



イスカンダル開発地域における 低炭素社会プロジェクトの背景

Background of Low Carbon Society Scenarios Project in Iskandar Malaysia

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自然保護サーティフィケートプログラム
Certificate Programme on Nature Conservation
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ひのでや
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アジア地域における低炭素社会シナリオの開発

Research Project

Development of Low Carbon Society Scenarios for Asian Regions



(Iskandar Regional Development Authority)

Site: Iskandar Malaysia (IM)

Objective:

i. To draw up **key policies and strategies** in guiding the development of Iskandar Malaysia in **mitigating carbon emission**. Transforming Iskandar Malaysia into **a sustainable low carbon metropolis by adopting green growth strategies/roadmap**.

ii. To respond to the nation's aspiration for **ensuring climate-resilient development for sustainability**.

Target Year: 2025 (2005 – 2025)

Resource: Chau Loon Wai, Universiti Teknologi Malaysia, 18 Nov 2018

イスカンダル開発地域における低炭素社会実施計画

2009 – COP 15:
40% GHG Emission
Intensity of GDP by
2020 (base 2005)

2015 – COP 21:
45% GHG Emission
Intensity of GDP by
2030 (base 2005)

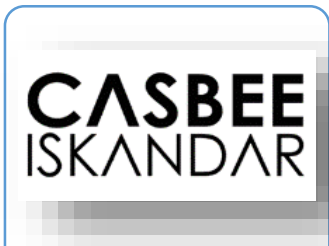


2006 –
Establishment of
the South Johor
Economic Corridor
(SJER), now
Iskandar Malaysia

Resource: Boyd Dionysius Joeman, Iskandar Regional Development Authority (IRDA), 18 Nov 2018



低炭素社会プログラムの実施状況



A comprehensive built environment assessment tool customised for Iskandar Malaysia. **3 CASBEE Manuals** for Building, Municipal & City as well as pilot projects are completed.



Initiated in 2016, **Green Accord Initiative Award** is a recognition for green initiatives in townships, industrial and commercial buildings, and individual property.



Building Energy Monitoring & Reporting System (BEMRS) started in 2016, a collaboration with Tokyo Metropolitan Government and 5 Local Authorities in Iskandar Malaysia.



On-going for the past 5 years. In 2018, there is an increase to 400 schools with 40,000 students involved. **Winner of RCE Okayama Global Award 2018.**



Sungai Pulai Management Plan is completed in 2017 with an aim to ensure the Ramsar site is well managed and serves as a carbon sink for IM.



IM Partnership for Interdisciplinary Studies on Shoreline Ecosystems aims to streamline coastal initiatives from public, private, local and scientific communities.



Green Economy Guidelines are prepared for IM 9 promoted sectors. Implementation is being done through advisory, business seminars, green projects etc.



Responsible Tourism Development And Biodiversity Conservation Started in Kg. Sg. Melayu, it is duplicated in other coastal areas of IM.



A collaboration between **Pontian and Toyama City** under the Future City Initiative, the **first floating hybrid mini hydro system in Asia** was installed on 21 February 2018 with a capacity of 1000W.



- i. Integrated Coastal Erosion Prevention Plan for Tg. Piai;
- ii. Gazettement of Sg. Pulai as a State Park;
- iii. Strategic enhancement of Kukup Island as a premier ecotourism destination.

京都市こどもエコライフチャレンジをマレーシアへ

第3種郵便物認可 京 都 市

京の環境教育 マレーシアへ

NPOなど考案「こどもエコライフチャレンジ」



温暖化防止へ期待

ごみ削減、節電 地域や家庭で実践

京都市の小学生が環境保護に取り組む教育プログラム「こどもエコライフチャレンジ」が初めて海外で採用され、年内にマレーシアで行われる。プログラムを考案した京都のNPO法人などは「世界規模で地球温暖化防止を目指す新たなチャンス」と期待している。

「こどもエコライフチャレンジ」について意見を交わすNPO職員や、イスカンダル開発地域の担当者(京都市中京区)

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び地域や家庭で実践する内容で、現在は市内の全小学校168校で実施している。

採用するのは、マレーシア・イスカンダル開発地域。環境保護と両立した経済発展を目指す。25年までに約40%の温室効果ガス削減を目標に掲げる。担当者が昨年9月に京都市や北九州市の環境施策を視察し、「京都での環境対策の積み重ねを生かしたい」と採用を決めた。

イスカンダル地域の担当者らがこのほど、京都を訪れ、NPO法人職員らと懇談。同地域のイスマ・アスワンさん(41)は「環境にやさしい一流のまちを形成するきっかけにしたい」と話していた。

(岸慶太)

May 2013 Kyoto Newspaper
京都新聞 2013年5月

京のエコ教育 海越え実践 マレーシア児童ら市役所訪問



門川市長に取り組みを報告するマレーシア・イスカンダル開発地域の訪問団(京都市中京区・市役所)

京都市立の全小学校で取り組む環境教育プログラム「こどもエコライフチャレンジ」を、中京区の市役所で表敬訪問した。

をテキストで学び、家庭で実践する取り組みで、マレーシア版をつくり、9月から10月、同地域のモデル校23校で実践した。2015年度には全校に広げるといふ。

この日、イスカンダル地域開発庁のイスマ・アスワン副長官やチートン小の6年生5人らが訪れ、アスワン副長官が「京都市の協力なしではできなかった」と謝意を伝えた。

門川大作市長は「3年間、全校に広げるスピード感に感動している。私たちも学びたい」と応じていた。訪問団は19日、川岡小(西京区)でエコライフチャレンジ授業に参加する。

(寺内嗣)

Dec 2013 Kyoto Newspaper
京都新聞 2013年12月

低炭素社会コミュニティ活動に関する視察



Ministry of the Environment (MOE) Courtesy Call @ the Global Environment Bureau



Meeting of Japan-Malaysia Experts for Information Exchange on the Role of Environmental Education for a Sustainable Low-Carbon Society @ the JST Tokyo HQ Annex



Environmental Education at Tama City Minami-Tsurumaki Elementary School and UNESCO



Associated School @ Tama City Minami-Tsurumaki Elementary School



Role of Education for a Low-Carbon Society in the Community @ Eco Gallery Shinjuku



Tour of Miyako Ecology Center and Special Seminar, Environmental Education Initiative in Kyoto City @ Miyako Ecology Center



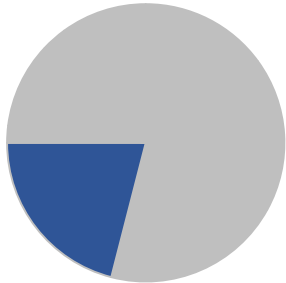
Environmental Activities at a Nursery School @ Kyoto City Oyake Nursery School



Observation of Eco Life Challenge Lessons @ Kyoto City Suzuka Daihachi Elementary School



Action 6.0: Low Carbon Lifestyle



2,727 ktCO₂eq

21%



Low carbon lifestyle refers to working and living in a sustainable way of daily life. This means that having a low cost working/ living that comprises less carbon foot print per person, a pure, healthy and natural environment. The behaviours and utilization of resources by an individual, organization or community that produce low carbon emission and give a minimum impact to the environment and enhance low carbon development.

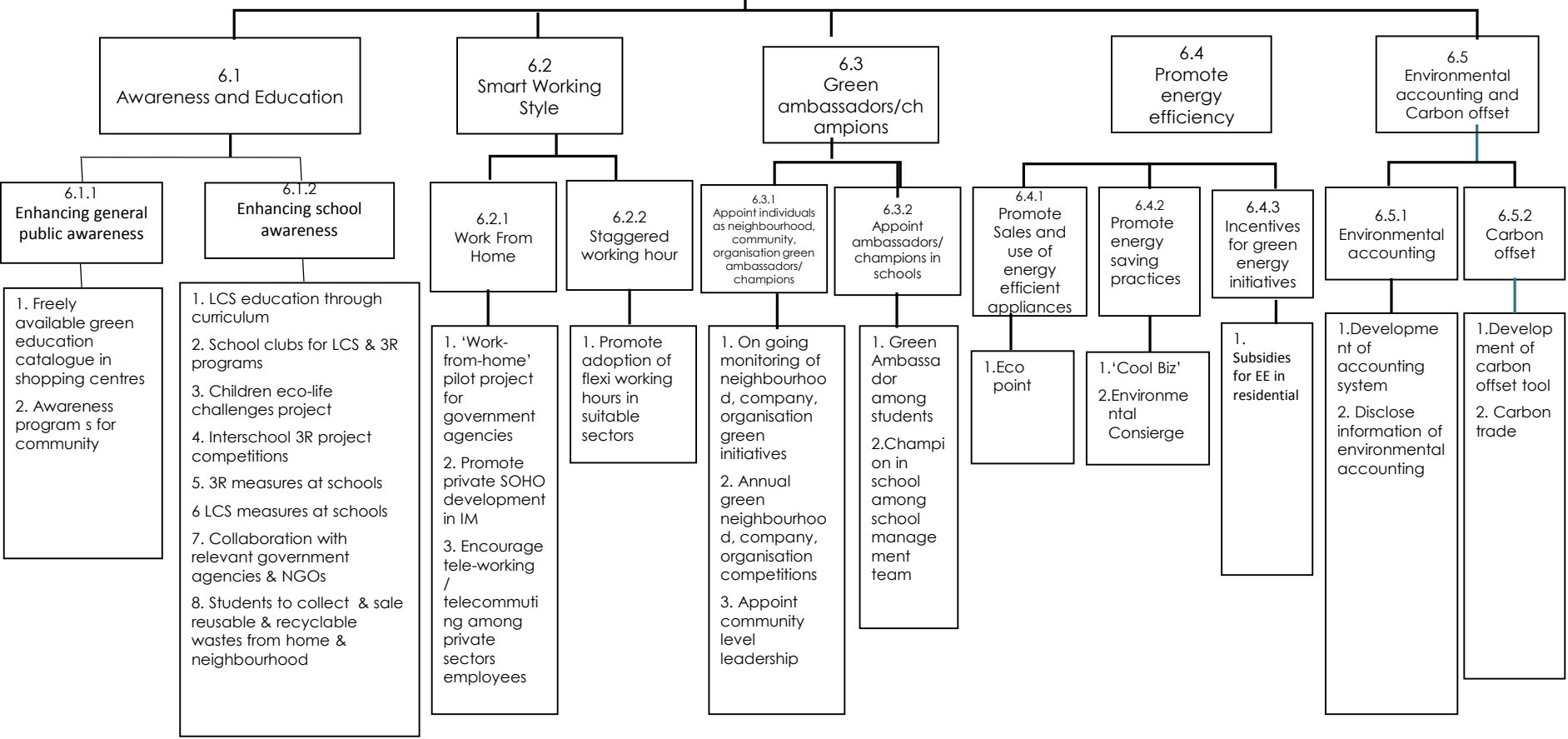
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Sub-actions		Measures
1	Awareness through Education	Enhancing general public awareness
		Enhancing school children awareness
2	Smart Working Style	Work from home
		Staggered working hour
3	Promote Energy Efficiency	Promote sales and use of energy efficient appliances
		Promote energy saving practices
		Incentives for green energy initiatives
4	Promote "Smart Travel Choices"	Public information on "Smart Travel Choices"
5	Stock-taking for Low Carbon Lifestyle	Promote self management of lifestyle to monitor CO ₂ emission and expenditure in residential and community

アクション6: 低炭素ライフスタイル

Action 6: Low Carbon Lifestyle

1. Energy service demand reduction
2. EEI (Transportation sector)
3. EEI (Residential and commercial sectors)
4. EEI (Government and commercial sectors)
5. Household waste reduction/recycling





Children Eco-Life Challenge project



Enhancing school children awareness



Awareness through Education



Low Carbon Life Style



Green Community

IM Vision: a Strong, Sustainable
metropolis of International standing

First winner experienced ELC in Kyoto 初年度ELC優勝校による京都市訪問

5 student ambassadors who were winner of Eco-Life Challenge visited Kyoto city in 2013



京都市訪問の振り返り学習

Iskandar Malaysia Eco-Life Challenge 2013 Winning EAM-Kyoto Visit Reflection learning

21 Dec 2013

Name Ling Sing Ng リンゼン

Let's write down about this photo in Miyako Ecology Center.



1) This photo is about the people use the solar energy to produced the lights.



2) This photo is about there are some money in the tray. It can be their collection.

Let's write down what you have noticed or found in Eco-Life Challenge Preliminary session at Kawaoka Primary School.

Keywords: Reduce, Select, Change, Global warming, 2°C/temperature, Himalayas, flood in Arashiyama, Global average temperature, CO2, Seasonal foods,

I have noticed they had learn about the cause of global warming. Besides, they also reduce, select and change their mind to use the object.

Let's write down what you are interested in Eco-Life Challenge Preliminary session at Kawaoka Primary School.

Keywords: Volunteers talks, Pictures, Photos, Graphs, Movie, Hands sign, Students comments, Quiz (1-3) and Explanation, Character,

I am interested in the pictures, photos, students comments and quiz (1-3) and explanation. It was because they could tricked into my mind and heart.

I thought all of these ~~are~~ were very creative.

リンゼン Ling Sing Ng リンゼン

Group Work: Let's discuss how people leading a Low Carbon Lifestyle helps to address global warming.

We had known to reduce the plastic bags, and use more eco-bag. Besides, we would also select the right object to save the earth, liked the things could reuse or recycle. Last, we should change our mind.

Let's write down what you have noticed or found about the Low Carbon Lifestyle in Kyoto.

Keywords: Electricity, Water, Vehicles or Transportation, Waste, Eco-Cooking, Recycling, Eco-friendly things, Renewable Energy, Plants

I have noticed about the water was collected from the rain. I found that the people would walk or cycling in a short distance. Besides, I had seen many about Eco-friendly things.

Now you know that living an Eco-Life is important to save the Earth. You want to tell your family, friends and teachers to live an 'Eco-Life' too. How will you do it after going back from Kyoto?

I want to tell my friends by using the facebook, email or others. I also want to put some pictures and ~~some~~ information on website. I must invite my family to know that living an Eco-life is important to save the earth.

Please give your comments freely about Kyoto Manabinomachi ikikata tankyukan, Kyoto Aquarium, Arashiyama, Kyoto International Manga Musium, Kyoto City Disaster Prevention Center.

I liked the Kyoto City Disaster Prevention Center the most because I could experience the **lot** of disaster, and known to protect myself. For example, the earthquake and strong wind. Then, I also liked the Kyoto Aquarium very much. It was because I could see the fish, the sea creature with my naked eyes.

Thank you very much! National Institute for Environmental Studies, Japan

京都市訪問の振り返り学習

“After going back to Malaysia, if you want to tell to live an ‘Eco-Life’ to your family, friends and teachers, how do you tell them?”

京都市訪問の振り返り学習



Ling Sing Ng

京都市訪問の振り返り学習

I want to tell my friends by using the facebook, e-mail or others.

I also want to put some pictures and information on website.

I must invite my family to know that living an Eco-Life is important to save the earth.

Ling Sing Ng



I will discuss with family to reduce the usage of plastic bag. I will also use my facebook to tell my friends that it is very important to save the earth. I will also tell the teacher for always use the both sides of papers.

Koh Mei Xin

Joanne Lim I will post the Knowledge that I have learnt on facebook. I also will tell my parents about what have happens in the earth.

- 1. We can tell our experience to our friend in facebook.**
- 2. We must tell our family that we must present global warming to live a healthy lifestyle. And we must live a Eco Life to prevent global warming.**

Bernise Leong Qian Hui

Ewe Ken Gy I will post some photo of eco life on facebook, indicated the serious of the Global Warming to my friend. I will also discuss with my family to change the lifestyle.



ステューデントアンバサダーのレポート

Day 3(19/12/13)

Kawaoka Primary School

"We arrived at the school that day to have a seminar on environmental protection



Day 4

We went to the K... there at 10:10am... children. Later, at... learned that to red... steps: 1. reduce, 3... vegetable oil can be




I am very glad to see the electric car in kyoto

"That is a very environmentally friendly cars



DAY 2:

VENUE 1: OBSERVATION OF MIYAKO ECOLOGY CENTER

-  Surprise when knowing that there is up to 397 bottles in 500ml which a person uses in one day.
-  The main energy of this center is solar energy. This center also washes the toilets in the center with the rainwater.
-  We also had a special seminar to know how the Eco-life Challenge is practiced in Japan and Malaysia.

THE MIYAKO ECOLOGY CENTER





After that, we went to Kyoto city hall to meet the Mayor of Kyoto. The Mayor of Kyoto was very kind and friendly. We represented Malaysia to interact with the Mayor. Next, we exchanged the gifts with each other.



DAY 3:

VENUE 2: KYOTO MANABINOMACHI IKIKATA TANYUKAN JAPANESE

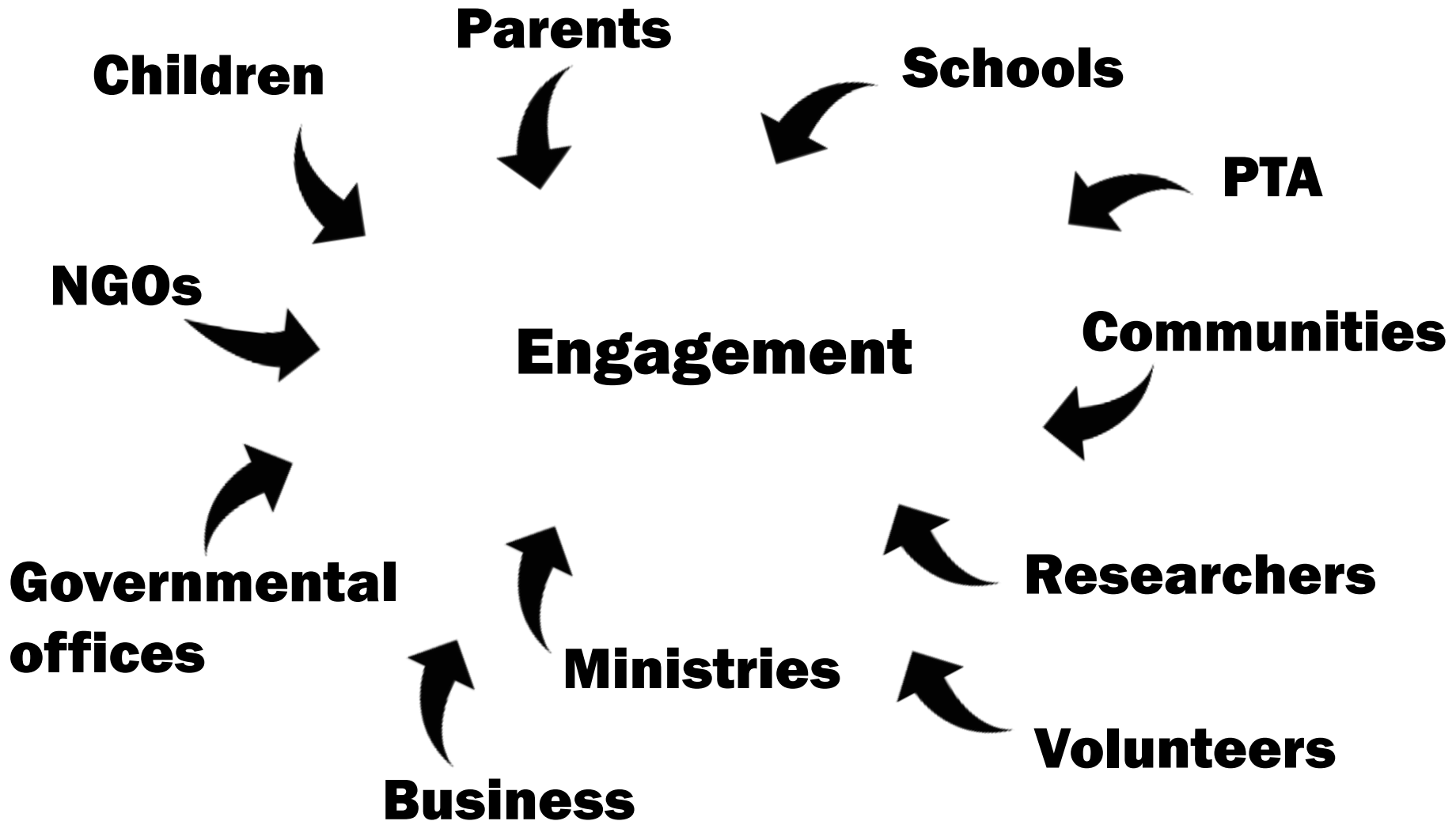
-  We had the opportunity to get the experiences of various occupations from this student city which is like the Kidzania in Malaysia.
-  We also learnt to present what's on our minds ourselves.



During the class break, I was happy to sit with the school kids and had lunch with a very cute girl.



How to involve the stakeholders?



Terima kasih!



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