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Guide to

enviro challenge 2021

Part II: How to form a Single-use Plastic Free Ecosystem

www.dietkantongplastik.info

envir⊙challenge

from your school to the environment

about **enviro**challenge

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A brief history on **enviro**challenge begins in 2016 where an organization known as Gerakan Indonesia Diet Kantong Plastik (meaning Indonesian Plastic Bag Diet Movement, known by the acronym GIDKP) created this program to empower young people just like the person who is reading this, you! An initiative that aims to enable others to take real action in mitigating environmental issues that we can no longer ignore. Together with supporting collaborators, the **enviro**challenge team visited dozens of schools across Indonesia to share how.

BANDUNG RAYA

JABODETABEK

BALI
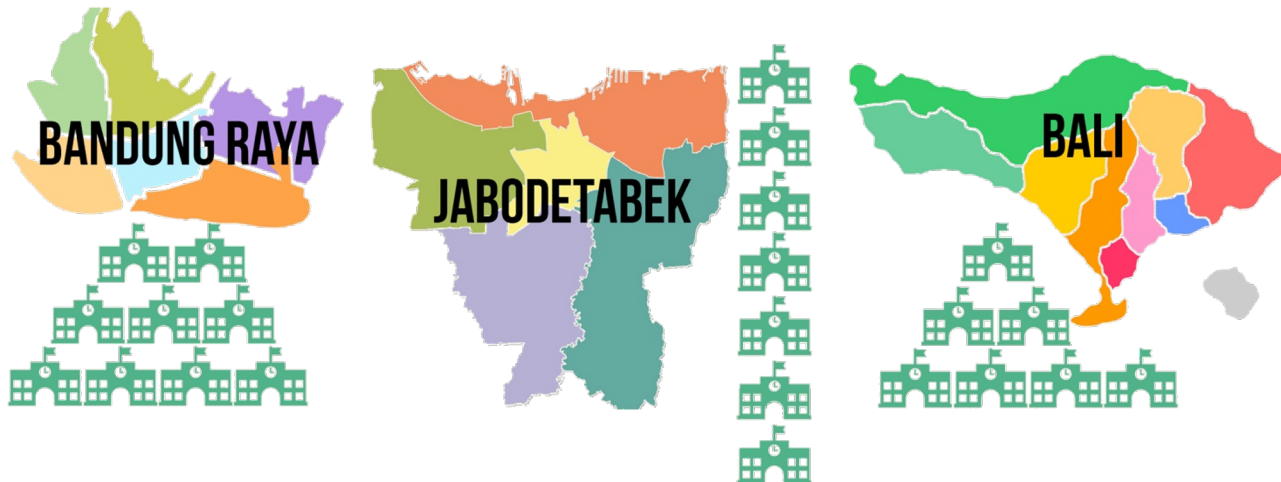
What does envirochallenge do?

Identifying environmental problems (focusing on plastic pollution) to create direct collaborative action and reaction programs as solutions through whole school participation from the principal, teachers, to employees, that is centered on the students, together with our team of facilitators.

Since 2016, **envirochallenge**'s objective is to implement Sustainable Development Goals (SDGs), known in Indonesia as *Tujuan Pembangunan Berkelanjutan* (TPB), into real action whilst supporting the empowerment of today's young people to become tomorrow's agents of change.
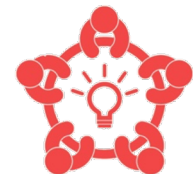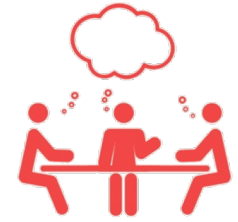
The pandemic that has been in effect since 2020 is of course also related to sustainability issues that we have faced for a very long time but are now showing direct significant impact on our environment, society, and economy. Even with increased challenge of limitations, can **envirochallenge** still be done? The answer is yes.

Pointers on using this module

1. It is recommended to use electronic devices such as computers, laptops, mobile phones, or tablets. If it is more convenient to print, please use two-sided pages.

2. Invite school friends, teachers, or even parents to join in reading and doing this module together.

3. It is recommended to read the **enviro**challenge modules in order beginning from volume I.

4. Make sure that your electronic device is connected to the internet so that you can access short films and external documents through the links provided. This sign ⚡ indicates that the writing is also a link that can be clicked connecting files via the internet.

contents

I. A Stimulative Opening

Even though at this time we have not been able to meet in person, we would like to give you an overview from previous years of the activities we do every time we get to visit schools. The following short film is a summary of the activities carried out both from the introduction of environmental issues touched in Part I of the 2021 **enviro****challenge** guidelines, to efforts in creating solutions that will be further discussed in Part II.

Please click on the writing below "Diet Kantong Plastik" that will direct you to the short film channel of "EnviroChallenge 2019: From Your School to The Environment". If you are unable to click it, kindly open your internet browser and type http://bit.ly/YTDietKantongPlastik

* This short film is only available in Indonesian. Kindly seek a translator if you are English native.

▶️ <u>**Diet Kantong Plastik**</u>

Image: Gerakan Indonesia Diet Kantong Plastik

As simple as reviewing our daily habits in our day-to-day lives can have a significant positive impact in creating a better future

Image: materialkitchen.com

Image: mykitchenmall.com

Through the **enviro challenge** program, we hope to continue stimulating systematic and effective change in schools, even from home

Gambar: garasiopa.com

Whether as a school unit or individual, **enviro**challenge can still be conducted through this guide

Image: ShutterShock

Image: Grid.ID

Luckily, because of human intelligence, almost everything that single-use has a reusable alternative

Image: farmhouseonboone.com

Image: Shamsuddintowels.com

In the previous module, we tried to give an **Introduction** to environmental issues, specifically regarding single-use plastics through news articles, short films, and an interactive app. It wasn't all bad news, there is evidence of progress in the handling of these issues, although much support from various parties is still needed, especially from young people.

In this module, we will focus on

How to form a Single-use Plastic Free Ecosystem

What can young people really do through **enviro**challenge, even more so challenging due to certain limitations? Perhaps some parts may need to be readjusted, but taking action starts from your own self, which is very doable even from home.
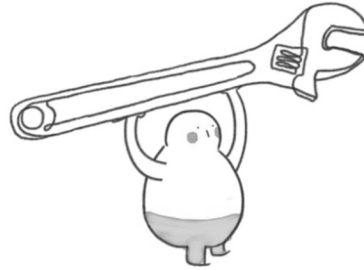
# II. Outline towards a Single-Use Plastic Free Ecosystem

Based on the several years **envirochallenge** has run, below is an outline towards forming a single-use plastic free school ecosystem.
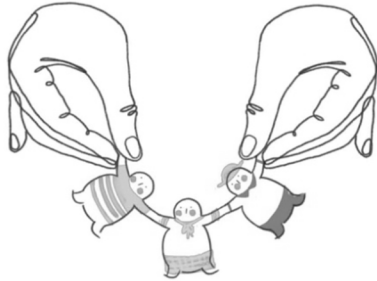
Step 1: form a **team committee** in your school campus

Step 2: waste issue analysis: identifying the specific waste issue(s), and conducting preliminary measures in relation to the waste issue
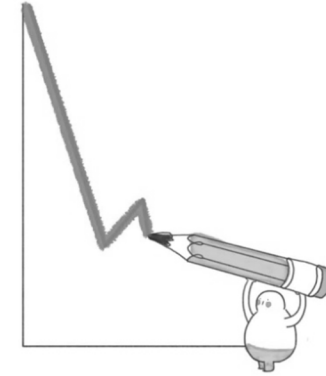
Step 3: **program planning**: develop objectives, strategies, tactics, and action plans
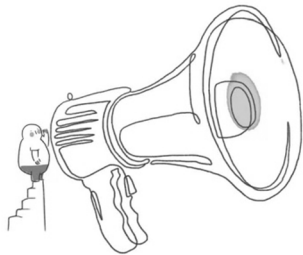
Step 4: **program implementation**: communicate your program both internally and externally, collaborate (with school management and teachers), and carry out your program activities
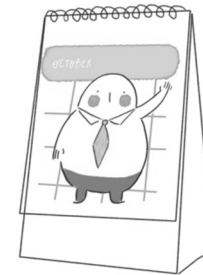
Langkah 5: **monitoring and evaluation**: during program implementation, measure the success rate of your program based on predetermined indicators

Image source: www.breakfreefromplastic.org

II.1 Step 1: Team Committee

Let us begin! **Step 1** is to determine members of a team committee who will be leading program implementation. On a different perspective, when talking about who is responsible for solving the school's identified waste issue(s), it certainly applies to all campus residents as being part, whether small or large, of the problem or solution, which therefore requires everyone's participation. However, for maximum effectivity in implementation, it would be wise to use an organizational structure.

You can start with the formation of a group, or you can start yourself as a prelude. Even if you choose to start yourself, coordination with school residents will still be required be it fellow students, teachers, and school management. It can start with an idea, enthusiasm, or motivation, which is then supported by corresponding coordination, that can then be rolled out to organically form a committee group.

Once its all been determined, it is now time to move forward to the next step!

II.2 Step 2: Waste Issue Analysis

After determining the persons in charge for leading the school program, we now need to identify the problem. Broadly speaking, **enviro**challenge focuses on waste issues, regarding its widely disposable one-time use nature and management aspects. The basis of a strategic program in meeting the needs of your school campus, is to determine clear problems so that clear causes and consequences can be known. This will greatly streamline the process and can increase the effectiveness program preparation.

An alternative interesting way to analyze these necessities is to use a problem tree framework. This activity is usually done in groups, so we suggest it is done with fellow school residents through direct or virtual discussions.
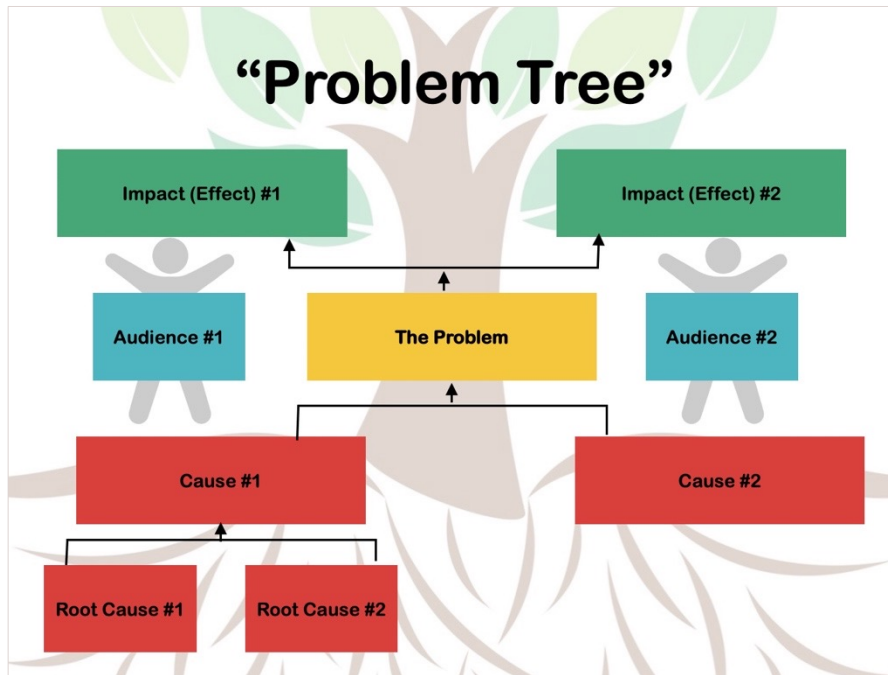
"Problem Tree"

The Problem Tree is a supporting framework to the log frame as illustrated on the left. By following the tree framework, the problem (tree stem) along with the pathway to the causes (roots) and impacts (branches) are all made clear.

Making the problem tree is ideally done in groups by preparing these materials:
- a blank A3 size paper
- 4 packs of color sticky notes
- 1 set of markers

By examining select problem cases, a problem tree is made on A3 paper using sticky notes according to the color of the components (the causes are red, the problem is yellow, and the effects are green) and written with a black marker. And the audience and parties related to the problem can be scattered around the tree (using blue sticky notes).

"Problem Tree"

Impact (Effect) #1

Impact (Effect) #2

Audience #1

The Problem

Audience #2

Cause #1

Cause #2

Root Cause #1

Root Cause #2
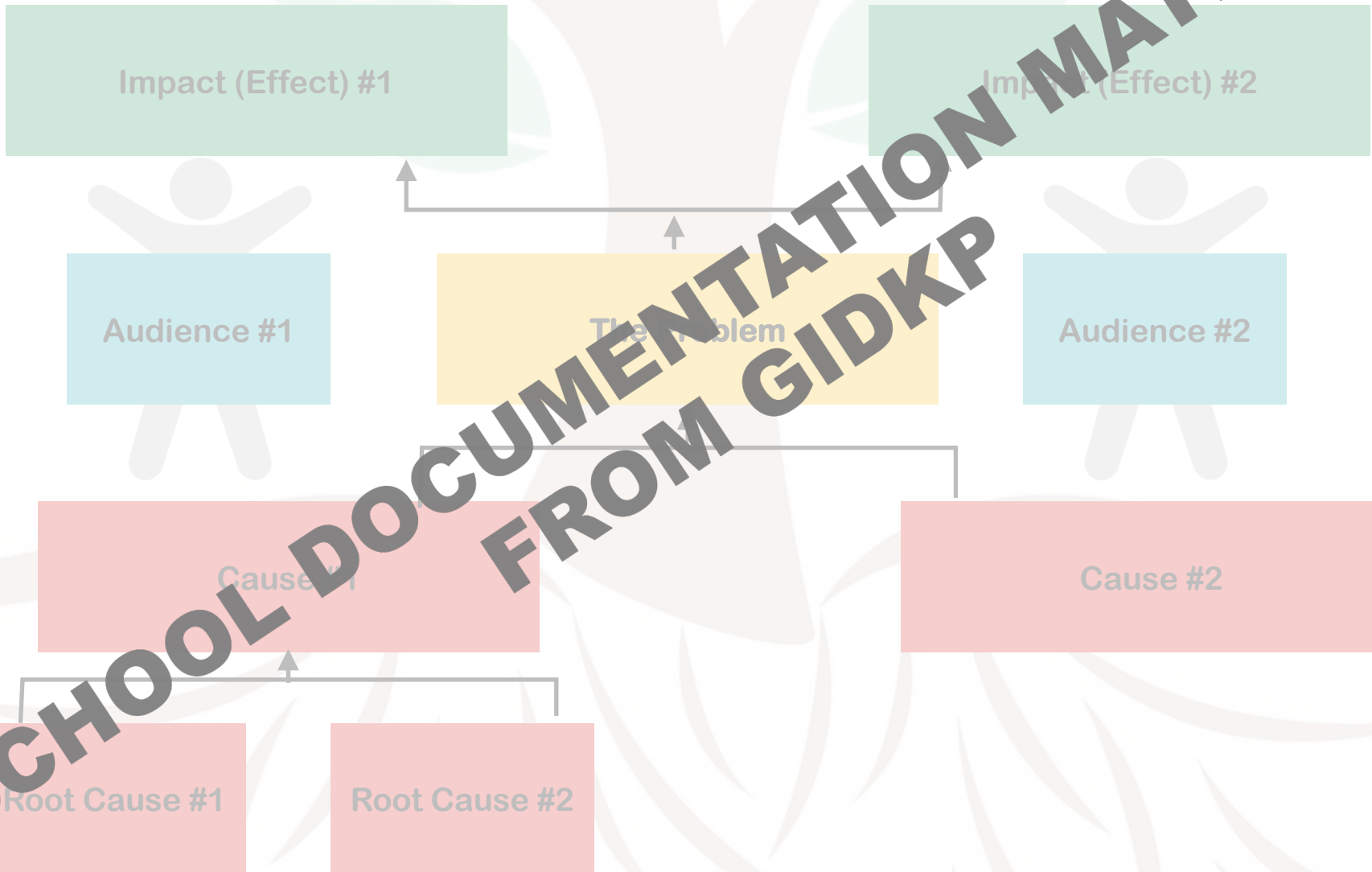
After completing the problem tree, the next step is to analyze the objective and missions. As easy as flipping your hand, this analysis can be done by changing the problem tree input language into "positive" language, so that the problem tree can become an <u>objective tree</u> framework.

"Objective Tree"

| Mission #1 | | Mission #2 |

| Audience #1 | Objective | Audience #2 |

| Outcome #1 | | Outcome #2 |

| Output/Input #1 | Output/Input #2 |
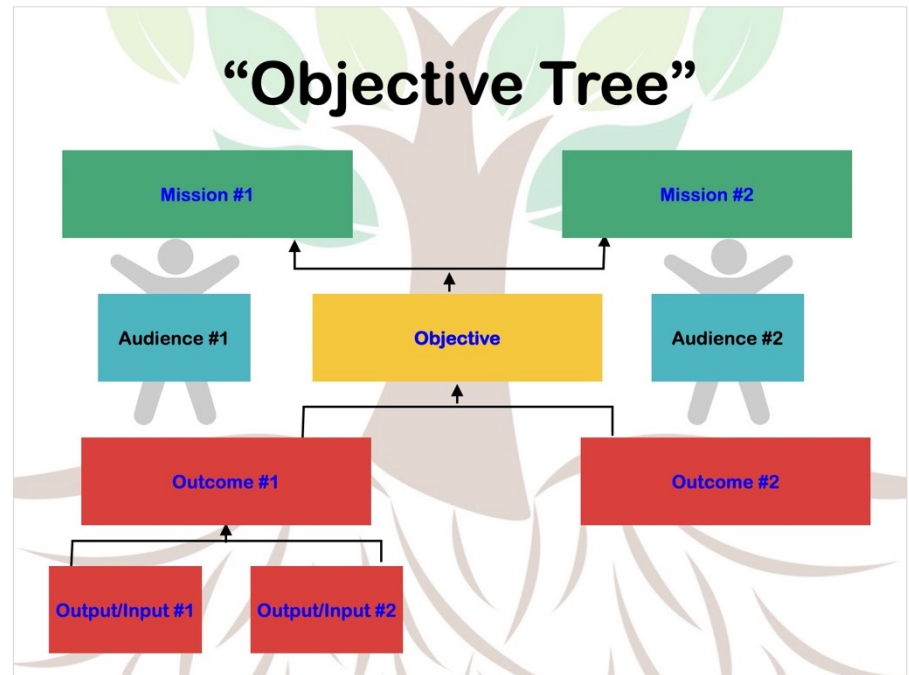
The problem causes become supporting outcomes, the problem becomes the objective, and the problem impacts become missions. You can use the same color sticky notes in making this framework but written with a blue marker. The parties and/or audience do not change, but their positions can be adjusted if necessary.

Technical notes of materials, both in making the problem tree and objective tree, from paper size, paper color, and color markers, does not mean that it cannot be improvised, considering the various limitations and availability of certain materials. The most important aspect in making these tree frameworks is being able to distinguish components from one another.

"Objective Tree"
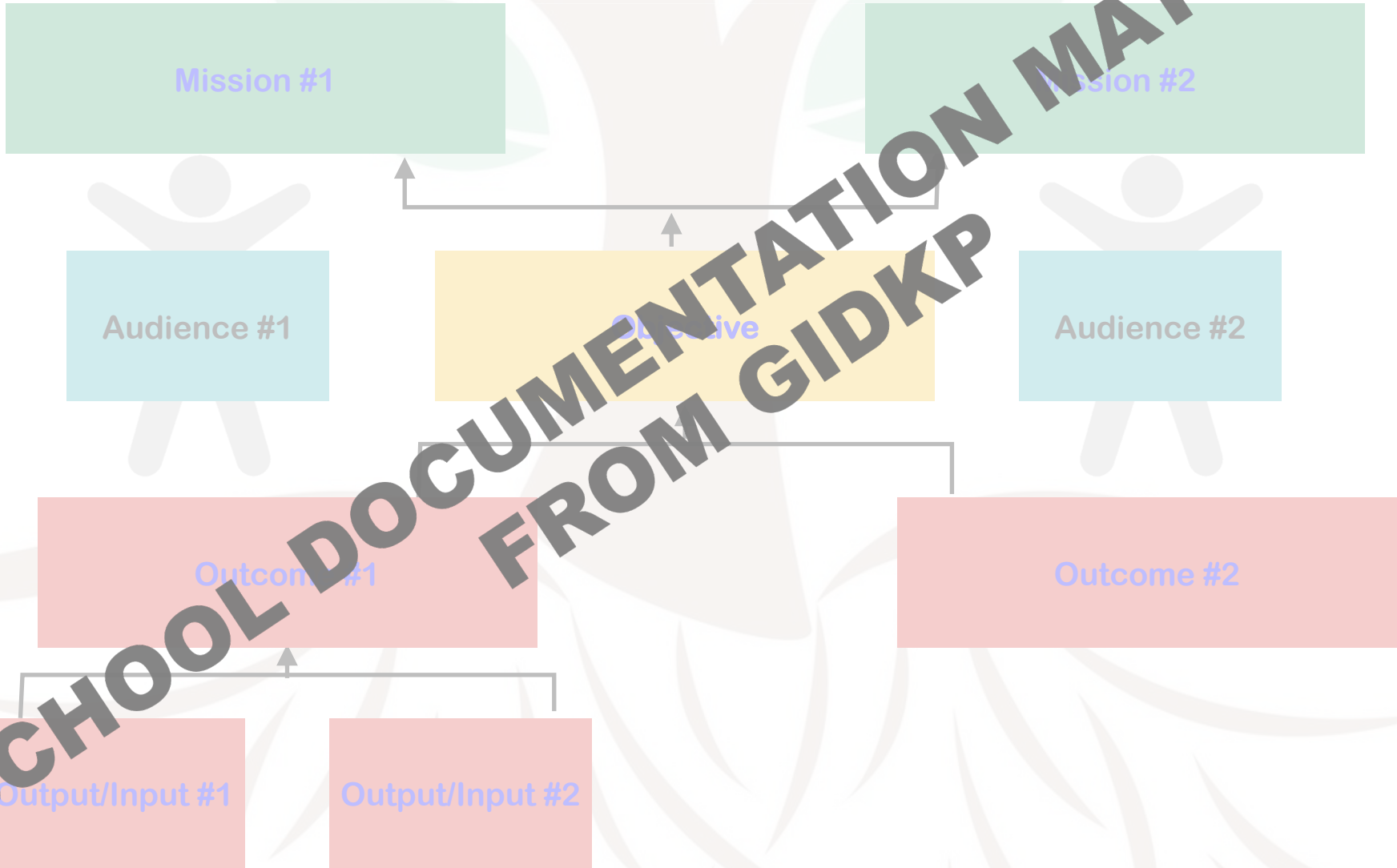
Mission #1

Mission #2

Audience #1

Objective

Audience #2

Outcome #1

Outcome #2

Output/Input #1

Output/Input #2

Findings from the objective tree of each school group or individual are always unique and should be made as organically as possible with supervised facilitation. However, considering that the **enviro****challenge** team cannot facilitate directly, in this guide, we would like to provide some notes.

Sometimes there is are misinterpretations between missions (effects) and the objective (problem), even with the outcomes (causes) in the making of the objective tree (problem tree). Therefore, it would wise to use sticky notes so you can adjust positions when necessary.

The missions in the previous objective tree which are impacts in the problem tree, should be of macro-level or be of an umbrella characteristic. Whereas the objective and outcomes, which previously were the problem and causes, are of micro-level or specific.

In enriching your knowledge of waste issues In Indonesia, especially inorganic waste which is often of the same materials found in single-use waste, it would be best to better know the various types of inorganic waste as described by the Ministry of Environment and Forestry in PermenLHK P.75 of 2019

Aluminium cans

Paper

Glass

Plastic

Polyethylene (PE):
1. High Density Polyethylene (HDPE)
2. Low Density Polyethylene (LDPE)

Polyethylene terephthalate (PET)
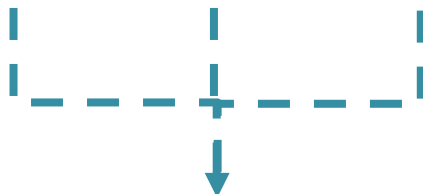
Polyvinyl-chloride (PVC)

Polypropylene (PP)

Polystyrene (PS) - Styrofoam

Restrictions to prohibition of use as products, packaging, and/or containers effective on January 1, 2030

Source: PPT Sosialiasasi PermenLHK P.75 Tahun 2019 oleh Dr. Novrizal Tahar (Dokumentasi Trash Hero Indonesia)

Behaviour Change Indicator Recording Sheet

ENVIROCHALLENGE 2019

Name of School : _____
Region : _____

Person in Charge : _____   Month : _____
Supervising Teacher : _____   Week : _____

Indicator : _____

No.	Date	Quantity		No.	Date	Quantity

(City/District), (Date)

Signature

(Name of Supervising Teacher)

As a validation to the obtained results of the problem tree and objective tree, accompanied by the provided knowledge from PermenLHK P.75 of 2019, it would be best to also obtain initial data to establish a starter indicator in measuring the level of success of the program to be designed.

Any data would be fine so long as it is measurable which may include but is not limited to the weight of waste, amount of waste, as well as surveys on the behavior of school residents. The program can adapt, but the issues identified along with the data obtained are fixed. Whether to be measured in one or several days, is the decision of the program team.

The sheet shown to the left is an **envirochallenge** program example measurement evaluation that can be used from this step of the program.

II.3 Step 3: Program Planning

From your obtained data, we now enter the main material of this module, that is **Step 3 making a good program plan**.

A good program plan according to **enviro challenge**
can be learnt by looking at the commencement of several GIDKP programs,
Which can be divided into the following five points.

A SOLID FOUNDATION
DISTINCT PROBLEM (OBJECTIVE)
DISTINCT CAUSE & EFFECT
CLEAR ACTION PLAN
IDENTIFIED PROGRAM SUPPORT & IMPACT

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A SOLID FOUNDATION

Every good program is based on a solid foundation. This is supported by good data, motivation, and materials. The basis of a program does not have to be complex, on the contrary a simple but focused basis is proven to be more effective. By combining the information obtained from the first module of the **enviro**challenge 2021 guide on environmental issues, choice of sustainable development goals (also known as SGDs), as well as audits of waste that were carried out previously, altogether can become **A SOLID FOUNDATION**.

DISTINCT PROBLEM (OBJECTIVE)

Distinct programs are made by distinct problems. When a problem is clear, the solution to the problem becomes clear as well as the program objective. Being distinctive and clear means being specific and direct.

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DISTINCT CAUSE & EFFECT

Good program management is based on a clear understanding of both the causes and effects to the problem trying to be solved through the program. Understanding both sides makes a good framework for planning program action plans.

CLEAR ACTION PLAN

Clear understanding of the "how" is not as simple as knowing how, but by comprehending a step-by-step action plan with detailed explanations so that program activities can be carried out effectively.

IDENTIFIED PROGRAM SUPPORT & IMPACT

In order for the program activities to be carried out smoothly, it is necessary to provide support and be well informed of possible program impacts. By knowing both, the preparation and forecasting of program results can be anticipated properly.

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II.3.1 Log Frame Introduction

Out of the four points of **making a good program plan**,
aside from the first point, which are

DISTINCT PROBLEM (OBJECTIVE)
DISTINCT CAUSE & EFFECT
CLEAR ACTION PLAN
IDENTIFIED PROGRAM SUPPORT & IMPACT

we will be using a framework thinking tool known as logical framework approach,
known in short as

log frame

In short, log frame is a supporting framework for planning and managing development programs. First developed by USAID (US Agency for International Development) in 1969. It is in the from of a table (or framework) that aims to clarify information on key components of a program in a clear, concise, logical, and systematic way (so that causal relationships are identified), through seven steps illustrated on the following page, the log frame is divided into two phases, namely (1) analytical phase and (2) program design phase.

LOG FRAME

7 steps...
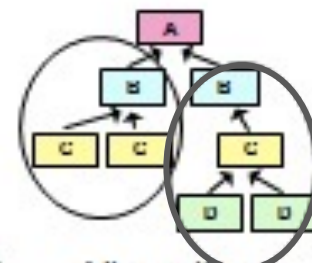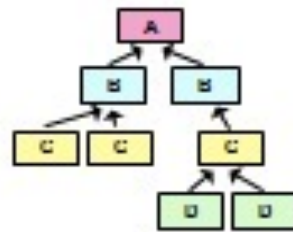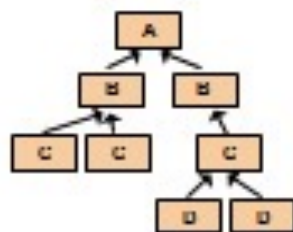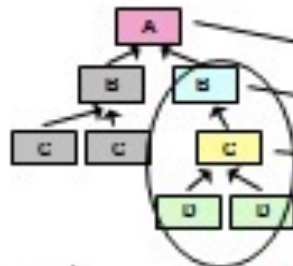
Analytical phase:
Stakeholder analysis → Problem analysis → Objectives analysis → Alternatives analysis

Design phase:
Defining the project elements → Assumptions and risks → Indicators and means of verification

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II.3.2 Analytical Phase

It is common for the log frame activity to be made in groups. However, as stated earlier, you may try it yourself first, but again, this process is also inseparable from coordination with fellow students, teachers, and school management.

Firstly, we will focus on the analytical phase, starting from the analysis of related parties and audience, followed by an analysis of the problem itself to determine **DISTINCT PROBLEM (OBJECTIVE)** and **DISTINCT CAUSE & EFFECT**

There are various ways to get results for this phase. However, without realizing, you have already discovered these results by means of the problem tree framework activity you had previously done in Step 2. The results obtained from the objective tree can be used as results to begin filling in the log frame table in the program design phase.

Image source: www.breakfreefromplastic.org
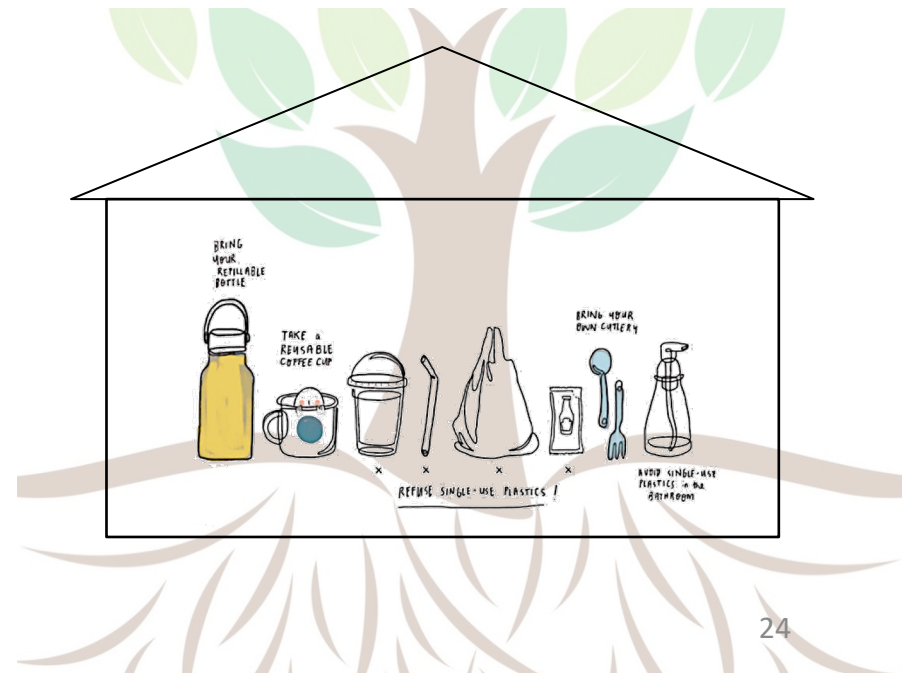
II.3.2 Program Design Phase

Following up on the next points to **making a good program plan**, we now enter the program design phase of the log frame. In the previous steps, you analyzed a problem and impacts to become an objective and missions. Some results selected from the objective tree will be used to begin filling in the log frame table in order to determine a

CLEAR ACTION PLAN
along with **IDENTIFIED PROGRAM SUPPORT & IMPACT**

When the log frame table is viewed line by line, a systematic visualization of logical cause-and-effect relationships between items can be seen, which can be used as framework for a program initiative. Starting from the bottom moving upward to achieve the program missions, as illustrated in table image below.

Program Description	Indicators (measuring success)	Sources & Means of Verification	Assumptions
Overall Objective (Mission)	When the OBJECTIVE is achieved; Thus, contributing to the success of the MISSION		
Immediate Objective (Outcome)	When OUTPUTS are produced; The OBJECTIVE can be achieved		
Outputs (Supporting Outcomes)	When necessary INPUTS are provided; Then OUTPUTS can be produced		
Inputs (Supporting Outputs)	When reliable RESOURCES are provided; Then proper INPUTS can be met		

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Program Description	Indicators (measuring success)	Sources & Means Of Verification	Assumptions
Mission (Overall Objective)			
Immediate Objective (Outcome)			
Outputs (Supporting Outcomes)			
Inputs (Supporting Outputs)			

At the program design phase, filling in the log frame table is divided into three parts per column sections.
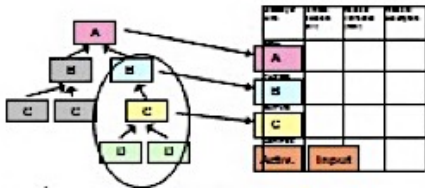
PROGRAM DESCRIPTION COLUMN : IDENTIFYING PROGRAM ELEMENTS

The log frame table starts with filling in the program description column.

Based on the results from the 'objective tree', the working group is asked to review and choose a maximum of two missions they want to achieve, one specific objective, several outputs or supporting outcomes, and several activity inputs or supporting outputs.

Program Description	Indicators (measuring success)	Sources & Means Of Verification	Assumptions
Mission (Overall Objective) Explanation of the overall impact you want to achieve			
Immediate Objective (Outcome) Explanation of specific a program objective, so that the impact can be achieved			
Outputs (Supporting Outcomes) Activity results to be achieved to support the program objective			
Inputs (Supporting Outputs) Activities and key resources required to achieve desired results			

Program Description	Indicators (measuring success)	Sources & Means Of Verification	Assumptions
Mission (Overall Objective) Better agricultural income			
Immediate Objective (Outcome) Optimization of soil quality and water supply through reforestation efforts			
Outputs (Supporting Outcomes) - Maintain soil fertility - Reduce illegal logging			
Inputs (Supporting Outputs) - Workforce - Plantation of local forest specialties - Plantation inauguration			

ASSUMPTIONS COLUMN : IDENTIFYING ASSUMPTIONS AND RISKS

After filling in the program description column, next to be filled in is the assumptions column.

In the assumptions column, participants are asked to consider certain parties, conditions, or aspects beyond the control of the program boundaries that can have a bad or good effect on the inline points contained in the program description column.

Program Description	Indicators (measuring success)	Sources & Means Of Verification	Assumptions
Mission (Overall Objective) — Explanation of the overall impact you want to achieve			Factors beyond control that may affect impact (good or bad)
Immediate Objective (Outcome) — Explanation of specific a program objective, so that the impact can be achieved			Factors or parties outside the program that can affect the achievement of specific program objective
Outputs (Supporting Outcomes) — Activity results to be achieved to support the program objective			Conditions and situations that need to be considered in order to achieve results of activities on time
Inputs (Supporting Outputs) — Activities and key resources required to achieve desired results			What conditions and situations must be realized before activity preparation can be carried out

Program Description	Indicators (measuring success)	Sources & Means Of Verification	Assumptions
Mission (Overall Objective) Better agricultural income			Availability of third-party services to improve the quality of agricultural land
Immediate Objective (Outcome) Optimization of soil quality and water supply through reforestation efforts			- Land use policy - Family planning
Outputs (Supporting Outcomes) - Maintain soil fertility - Reduce illegal logging			- The level of soil fertility can reduce land degradation
Inputs (Supporting Outputs) - Workforce - Plantation of local forest specialties - Plantation inauguration			- Availability of experts - Interest of the local community to work on agricultural land

7 LANGKAH . . .

Analisis Masalah & Situasi → Analisis Tujuan & Misi → Analisis Aktivitas & Alternatif

...n Program :

...i am → Identifkasi Asumsi & Resiko → Indikator & Sumber Daya

...ntifkasi ...umsi Resiko → Indikator & Sumber Daya

Analisis Aktivitas & Alternatif

...ndikator & ...umber Daya

 VERIFICATION COLUMN :
 RCES

...ctor in making a good program plan lies in the ... of s.m.a.r.t. program indicators that are directly tied ...verification.

...e quantitative or qualitative variables as simple, ...means of measuring achievement, reflecting the strength of interventions, or helping to assess the performance of program implementers.

S	Specific	harus spesifik
M	Measurable	dapat diukur
A	Achievable	dapat dicapai pada ukuran tertentu
R	Relevant	sesuai dengan konteks
T	Time-bound	jangka waktu

Measurement and assessment of indicators is carried out by means of verification.

Program Description	Indicators (measuring success)	Sources & Means Of Verification	Assumptions
Mission (Overall Objective) Explanation of the overall impact you want to achieve	Key indicators of impact that wish to be achieved	Sources of information that can validate indicator data	Factors beyond control that may affect impact (good or bad)
Immediate Objective (Outcome) Explanation of specific a program objective, so that the impact can be achieved	Clear indicators of achievement of program objectives from activity results	Sources of information that can provide validation, and transparency in collecting data	Factors or parties outside the program that can affect the achievement of specific program objective
Outputs (Supporting Outcomes) Activity results to be achieved to support the program objective	Indicators that can clearly measure the level and/or magnitude of activity results	Sources of information that can validate indicator data	Conditions and situations that need to be considered in order to achieve results of activities on time
Inputs (Supporting Outputs) Activities and key resources required to achieve desired results	Means Requirements of resources, supplies, and equipment to implement activities	Costs Requirements of finance and resources that can track activity progress	What conditions and situations must be realized before activity preparation can be carried out

Program Description	Indicators (measuring success)	Sources & Means Of Verification	Assumptions
Mission (Overall Objective) Better agricultural income	- Increase of agricultural income and production	- Data gathered from the Ministry of Agriculture	Availability of third-party services to improve the quality of agricultural land
Immediate Objective (Outcome) Optimization of soil quality and water supply through reforestation efforts	- Covered land area by forest - Official data from the Ministry of Agriculture	- Direct observation	- Land use policy - Family planning
Outputs (Supporting Outcomes) - Maintain soil fertility - Reduce illegal logging	- Occurrences of High acceleration of soil fertilization cycles	- Periodic soil fertilization tests	- The level of soil fertility can reduce land degradation
Inputs (Supporting Outputs) - Workforce - Plantation of local forest specialties - Plantation inauguration	- 2,000 working farmers / hour - 30 land sites - 3,000,000 plant seeds	- Demographic data - Budget IDR xxxx	- Availability of experts - Interest of the local community to work on agricultural land

II.4 Step 4: Program Implementation

After establishing the program plan, it is now time to execute those plans and activities! Here are some examples of program implementation in previous **enviro****challenge** participating schools.

- **MAN 4 Tangerang :**
Membuat program GAPEKA (Gerakan Pembalut Kain), mendorong siswi untuk menggunakan pembalut pakai ulang.

- **SMA Insan Cendikia Madani:**
Membuat program guna ulang dan daur ulang plastik dari layanan cuci baju di asrama.

- **SMAN 6 Bekasi :**
Membuat program Galonisasi (penyediaan dispenser air minum) dan Tetra Day (men-dorong murid untuk membawa bekal dibandingkan membeli makanan yang sudah plastik).

- **SMA Negeri Hum…, Bekasi:**
Membuat program "…tan+Kertas Nasi+Gelas," mengampanyekan wadah makanan dan minuman alternatif, sehingga tidak menggunakan plastik.

- **SMA Kuta Pura, Denpasar:**
Membuat program "Kantin Mini Dadakan," me-nukar sampah dengan makanan atau minuman yang menggunakan wadah non-plastik.

- **SMAN 1 Kuta Utara, Denpasar:**
Membuat program "Ciakutoli" (…tai Alam, Kurangi Botol Plastik)", mendorong murid untuk membawa ke wadah air pakai ulang (…botol).

- **SMK Saraswati 3, Denpasar:**
Membuat program yang menggantikan plastik sekali pakai di laboratorium farmasi menjadi wadah pakai ulang.

- **SMAN … Bandung:**
Membuat "Misting Project", mendorong murid untuk membawa wadah makanan pakai ulang untuk mengurangi sampah kemasan plastik.

- **SMKN 5 Bandung:**
Membuat program penyediaan dispenser air minum, sosialisasi membawa tempat makan, dan lokakarya *ecobrick* untuk guna ulang plastik yang masih ada.

- **SMKN 5 Bandung:**
Membuat program "No Styrofoam" untuk meng-urangi jumlah sampah polistirena di sekolah.

Ga-PeKa
(Gerakan Pembalut Kain)

KONDISI

1.1 Tujuan Program (poin)
1. Mengelola limbah pembalut konvensional yang mencemari lingkungan.

    Di MAN 4 Tangerang, sampah pembalut konvensional masih menjadi masalah yang memprihatinkan. Limbah pembalut konvensional tergolong beresiko tinggi terhadap pencemaran lingkungan karena tidak mudah terurai. Kurangnya kepedulian warga MAN 4 Tangerang terkait kebersihan sebagai salah satu masalah yang kita bahas saat ini. Hal ini dapat dilihat dari beberapa kloset wc putri yang mengalami penyumbatan pembalut.

2. Mengganti pembalut konvensional dengan pembalut kain.

    Pembalut konvensional sudah menjadi kebutuhan pokok bagi kaum wanita. Menurut kesehatan, wanita yang sedang menstruasi harus mengganti pembalut 4 jam sekali, dalam 1 hari saja seorang wanita membutuhkan sekitar 6 lembar pembalut, sementara itu rata-rata siklus menstruasi mencapai 7 hari per 1 bulan sehingga seorang wanita bisa memproduksi sampah pembalut hingga 42 lembar perbulan.

    Pembalut konvensional adalah produk sekali pakai. Karena itulah beberapa produsen mendaur ulang bahan baku kertas dengan pulp menjadikannya bersih dan untuk menhemat biaya produksi. Dari proses daur ulang, bahan bahan kimia digunakan untuk proses pemutihan kembali, menghilangkan bau dan proses sterilisasi kuman pada kertas bekas. Sehingga pembalut yang dihasilkan banyak mengandung zat *dioxin* yang berbahaya bagi bahan. *Dioxin* merupakan sekeompok senyawa beracun yang terbentuk hingga dari pembakaran sampah. Kondisi inilah yang menyebabkan gangguan pada organ reproduksi wanita.

    WHO menyatakan bahwa *dioxin* dapat menyebabkan kanker. Itu diketahui bahwa, kanker leher rahim menempati urutan kedua dari seluruh kanker pada perempuann dengan tingkat kejadian 16 per 100 ribu perempuan. Kanker serviks biasanya menyerang wanita 30-50 tahun atau pada masa puncak reproduktif. Gejala kanker serviks tak diamati, akibat sebagian besar kasus yang ditemukan sudah dalam tahap lanjut dan mejadi penyebab kematian.

    Kesadaran untuk hidup sehat sekarang semakin meningkat, bukan saja pada pribadi masing-masing tetapi juga pada sekolah. Banyak orang yang ingin memenuhi kebutuhan hidup sehat dan hemat, maka salah satu caranya dengan menggunakan produk atu bahan yang bisa dipakai ulang, ramah lingkungan dan perawatannya mudah. Salah satunya yaitu pembalut kain.

1.2 Nilai Tambah Yang Ditawarkan
Nilai tambah yang ditawarkan dari program Ga-PeKa adalah sebagai berikut.
1. Untuk lingkungan

    Sampah pembalut beresiko tinggi terhadap pencemaran lingkungan karena tidak mudah terurai sehingga program ini memberikan dampak baik bagi lingkungan, diantaranya:
    a. Berkurangnya sampah pembalut.
    b. tidak mencemari lingkungan
2. Untuk pengguna

    Penelitian yang dilakukan Yayasan Lembaga Konsumen Indonesia mendapati 9 pembalut konvensional mengandung klorin yang berbahaya bagi kesehatan wanita. Oleh karena itu penggunaan pembalut kain sebagai pengganti konvensional sangat membantu diantaranya:
    a. Penggunaan pembalut kain lebih sehat karena bebas dari kandungan bahan kimia.
    b. Dengan adanya pembalut kain tidak ada lagi toilet yang tersumbat akibat limbah pembalut konvensional sehingga pengguna toilet merasa lebih nyaman.
    c. Pembalut kain juga lebih nyaman digunakan bagi kaum wanita.
    d. Pembalut kain yang dapat digunakan beberapa kali juga menghemat pengeluaran bulanan bagi kaum wanita.
    e. Terhindar dari penyakit kanker seviks dan kanker leher rahim.

1.3 Target Audiens
Seluruh warga MAN 4 Tangerang terkhusus untuk wanita baik itu guru, siswi, staf TU, ibu kantin, dan pegawai lainnya.

1.4 Sumber Daya
1. Untuk mengurangi limbah pembalut konvensional
    a. Tempat sampah khusus pembalut.
    b. Bekerjasama dengan pengelola sampah di Tangerang.
2. Pembalut kain
    a. Sumber daya untuk sosialisasi
        a) Sesialisasi secara langsung: Narasumber, tenaga kerja, konsumsi.
        b) Sosialisasi secara tidak langsung: Handphone, kuota internet, mading, poster.
    b. Sumber daya untuk penyediaan pembalut kain
        a) Kegiatan jualan: Tenaga kerja, transportasi, tempat penjualan (koperasi).
        b) Bekerjasama dengan suplyer pembalut kain
    c. Sumber daya untuk mencuci pembalut kain
        a) Sabun cuci
        b) Air

II.5 Step 5: Monev

After delving in materials of the previous four steps, we now arrive at the "Monev" step, which is an abbreviation for "monitoring and evaluation".

Monitoring and evaluation does not only occur after program implementation but commences from the beginning of the waste issue analysis through the **envirochallenge** program measurement evaluation example sheet previously shared.

Your school and you can independently carry out this evaluation throughout program implementation by considering the points of the graphic to the left.

Goal

Review the main objective of the program, which is derived from the implementation proposal. Ask yourself whether it was clear and concise in one sentence.
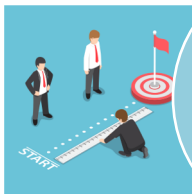
Observe

Distinguish at an observable level what behavior change emerges from this program. Then consider what factors are associated with this behavior.

Define

Select indicators that relate to the expected behavior, then define those indicators with supervising teachers.

Measure

Review how indicators are measured and calculated appropriately, which should be (i) easy to perform, (ii) observable, (iii) occur regularly, and (iv) recorded reliably.

Record

Take measurements and record them on an indicator sheet such as provided (on page 18) regularly and in a disciplined manner according to the specified and agreed timeframe.

Report

Report the records of the behavior changes. Make sure to coordinate with teachers and school management to verify the authenticity of data acquisition.

After the entire program has been implemented, accompanied by monitoring data obtained from start to finish, an independent final evaluation can be conducted by taking into consideration **enviro**challenge's criteria below.

IMPACT

Did the project conducted by the team committee and school produce significant impacts or differences from the previous conditions?

SOLUTION-ORIENTED

Was the collaboration between the team committee and school management able to reach their appointed objective? And was their strategy effective in sustaining the project flow despite obstacles? Were their finances able to realize results as they originally planned?

LONG-TERM SUSTAINABILITY

Are there project preparations in place for long-term sustainability made by the team committee and school (exit strategy) even after the commencement of **enviro**challenge?

SCHOOL ENGAGEMENT & SOCIAL MEDIA ACTIVITY

Was the project able to maximize participation through mediums, such as social media, from school residents and other relevant stakeholders?

III. Closing

We have arrived at the end of this particular module on how
youth can take part in the solution towards mitigating environmental issues
through **enviro****challenge**. We hope these steps can support you
in implementing programs with very good program plans.
Keep up the good work!

For teachers and parent partners
who are currently reading this and wish to get tips on
Supervision in supporting fellow youth in this program
kindly read Guide to **enviro****challenge** 2021 Part III.

And for tips and advice on how to obtain **Support** to your program
kindly read Guide to **enviro****challenge** 2021 Part IV ☺

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"If not the youth of this nation who build their nation, who else shall?"

- BJ Habibie

Let us be a part of the youth that build their nation!

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