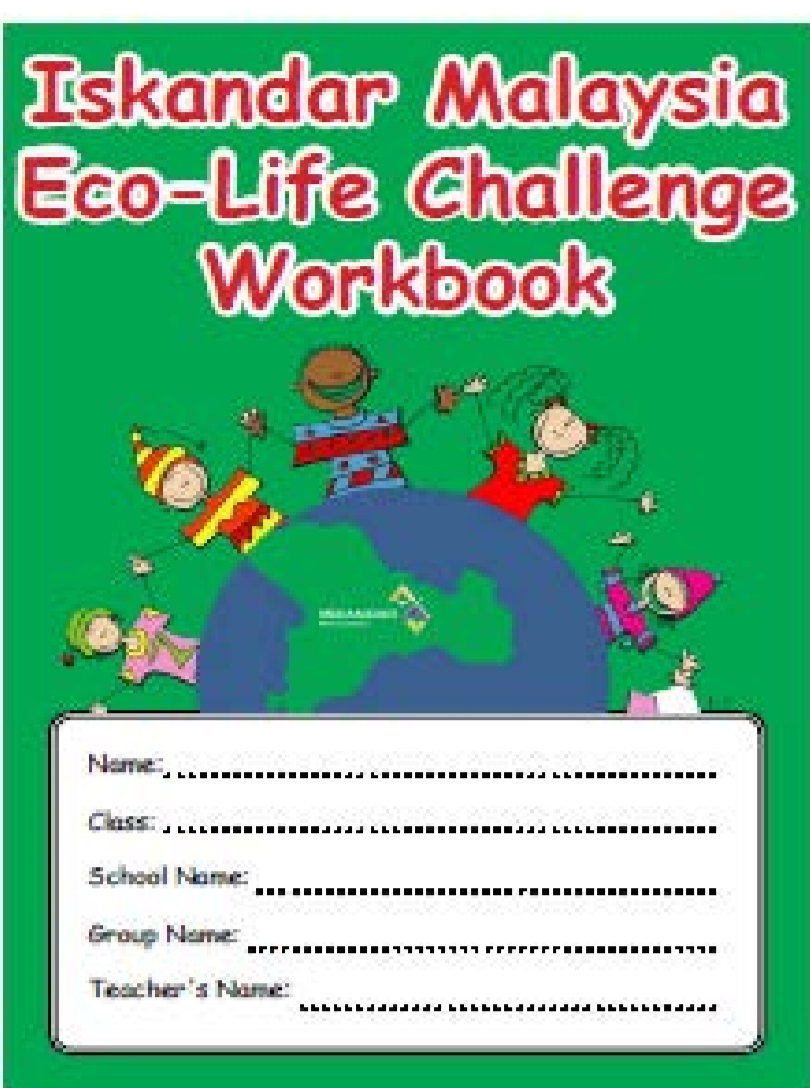


Development of low carbon educational programs towards low carbon society for future generation in Asia

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‘Iskandar Malaysia Eco-Life Challenge’ program, applied by educational program for prevention of global warming ‘Children’s Eco-Life Challenge’ in Kyoto

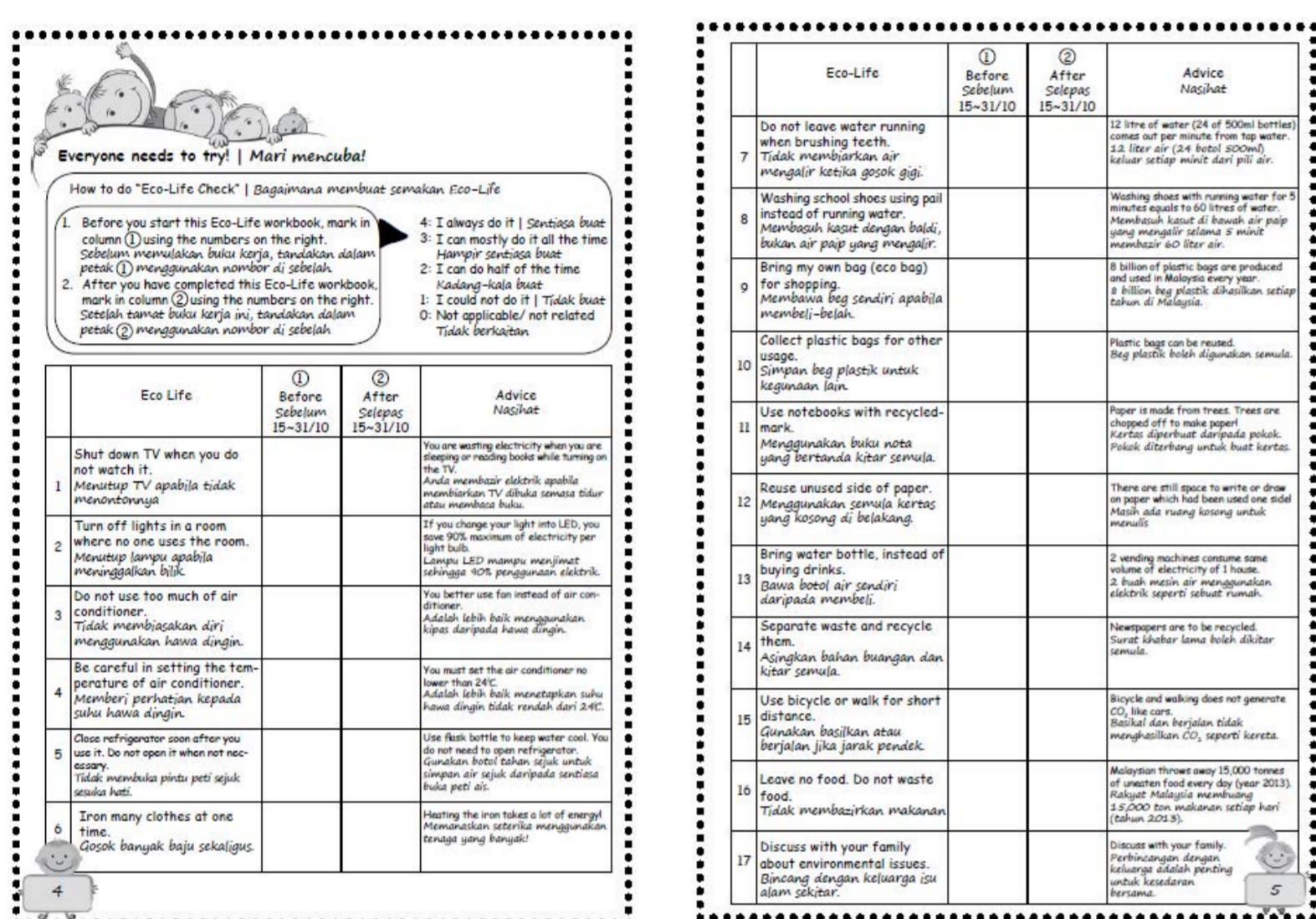


‘Iskandar Malaysia Eco-Life Challenge’ Workbook (UTM, et al 2013)



Pupil who is studying Eco-Life Challenge at SJK(C) Pulau , October, 2013 (Suda, 2013)

In 2012, Iskandar Malaysia Eco-Life Challenge program was kicked off as a research activity on ‘Development of Low Carbon Scenarios in Asian Region’, supported by JST/JICA (SATREPS). This program was developed by UTM, JPNJ, IRDA, KIKO Network and NIES. At the same time, situation of environmental education in Malaysia such as schools’ activities on 3R and low carbon in Iskandar Malaysia, view point to apply good practice on low carbon society in Japan to Iskandar Malaysia, issues for LCS BP low carbon educational program was reported. In September 2012, the delegation from Malaysia observed reflection session of Children’s Eco-Life Challenge in Kyoto Suzaku Daihachi primary school and exchanged the experiences and visions with experts. After that, the discussion about workbook, training kits, framework and Malaysian contexts have been continued among experts from both countries. UTM, JPNJ, IRDA, KIKO Network and NIES have produced the work book and considered to collaborate with Unesco school as an element of ESD since May 2013. Currently, the program is improving for all 189 primary schools in Iskandar Malaysia.



‘Eco-Life Check’ in workbook(UTM, et al 2013)

	Kyoto City	Iskandar Malaysia
Study method	Challenge Eco-Life in home	Find our in home and group working (about 5 pupils)
Language	Japanese	English and Malay
Number of pages	22	22
Step	Reduce, Select/Choose, Change	Reduce, Select/Choose, Change
About global warming	Case study, progress of global warming, causes, reduction of GHG with photos and graphs, etc	1 case study and progress, group working about the other case studies, causes, LCS,
About Low Carbon Society	Non	Introduction of LCS
Eco-Life check	13 checks	17 checks
Number of challenge	4	3
Hint of CO2 reduction	The bottom of each page from page7-21	Non
Greeting	To pupils and parents	To pupils and teachers
Policy	Do you Kyoto Day, ‘Arukumachi Kyoto’	40 % reduction of its GHG emission by 2020 based on 2005 emission baseline
Step1: Reduce		
Topic	Electricity, waste	Electricity, Water, Waste, Vehicle, Eco-cooking, Environmental labels
【Challenge 1】	To record electricity and gas bills (copies) for same month of two years	To paste electricity and water bills (copies) for two months To record electricity and water usage (for two months) To calculate usage and payment difference
Vehicles	Non	【Challenge 2】 To record vehicles in home and moves around using a vehicle
Eco cooking	In Step 2	Checklist for low carbon lifestyle in meal preparation
Waste	Idea to reduce waste, recycling- mark	Idea to reduce waste, how to separate waste
Step2: Select/ Choose		
Topic	Drinking package, Environmental labels, season and production area vegi and fruit	Environmental labels
Eco-cooking	【Challenge 2】 Check of shopping, cooking, washing How to choose seasonal and domestic products Record of eco-cooking, comments and recipe	In Step 1
Environmental ravel	Eco-mark, Green-mark, R-mark, Find mark and write	Environmental labels, Energy labels, FSC, Find mark and write
Step3: Change		
Topic	Natural energy, rising and setting of the sun, living hours	Renewable energy, nature
Eco-Life	Diary	Drawn what’s eco-life, how to save energy in home and school, how to tell eco-life to family
Energy	【Challenge 3】 Find nature energy in Kyoto, natural energy mapping 【Challenge 4】 Solar cooker	【Challenge 3】 Draw renewable energy in school
Nature	Non	Plants name, photosynthesis and LCS
Information	Do you Kyoto? Miyako Ecology Center links to relevant sites	RAMSAR sites in Iskandar Malaysia

Comparison of ‘Eco-Life Challenge’ workbook 2013 between Kyoto-city and Iskandar Malaysia (NIES 2013)



Observation of environmental education in Japan (NIES, 2012)

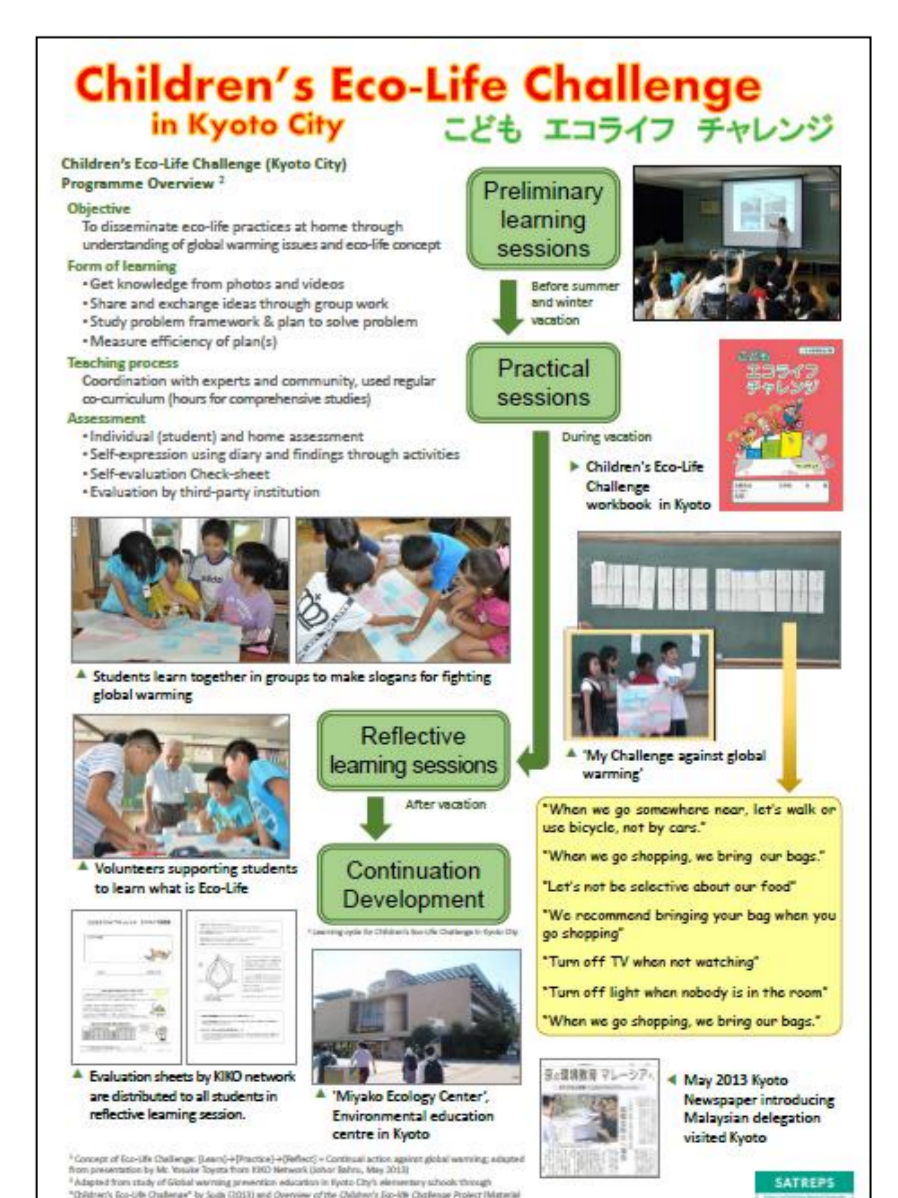
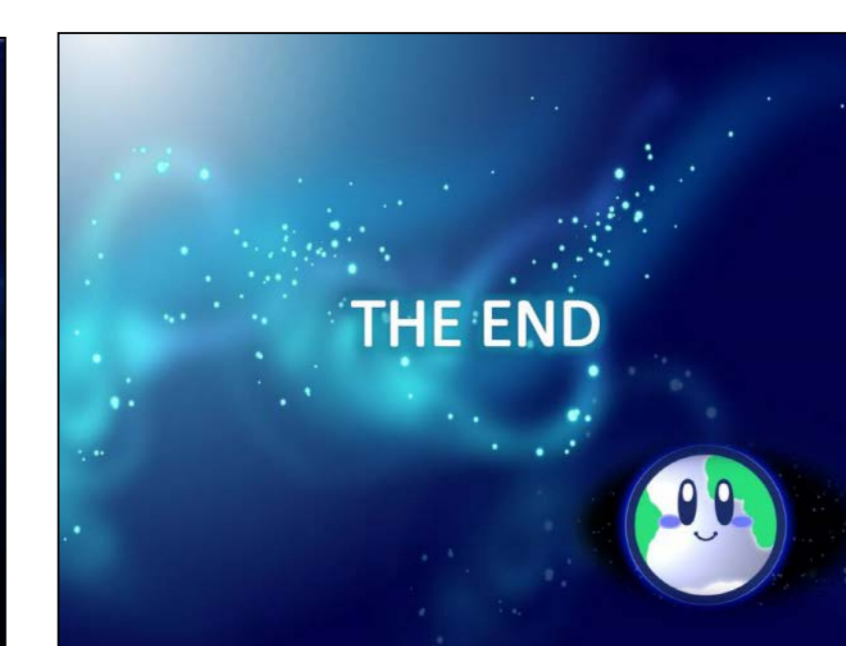
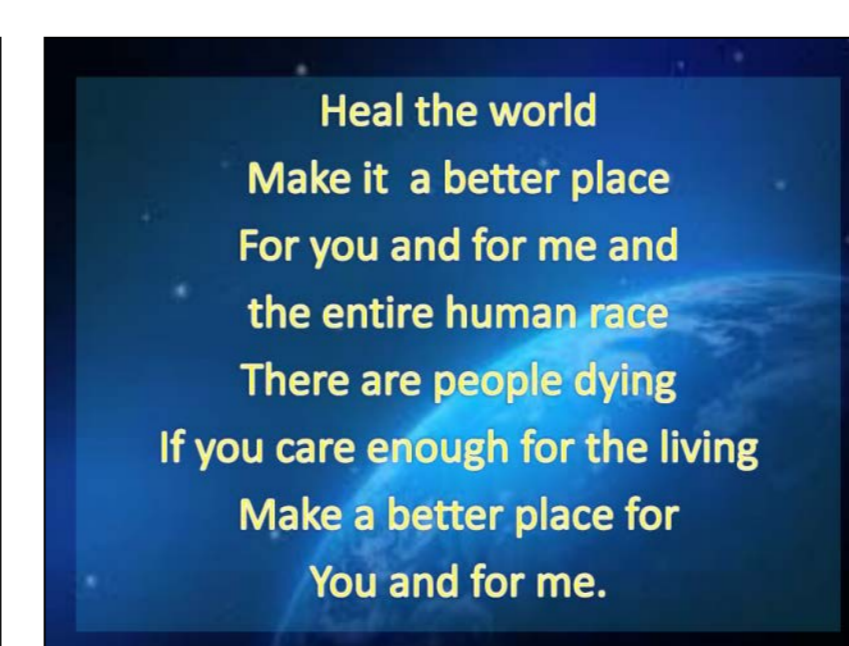
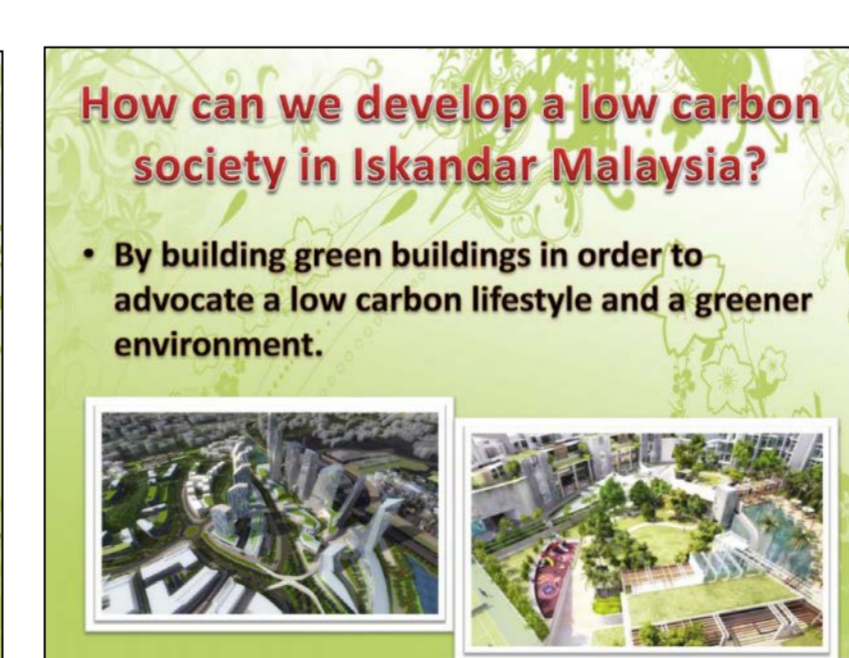
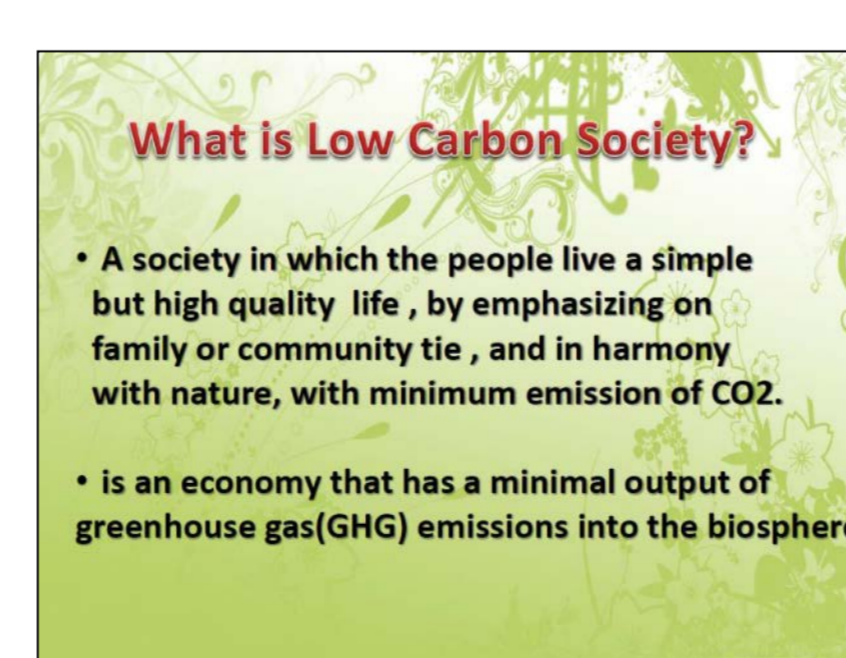
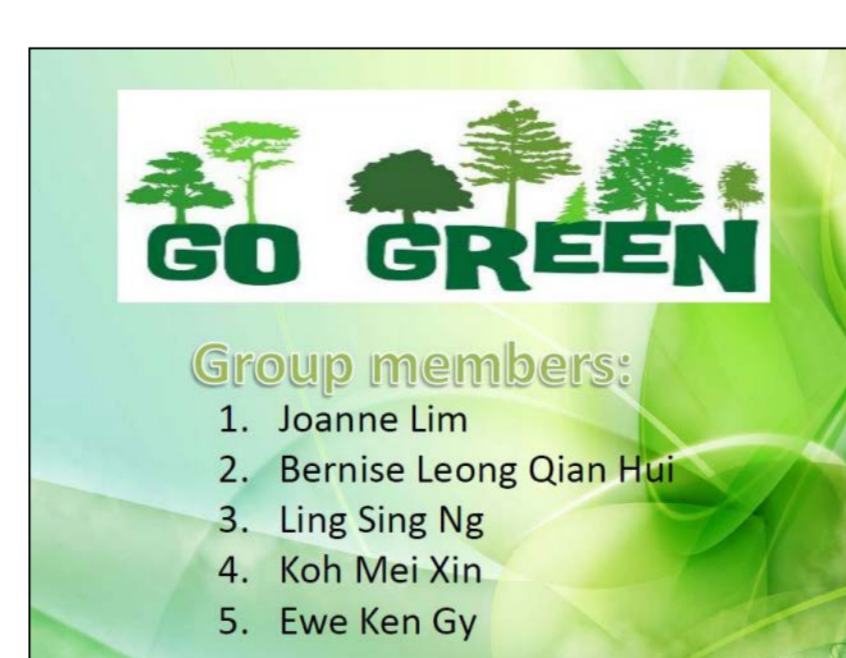
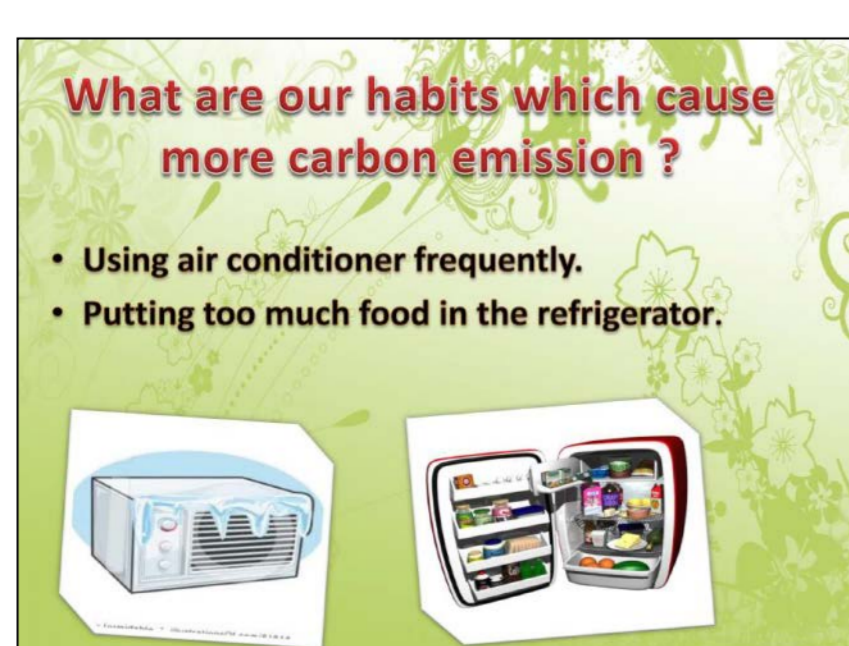
The target is standard 6 (12 years old) in IM (standard 4 (10 years old) in Kyoto). The facilitator is NPO in Kyoto but school teachers in IM and the program of IM was conducted in science class in 2013.

‘Iskandar Malaysia Eco-Life Challenge project: Final Presentation Competition’

IRDA launched 10 pilot projects to lead from 2013. ‘Iskandar Malaysia Eco-Life Challenge’ is one of the projects and started a pilot project in 23 primary schools in Iskandar Malaysia from September 2013. On 13 November, ‘Competition of Iskandar Malaysia Eco-Life Challenge’ was held at Iskandar Information Center and 19 schools participated. The schools had group presentations themed ‘How can we make low carbon society in Iskandar Malaysia’. With the judges, the No.1 to No.3 was announced.



Winner: SJK(C) Chee Tong 13 November 2013 (UTM, 2013)



‘Kyoto’s Children’s Eco-Life Challenge was introduced at the venue (Wong, 2013)

Final presentation by SJK(C) Chee Tong , 13 Nov ember2013 (Chee Tong Primary School, 2013)