

UNIVERSITI TEKNOLOGI MARA

**EXPLORING CRITICAL SUCCESS
FACTORS OF EDUCATION FOR
SUSTAINABLE DEVELOPMENT
(ESD): MALAYSIAN ECO-SCHOOLS
AS A CASE STUDY**

AMINA SULEIMAN MOHAMOUD

MSc

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AUTHOR'S DECLARATION

I declare that the work in this thesis was carried out in accordance with the regulations of Universiti Teknologi MARA. It is original and is the results of my own work, unless otherwise indicated or acknowledged as referenced work. This thesis has not been submitted to any other academic institution or non-academic institution for any degree or qualification.

I, hereby, acknowledge that I have been supplied with the Academic Rules and Regulations for Post Graduate, Universiti Teknologi MARA, regulating the conduct of my study and research.

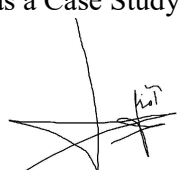
Name of Student : Amina Suleiman Mohamoud

Student I.D. No. : 2017613946

Programme : Master of Science (Business and Management) –
BM750

Faculty : Business and Management

Thesis Title : Exploring Critical Success Factors of Education for
Sustainable Development (ESD): Malaysian Eco-
schools as a Case Study.

Signature of Student : 

Date : June 2021

ABSTRACT

This study seeks to explore the critical success factors of implementing education for sustainable development (ESD) in schools. As the world has realized a move towards sustainability is inevitable, sustainable development (SD) was adopted and headed by the United Nations. To embed the concept of sustainable development in the minds of young people who will be the future generations and to create the best practice and attitude towards environment, education for sustainable development (ESD) was introduced as an approach of teaching and learning in schools. Malaysia has implemented (ESD) and became a member in the Foundation of Environmental Education (FEE) and a member in the Worldwide Fund for Nature (WWF) which is running the eco school program nationally. However, as the uptake of the eco school status and environmental excellence of ‘Green Flag’ award is very low, this gives the hint of the need for these schools to be aware of success factors which can lead to effective implementation of education for sustainable development. Hence, an exploratory research based on grounded theory approach was conducted. The data was attained from interviews with eco leaders of awarded eco schools and with a “program officer” of the eco school program in WWF Malaysia. The findings suggest for a model that consists of 33 critical success factors of implementing (ESD), fulfilled through four main school elements: 1) the eco- committee, 2) the teacher (eco leader), 3) the students and 4) the school management. This model can be used as guidelines for those seeking to effectively implement education for sustainable development in eco-schools. Observational research might be carried out, as future agenda, to witness the influence of these factors when practically applied in real situations and monitor their impact in the process of implementing ESD in schools.

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Firstly, All praise is upon Allah The one who said: **“Read, and your Lord is the Most Generous (3) Who taught by the Pen (4) Taught man that which he knew not (5).** Peace and blessings are upon our prophet Mohammad (peace be upon him), the one who said: **(O Allah benefit me with what You have taught me, and teach me that which will benefit me, and grant me knowledge which will benefit me)** [Collected by an-Nasaa’i 4/444, al-Hakim 1/ 510, Bayhaqi 1/158 & authenticated by Albani in Silsilah No. 3151].

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