

# **"The Implementation of EE in Malaysian Schools: A NGO's Overview"**

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## **ABSTRACT**

Environmental Education (EE) was given emphasis within the National Education System as a result of the decision of the Education Planning Committee to integrate and infuse EE throughout the New Primary School Curriculum and Integrated Curriculum for Secondary Schools in 1991. In line with this, EE programs, projects and activities have been conducted by the Ministry of Education of Malaysia or in collaboration with other stakeholders. The most recent development on the national front will be the concept of Islam Hadhari (Civilisational Islam) advocated by our Prime Minister, of which care for the environment is one of its principles. This reflects the inevitability of the integration of EE within the National Education System. Although certain subjects in primary and secondary schools have infused EE in their textbooks, the holistic approach to EE within the curriculum is relatively superficial. A holistic approach to EE demands that methodology, evaluation and continuous and structured monitoring are assimilated in the daily teaching and learning in schools. Based on the findings, this paper advocates that an institutional EE framework will ensure the coordinated and holistic infusion of EE within the National Education System. This will have an impact on students throughout the nation about the environment and their role in it.

## **I. INTRODUCTION**

Environmental Education (EE) has undergone an evolution both globally and, in Malaysia. This evolution is a direct result of the changes that we have undergone in terms of the environment we live in, and the impact human activities has had on it. In Malaysia, the trend of EE can be witnessed with the decision by the Education Planning Committee of Ministry of Education to integrate and infuse EE throughout the New Primary School Curriculum and Integrated Curriculum for Secondary Schools in 1991. However, the emphasis of EE within the National Education Policy needs to be re-evaluated, and a comprehensive EE Policy for Malaysian schools should be drawn up.

In our opinion, various existing EE programs, projects and activities are carried out on an ad-hoc basis, without long-term planning and objectives. The implication is that the environment is rather a relegated priority within the educational framework in Malaysia. Although the importance of EE is recognized and mentioned in Vision 2020 and Green Strategies of the National Environmental Policy, but within the National Education System, the framework for implementation is uncoordinated and not structured towards effectiveness. This is indeed a major challenge.

This paper makes nine recommendations so that EE will be completely integrated and infused into the National Education System (NES). The recommendations cover a range of issues including institutional framework, curriculum development, human resource training and funding strategies with regards to EE in Malaysian schools. EE can be the cornerstone that provides wide-ranging holistic and positive experiences to support the learning processes among students. As such, EE must be an integral part of NES so that the National Education Objectives and its Philosophy can be achieved in totality.

## II. BACKGROUND

### The Global EE Evolution

EE has experienced a remarkable evolution in the last quarter of the century. Perhaps the most significant milestone was the *United Nation (UN) Conference on the Human Environment* held in Stockholm in 1972, which endorses environmental education in its *Recommendation 96*. The other significant international document is the development of *World Conservation Strategy (WCS)* by The World Conservation Union (IUCN), United Nation Environment Program, (UNEP) and World Wide Fund For Nature (WWF) in 1980. This influential document stresses the importance of the conservation of living resources through 'sustainable development', which, takes into consideration mutual interdependence of development and conservation.

In 1987, the World Commission on Environment and Development report, "*Our Common Future*", indicated the importance of education especially because "the changes in human attitude that we call for depend upon a vast campaign of education, debate and public participation." (Filho and Palmer, 1992). In the same year, in the International Congress on EE, UNESCO/UNEP endorsed the Tbilisi's principle of environmental education and the need for action was identified in the *Bruntland Report*. The *Bruntland Report* led to the Earth Summit, in Brazil in 1992. The Earth Summit, specifically in *Agenda 21*, reiterates the role of education in mobilizing the society towards a sustainable development.

*Agenda 21* puts forward the role of education in pursuing development that respects and nurtures the natural environment and focuses on re-orienting the existing education framework to foster values and attitudes towards environment as well as, envisioning the ways and means of doing so. The Johannesburg Summit in 2002, witnessed the vision being broadened to include social justice and the fight against poverty as key principles of sustainable development. The Summit proposed the Decade of Education for Sustainable Development and reaffirmed the educational objectives of Millennium Development Goals and the Education for All. (Dakar Framework for Action). As a result, in December 2002, the UN officially adopted the *Decade in Education for Sustainable Development* (2005-2014) through *Resolution 57/254* in the UN general assembly.

### Definition of EE

Many definitions of EE have been put forward. The IUCN defines EE as "the process of recognizing values and clarifying concepts in order to develop skills and attitudes necessary to understand and appreciate the inter-relatedness among man, his culture and his biophysical surroundings." (Richmond, 1973)

EE is an across-the curriculum approach to learning which helps individual and groups to understand the environment with the ultimate aim of developing caring and committed attitudes that will foster the desire and ability to act responsibly in the environment. EE is

concerned not only with knowledge, but also with feelings, attitudes, skills and social action. (Australian Association for Environmental Education membership forum, 1990)

### **Islam Hadhari (Civilization Islam)**

A current focus of the government is the vision of "Islam Hadhari" or "Civilization Islam". "Civilization Islam" is neither a theory nor a concept in the strictest sense of the word. It is an approach of governing by leadership, based upon the universal principles of Islam. "Civilisational Islam" is an approach that emphasizes development, consistent with the tenets of Islam and focuses on enhancing the quality of life. The approach aims to achieve this through 10 main principles. One of these principles is "Safeguarding the Environment". The importance of safeguarding the environment has been recognized in the National Education Policy (NEP), within the Islamic Education policy statement. However, this emphasis is not reiterated in the other NEP policy statements.

### **Formal Education System in Malaysia**

#### **National Education Philosophy (NEPh), National Education Policy (NEP) and Education Acts (EAs)**

In 1988, MOE introduced NEPh, which centers the ideology, philosophy and culture of the Malaysian society as the guiding principle for all educational issues in Malaysia. National Education Policy, updated in 2004, has twenty-three policy statements and implementation strategies. The NEP comprises an amalgamation of all the main policies of the nation such as Vision 2020, Outline Perspective Plans, The Malaysia Plans and Education Development 2001-2010. In order to consolidate and strengthen the National Education System and to fulfill the legal requirement for the national education development, an improved Education Act was introduced in 1995.

Malaysia has been very sensitive to the global changes towards providing quality education for all its citizens. Being abreast with changes in the education arena globally, and cognizant of national needs, Malaysia has always revisited its NEP. The Malaysian Education System has undergone major reform since the late 1980's and early 1990's, with a paradigm shift towards democratization, decentralization, standardization and Islamization of educational policies.

#### **The Ministry of Education (MOE)**

In Malaysia, the formal education system (pre-school, primary, secondary and post-secondary education) is highly centralized, where most of the major decisions and policy-making in terms curriculum, syllabus and examination is made by the Ministry of Education (MOE). The prime reason for this centralization is to foster national unity among Malaysians, which, is crucial for countries with a multi-racial population like Malaysia.

MOE was re-structured in 2004, with six Departments having smaller units/divisions, sixteen divisions, six agencies and fifteen State Education Departments. The re-organization of these departments is to streamline the administration and management of

each department. Various committees within MOE translate the NEPh, NEP and EAs into specific strategies, action plans, implementation plans and coordination services. The Education Planning Committee, headed by the Minister of Education, is the highest decision-making body in MOE and is responsible for general policy guidelines. (Siti Eshah, 2005). Another important committee is the Central Curriculum Committee. This committee determines and revises (the scope and content of learning subjects in Malaysian schools) the curriculum according to national needs. (e.g. Primary School Integrated Curriculum (PSIC)).

All the policies, programs and projects decided by these committees are implemented with the support of various departments, divisions and agencies in MOE through the State Education Departments with the assistance of District Education Offices.

### **III. METHOD**

The methods used for this study are primary and secondary research. Primary research is based on the researcher's background knowledge and experience, interviews and discussions with relevant respondents. The researcher has also had the opportunity to personally attend a number of conferences and seminars in the United Kingdom and India and been actively involved in stimulating discussions and debates on Environmental Education issues. (Pathways 2005, Learning for Sustainability 2005, WWF Educators Network Team Meeting in United Kingdom and International EE Conference, 2005 in India).

Interviews were conducted with officers from Ministry of Education agencies, namely Curriculum Development Centre and Teacher Education Division. (August, 2005). These interviews provide a comprehensive insight into the extent of the implementation of EE activities in the Malaysian classrooms. (Refer attachment 1)

An in-depth analysis of the research on Environmental Education and Islam Hadhari was also conducted. Document analysis provides an in-depth perspective on the subject of the paper.

### **IV. FINDINGS**

#### **4.1 Environmental Education (EE) in the School Curriculum**

EE has been given certain emphasis within the National Education System as a result of the decision of the Education Planning Committee to integrate and infuse EE throughout the New Primary School Curriculum (NPSC) and Secondary School Integrated Curriculum (SSIC) in 1991.

NPSC, introduced in all schools in 1983, and replaced by PSIC in 1994, has three main components, one of which is Mankind and Environment. This component paved the way for the introduction of Islamic Education, Moral Education and Moral and Environment. The latter was split into Science and Local Studies in 1994. In 1985, co-curricular

activities and school assembly were included in the timetable as compulsory activities.(Mok, 2003) Among the characteristics of PSIC are the integration of skills, group learning and varied learning materials and teaching aids (less dependence on text-books) and this has allowed for the infusion and integration of EE by the implementers and practitioners in the school.

The SSIC, introduced in all schools in 1989, has similar components as PSIC including Mankind and Environment. This component covers subjects like Islamic Education, Moral Education and Science and Social Studies. One of the characteristics of SSIC is the emphasis on Continuity, Integration of Skills and Noble Values, Integration of National Language (Bahasa Melayu), Integration of Factual Knowledge and Integration of Curriculum with Co-Curriculum. (Mok, 2003)

The Economic Planning Unit of the Prime Minister's Department, as the country implementer of Agenda 21 indicates that MOE has actively advocated for the development of a curriculum that has elements of environmental education. It has also ensured varied and diverse teaching and learning strategies in order to increase environmental awareness and internalize values relevant to the preservation and conservation of the environment. An EE programme focusing on educating the society to be more sensitive and concerned about environmental issues, to be knowledgeable, skilled and committed to act individually or collectively to address environmental issues has been instituted. This programme cuts across the primary and secondary school curriculum. As such, the programme can be conceived as a process of education ABOUT the environment and THROUGH the environment.

Undoubtedly, the promotion of EE within MOE agencies is extensive but there are certain gaps. Some of these issues are the effectiveness of the implementers and practitioners of EE in the classroom and the lack of accurate and specific indicators to measure the level of environmental awareness and appreciation among students as a result of the program. Some key people were interviewed in MOE agencies such as the Curriculum Development Centre (CDC) and Teacher Education Division (TED) on the 1st of August 2005 to get a better view of the current scenario. These two agencies are chosen as they are mandated with the responsibilities to formulate and introduce the curriculum, as well as, train teachers to execute the teaching and learning activities at all the pre-school, primary, secondary and post-secondary schools in Malaysia.

#### **4.2 Details of The Interview**

The answers based on the questions posed to CDC and TED are as follows:

1. What are the initiatives carried out in promoting EE for the primary and secondary schools in Malaysia in terms of:

a. Curriculum Reformation

CDC says they would carry out activities when there is a directive to do so.

TED says that in the Post-Degree Teacher Teaching Course (KPLI), EE is offered as a subject that carries 1 credit with 15 teaching hours. In B.Ed program and Special

Degree Program for Non-Graduate Teachers, EE is integrated through a Teacher Enhancement Program (“Penyuburan Diri Insan Guru”).

b. Training for Teachers/Lectures

CDC carries out such trainings when there are new programmes to be introduced and infused in the curriculum.

TED allows lecturers to organize their own out-door activities that are related to EE but there are no special allocations for such trips. However, lecturers are allowed to seek external funding for such activities.

c. Review of Teaching and Learning Materials

According to CDC, the guidebook for infusion and integration of EE, namely *Buku Panduan Guru Pendidikan Alam Sekitar Merentas Kurikulum, KBSR* (KBSR, Guidebook) and *Buku Panduan Guru Pendidikan Alam Sekitar Merentas Kurikulum, KBSM* (KBSM, Guidebook) was developed in 1998, and it will now be translated into textbooks. TED mentioned that the EE syllabus for KPLI was reviewed in 2002 and implementation started in 2003.

d. Modules and Teaching Aids Development

CDC listed a few modules and teaching aids:

- i. Greening of Schools developed in collaboration with WWF-Malaysia and sponsored by Smarties, Nestle in 1986.
- ii. Marine Education Kit, developed in collaboration with WWF-Malaysia, the Department of Fisheries Malaysia and sponsored by Canadian High Commission, Hongkong Bank Malaysia Berhad, and Prolink Development Sdn Bhd and a few other organizations in 1995.
- iii. MOBIUS Curriculum: Understanding of Waste Recycling, a module developed in collaboration with UMW Holdings Bhd and Alam Jernih Sdn Bhd.
- iv. Guidebook for Integrated EE in New Primary School Curriculum (NPSC) and Secondary School Integrated Curriculum (SSIC) in 1998

TED listed these past developments:

- i. Short Courses Organized by Teacher-Training College (KPKM), modules developed in collaboration with WWF-Malaysia for lecturers to train in-service teachers on EE.
- ii. The teacher training colleges (TTC) have their own syllabus and modules to teach EE under the KPLI program and Degree Programs.
- iii. Various Teaching Aids developed by respective lecturers

e. Collaboration with other government agencies, private organizations and NGOs

Department of Environment (DOE), Ministry of Natural Resources and Environment PUAS (Selangor Water Management Corporation), National University of Malaysia and WWF-Malaysia are the agencies that CDC collaborates with.

TED collaborates with WWF-Malaysia and allows individual Teacher Training Colleges(TTCs) to collaborate with relevant stakeholders such as the local councils, DOE, relevant government agencies, state assemblyman offices, SHELL and so on. As a result, numerous collaborative efforts have been established. TED also co-

organizes courses with CDC but cited the constraints in this effort because EE is not a subject in the Malaysian schools unlike in the TTCs.

f. Collaboration with international experts or specialist

CDC informed that they collaborated with DANCED (Danish Co-operation For Environment and Development) (previously known as DANIDA) consultants but the collaboration was not carried out in full, as there was change in the Danish new government policies.

TED has never had any collaborative relationships with international experts or specialists.

2. Are the teachers required to utilize all modules and teaching aids developed in their daily teaching and learning activities?

As for CDC, the guidebook (KBSR, Guidebook and KBSM, Guidebook) is used when it is needed. It is not a must as teachers have the option on whether to use it or otherwise.

TED informs that it is a must to use the syllabus and module (Post Graduate Diploma in Teaching Syllabus: Environmental Education) developed as it is stated in the ISO procedure.

3. What are the indicators or standards to determine the effectiveness of EE infused or practiced in schools/teacher training colleges?

CDC clearly cited that there are no indicators because EE is just infused and not made into a single subject.

TED confirmed that the teacher trainees have to pass the subject and their marks are based on assignments and exams. The effectiveness will be showed by the trainees' grades on assignments and the assessments. For instance, when students are assigned to develop a portfolio on environmental related issues or projects they will be graded on this. This will indicate effectiveness of the courses conducted.

4. Is there any monitoring & evaluation (M&E) mechanism established? Should the mechanism be in place, has there been any documentations or reports on the M& E conducted?

In the current setting, CDC executes evaluations every year. The evaluation is in the form of selected school visits and interviews with schoolteachers. Internal reports are written after the evaluation is carried out but there are no published public documents.

As for TED, monitoring is done on the teacher trainee during the daily teaching and learning activities but there is no special evaluation documents available other than the mandatory examination.

5. Is there any annual financial allocations for the development of materials, trainings, programs, monitoring & evaluation and recognition for the teachers/lectures with regards to EE?

Allocations exist but sometimes they are as low as 25% from the amount requested for. Some subjects are given more allocations because they are new and need more resources for training. EE is just infused across the subjects in schools, and as such there is no special financial allocation.

TED pointed out that annual allocation is factored in the budget as a whole under 'Asas Dinamika' for KPLI programmes. The allocation is used to develop EE materials and for capacity building and training. The need for training is entirely up to the officers in TED, and they are required to request for it with proper justifications. The success of the request is subject to the availability of funds.

6. Are the teachers/lectures conducting the infusion of EE on their daily teaching and learning process given any recognition?

Both agencies said that there is no recognition to the trainees/ teachers.

7. What is the best way to infuse EE within the National Education System in your perspective?

CDC proposes that all officers (planning stage officers as well as implementers such as teachers) concerned need to implement EE effectively based on the guidebook (KBSR, Guidebook and KBSM, Guidebook) developed and its recommended programs. The effective implementation will ensure EE appreciation is high.

In contrast, TED proposes that a specific policy on EE has to be in place. The policy will set a clear direction especially with headmasters, which in return determines the successfulness of EE in schools.

## **V. DISCUSSION**

### **5.1 Analysis of NEP**

An analysis of the NEP revealed that the twenty three-policy statements make no mention of the environment. The absence of focus on the environment in the NEP means that there is no proper mechanism and institutional infrastructure to ensure the emphasis to instill and inculcate strong appreciation towards natural resources, biodiversity and the environment.

A review of the NEP (2004) reveals, "...some of the newly inserted policy statements are to address the emerging and current problems. These policy statements need to be communicated to the implementers and practitioners so that they are clear and will avoid diversion from achieving the aim of the policy." Environmental problems in Malaysia are becoming more acute and complex. It has become crucial that the NEP include a policy statement on environment education within the National Education Policy ( as one of the current 23 policy statements) so that the youths of the nation are educated towards becoming more sensitive to the environment and its natural heritage. Such a policy will ensure that there eventually is an increasing commitment and momentum towards an appropriate framework for a structured EE programs in Malaysian schools.

According to the National Conservation Strategy: Towards Sustainable Development, 1993 " the existing NEP should specifically include EE. This should be incorporated into all school subjects, as well as, co-curricular activities, in accordance with Chapter 36 of Agenda 21, the UNCED document. This section of the policy should not be written in isolation, but should touch on all the other sections of the policy" The document recognizes the value of the formal education system that reaches out to the society

through young minds as the single most effective way to increase the appreciation to the environment. The main area for action would be in school curriculum; especially in curriculum development, resource development, teaching methods, teacher training, EE centers, monitoring & evaluations, co-curriculum programs, school greening programs and school clubs and societies.

Lee, (2002) supported this need for the infusion of EE in the national education system by saying “there are two other global concerns which do not seem to have any effect in the Malaysian Education System. One is the concern for the degradation of the environment and the other is the AIDS epidemic. None of the curriculum reforms that have occurred in Malaysian schools has given much attention to either environmental education or sex education.”

## **5.2 EE and its complexity**

According to Sterling, (1992) “Education is proclaimed at high level as the key to a more sustainable society, and yet it plays a part in reproducing an unsustainable society daily. If it is to fulfill its potential as an *agent of change* towards a more sustainable society, sufficient attention must be given to education as the *subject to change* itself.”

Thus, there is a need to include the understanding of local environmental issues and political, economical and social structure such as how the environment is being exploited rather than sustainably used. We also need to assess the existing gaps in the system and how they can be identified and the ways to ensure opportunities for public participation in the decision-making processes. As was said in the Education for Sustainable Development International Conference, 2005, the various points are interrelated and form part of a single paradigm shift, which is needed as we move towards education for sustainable development. Such a paradigm shift includes:

- a. **Learning** rather teaching
- b. **Life long and continuous** rather than confined to a specific period
- c. **Multi-sourced** and **accessed** rather than top down, controlled, and orchestrated
- d. **Empowering** rather than socializing (indoctrinating)
- e. **Global and yet locale specific**
- f. **Capacity Building** to build abilities for critical thinking and problem solving
- g. **Multi-disciplinary** approach as opposed to a single new discipline
- h. **Sensitivities** to gender, diversity etc
- i. **Participatory** and based on learning with peers

## **5.3 Gaps in the existing structure**

EE has not been adequately addressed. Some of the major problems are:

- a. The implementation of the planned curriculum in schools has to be disseminated accurately to the teachers and school administrative officers and staff so that they can skills in interpreting the concepts and objectives of the school curriculum. Due to the lack of a policy within the NEP, EE remains very much on the side of the mainstream educational initiatives and reforms. The lack of specific allocations to provide training

for teachers in the skills of infusion or in the development of resources of EE needs immediate remedial measures. Thus, despite some training opportunities offered by NGOs, the implementation at the school level is very much cursory as support provided by the main educational institution is insufficient.

- b. MOE has appointed EE Officers in some of the State Education Departments. However, owing to a lack of clarity and understanding of the complexity of the EE discipline amongst the staff, EE is only thought of as an extra-curricular activity involving casual visits to forest or marine areas. It has not envisioned EE as part of the Whole School concept that involves EE within the management practices of the school; the academic curriculum, co-curricular activities and the school compound all reflecting the values of the environment.
- c. The lack of institutional recognition of the importance of EE within the National Education system (there being no emphasis in the NEP at the planning and implementation stage, EE's priorities) means that EE is rather neglected although the approach of infusing and integrating EE across the curriculum is indeed a step in the right direction.
- d. A better, more comprehensive knowledge of the environment in general (understanding of natural systems, resources, environmental interdependence, and environmental conservation, voluntary public participation in environmental conservation activities etc.) needs to be addressed. This has to be supported by continuous review of curricula so that it is continuously relevant to societal needs.
- e. There is a lack of practical components and case studies in terms of EE, in the curriculum, as there is also a lack of appropriate teaching/learning materials to support the infusion and integration of EE at all level in schools.
- f. EE in schools has the distinction of being sporadic, rather than a systematic approach to integrate EE concepts into the curriculum. Schools are encouraged to integrate EE without structured and adequate support from relevant MOE agencies.
- g. There is a shortage of trained officers in EE at the ministry as well as at the school level. Existing officers lack formal training and are not given opportunities for participation at the national and international EE forums. This has contributed towards shallow understanding of the philosophy, concepts and objectives of EE.

## **VI. RECOMMENDATIONS**

The study recommends that:

1. A holistic approach has to be put in place that allows the active participation of relevant stakeholders from the relevant government agencies, private organization, environmental NGOs, universities and society to develop appropriate EE curriculum. A new partnership such as a Roundtable for EE could be an option to consider in order

formalizing the network and partnership. Equally important is to set up frameworks that will ensure the sustainability of this formation. All involved need to recognize that promoting EE is not a burden and costly, but rather it is an investment that has significant returns. The benefits include safeguarding the health of the environment, the quality of life and saving unnecessary government expenditure on restoring the degraded environments and having to deal with 'fire-fighting' issues.

2. MOE needs to extend the scope of existing curricula at various levels, so that complex environmental issues are disseminated to all students. The minimum teaching hours for this curriculum should be clearly defined.

3. MOE can conduct a content analysis on the extent of coverage of key environmental concepts in each subject. Relevant EE issues should be integrated into specific topics to help students appreciate the link between these subjects and the environment.

4. MOE could institute a system of educational efficacy of EE. This means specifically researching on the influence of EE methods and content on students' abilities to learn in subject areas throughout the curriculum. In addition, MOE should continuously evaluate educational programs in EE that use decision-making and problem-solving processes to develop higher level thinking skills.

5. There is a need also to develop specific guidelines for inclusion of hands-on, practical EE activities such as sample collection and analysis, field visits focusing on environmental management, audit and pollution control, and involvement in field surveys or Environmental Impact Assessment of developmental projects.

6. Streamlining of the institutional framework to coordinate the nation efforts such as Vision 2020, National Outline Perspective, Malaysia Plan, Millennium Goal, Green Strategies, Local Agenda 21 with the National Education Policy is a necessary step by MOE.

7. Information on EE has to be readily accessible to all the education officers, lecturers, teachers, and students (especially for secondary and post-secondary schools). As such, an EE information network has to be established, which capitalizes and utilizes the increasing emphasize on Information Communication Technology by MOE. This information network has links with international educational and academic institutions and training centers for EE.

8. Evaluation parameters need to be developed to assess the effectiveness of existing curricula and teaching methods for infusing and integrate EE. Evaluation parameters are defined to ensure that assessment of tangible and intangible impacts of EE.

9. MOE needs to increase the capacity, through the existing system, to secure more funding allocations for EE, in order to address the capacity of its workforce and educate the young generation towards appreciation of and take actions for the environment. This in turn, will realize various national agendas on the environment.

## **VII. CONCLUSION**

MOE should be instrumental in bringing about changes in the attitudes and actions in the society to embrace and internalize the concept of environmental citizenship through learning and sharing. It has to coordinate its efforts by involving various relevant government agencies, private organization, environmental NGOs, universities and the society as a whole to mobilize the nation for their active public participation. It also needs to link itself with various international EE institutions and activities to keep up with the global initiatives and progress in this area.

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## Attachment 1

### Interview Questionnaires

<b>Interview Questionnaires</b>	
1.	What are the initiatives carried out in promoting EE for the primary and secondary schools in Malaysia in terms of:
a.	Curriculum Reformation
b.	Training for Teachers/Lectures
c.	Review of teaching and learning materials
d.	Modules and Teaching Aids Development
e.	Collaboration with other government agencies, private organizations and NGOs
f.	Collaboration with international experts or specialist
2.	Are the teachers required to utilize all modules and teaching aids developed in their daily teaching and learning activities?
3.	What are the indicators or standards to determine the effectiveness of EE infused or practiced in schools/teacher training colleges?
4.	Is there any monitoring & evaluation (M&E) mechanism established? Should the mechanism be in place, has there been any documentations or reports on the M& E conducted?
5.	Is there any annual financial allocations for the development of materials, trainings, programs, monitoring & evaluation and recognition for the teachers/lectures with regards to EE?
6.	Are the teachers/lectures conducting the infusion of EE on their daily teaching and learning process given any recognition?
7.	What is the best way to infuse EE within the National Education System in your perspective?