



# YOUNG REPORTERS FOR THE ENVIRONMENT

## MALAYSIA

YOUNGREPORTERS . MY

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Further resources available on :

- 1) [youngreporters.my](http://youngreporters.my)
- 2) <https://www.yre.global/>

# ABOUT US



## THE FOUNDATION FOR ENVIRONMENTAL EDUCATION (FEE)

FEE is a global network of environmental NGO's with members in 76 countries. FEE and its members develop and deliver programmes that represent the cutting edge in Education for Sustainable Development and Environmental Education. It is the vision of the Foundation for Environmental Education that these programmes empower people everywhere to live sustainably and in an environmentally conscious manner.

([www.fee.global](http://www.fee.global))



## YOUNG REPORTERS FOR THE ENVIRONMENT (YRE)

Young Reporters for the Environment is a FEE programme. It empowers young people to take an informed stand on environmental issues they feel strongly about and gives them a platform to articulate these issues through the media of writing, photography or video. The programme offers young people a chance to make their voices heard and to feel that their voice matters. The ultimate goal of these young reporters is to investigate environmental issues, research solutions, and then report and disseminate this work.

([www.yre.global](http://www.yre.global))



## GREEN GROWTH ASIA FOUNDATION

Green Growth Asia Foundation is a nonprofit organisation that provides a platform for leadership, thought and action in responding to sustainability challenges in Asia. We are taking a lead in promoting a new growth strategy that strikes a balance between economic development, social inclusivity and environmental sustainability.

(<https://greengrowthasia.org>)



# INTRODUCTION

Young Reporters for the Environment (YRE) is a Learning for Sustainability schools programme. It provides exciting opportunities for young people aged 11 - 25 to build and develop an array of life skills and be part of an international group of young people creatively raising awareness of sustainability and environmental issues. Young people can participate as a reporter individually or as a group.

Young Reporters Malaysia has two main elements:

1. Skills development programme
2. Annual competition

Visit [youngreporters.my](http://youngreporters.my) to meet our Young Reporters Malaysia Ambassadors and for more information about the programme.

## Young Reporters for the Environment

Young Reporters Malaysia is part of the Young Reporters for the Environment programme which operates in 42 countries around the world. It is coordinated internationally by the Foundation for Environmental Education and provided by Green Growth Asia Foundation.

Annual competition entries from young reporters aged 11-25 will also have the opportunity to be entered in the annual international Young Reporters for the Environment competition.





## ABOUT YRE

YRE engages participants aged 11-25 in environment-focused citizen journalism, looking at issues, problems, and solutions, and reporting on them through articles, photos, or videos.

Young Reporters for the Environment (YRE) aims to empower young people to take a stand on environmental issues they feel strongly about and to give them a platform to articulate these issues through the media of writing, photography or video.

The programme offers these enthusiastic students a chance to make their voices heard and to feel that they are being listened to. The ultimate goal of the young reporters is to highlight environmental injustices and to have them righted by the appropriate authorities, but the upshot of this is that these young people get to feel like they can make a difference and hopefully the opportunities provided by YRE engenders in them the desire to continue to do so.

As a part of the YRE programme, an annual international competition is held for the top articles, photos and videos produced by students over the year and the winning entries receive international recognition. YRE students also have the chance to participate in national and international conferences such as COP, World Environmental Congress, University Scholars Leadership Symposium to report on high level events and to further build their skills and network.



# BENEFITS

**Participating in Young Reporters Malaysia enables young people to:**

- Take leadership within their own learning.
- Have their say on environmental issues in their local area which they feel are not being adequately addressed.
- Share ideas with, and learn from, young people around the world who care about similar issues.
- Raise awareness of sustainability issues and the ways these are being addressed within their community.
- Explore how global issues affect local communities by reporting on environmental initiatives and events happening in their community and across Malaysia.
- Engage with topics through interdisciplinary enquiry and develop communication, research and analytical skills.
- Develop cross curricular skills which support planning for choices and change and develop future career aspirations within Curriculum for Excellence.
- Develop skills in the context of individual curriculum areas or work across the curriculum in an interdisciplinary unit.

**Young Reporters Malaysia is a great platform to develop evidence of your work towards an Eco-Schools Malaysia Green Flag.**

**Register your school on our website :**

This will give you access to the latest information about the programme, additional resources and our Guide to Being a Reporter:

[youngreporters.my](http://youngreporters.my)



# YRE'S ADVANTAGE



## Empower

Young Reporters for the Environment empowers young people to have their say on environmental issues in their locality which they feel are not being adequately addressed. It gives them an outlet for their frustrations and a platform from which to make a difference.



## Unite

Coordinated by the Foundation for Environmental Education and active in 42 countries worldwide, the YRE programme brings students of all backgrounds together with a sense of common purpose.



## Develop

YRE helps participants to develop skills and acquire knowledge which will stand to them for the rest of their lives: communication skills, individual initiative, team work, critical analysis, social responsibility and leadership skills are all honed through involvement in the programme.



## Drive

A competition is held annually to encourage young people from all over the world to push themselves to their limits in the search for a story which will ultimately bring to the fore a real and current local environmental issue. Composed of three independent age categories, the competition affords the entrants the chance of winning not only prizes, but recognition too.

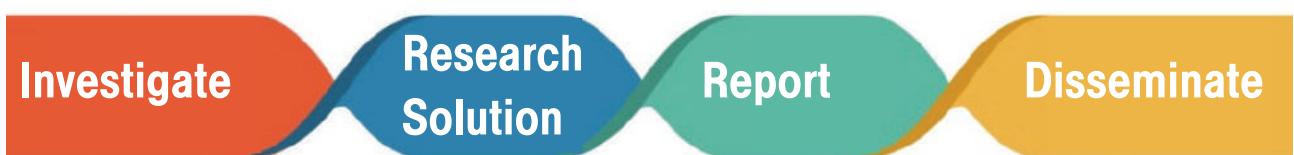
# YRE FOUR-STEP METHODOLOGY

## YRE four-step methodology

YRE engages participants aged 11-25 in environment-focused citizen journalism, looking at issues, problems, and solutions, and reporting on them through articles, photos, or videos.

The programme develops participants' skills and knowledge about environmental issues, enhances communication and citizenship skills, individual initiative, teamwork, critical analysis, social responsibility, and leadership abilities.

## YRE uses a tried and tested four-step methodology:



### STEP 1 – INVESTIGATE

Investigate a local environmental problem or issue:

- Identify, define and communicate a local environmental problem and/or issue
- Investigate (look up, compare, interpret, evaluate) relevant information from primary and secondary sources
- Identify key individuals and groups and find out what their different perspectives on the issue are, their approaches to resolving it, and their assumptions and goals
- Conduct original research, such as surveys/questionnaires, and interview key individuals or groups to obtain first-hand information
- Cover relevant historical, economic, social and/or political implications and possible consequences of the problem or issue
- Link the local environmental problem and/or issue to the bigger global picture (problem)

## STEP 2 – RESEARCH SOLUTION

Research solutions to a local environmental problem or issue:

- Identify a possible solution through experts/stakeholders voices to an environmental problem and/or issue and evaluate its likely effectiveness, giving reasons for and against (pros and cons)
- The solution presented has to be thoroughly explained, well argued and justified

## STEP 3 – REPORT

Report on a local environmental issue and its possible solution through a journalistic production targeting a local audience:

- Identify your target audience and choose the best way to reach and communicate with them, i.e. which media do they read/watch/listen to?
- Plan how you will report on the problem and/or issue (who needs to be informed? how? when?) and use the appropriate journalistic format and style
- Create an article, photograph, or video that documents the environmental problem and/or issue; where possible you should suggest a solution through the experts/stakeholders voices
- Take a positive approach to inspiring change and finding a solution

## STEP 4 – DISSEMINATE

Disseminate with the local audience:

- Share (disseminate) your work to a local audience through the media, e.g. newspaper, magazine, radio, television, social media, exhibition, film show, local events, etc.





## YRE'S IMPACT

310,000+ students in 42 countries (and counting) are currently involved in the YRE programme. So far, over 8,000 photos, 4,000 articles and 700 videos have been submitted to annual national competitions around the world.

## YRE'S WORLDWIDE RECOGNITION



In 2018, the YRE programme was awarded the first edition of the Earth Prize by the World Environmental Education Congress (WEEC) Network and the city of Luino. This was a huge recognition of the hard work done over the years by students, teachers, National Operators and the international team of YRE.



# YOUNG REPORTERS FOR THE ENVIRONMENT AND THE SUSTAINABLE DEVELOPMENT GOALS

This section serves to highlight the link between the Young Reporters for the Environment (YRE) programme and the UN's Sustainable Development Goals 2015 - 2030. As will be explained below, the YRE programme supports the 17 goals in a multifaceted way.

The essence of the YRE programme is to encourage students aged 11 - 25 to investigate a specific environmental issue in their community, propose solutions and articulate their findings through the media of writing, photography or video.

The environmental aspect has been, and continues to be, a key part of the programme. However, based on the Sustainable Development Goals 2015 - 2030, YRE is in the process of incorporating the 17 goals into the programme and expanding the range of topics that can be investigated by students. It is evident that many issues whether environmental, social or economic are interrelated, and helping students understand these links is an important part of Education for Sustainable Development.

The first step is taken in the YRE competition 2017/2018, where it is recommended that environmental-related topic investigated by students should be related to another relevant SDG. example, students investigating the issue of marine litter can choose to connect the SDG 14 (below Water) with the SDG 12 (Responsible Consumption). The 2017/2018 competition will have a trial period and depending on the outcome, this recommendation might become a criteria.

Furthermore, being an educational programme of high quality, it is evident that YRE in itself is directly related to SDG 4 (Quality Education). However, education is fundamental to achieving all 17 goals. Education facilitates appropriate knowledge on issues related to health etc., environmental awareness and promoting peaceful societies and tolerance to diversity.

Thus, the YRE programme supports the Sustainable Development Goals in a multifaceted way is evident through the work of the students, the investigations they make and the influence their journalistic pieces have on local communities, but also through the particular structure of the programme. Below, the YRE programme's links to each of the 17 SDGs are presented.

### Links to the Sustainable Development Goals



Access to quality education improves children's chances of breaking the cycle of poverty, meaning that education is fundamental to poverty reduction. Being an educational programme, YRE therefore helps decrease poverty in the long-term.

Through YRE, students develop important skills such as communication, critical analysis and in-depth research, and improve their knowledge of subjects related to sustainability and the environment.

So far, every year more than 275,000 students from 42 countries around the world have been involved in the YRE programme. The programme is flexible and can be adapted to any social and cultural background, meaning that countries dealing with issues of poverty are also able to implement and benefit from YRE.



Through the YRE programme, students are encouraged to investigate and propose solutions for issues related to food production, agriculture and nutrition.

This can help promote the awareness of improved nutrition, sustainable food production and healthy lifestyles. It also creates opportunities for developing new ideas related to food consumption and agricultural practices, ultimately making a positive impact on improving nutrition and ending hunger. Students' articles, videos and photos shared with the local and wider community are educating and encouraging people to make a change. e.g. in lifestyle.

**3** GOOD HEALTH AND WELL-BEING

The YRE programme encourage students to look into environmental issues that affect the health and wellbeing of the students, teachers and the wider community.

By investigating issues related to subjects such as health care services, traffic congestion, pollution and smoking, the awareness of such issues are increased (not only by the students, but also the people that read their journalistic pieces)

**4** QUALITY EDUCATION

YRE is a high quality educational programme based on a tried and tested four-step methodology which can be integrated into the existing curriculums of students aged 11 to 25. The process is seamless, non-disruptive, and positively contributes to develop students' soft and hard-skills, such as source criticism, communication and critical thinking.

Currently, new YRE lessons plans are being developed which will use the Sustainable Development Goals as point of departure. Teachers will be able to adapt the lesson plans to their specific field, age, group, and country.

**5** GENDER EQUALITY

The YRE programme encourages students to actively work together and support each other without prejudice of any kind. All students, regardless of all gender, have equal rights to participate in YRE and all ideas and viewpoints are welcomed and encouraged.

YRE gives girls and women , alongside other gender, an opportunity to look into an issue that they feel strongly about and to express their opinions freely.

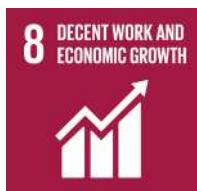
**6** CLEAN WATER AND SANITATION

Through the YRE programme, students can choose to investigate issues related to sanitation or water quality nearby areas. By involving local stakeholders in their work and informing communities of their findings, students can support and strengthen the sustainable use of water, the local sanitation conditions and the protection of water related to eco-systems.



The YRE programme encourages students to investigate subjects related to renewable energy, clean energy technology, and energy efficiency. These topics are ones that can be investigated at home or in school, looking at the energy sources being used. Through their entries students encourage the local community to take action.

In the long run the student's engagement can help facilitate clean energy research and technologies.



A key aim of the YRE programme is to increase student's knowledge of sustainable development and give them the opportunity of being creative and innovative. They also learn how to take leadership and how to work together. The experiences gained through the programme can increase the students' interest in working with sustainability in the future and the knowledge and skills they develop will be vital when entering the job market.



Through the YRE programme, students of ten develop creative ideas for solving the environmental issues they investigate. This kind of innovative thinking is extremely valuable for finding solutions to future problems.

Furthermore, the programme provides an important base for enhancing future scientific research. Students become familiar with key research techniques, such as data collection, interviewing, source criticism and validity. Being able to try out these techniques at a young age gives students a good platform to enhance their research skills.



The YRE programme brings students of all backgrounds together with a sense of common purpose.

An essential part of the programme is for students to seek out different points of view on a particular issue in order to understand that a subject can be seen from many angles. In this way, YRE seeks to enhance teamwork, citizenship skills, social responsibility, leadership abilities and cultural understanding.



The YRE programme takes the immediate local environment as point of departure, meaning that students often investigate issues that directly affect them, their family or community. A great place to start is at the school or at home, looking at how resources are used. Heating and electricity sources, household appliances, waste management etc, improve resource efficiency.

Influence local action by journalistic pieces. Students become more aware of their environmental impact and the impact of their schools, personal lifestyles. Through the fostering of responsible behaviour within the school environment, students will also learn how to value and protect the cultural and natural heritage in their countries abroad.

YRE students are also actively involved in the litter topic, through Litter Less Campaign, run in 15 countries, together with Wrigley Company Foundation.



YRE students are actively involved in sustainable management and efficient use of natural resources through the programme steps and investigation phase.

Through the competition theme International collaboration, YRE encourages students to investigate the impact of fresh air, clean water and soil on their life, to promote public procurement practices that are suitable in accordance with national policies and priorities and compare it with the partners from other countries, to exchange know-how, research for solution and get inspired by each other to make a change.



YRE programme, through its construction, is developing active solution-oriented learning. Students develop their knowledge about environmental issues through working on local problems and trying to improve it without forgetting about global problems, e.g. reducing CO<sub>2</sub>, promoting the consumption of local products etc.

Students participating in the programme are encouraged to participate in international events and conferences, such COPs, and act as reporters to raise awareness about climate change.



The YRE programme encourages students to investigate issues that have an impact on marine and coastal eco-systems related to marine pollution and subjects related to how to sustainably manage and protect marine and coastal ecosystems and the resources they provide. Their suggestions on how to reduce the negative effects that litter has on the flora and fauna of the ocean.

Taking action in order to reduce negative human impacts and restore these ecosystems and achieve healthy and productive oceans. It is especially visible through Litter Less Campaign where students focus on marine litter and beach cleaning.



Several environmental issues related to 'Life on land' are addressed by YRE students. These include the issue of deforestation and desertification and the promotion of sustainable management of all types of forests and reforestation activities.



YRE helps to promote peaceful and inclusive societies by enhancing students' skills within communication and citizenship skills, teamwork, social responsibility, and leadership abilities.

Justice and democratic values are integral elements of the YRE programme. The students are encouraged to collect views and opinions from different sources in order to learn that an issue can be seen from many angles. This also encourages them to respect the views and opinions of others.



YRE encourages collaboration between schools and students from different countries. The YRE competition includes a category aimed at international collaboration.

At the international level, students may cooperate with young reporters from other countries for sharing information or data, with the aim of proposing a solution and disseminating it. These partnerships serve to exchange ideas and knowledge and build relations between students from different countries.

Furthermore, the winning journalistic pieces that are awarded on international level are shared in international networks, websites and newspapers spreading the stories worldwide. To collaborate and exchange information and prepare a joint article/effort.



# INTEGRATING YOUNG REPORTERS FOR THE ENVIRONMENT MALAYSIA IN SCHOOL

Young people aged 11-25 can take part in Young Reporters Malaysia. We have provided an overview of Curriculum for Excellence experiences and outcomes which could be targeted through the Broad General Education.

Schools may also choose to use Young Reporters Malaysia within various National, Higher or Advanced Higher qualification as an opportunity to explore course specific skills, knowledge and understanding through a different lens.

## Areas you might want to consider before introducing Young Reporters Malaysia:

- Discuss the context you will use to develop the programme.
- Do you want your young reporters to create their own report or work together as a group?
- What do you want them to create?
- A written piece which could be an article or blog, or perhaps both
- A film piece
- Photography
- Keep it focused, something small to get them started and something that might spark their enthusiasm and passion for more reporting.
- Think about what work is already going on in your school and wider community environment around sustainability, or projects that you have been involved with that tie directly with helping the environment. Could these be reported on?
- If you are working towards your Eco-Schools Malaysia Green Flag Award, which UN Sustainable Development Goal did you choose? Can Young Reporters Malaysia help enhance the activity you are doing around this?



## STIMULUS DISCUSSION QUESTIONS

These questions will help you start to explore local and global environmental issues with your young reporters connected to the ten Eco-Schools Malaysia topics.



### Litter and waste minimisation

- How does your establishment tackle litter?
- Do you recycle? What happens to the food waste in your establishment? Have you thought about the journey of waste, where it ends up and its impact on the environment?
- How much of the waste product in your establishment is single use plastic? Have you thought about ways to reduce plastic use? What tips can your young reporters give to others about reducing their single use plastic waste? What are the impacts of the plastic on land and sea? Why does 80% of waste in our oceans come from land?



### Food and the environment

- What do your young reporters know about where their food comes from? Is it sustainable? Is it locally produced? What is the impact of food being shipped from overseas?
- What snacks have they brought into school? What ingredients are in these snacks? Where are these ingredients produced? How far have they travelled? What is the impact of these ingredients on the environment? A great example would be to look at palm oil.
- What foods do they think are seasonal? Perhaps use strawberries as an example. Do they think strawberries should be available over autumn and winter periods? How are they available? Where do they come from? Do they taste good?



### Climate changes (water,energy and transport)

- Do your young reporters understand why climate change is happening and how it is affecting them? They could do some research into CO2 emissions and methane gas to understand the where, what, how and why.
- What day to day activities do your young reporters think have a big impact on climate change? Examples would be travelling by plane, importing and exporting goods, use of non-renewable energy, deforestation for palm oil and consumer demand.
- Thinking about what they like to do outdoors, do they think climate change is affecting this? Have they noticed any changes in the weather? What impact does this have on the local environment? For example flooding, drought, snowfall? Why are some parts of the world experiencing flooding and other are experiencing drought?
- What can people do to help reduce their impact on the environment and climate change? Do they think people fully understand how climate change is happening and what they can do to help?
- What impact does our day to day behaviour and activity have on those living in areas of the world that contribute least to climate change? Think about areas such as the Pacific Islands where there are rising sea levels, or parts of India where they can no longer farm due to changes in soil, and the resulting impact on people and climate migration.
- Do your young reporters understand the difference between non-renewable energy and renewable energy? What do you do in school and at home to help reduce energy consumption?
- Energy comes in many other forms. How much energy is used, for example, to transport food from overseas? Bananas may be a good discussion point for this as they are the most popular fruit in the Malaysia what is the real cost of a banana, thinking about its environmental impact and where it has come from?



### School grounds and biodiversity

- Do you grow anything in the grounds of your school or establishment? Why do your young reporters think that more and more people are choosing to grow their own food? Why is this so important?
- Do your young reporters know what biodiversity is? What impact do they think climate change has on biodiversity? What impact does it have on specific animals and types of farming?





### Global citizenship

- Do your young reporters understand what we mean by global citizenship? Do they think they are good global citizens?
- Do they know about the United Nations Sustainable Development Goals (SDGs)? Why do they think these have been created? Do they think their school can do more and get involved with the SDGs?
- Do your young reporters volunteer or participate in anything at a local level which they feel makes them a good global citizen? Why is it important for people to volunteer their time in this way?



### Health and wellbeing

- Do your young reporters already have a voice on issues on sustainability and the environment? How do they share this with their school and wider community?
- Why is it important for them and their future to be more aware of issues on sustainability and the environment? Do your young reporters think they will make more informed choices based on their knowledge and learning through Young Reporters Malaysia?

### Preparing for the Young Reporters Malaysia competition

Once your young reporters have had some experience of being a reporter, you should encourage the following:

- If they are reporting on a social or economic UN Sustainable Development Goal, your reporters should try to include an environmental angle.
- It is important to look at specific local issues and topics. Avoid looking at general issues such as “climate change” without connecting it to a specific local issue.
- Once your young reporters are more experienced, you should encourage them to lead the investigations and develop their entries to our annual competition.
- How do you plan on sharing the wonderful work that your young reporters are doing? This is a very important part of journalism and should become a key part of their Young Reporters Malaysia learning.

[youngreporters.my](http://youngreporters.my)





## USEFUL RESOURCES

We have an array of resources that can help you and your young reporters. All of these resources can be found on the Sustainable Development Education pages of our website under:

- Young Reporters Malaysia - [youngreporters.my](http://youngreporters.my)
- Learning for Sustainability - <https://sustainabledevelopment.un.org/memberstates/malaysia>

The resources and activities on the following pages can be used as a stimulus to support your work with Young Reporters Malaysia.



## Climate justice, climate change and energy

- Encourage your young reporters to keep an energy diary at home for a week, noting everything that requires energy. Evaluate results with the class to identify actions and behaviour changes necessary to reduce energy waste within the home.
- Confirm understanding of climate change by playing 'Myth Busters Snap' in groups of two or three using this simple activity: [yremalaysia.org](http://yremalaysia.org) This can be further developed to include other 'climate change myths' which they can research appropriate responses.
- Use the SolarAid Sunny Schools resources from the Malaysia Lights Up Malawi project to explore the issues around energy sources and climate justice: <https://sustainabledevelopment.un.org/memberstates/malaysia/learning-for-sustainability-projects/>
- Explore, research and discuss uses of renewable energy in Malaysia: <https://sustainabledevelopment.un.org/memberstates/malaysia/learning-for-sustainability-projects/>
- Identify different non-renewable energy sources by doing practical activities to gain an understanding of how energy is transferred. [youngreporters .my](http://youngreporters.my)

## Low carbon skills and circular economy

- Use the pupil produced low carbon skills films and accompanying resources to explore the impacts of consumer choices on your carbon footprint: <https://www.keeplandbeautiful.org/sustainable-development-education/climate-change-education/low-carbon-skills/>
- Source Local, Buy Local made by pupils at Malaysia Academy explores sustainable food issues: <https://www.keeplandbeautiful.org/sustainable-development-education/climate-change-education/low-carbon-skills/food-and-energy/>
- Message in a Bottle made by pupils from Malaysia High School discusses the choice to adopt an eco-uniform made from recycled plastic bottles: <https://www.keeplandbeautiful.org/sustainable-development-education/climate-change-education/low-carbon-skills/fashion-and-textiles/>
- The Ellen MacArthur Foundation has a wealth of educational resources focussed on exploring the concept of circular economy: [www.ellenmacarthurfoundation.org](http://www.ellenmacarthurfoundation.org)

## Food and the environment

- Most of us can name foods that are part of a healthy diet, but which of those foods are also good for environmental health both locally and globally? Use Eco-Schools Scotland Food and the Environment topic to explore these issues: <https://www.KeepScotlandBeautiful.org/sustainable-development-education/eco-schools/ten-topics/food-and-environment/>
- Compare and contrast your local food system with the USA's intensive production systems by using our creative enquiry resource and the Parental Guidance rated documentary Food Inc: <https://www.KeepScotlandBeautiful.org/sustainable-development-education/eco-schools/ten-topics/food-and-environment/library/> The Food Inc documentary can be found on You Tube and lasts approx. 95 minutes.
- Explore the potential economic impact of local food production by adapting and playing the Food Projects Local Food Economy Game: <http://thefoodproject.org/activities/food-systems-curriculum>
- Develop a survey to give to members of your community to investigate the choices they make when purchasing food. Work in groups to generate a hypothesis to test with your survey. Process and present your data visually or create an article to show your findings.
- What's in your school bag? Ask your young reporters to share snacks they have in their bags. What do the ingredients tell us about the food miles of this product? How many ingredients are in the snack? Can they name exactly what these ingredients are? Do any of the snacks contain palm oil? If so, what can the young reporters learn about palm oil and its impacts on the environment? Can they become more informed consumers?
- Research different stakeholders' perspectives by developing reasoned and justified points of view on food security in preparation for a role card debate using the 'I'm A Scientist Get Me Out Of Here' resource:  
<https://debate.imascientist.org.uk/files/2013/10/Food-Security-Debate-Kit.pdf>

# SUSTAINABLE DEVELOPMENT GOALS

## United Nations Sustainable Development Goals (SDGs)

- We would like you to join with the rest of the world in working towards achieving the 17 Sustainable Development Goals by 2030. Through your work to attain an Eco-Schools Malaysia Green Flag you will combine your topic work with a focus on one of the goals.
- Watch the World's Largest Lesson as a way to introduce the goals and what we mean by climate justice: <https://sustainabledevelopment.un.org/memberstates/malaysia>
- Discuss with your young reporters a goal that ties into the action plan you have for your Eco-Schools Green Flag journey and develop a plan to help towards achieving this goal.
- Undertake an enquiry into goal 12 (Responsible Consumption and Production) through the concept of circular economy: [www.ellenmacarthurfoundation.org/circular-economy/overview/concept](http://www.ellenmacarthurfoundation.org/circular-economy/overview/concept)



We support the Sustainable Development Goals.

**To promote a green growth agenda to all urban and community stakeholders through programmes, projects and activities that advance sustainable solutions in the form of knowledge, cutting edge technology and innovative financing based solutions.**

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