

ESD Project Summary Sheet

Basic Information

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|--|---|----------|---------|
| Title of project <i>(should be concise and within approximately 25 words)</i> | | | |
| Teachers' Knowledge, Attitude and Practices on Sustainable Consumption Focus on Food and Example of School Initiative | | | |
| Submitting RCE | | | |
| RCE Penang, Universiti Sains Malaysia | | | |
| Contributing organization(s) <i>(Individual RCE member organizations and/or non-members)</i> | | | |
| SRI Al Itqan, Penang, SK Convent Green Lane, Penang | | | |
| Author(s) and affiliation(s) | | | |
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| Format of project <i>(manuscript or audiovisual)</i> | Manuscript | Language | English |
| Keywords <i>(3-5 key concepts included in the case study)</i> | | | |
| Teachers' knowledge, practices on sustainable consumption and practices, healthy living, healthy food | | | |
| Date of submission <i>(or update, if this is an update of an existing case study)</i> | 17 th January 2018 | | |
| Web link <i>(of the case study or lead organization if available for more information)</i> | http://www.rce-penang.usm.my/ | | |

Geographical & Education Information

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|--|---|-------------|--|------------------|--|------------------------|--------------------|---------|--|
| Country <i>(where site(s) or activities described in the case study are located – if multiple, please list all participating countries)</i> | | | | | | | | | |
| Malaysia | | | | | | | | | |
| Location(s) <i>(subnational units and/or cities within the country or countries – leave blank if specific location(s) cannot be identified)</i> | | | | | | | | | |
| Penang, Malaysia | | | | | | | | | |
| Longitude/latitude or Google Maps link <i>(if location is identified)</i> | | | | | | | | | |
| 5.356307 , 100.307746 | | | | | | | | | |
| Ecosystem(s) <i>(please place an "x" in all appropriate boxes)</i> | | | | | | | | | |
| Forest | | Grassland | | Agricultural | | In-land water | | Coastal | |
| Dryland | | Mountain | | Urban/Peri-urban | | Other (Please specify) | X food consumption | | |
| Level of Education <i>(please place an "x" in all appropriate boxes)</i> | | | | | | | | | |
| Primary | x | Higher | | TVET | | Youth (Informal) | | | |
| Secondary | x | Teacher Ed. | | Community | | Other (Please specify) | | | |
| Socioeconomic and environmental characteristics of the area <i>(within 50 words)</i> | | | | | | | | | |
| Pulau Pinang or popularly known as Penang Island is situated on Straits of Malacca off the northern region of Peninsular Malaysia. A highly urbanized and industrialized state, Pulau Pinang is pushing for development at the same time trying to maintain some parts of the island as heritage site and also as the green lung to ensure sustainable growth. This is even more challenging in a multi ethnic society in many different religions and cultures in Malaysia. | | | | | | | | | |
| Description of sustainable development challenge(s) in the area the project addresses <i>(Within 50 words)</i> | | | | | | | | | |

Local communities are at the core and heart of the sustainable development initiatives. Therefore, the school students form the first community which are important to spearhead and maintain the actions required in ensuring a sustainable future.

Contents

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| <p><i>Note: The following fields are used for information about activities described in the project or the production of the project itself, and contents may vary depending on the nature of the case project. For example, a project about on-the-ground teaching or training may include the rationale, objectives etc. for the activities; a case study about an ESD-related policy may describe the policymaking process; or a toolkit may address particular practices used within ESD. Please make an effort to fill as many fields as possible.</i></p> | | | |
| Status ("ongoing" or "completed") | Completed | Period (MM/YY to MM/YY) | 01/17-10/17 |
| <p>Rationale (<i>why activities or policies described, or information shared through the educational practices/material are needed – within 50 words</i>)</p> <p>Schools play an important role in the promotion and maintenance of the student's health. The school is now a key setting where the health education sectors can jointly take action to improve and sustain the health, nutrition and education that previously was beyond reach.</p> <p>It is also important that teachers are engaged to move the sustainability agenda. Therefore, a research on teachers' knowledge, attitude and practices on sustainable consumption focus on food was also carried out.</p> | | | |
| <p>Objectives (<i>goals of activities or policies described, teaching or learning outcomes – within 50 words</i>)</p> | | | |
| <ol style="list-style-type: none"> 1. Study on teachers' knowledge, attitude and practices on sustainable consumption focus on food. 2. Show case two schools' initiative to involve their students in healthy eating through the projects 'Choose...Decide...Evaluate for Healthy Living' and 'Healthy Food Campaign'. | | | |
| <p>Activities and/or practices employed (<i>within 50 words</i>)</p> | | | |
| <p>Pre Data collection on teachers' KAP via questionnaire, intervention study and post data collection.</p> <p>Visit and interview teachers' in the respective schools which participated in the project</p> | | | |
| <p>Results (<i>within 50 words</i>)</p> | | | |
| <p>There is a significance increase in the mean score for teachers' knowledge, attitude and practices regarding food consumption after the intervention.</p> <p>Students showed increase in awareness of their food intake habits as well as gain knowledge of good food habits.</p> | | | |
| <p>Lessons learned (<i>factors in success or failure, challenges and opportunities – within 40 words</i>)</p> | | | |
| <p>It is important to encourage the young students to strategically engage with the elder generation.</p> | | | |
| <p>Key messages (<i>within 40 words</i>)</p> | | | |
| <p>Students too need guidance from their teachers to successfully carry out the project, therefore, it is very important that teachers' are engaged in any ESD projects.</p> | | | |
| <p>Relationship to other RCE activities (<i>if the project is related to any other RCE collaborative activities, regional plans, working groups, etc.</i>)</p> | | | |
| <p>This project was part of a bigger project on Teachers' knowledge, attitude and practices which was an inter RCE program between RCE Penang, RCE Greater Phnom Penh and RCE Southern Vietnam.</p> | | | |
| <p>Funding (<i>any relevant information about funding of activities or projects described in the case study</i>)</p> | | | |
| | | | |

Contributions to Global Agendas

10YFP programmes and SCP-related targets (<http://web.unep.org/10yfp/about/10yfp-and-sdgs>)

Please place an “x” in the “direct” or “indirect” boxes next to any of the 10YFP programmes and SCP-related targets to which the work described in this case study contributes as appropriate. Note: please mark only those that the case actually has made or is making a contribution, not those to which it could make a potential contribution in the future.





| Program | Description | Direct | Indirect |
|---|---|--------|----------|
|  | Sustainable Public Procurement Programme (SPP) SPP brings together actors interested in collectively promoting the supply and demand of sustainable products through SPP. | | x |
| Target | Description | Direct | Indirect |
|  | Promote public procurement practices that are sustainable, in accordance with national policies and priorities | x | |
|  | Encourage companies, especially large and transnational companies, to adopt sustainable practices and to integrate sustainability information into their reporting cycle | | x |
| Program | Description | Direct | Indirect |
|  | Consumer Information for SCP (CI-SCP) Consumer information is defined as a range of tools and systems that seek to enable consumers to make more sustainable choices about services and products, including in their use and end-of-life phases. The focus is on information presented ‘to the consumer’ (individual or end-use consumer), including information from government and business to consumers, as well as from consumer to consumer. | x | |
| Target | Description | Direct | Indirect |
|  | By 2030, ensure that people everywhere have the relevant information and awareness for sustainable development and lifestyles in harmony with nature | | x |
|  | Encourage companies, especially large and transnational companies, to adopt sustainable practices and to integrate sustainability information into their reporting cycle | | x |
| Program | Description | Direct | Indirect |
|  | Sustainable Tourism Programme (STP) The mission of the 10YFP Sustainable Tourism Programme is to support cooperation between stakeholders for the development and implementation of good practices in resource efficient and low-carbon tourism, reducing biodiversity loss, conserving ecosystems, preserving cultural heritage, alleviating poverty and improving sustainable livelihoods. | | x |
| Target | Description | Direct | Indirect |
|  | By 2030, devise and implement policies to promote sustainable tourism that creates jobs and promotes local culture and products | | x |
|  | Develop and implement tools to monitor sustainable development impacts for sustainable tourism that creates jobs and promotes local culture and products | | x |
|  | By 2030, increase the economic benefits to Small Island developing States and least developed countries from the sustainable use of marine resources, including through sustainable management of fisheries, aquaculture and tourism | | x |

| Program | Description | Direct | Indirect |
|---|--|--------|----------|
|  | Sustainable Lifestyles and Education (SLE) The programme's vision is of a world where sustainable lifestyles are desirable, beneficial and accessible for everyone; enabled, supported and encouraged by all sectors of society. | | x |
| Target | Description | Direct | Indirect |
|  | By 2030, ensure that people everywhere have the relevant information and awareness for sustainable development and lifestyles in harmony with nature | | x |
|  | By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development | | x |
| Program | Description | Direct | Indirect |
|  | Sustainable Food Systems (SFS) Launched in April 2016, the vision of the Programme is that "all food systems are sustainable, delivering food security and nutrition for present and future generations". | | x |
| Target | Description | Direct | Indirect |
|  | By 2030, ensure sustainable food production systems and implement resilient agricultural practices that increase productivity and production, that help maintain ecosystems, that strengthen capacity for adaptation to climate change, extreme weather, drought, flooding and other disasters and that progressively improve land and soil quality By 2030, end all forms of malnutrition, including achieving, by 2025, the internationally agreed targets on stunting and wasting in children under 5 years of age, and address the nutritional needs of adolescent girls, pregnant and lactating women and older persons | | x |
|  | By 2030, halve per capita global food waste at the retail and consumer levels and reduce food losses along production and supply chains, including post-harvest losses | | x |
| Program | Description | Direct | Indirect |
|  | Sustainable Buildings and Construction The vision of the SBC programme of the 10YFP is to achieve a situation in 2030 where "all stakeholders involved in the planning, design, construction, commissioning, management operation and deconstruction of buildings have a common understanding of sustainable buildings and the knowledge, resources and incentives required to create, maintain and use them; structures that are healthy to live and work in, that sustainably utilise energy, water, land and other key resources, respecting environmental limits, and ultimately have a minimally adverse impact on the natural world, supporting social and economic development." | | x |
| Target | Description | Direct | Indirect |
|  | Support positive economic, social and environmental links between urban, per-urban and rural areas by strengthening national and regional development planning By 2020, substantially increase the number of cities and human settlements adopting and implementing integrated policies and plans towards inclusion, resource efficiency, mitigation and adaptation to climate change, resilience to disasters, and develop and implement, in line with the Sendai Framework for Disaster Risk Reduction 2015-2030, holistic disaster risk management at all levels Support least developed countries, including through financial and technical assistance, in building sustainable and resilient buildings utilizing local materials | | x |
|  | By 2030, substantially reduce waste generation through prevention, reduction, recycling and reuse | | x |

UN Sustainable Development Goals (SDGs) (<https://sustainabledevelopment.un.org/sdgs>)

Please place an “x” in the “direct” or “indirect” boxes next to any of the UN Sustainable Development Goals to which the work described in this case study contributes as appropriate. Note: please mark only those that the case actually has made or is making a contribution, not those to which it could make a potential contribution in the future.

| SDG | Description | Direct | Indirect |
|---|--|--------|----------|
|  | End poverty in all its forms everywhere | | x |
|  | End hunger, achieve food security and improved nutrition, and promote sustainable agriculture | | x |
|  | Ensure healthy lives and promote wellbeing for all at all ages | x | |
|  | Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all | | x |
|  | Achieve gender equality and empower all women and girls | | x |
|  | Ensure availability and sustainable management of water and sanitation for all | | x |
|  | Ensure access to affordable, reliable, sustainable and modern energy for all | | x |
|  | Promote sustained, inclusive and sustainable economic growth, full and productive employment, and decent work for all | | x |
|  | Build resilient infrastructure, promote inclusive and sustainable industrialisation, and foster innovation | | x |
|  | Reduce inequality within and among countries | | x |
|  | Make cities and human settlements inclusive, safe, resilient and sustainable | | x |
|  | Ensure sustainable consumption and production patterns | | |
| 12.1 | Implement the 10-year framework of programmes on sustainable consumption and production, all countries taking action, with developed countries taking the lead, taking into account the development and capabilities of developing countries | | x |

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|---|--|--|---|
| 12.2 | By 2030, achieve the sustainable management and efficient use of natural resources | | x |
| 12.3 | By 2030, halve per capita global food waste at the retail and consumer levels and reduce food losses along production and supply chains, including post-harvest losses | | x |
| 12.4 | By 2020, achieve the environmentally sound management of chemicals and all wastes throughout their life cycle, in accordance with agreed international frameworks, and significantly reduce their release to air, water and soil in order to minimize their adverse impacts on human health and the environment | | x |
| 12.5 | By 2030, substantially reduce waste generation through prevention, reduction, recycling and reuse | | x |
| 12.6 | Encourage companies, especially large and transnational companies, to adopt sustainable practices and to integrate sustainability information into their reporting cycle | | x |
| 12.7 | Promote public procurement practices that are sustainable, in accordance with national policies and priorities | | x |
| 12.8 | By 2030, ensure that people everywhere have the relevant information and awareness for sustainable development and lifestyles in harmony with nature | | x |
| 12.A | Support developing countries to strengthen their scientific and technological capacity to move towards more sustainable patterns of consumption and production | | x |
| 12.B | Develop and implement tools to monitor sustainable development impacts for sustainable tourism that creates jobs and promotes local culture and products | | x |
| 12.C | Rationalize inefficient fossil-fuel subsidies that encourage wasteful consumption by removing market distortions, in accordance with national circumstances, including by restructuring taxation and phasing out those harmful subsidies, where they exist, to reflect their environmental impacts, taking fully into account the specific needs and conditions of developing countries and minimizing the possible adverse impacts on their development in a manner that protects the poor and the affected communities | | x |
|  | Take urgent action to combat climate change and its impacts | | x |
|  | Conserve and sustainably use the oceans, seas and marine resources for sustainable development | | x |
|  | Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification and halt and reverse land degradation, and halt biodiversity loss | | x |
|  | Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels | | x |
|  | Strengthen the means of implementation and revitalise the global partnership for sustainable development | | x |