

Partner for Quality Education



Improving Quality of INSET & PRESET



BB PP KD KC



150 Teacher Trainers + Management in TECs



600 Model teachers + Principals in 23 practice schools





Objectives


- ✓ Strengthening the mathematics education of (student) teachers
- ✓ Support teachers and teacher trainers to involve all students in their learning process
- ✓ Capacitate school leaders to manage their colleges & schools in a gender responsive and eco-friendly way

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- Eco-school handbook is being developed in consultation with the MoEYS and MoE.
- VVOB in collaboration with MoEYS and MoE organise trainings to TTD staff, TEC management teams, and school leadership of primary schools, school lecturers in charge of TEC environment, staff of Provincial Offices of Education and District Training and Monitoring Team (DTMT)



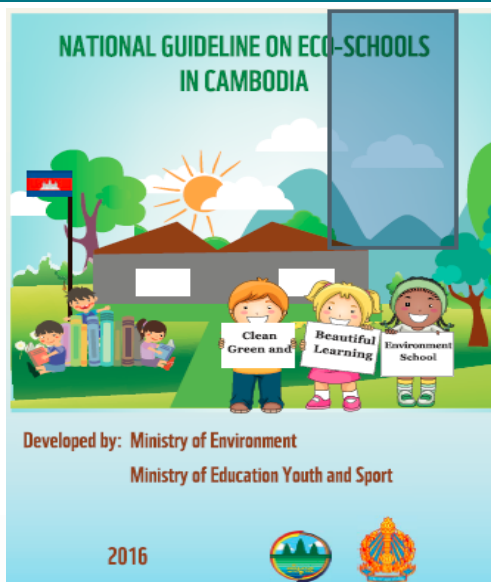
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- Participants will gain better insight of Environmental Education (EE) including:
 - ✓ climate change
 - ✓ waste management
 - ✓ water and energy saving
 - ✓ personal hygiene
 - ✓ food safety
- Participants will learn how to transform their schools to become eco-friendly
- The outcomes of the trainings are measured through pre-test and post-test and the final course evaluation. Additionally field visits to follow up on progress after the trainings will be made.



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Criteria 1	School Policies and Administration on Environment
Criteria 2	Teaching Modules and Learning Activities about Environment in schools and surrounding communities (extra curriculum or mainstreaming)
Criteria 3	Environmental Facilities and Practices
Criteria 4	Partnership and Community Outreach



2016

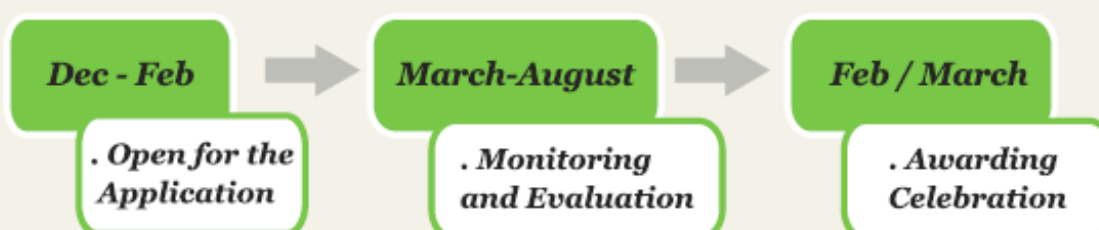


Eco-School Programme



1. Competition

Cambodian Eco-schools Award will celebrate every two years starting from 2017 (see annex 3 for application form). The application starts from December to February, monitoring and evaluation from March to August, and Awarding Celebration in February or March based on the annual Ministry of Environment Congress.



Eco-School Programme



2. Application Processes

Schools have to apply through District Offices of Education, Youth and Sport, then to the Provincial Departments of Education, Youth and Sport, and after that to the Technical Working Group for Eco-Schools (TWGES). These processes ensure sub-national authorities aware and participate in the application processes.



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HOW CAN SCHOOLS IMPLEMENT THE ECO-SCHOOL PROGRAMME?



Seven steps of Eco-School Programme

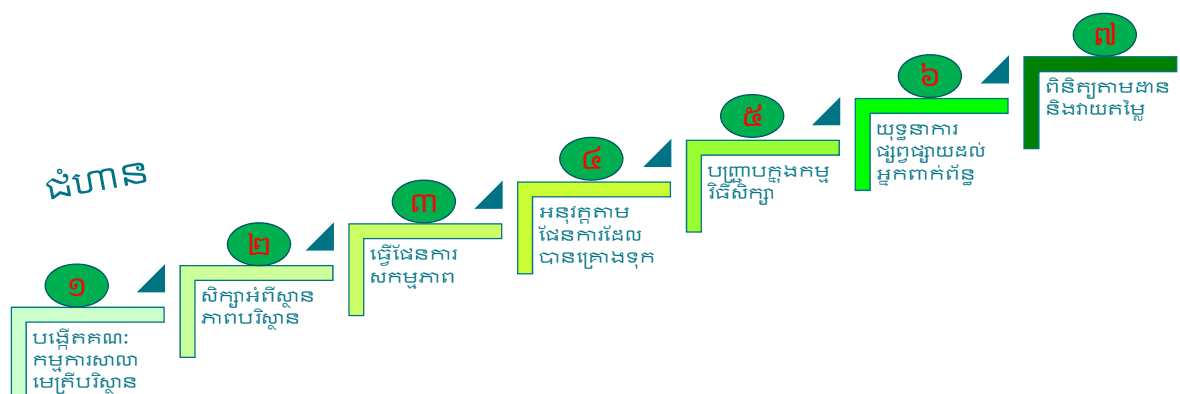


- Step 1: Establishing Eco-School Committee
- Step 2: Studying about Environmental Status of the school
- Step 3: Developing action plans
- Step 4: Implementing the planned actions
- Step 5: Curriculum mainstreaming
- Step 6: Stakeholder dissemination campaigns
- Step 7: Monitoring and evaluation

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Task of Eco-School Committee



- Direct and address all problems relevant to the Eco-School programme. This committee is the driving force of the programme and should ensure that all of the 7 steps are carried out.
- Give students responsibilities and make them recognise that their involvements are valued
- Recognise and follow the views or ideas of all members
- Ensure the sustainability of the Eco-School programme
- Link school, community, and local authority together



Eco-School Committee



1. Director	Chair	1 person
2. Deputy Director	Vice chair	1 person
3. School Support Committee	Vice chair	2 persons
4. Teacher Representatives	Member	6 persons
5. Student Representatives	Member	10 persons
6. Parent or community representatives	Member	2 persons

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Step 2: Studying about Environmental Status of the school

- **Aim**

- To study about environmental status of the school.
- To identify areas for improvement.
- To help students and the rest of the stakeholder understand the impacts.

The school shall conduct an initial assessment to study about the environmental status and challenges prior to planning for appropriate solution. It is important to get students involved in this environmental study



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Step 3: Action Plan Development and implementation Aim

- To identify specific and realistic goals
- To develop action plans based on the priority
- To allocate budget, resources & responsible persons for implementing actions.


The Action Plan is the core of the Eco-School Programme. It indicates, details of actions, and specific timeframe. The Action Plan is our route planner, giving the finger details on how we aim to reach our destination. It should always be developed from the results of environmental and resource status study, be linked to curriculum work and displayed on the school notice board.


For Example:


- 50% reduction in wastes in 6 months
- 100% recycling of plastic cans and bottles in 10 months (for reuse or recycling)
- 10% reduction on electricity consumption, etc.




Do not be tempt to be too ambitious at first as failure is very demotivating.

SAMPLE ACTION PLAN				
				
Action	Responsible Person	Timeframe	Progress	Budget Source
Goal 1: Reduce the school landfill waste by 50% in 6 months				
Design posters for waste bin system to inform students and staff what materials goes to which bin	Eco-school Committee	November		
Purchase the 3 waste bin system (Reduce, Reuse and Recycle)	Eco-school Committee	November		



SAMPLE ACTION PLAN				
				
Action	Responsible Person	Timeframe	Progress	Budget Source
Goal 1: Reduce the school landfill waste by 50% in 6 months				
Contact companies to collect and transport wastes regularly	Eco-school Committee	November-October		
Prepare proper landfills	Eco-school Committee	December		



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Step 4: Implementing the planned actions

- **Aim:**

- To turn plans into real actions;
- To implement plans to turn the school to be an Eco-School;
- To promote student's motivations to love and protect the environment.

The Eco-School Committee shall follow the planned actions based on set timeframe and using resources effectively. All members of the committee have regular meetings to monitor the progress and to address challenges that occur during implementation of these actions.



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The Eco-School Committee shall make the code in the form of a poem, rap, slogan and catchy acronym for everyone to follow. It is important that students feel they have had involvement in developing this code, so they will be responsible for it.

School code:

- We put our waste in the waste bins;
- Plastic free school;
- We save papers and use both sides of papers;
- We turn off the light after use;
- We use water efficiently;
- Hygiene brings good health;
- Food safety is chemical free food and hygienic food.



St George's Eco Code

- E**ncourage people to put litter in the bin.
- N**o wasting paper.
- V**oice your opinion with the school council.
- I**mproving our school grounds.
- R**emember to turn off the lights.
- O**nly use what you need.
- N**ow its your turn to help.
- M**ake use of recycling bags. 
- E**verybody needs to join in.
- N**ever give up.
- T**ogether we can make a difference.



<p>USA GO GREEN</p> <p>buy local produce reuse bags</p>	<p>USA GO GREEN</p> <p>fix water leaks</p>	<p>USA GO GREEN</p> <p>share rides</p>	<p>USA GO GREEN</p> <p>turn off lights not in use</p>
<p>USA GO GREEN</p> <p>choose to walk</p>	<p>GO GREEN</p> <p>reduce our environmental footprint usa</p> <p>step by step</p>	<p>USA GO GREEN</p> <p>compost</p>	<p>USA GO GREEN</p> <p>let nature do the work</p>
<p>USA GO GREEN</p> <p>recycle more</p>	<p>USA GO GREEN</p> <p>ride a bike</p>	<p>USA GO GREEN</p> <p>plant trees</p>	<p>USA GO GREEN</p> <p>insulate the home</p>
<p>USA GO GREEN</p> <p>use public transportation</p>	<p>USA GO GREEN</p> <p>use efficient light bulbs</p>	<p>USA GO GREEN</p> <p>adjust the thermostat</p>	<p>USA GO GREEN</p> <p>maintain tire pressure</p>



IF YOU WANT TO SAVE THE ENVIRONMENT,



Read the sentences and number the pictures

1. turn off the light when you don't use it.
2. use filters in factories.
3. don't use coal for heating your houses.
4. use environment friendly deodorants.
5. don't use your private cars so often.
6. don't pour factory wastes into water.
7. don't use animals in experiments.
8. love all the animals.
9. use environment friendly detergents.
10. don't waste paper.
11. plant more trees and save them.
12. don't cut down the trees.
13. unplug the electric devices after use.
14. use solar energy.
15. don't pour chemicals into your sinks.
16. turn off your taps after use.
17. don't hunt the animals.
18. use public transportation more often.
19. use electric cars.
20. don't throw away rubbish.














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Step 5: Curriculum mainstreaming

- **Aim:**

- To provide knowledge, skills, and ethic on benefits of environmental protection to pupils.

Topics related to the school's environmental actions should be taught in the classroom. This will provide a greater relevance for the students. It is not about adding extra content to the curriculum (however if essential information is missing, schools should add it in), it is about scanning the curriculum to see where environmental education can enforce the learning.



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- **Maths**
Ask pupils to measure level of plastic use in a classroom, a school, or a community.
Provide real life situations on environmental impacts for mathematical analysis (graphs/charts)
- **Science**
Integrate environmental impacts on human health, animals, and plants and develop a scientific approach to problem solving
Food safety and hygiene mainstreaming
- **Art**
Integrate environmental education and hygiene through painting, poems, songs, ...
Perform arts relevant to the environment and health



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- **Language**
 - Teach pupils essay on the environment and health
 - Ask pupils to write an essay on environmental impacts
 - Organize group discussion to find solution of health and hygiene issues
 - Promote communication skills
- **Home Economics**
 - Examine where our food and textiles come from.
 - Investigating ways of cooking and storing food hygienically and safely.
- **Wood work**
 - Design and construct bins, signs, and other materials for school environment
 - Recycle waste to create teaching materials.



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Step 7: Monitoring and evaluation

- Aim

- To monitor progress and make adjustments where necessary
- To celebrate success

Monitoring and evaluation is vital for identifying successes and areas for improvement and timely adjustments can be made. Students should be involved in the monitoring and evaluation process as much as possible to give them a greater sense of ownership and make them to be responsible.



កម្មវិធីសាលាមេត្រីបរិស្ថាន



ជំហានទី៧: ការត្រួតពិនិត្យតាមដាន និងវាយតម្លៃ

ឧទាហរណ៍:



ភ្លើងក្រហម: មានសំរាម/សំណល់ជាង២០ប្រភេទដែលបានរកឃើញក្នុងសាលារៀន

ទឹកក្រូច: មានសំរាម/សំណល់ ពី៥ទៅ២០ប្រភេទដែលបានរកឃើញក្នុងសាលារៀន

បៃតង: មានសំរាម/សំណល់តិចជាង ៥ ប្រភេទដែលបានរកឃើញក្នុងសាលារៀន



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