

Supporting Partners:



Bangkok Office
Asia and Pacific Regional
Bureau for Education



Bank of Tokyo-Mitsubishi UFJ

Submission Form of 2013 SEAMEO-Japan ESD Award
Theme: Values Education
The last day for submission of entries: 16 September 2013

PART I: Details of Your School

1. Name of your school: **Sekolah Kebangsaan Damansara Jaya 2**
2. Full address: Jalan SS22/48 Damansara Jaya Petaling Jaya
3. Postcode: 47400
4. Country: Malaysia
5. Telephone number (country code+city code+telephone number):60377285420
6. Fax number (country code+city code+fax number): 60377285420
7. Name of the Head Master/ Principal/ School Director: Khadijah Udin
8. Name of Teacher Coordinator: Syed Nasurudin Syed Abu Bakar
9. Email address: nasurudin@gmail.com
10. School website (if available): <http://skdjdua.blogspot.com/>
11. Educational level Primary Grade 1-6
11. Number of teachers in your school: 14
12. Number of students in your school: 106
13. Name of teachers and students who were/have been involved in the planning and implementation of this school activity/programme on Values Education.

Teachers:

- a) Syed Nasurudin Syed Abu Bakar
- b) Nur Fazila Basit
- c) Muhammad Syafiq Bin Zulkifli

Students:

- a) Anis Suhaila Mohd Taufik
- b) Venikka
- c) Danielle Lim
- d) Syed Yusuf Syed Nasurudin
- e) Ahmad Danish

PART II: Information about the School's Values Education Activity/Programme

1. Title of the school's programme

"Go green " environmental education for sustainability

2. Summary of the programme (a half to one page A4)

"Go Green " environmental education for sustainability are spheres of interest for the children. Students undertake many programmes held at the school concerning environment sustainability. Students, teachers and the community of Damansara Jaya will learn the importance of environment sustainability via many activities held at the school venue. Publicity are made via press release to highlight on the school greening effort, indirectly help to promote awareness among the communities.

From the perspective of providing learning experiences that embrace whole systems thinking, it appears further opportunities to engage in this approach to thinking are required. Although the findings suggested that some students displayed increased awareness and were able to identify relationships between values education and environment, it appears that ongoing explicit focus on this approach is warranted. Seeing the whole picture and establishing interrelationships between fragmentary pieces of information, such as pollution and the health of an eco-system, is important if students are to understand phenomena in their world as an integrated whole. Values of education are an important component of these interrelationships and therefore need explicit attention by educators, parents and communities of Damansara Jaya district. To what could have been stand-alone environmental education projects in the schools, were transformed into "significant, deep and sustainable learning" journeys by re-framing their thinking with a strong, explicit, values education foundation.

3. Background information or reasons why the school created this programme

1. Frequent power and water cuts occurs regularly at the school. They(students and staff) must be informed to conserve water and not to waste electricity.
2. Flash flood. All these immense constructions lead to soil erosion and clogging of water drainage by dirt and stones. Therefore, the school is taking a bold approach to overcome this flood and the lack of conscience among students about nature by creating many Go Green Projects. This green project hopes to reduce the effects of flood and promote nature importances.
3. Furthermore the school was located near a river environment and this had an important influence on the mini-project activities undertaken. The mini-projects were identified as a result of concerns raised, by students and other members of the school and wider community, about the condition of the river.

The school's three mini-projects are introduced

- to reduce the usage of electricity at the school perimeter
- creating a community permaculture garden by implementing rainwater harvesting system incorporating fish pond and to manage storm water
- the compost derived from waste canteen food and cut grass for the landscape square

The rainwater harvesting help solve the flash flood problem that occurs whenever there is a heavy downpour. Children and teachers find the whole project a success and determined to do more greening effort. The rainwater harvesting becomes the core project in this programmes and details are elaborate more at 7 (activities)

4. School vision, mission and core values

School Vision: Membina insan yang seimbang dan harmonis dari segi intelek, rohani, emosi dan jasmani berdasarkan prinsip Rukun Negara untuk membentuk negara bersatu, masyarakat demokratik dan progresif.

School Mission: Bertekad dan beriltizam untuk menyempurnakan proses pengajaran dan pembelajaran serta perkhidmatan penyayang yang berkualiti, cekap dan berkesan dalam melaksanakan tugas dan tanggungjawab

School Core Values:

We believe in responsibility, dedicate, respect and positive.

5. Objectives/goals of the programme

1. To instill caring attitude towards the environment (say no to polystyrene, recycle project)
2. To educate the communities on various ways of turning food waste into food enzymes and compost
3. To educate the students, teachers and the surrounding communities on the importance of rainwater harvesting, to reuse the water for cleaning, washing and watering plants
4. To educate the children the importance of eco balancing. Living with nature which includes plants and animals.

6. Values that the school aims for within the programme and/or definitions

- To develop knowledge, skills and understanding in all environment effort that enables the children to apply themselves with confidence in their daily life.
- To encourage the development of a love of learning within a structured, broad and balanced environment education; to develop self esteem in each children of the school promoting a positive belief in their individual abilities.
- To develop learning skills by encouraging a sense of curiosity, open-mindedness, perseverance, objectivity, reflection and critical thinking.
- To nurture pupil diversity emphasizing individual talents in a wide range of environment topics such as debating, public speaking and volunteering.
- To develop values and opinions within the community

7. Period of the time when the programme was or has been implemented

Since 2011 until present.

8. Activities (Actions and strategies of implementation)

Go Green Programmes

1. Enzyme, product of food canteen waste.

The teachers in charge will from time to time give refresher course for new students, canteen food operator. Food waste from canteen are used for this effort. Programmes commences early 2013.

2. Using energy saving bulbs and early riser morning programmes.

Students arrived very early at school and the school board held an early morning programmes for the children at the canteen. The book reading sessions evolved into Cerdas Minda (intelligent mind) revision sessions, where each day would feature a different subject for revision, and volunteers from the PTA (Parents Teachers Association) started coming in to help. Having all the kids assemble in the canteen meant the teachers and volunteers could be better mobilised to focus on more children. Philips Malaysia donated several led lights to the main area. Instead of using 6 classes in the morning, only 6 energy saver bulb are used for the whole session. This enable the school to use less lighting which means less energy usage. <http://www.newsabahtimes.com.my/nstweb/fullstory/70046>

3. Talks on environment

Arrangement are made with various public company to give talks on environment. Among the companies are Bonus Link Malaysia, Philips and government agencies. (2011 – present)

4. Composting

Using the food waste generate from the canteen to be turned into compost. Used coffee powder from nearby coffee outlet are used. (Dr Café) Other compost materials used are cut grass from the school field, soft green prunnings and raw vegetables pelling from the canteen's kitchen. (2013)

5. **(Mega Project)** Rainwater harvesting incorporating fish pond (on-going project commences end of 2012)

System of collection rainwater and conserving for future needs has traditionally been practiced in Malaysia. The traditional systems were time-tested wisdom of not only appropriate technology of Rainwater Harvesting, but also water management systems, where conservation of water was the prime concern. Traditional water harvesting systems to be used are tanks etc. These were the water storage bodies to domestic and irrigation demands. Students were themselves responsible for maintenance to water sources and optimal use of water that could fulfill their needs.

5.1 What is Rainwater harvesting incorporating fish pond @ Sekolah Kebangsaan Damansara Jaya 2

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The term rainwater harvesting is being frequently used these days, however, the concept of water harvesting is not new for Malaysia. Water harvesting techniques had been evolved and developed centuries ago.

Ground water resource gets naturally recharged through percolation. But due to indiscriminate development and rapid development, exposed surface for soil has been reduced drastically with resultant reduction in percolation of rainwater, thereby depleting ground water resource. Rainwater harvesting is the process of augmenting the natural filtration of rainwater in to the underground formation by some artificial methods.

"Conscious collection and storage of rainwater to cater to demands of water, for drinking, domestic purpose & irrigation is termed as Rainwater Harvesting."

5.2 Why harvest rainwater at the school

This is perhaps one of the most frequently asked question, as to why one should harvest rainwater. There are many reasons but following are some of the important ones.

- To conserve surface water runoff during monsoon and reduce flash flood
- To reduce the usage of treated water used at the fish pond
- To inculcate a culture of water conservation
- To arrest the problem of water supply shortage
- To instill the knowledge to the students the importance of the living fish and the water
- Towards the improvement of more eco living

5.3 How we harvest rainwater:

Broadly there are two ways of harvesting rainwater at the school.

- (i) Surface runoff harvesting
- (ii) Roof top rainwater harvesting

Surface runoff harvesting:

Water running along the landscape area will return back to the pond. This runoff could be caught and used for recharging the water. Rainwater gutter are made of UPVC material and downpipe consist of 4 inch upvc pipe. Children are being taught of how to install the downpipe joint under the supervision of a parent who is in the engineering background. During the monsoon season, rainwater are channeled to the pond to reduce flooding at the school compound. The system double act as a storm water management. When rain stops, excess water from the pond are released to minimize the impact of flood within the perimeter of the school. Students make take charge to open the gate to release accumulated rain water by opening the valve outlet.

Roof top rainwater harvesting (RTRWH):

It is a system of catching rainwater where it falls. In rooftop harvesting, the roof becomes the catchments, and the rainwater is collected from the roof of the school building. It is being stored in a tank or diverted to artificial storage tank.. This method is less expensive and very effective in getting the students to understand of the rainwater harvesting in a simple method.. Local fish talapia are being reared at the school pond which benefitted from the accumulated rain water.

9. Teaching strategies or pedagogies used for teaching values in the school

- Targeting questions, or responding to answers, in a way that acknowledges on every student needs and potential contributions towards the environment.
- Finding out about the interests about environment topics from each student after every greening effort.
- Focusing attention, when circulating, on students who have particular needs on the topics related to environment
- Encouraging all students to contribute e.g working together in making compost. All student will have a

chance to do the mixture.

- Responding positively and non-judgmentally to student contributions e.g students who participate in any way be rewarded for their contributions.
- Using humour and anecdotes to develop interest in getting students interest.
- Establishing a tradition in class whereby students talk about instances of new ideas connected to their lives, communities and environment.

10. Programme monitoring and evaluation mechanisms and summary of results

Programme monitoring and evaluation mechanisms:

- using classroom/laboratory strategies . after each assignment students are required to give a short talk on their contributions e.g students are required to explain on how composting works
- encouraging students to respect the rights of others to hold differing views on what they understand the importance of greening effort with the community e.g students explain the importance of harvesting rainwater, for watering, washing and cleaning to parents and communities.
- valuing and building on the perspectives and experiences students bring to the school environment after each environment activities . e.g students are encourage to give their input on how to maintain the rainwater harvesting project. Regular rinsing of the fish pond by the school children and to manage the fish pond overflow outlet valve.

Summary of results:

- 1.Students learned from experiences to improve practices and activities in the future
- 2.To take informed decisions on the future of the initiative made on their projects.
- 3.Children have internal and external accountability of the resources used and the results obtained.
4. All outdoor environment activites received overwhelming response from the children.
5. Created an environment of encouragement for students to contribute personal stories to class discussion regarding on their environment methodology success.

11. Resources used for programme implementation

1. Internet. Various links including Ministry of Environment Malaysia
<http://apims.doe.gov.my/apims/hourly3.php>
2. Ministry of Enviroment of Malaysia
3. Jabatan Alam Sekitar Selangor (Department of Environment Selangor State, Malaysia)
4. Regularly using popular media such as magazines and television, or popular fiction to introduce or challenge ideas. The school cable television provide public viewing of various documentaries involving environment. This includes Channel Discovery and Animal Planet.

12. List of partners, local government bodies, companies or development agencies who have participated in the planning and implementation, including their roles in the activity/programme.

Name of Partners	Roles or contributions
a) Philips Lighting Malaysia	Contributions of led lights
b) Kidzania Kuala Lumpur	Joint tree planting
c) Bonus Link Malaysia	Free go green seminar
d) Dr Café.	Used coffee powder
e) Selangor State Government	Grants for the fish pond/rainwater harvesting
f) Parents . Mr Tawfiq	Fish pond filter/eco filter

13. Benefits/Impacts/ positive outcomes of the activity/programme to teachers, students, parents and the community

In conclusion, values are central to environmental education for sustainability. The miniprojects allowed environmental projects to be viewed with a re-framed perspective, 'seeing' opportunities to develop value assets within them. Indeed, sound pedagogy calls for making clear links between values learning and the real world. The challenge to the school now, and to the communities surrounding the school, is to consider ways to deeply embed values and sustainable practices within other site plans and curricula.

There has been a move from the notion of 'teaching' values to a focus on providing opportunities that facilitate deep links between values and the real world. This brings us to 'getting down and dirty' necessarily translate into examples of quality teaching. Clearly, there are many research questions about the relationship between values education and environmental education for sustainability, in a quality teaching context, which warrant further study by the school.

At the compost project, 'community' values were made explicit through support provided by the school community for the project. Students, parents and staff got 'down and dirty' in the garden. Collaboration with wider community organisations, such as Selangor State Government under the purview of Local Environment Department, local Businesses (Dr Café) and garden experts(, also contributed to living the 'community' value. For example, to assist with the cost of installing the garden landscape, the school applied for an environment grant from Selangor State Government which enabled the purchase of compost, plants and garden edging. Students actively participated in the garden, throughout all phases of its development.

14. Proof of achievement from students, teachers and the community

1. Winning the first prize and consolation prize in the Kidzania Go Green inter school contest organized by Kidzania Kuala Lumpur. During the prize giving ceremony, the children are given the honour to plant few trees at the Kuala Lumpur Taman Rimba Kiara (Kuala Lumpur Kiara Park).
<http://www.nst.com.my/streets/johor/kidzania-plants-gps-linked-trees-1.304282>
2. Winning the Anti drugs campaign organized by the Education Department – District level. Children learned to use recycle material (rubber and rice rusk for flooring) for the anti drugs exhibition .Materials used for the exhibition are recycled. Innovative by the student in getting this material enable the exhibits gaining value points for the contest.
<http://www.thestar.com.my/story.aspx?file=%2f2011%2f7%2f5%2flifefocus%2f8898959>
3. The Parent teacher association chairman being nominated for the Green Campaigner Award organized by the District Municipal of Petaling Jaya, Malaysia for his much effort to environment sustainability.<http://mob.com.my/news/community/july-2013/local-council-recognising-resident%E2%80%99s-green-efforts#.UjLIT23cufU>
4. Received a grant of Rm8000 from state government of Selangor for the continuation of phase 2 Rainwater harvesting project

15. Plan for sustainability and plan for the future

Plan for sustainability:

The training of students as narrators for environmental awareness issues will be carried out as a yearly events.

Environmental exhibition or similar exhibition will be organized through the joint venture initiatives between NGOs and the school management.

During such exhibition the parents and the surrounding communities will also be invited to visit the panels/booths so that they will also be exposed to environmental issues and they will be able to take small steps to reduce the destructions of our mother nature.

We will also continue our good cooperation with the various NGOs e.g Bonus link Malaysia and Philips Malaysia Pte Ltd, by inviting them to our annual programmes such as Earth Day month, Eco Green programmes and many more. We will also encourage our students and staff to come up with quality innovation through our yearly innovation competition.

Plan for the future:

- Photovoltaic power systems to be installed by Panasonic Malaysia on the canteen roof (date tbc)
- Installation of led lights by Philips Malaysia (library, toilet and computer lab) 2nd phase
- Seminar by Mitsubishi Motors Malaysia on eco –car to the community featuring Mitsubishi Mirage and Attrage.

We will continue with our current programs, because through observations and feedback from parents and teachers association and also from students, we are motivated with their improved sense of responsibility towards themselves and the environment.

We are also planning to add more numbers of villages to do our joint venture CSR activities, such as the composting and environment exhibitions.

16. List of attachments such as a copy of the school plan, learning/ teaching materials, samples of student worksheet, manual, etc.

Attachment 1)

<http://youtu.be/qWXKR--sdFE>

Attachment 2)

<http://www.thestar.com.my/story.aspx?file=%2f2011%2f7%2f5%2flifefocus%2f8898959>

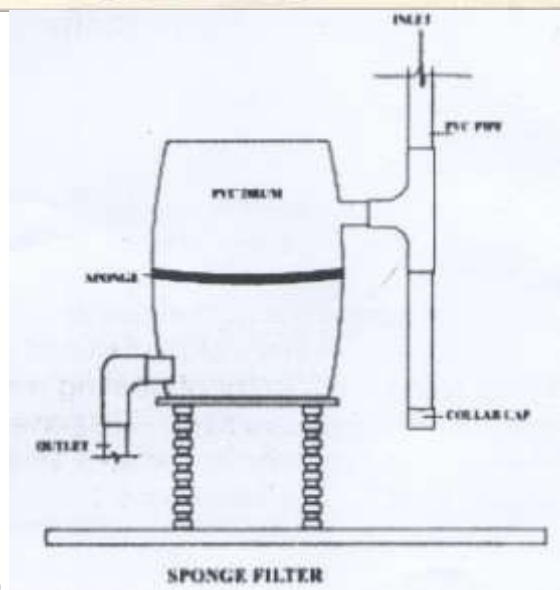
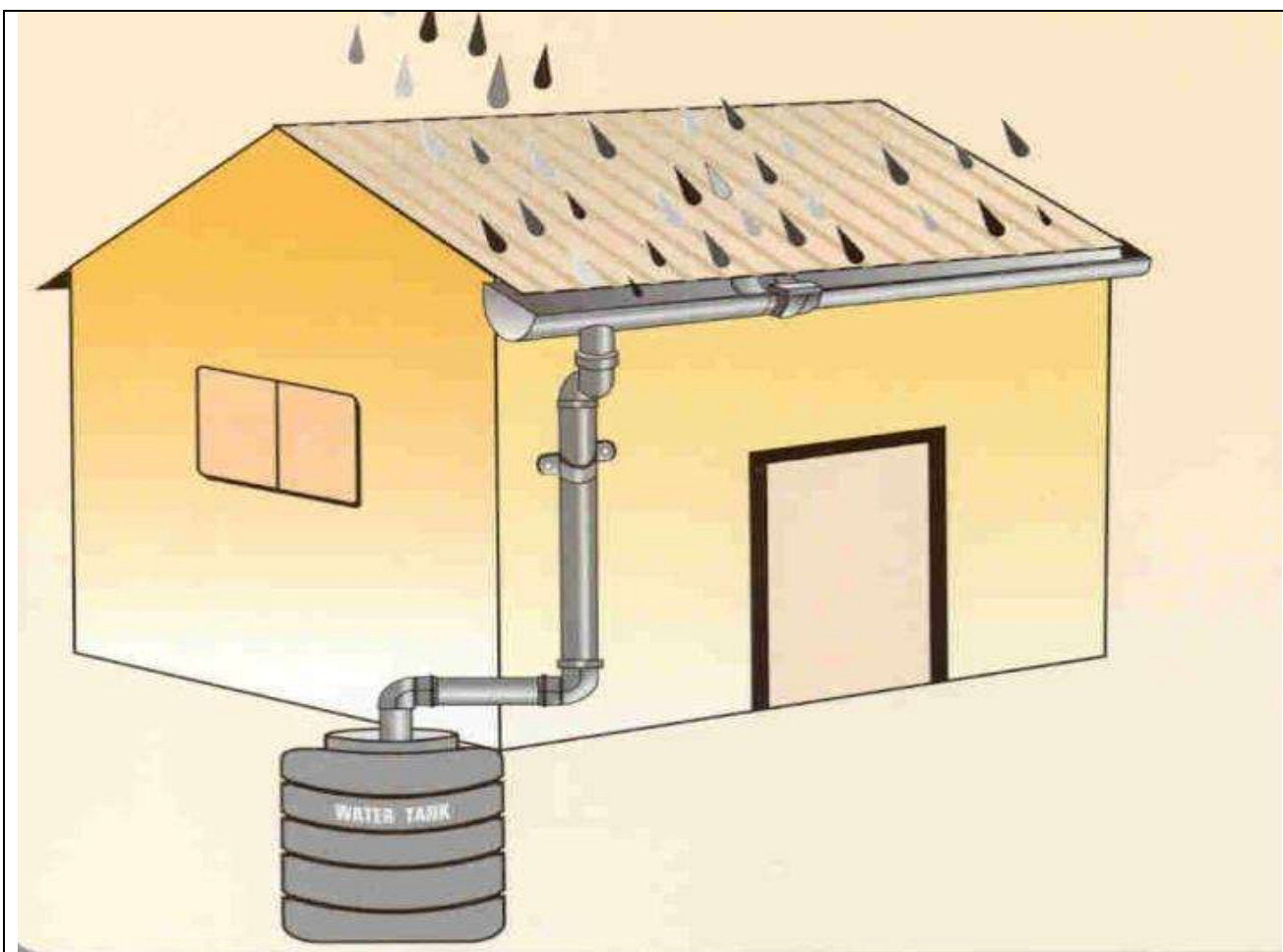
Attachment 3)

<http://www.starproperty.my/index.php/articles/property-news/gps-linked-saplings-for-kiara-park/>

Attachment 4)

<http://www.thestar.com.my/story.aspx?file=%2f2011%2f7%2f5%2flifefocus%2f8898959>

Attachment 5 and 6) Diagram of the rainwater harvesting are used to explain to the children on how the concept works.



Attachment 6)



Photo 1

Children of grade 5 learning to install rainwater down pipe to direct rain water to the fish pond.



Photo 2

Water tanks to be installed on the concrete base, to retain rainwater when dry weather prolonged. Rain water stored in the tanks to be released onto the pond should the water level in the fish pond decreased. Children are also taught to do monthly maintainance of the water tank to avoid any mosquito breeding.



Photo 3 Children painting the landscape and fish pond area. Left over paint collected from the surrounding community are being used to paint the landscape area. Instead of disposing unused paint, this method help reduce paint toxic pollution at the dumping ground.



(Photo 4)The fish pond incorporating storm water retention pond collects rainwater and release the rainwater into the pond. Children learn to install the rainwater pipe , with the supervision of the representatives from the Parents Teachers Association.



Photo 5 Top. Used rubber husk from tyre manufacture are being used for the flooring at the exhibition for the anti drugs campaign organized by the School Education Department. The school won first prize in the exhibition under the category for district level.



Photo 6 Top. Children comes early to school, gather at the school canteen for early rise programme. The lighting of energy savings bulb type 18 watts replacing flouresent lamp of 40 watts. Later the lights are being replaced by Philips Malaysia , using led type(8watts).

Photo 7 Bottom Relamping exercise with Philips Malaysia. (Replacement of l.e.d lightings)





Photo 8 and 9 Used coffee powder provided by Dr Café for the compost project. At least 3 kilogrammes of used coffee powder are provided by the outlet every week



Photo 10 Top.Final result. Compost product are used for potted plants and landscape area, thus the school save money in buying manure.