



MEXT

MINISTRY OF EDUCATION,
CULTURE, SPORTS,
SCIENCE AND TECHNOLOGY-JAPAN



SEAMEO-Japan ESD Award

Supporting Partner:



Submission Form of 2020 SEAMEO-Japan ESD Award
Theme: Addressing Plastic Problems for Transforming Communities

The last day for submission of entries: 14 August 2020
www.seameo.org

PART I: Details of Your School

1. Name of your school: SEKOLAH ALAM LAMPUNG (SAL) Junior High School
2. Full address: Jalan Ir. P. Suhaimi, Kelurahan Wayhuwi, Kecamatan Jatiagung, Kabupaten Lampung Selatan, Lampung.
3. Postcode: 35365
4. Country: INDONESIA
5. School’s telephone number (country code +city code +telephone number):0721-5617000
6. School’s fax number (country code+ city code+ fax number):
7. School’s email Address: smpalamlampung@gmail.com
8. Name of the Head Master/Principal/School Director: Heppyan Redy
9. Name of the Teacher Coordinator: Julia Purnamasari
10. Email address of the Coordinator: jouleasari@gmail.com
11. School website (if available): www.sekolahalamlampung.weebly.com
12. Educational level (Such as Kindergarten 1 to Grade/Year 9): junior high school
13. Total number of teachers in your school: 14
14. Approximately number of teachers participated in this programme:4
15. Total number of students in your school: 55
16. Approximate number of students participated in this programme: 55

PART II: Information about the School’s Programme

The information of part II from no.1 to 13 should be no longer than nine (9) pages long of A4 in total. The information should be written in Times New Roman font, 11-12 point size.

1. Title of the school's programme

Sekolah Alam Lampung Waste Bank (SAL-WB)

2. Summary of the programme (one half to 1 page of A4 sheet size)

As a school that has a concentration on the formation of environmentally friendly characters, SAL has many environmental preservation programs. SAL-WB is a superior program that has been initiated since the school was first established. The SAL-WB program is an effort by schools to cultivate an environmentally friendly life style through reducing the amount of domestic waste, especially the problem of plastics waste (24% from Indonesia total waste).

This program is standardized in the school curriculum so that it becomes part of student learning activities at school throughout the year as environmental education. Classroom learning activities are carried out in a project-based learning (PBL) model that is a derivative of the SAL-WB program. In addition to being part of the learning activities in schools, the SAL-WB program is shared to the communities outside the school through workshops supported by several green-NGOs. By incorporating environmental conservation programs into schools and communities, it is hoped that eco-friendly lifestyles will be more easily accepted and become hereditary habits.

Our waste banks receive organic and non-organic waste, some are converted by SAL-WB into new products and some are sold to recycling plants. Non-organic waste will be converted into educational props, toys, room decoration, household furniture, and others. The organic waste is converted into fertilizer, floor cleaners, and soap. So that with integrated waste management, it not only addresses the problem of waste generation, but also becomes one of the creative economic activities, even becoming a means of education in schools. Therefore, school residents are required to have an account at the waste bank managed by a special officer assisted by a teacher. Then their savings from the waste bank will be distributed at the end of the school year, partly in the form of money, partly in the form of school equipment.

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

Waste management is a prevalent problem in Indonesia because of the government's limited ability to fund waste management technology, poor waste management, and community attitudes that do not care about environmental preservation. Even it was stated that the pile of waste that can be processed by the recycling plant is not more than 10%, the rest of the waste will be dumped on the waste disposal/ street / river / sea, burned, or others without being treated. Every year, this rubbish heap continues to grow without being managed.

Nowadays, educational practitioners believe that the most possible way to do this is to change people's lives from not caring to caring for the environment. Therefore, in order to strengthen the attitude, the environmental preservation program must be instilled early in school age and disseminated through community activities. It turns out that the pro-active attitude of the community easily built if an activity is considered to their economic benefit, then waste management must be made into an economic activity that benefits the community.

Therefore, the SAL-WB program is believed to fulfill all the elements needed in an environmental preservation program, namely; based on local problems, education, economy, and an active community.

4. Objectives/goals of the programme

The objectives of this program are;

1. Provide environmental education facilities for students in schools

2. Overcoming the waste problem in the school environment and the home of teachers / students
3. Get used to organic / environmentally friendly products with school dwellers
4. Creating creative economic activities

5. Period of the time when the programme was/has been started

This program has been implemented since 2010 until now (around 10 years)

6. Key knowledge, skills, attitudes/values and behaviors that the school expects to develop from this programme.

1. Go green character
2. Creative economy
3. Likes to save
4. Working together

7. Activities (Strategies/activities of implementation)

This part is important – please clearly explain all related strategies and activities that the school has implemented and brief information of each activity). Details of each activity can be attached as a part of supporting documents.

In an effort to alleviate the problem of waste in the (schools) environment, especially plastic waste, the school has implemented a series of environmental care policies, including:

1. Require every student, teacher, and staff to be a waste bank customer.
Waste that can be saved in the waste bank is not only rubbish collected in school, but also rubbish that is carried from their homes. So that the more customers, the more waste that can be managed to be processed into economic goods or sold to recycling plants.
2. Prohibit the use of plastic and paper as disposable food and drink packaging.
Because reducing waste generation will be easier than managing existing waste, the use of paper and plastic is limited as much as possible. The use of paper is mostly done by class and office, so it is cultivated to save paper by maximizing the use of both pages of a sheet of paper, paperless work, and the use of used paper. The most widely used plastic is for disposable food packaging in canteens and student lunch. For this reason, canteens and students are prohibited from using disposable packaging, even events at school may not provide food and drinks with disposable packaging. This begins gradually until it becomes a habit that becomes a pattern of life.
3. Provide separate bins for paper, plastic, cans, and organic materials.
Each room has 4 separate bins to make it easier for janitors to collect garbage according to its type. Periodically an inspection is carried out per room whether the waste has been sorted according to its type.
4. PUSAT Program (PUSAT = PUngut SAmpah yang Terlihat= collect the trash in your sight)
Everyone in the school area is required to dispose of trash in an appropriate bins, if there is still scattered trash, then everyone who sees it is obliged to pick it up and throw it in the bins.
5. Using educational tools with the main components are used goods.
The teacher is obliged to use learning tools with the main material being used goods especially paper and plastic. As for students, the obligation is done in stages by considering the age and learning needs. For students who use used items in learning, they are given special appreciation from their teacher.
6. Disseminating the waste bank program to the broad community.
The school hold workshops on waste management and contests with the theme of used goods to encourage people to take an active role in integrated waste management in their respective regions. Workshops and contests are managed by teachers and senior students, if needed the school will involve NGOs who are concerned with environmental preservation as partners.

7. Making a variety of environmentally friendly products made from used goods. Various non-organic waste is processed into useful goods, such as plastic bottles into eco-brick, plastic packaging into bags, and other goods that can be sold and provide economic benefits.

8. Teaching and learning approaches/strategies that the school has integrated for this school programme.

All environmental conservation programs at the Sekolah Alam Lampung (SAL) Junior High School can be used as classroom learning activities. SAL has a project-based learning system, so that each waste bank program can be broken down into small projects in each class.

The School made this project-based learning as an environmental education to shape the eco-friendly student's character. However, it run more effectively if based on everything that is real and easy to involve the children in it, then the school finds it on environmental local issues, namely household waste. So, a school project was designed as a local subjects (called environmental-based project). Then students are involved in small projects, which are fractions of school projects, that is integrated with other subjects in the class. Actually, in the project students can learn science, language, social, mathematics, computers, and others all at once. With this method, the school can improve the learning outcome since student looks a problem from various sights.

For an example, in "Trash Day Project" students collected garbage from classes, cafeteria, and office in the school. Then they brought it to school waste bank and learned how their garbage were treated and discussed in class about waste management and sustainability. So, student learned,

Mathematics : what kind of rubbish that you can find in the area

Social studies : who makes and from where do daily waste

Language : write about their responsibility over their garbage and what they can do to change their habits.

9. A) Participation with the community (How the school and community work together in planning and implementing the school's programme)

In an effort to spread the concept of minimal waste, the school invited the surrounding communities to collaborate. We started from the communities around the school then to the communities that are further away. Moreover, to move faster and be stronger, SAL collaborates with pro-environment NGOs in the surrounding area, such as Walhi and Mitra Bentala, and the local government as working partners.

The NGOs usually provide assistance in the form of training and its tools for teachers and students, while the government usually provides assistance with work tools, fees, experts, and consultation..

Communities that have received environmental training from SAL transmit the results of their learning to other communities, so this waste management will be spread.

- B) Engagement of partners in community and their roles/contribution into the school's programme (Please provide the name of your partners in this programme and their roles/contributions)

Name of Partners	Roles and Contributions
NGO Wahana Lingkungan Hidup (Walhi)	1. Provides upgrading skill for SAL teachers and students 2. Gathers other communities to attend the SAL plastic waste workshop
NGO Mitra Bentala	Provides training for SAL teachers and students

AIIESEC	Became a trainee in environmental workshop, then shared it to other communities.
University of Lampung (majoring in architecture)	Observation of waste processing is then applied in their class
Diniyah Putri Islamic School	Observation of waste processing is then applied in their school
Lampung Selatan local government	<ol style="list-style-type: none"> 1. Provides activities funding 2. Provides work tools 3. Provides activities permits 4. Provides consultation

(Please add more row if it is necessary)

10. Transformation to the community and ecosystem (Brief information of activities that the school, students, and teachers have contributed for the improvement of community/ecosystem.)

<p>People who lived in the area around the school, before joint the waste bank program had a habit of managing waste with;</p> <ol style="list-style-type: none"> 1. Disposing of waste was not in an area designated by the government because it was considered far away and must pay the waste shipping costs, or 2. Burnt their trash
<p>After the waste bank program run in their area, people changed the habit by saving their garbage in the waste bank. The steps taken by teachers and students to change the habits of people with the approach to activities;</p> <ol style="list-style-type: none"> 1. Waste bank workshops. Teachers and students become presenters and the people become audiences. 2. Installation of garbage boxes in the community around the school 3. Working together to clean the environment. Teachers and students walk around to pick up non-organic waste that is scattered on the streets. 4. Picking up trash as savings for residents. Teachers and students picking up trash as savings from residents in which the waste bank is not yet available.

11. Programme for monitoring and evaluation mechanisms and summary of results

<p>Monitoring and evaluation mechanisms:</p> <ul style="list-style-type: none"> - Daily supervision by a special officer of the waste bank, assisted by teachers and students who help on a scheduled basis - Evaluation by the head program periodically - Evaluation by other school board at the end of each semester <p>Summary of results:</p> <ul style="list-style-type: none"> - Participation is good in young age student groups, the more they age the more passive students are with the waste bank. - Some SAL-assisted waste banks face obstacles because of the cost of managing and internal conflicts within the community. - A government policy is needed that makes the waste bank program mandatory in each region / school.

12. Resources used for programme implementation

<ul style="list-style-type: none"> - Tuition by parents of students - Local government donation - NGO and individual donation

13. Benefits/Impacts/ positive outcomes of the programme to **students, teachers, parents and school**. Please include evidence of achievements.

(How the school's programme has transformed the behavior of students, teachers, and parents to improve the school's environment in reducing plastic usage and wastage.?)

Benefits / Impacts / positive outcomes of the program for:

- Students. Learning activities become easier and more fun because of the integrated PBL method
- Teacher. The integrated PBL learning system expands the insight of the teacher and they easily summarize the learning outcomes from various points of view.
- Parents. Household waste management is helped by the school.
- Schools. School waste management is better managed, supported educational and applicative learning tools, learning systems that support the school programs, and relate the school with people and other communities.

14. Benefits/Impacts/ positive outcomes of the programme to people in community, and ecosystem. Please include evidence of achievements.

(How the school's programme has transformed the behavior of people in the community in reducing the plastic usage and wastage and improve the ecosystem of the community?)

- Establishing a waste bank in another community outside the school after a visitation to the SAL-WB or after attending a waste management workshop by SAL.
- Introducing the making of educational teaching tools using used goods by several other schools after receiving a learning workshop and / or a visitation to SAL.
- The participation of other schools in the used goods-based handicraft competition organized by SAL helped expand the environmental preservation campaign.

15. Plan for sustainability and plan for scaling-up/expansion

Plan for sustainability:

- Ratification of the waste management program to the school curriculum
- Scheduled evaluation and monitoring
- Comparative studies to other waste banks for improvement

Plan for scaling-up / expansion:

- Expanding partners from NGOs, individuals, companies and governments
- Increase the budget of the waste bank program
- Activate the waste bank workshop
- Activate environmental-themed competitions
- Activate pro environmental campaigns, both online and offline.

16. Interrelationship of the school programme with other Sustainable Development Goals (SDGs) (Please refer to page 2 in the Information Note or <https://sustainabledevelopment.un.org/sdgs>)

SDG 3 Good Health and Well-Being
SDG 4 Quality Education
SDG 8 Decent Work and Economic Growth
SDG 12 Responsible Consumption and Production
SDG 17 Partnerships for the Goals

17. List of supporting documents such as a copy of the school operational plan or school management plan, action plan, learning/ teaching materials, lesson plans, samples of student worksheet, manuals, etc.

If the supporting documents are in the local language, please provide a brief description in English language.

Maximum of 5 supporting documents can be submitted with this Submission Form.

- Document 1) AIESEC certificate
Document 2) Student worksheets example (Indonesian version)
Document 3) Student worksheets example (English version)
Document 4) Grade 7 Spiderweb Activities
Document 5) University of Lampung certificate

18. Photos related to the activity/programme (Maximum of 5 photos with captions in English)

Photo1



Ecobrick workshop with AIESEC exchange participants, after this activity they shared the skill to people in Pulau Pasaran, Bandar Lampung, Indonesia.

Photo 2



Product of SAL-WB which is made from plastic waste

Photo 3



Students used paper and plastic bottle-based handicraft competition.

Photo 4



The SAL Waste Bank

Photo 5



Separate garbage cans in Sekolah Alam Lampung.