

CLIMATE EDUCATION PROGRAMME **(Regenerative Living Lab Component)** ***under Planting Tomorrow Climate Resilience Programme***

Request for Proposal

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CLIMATE EDUCATION PROGRAMME

An initiative under Planting Tomorrow Climate Resilience (PTCR)

Request for Proposal for Regenerative Living Lab Component

Yayasan PETRONAS (YP) under its Environmental Pillar, invites experienced and credible Implementation Partner(s) to submit proposals for the design and end-to-end management of the implementation of the Regenerative Living Lab under Climate Education Programme – a key initiative under the flagship programme, Planting Tomorrow Climate Resilience (PTCR). The programme aims to empowers teachers and students to drive environmental stewardship and climate resilience through the establishment of regenerative living lab in schools.

INTRODUCTION TO CLIMATE EDUCATION PROGRAMME (REGENERATIVE LIVING LAB COMPONENT)

Background

Under the Planting Tomorrow Climate Resilience Programme, Yayasan PETRONAS (YP) aims to strengthen the resilience of vulnerable communities to climate impacts by enhancing climate literacy among teachers and students. As a pilot initiative, YP has supported Regenerative Living Labs in 25 schools nationwide through permaculture and syntropic agriculture capacity-building activities including hands-on teacher training and guidebooks to support schools with regenerative planting initiatives. This approach equips educators with the knowledge, skills and practical tools to implement climate-related learning and regenerative planting approach within their school communities.

Objectives:

Enhance Environmental Awareness and Literacy



Cultivating a strong understanding of ecosystems and biodiversity among teachers and students to support the strengthening of national climate resilience.

Promote Experiential Learning



Mobilising the school community to participate in tree-planting initiatives grounded in permaculture and syntropic agroforestry, enabling meaningful, hands-on and context-driven learning.

Developing a Scalable and Replicable Project Model



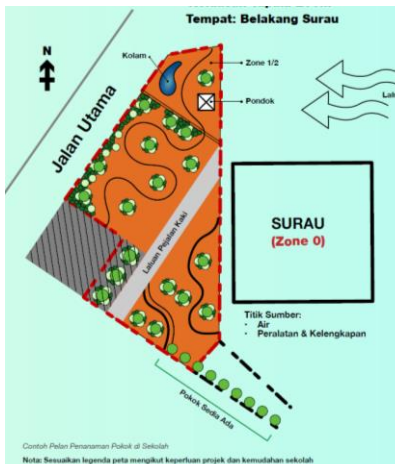
Designing and implementing a scalable and adaptable programme that can be replicated by schools in diverse geographical settings.

INTRODUCTION TO CLIMATE EDUCATION PROGRAMME (REGENERATIVE LIVING LAB COMPONENT)

Concept introduction and
Living Lab Planning



Schools will be supported through hands-on upskilling sessions and published programme guidebooks



Schools to propose a
permaculture design
for the Living Lab
and will be funded for:

- Trees, supporting plants
- Raw materials
- Basic tools

Establishment of Regenerative
Living Lab in schools



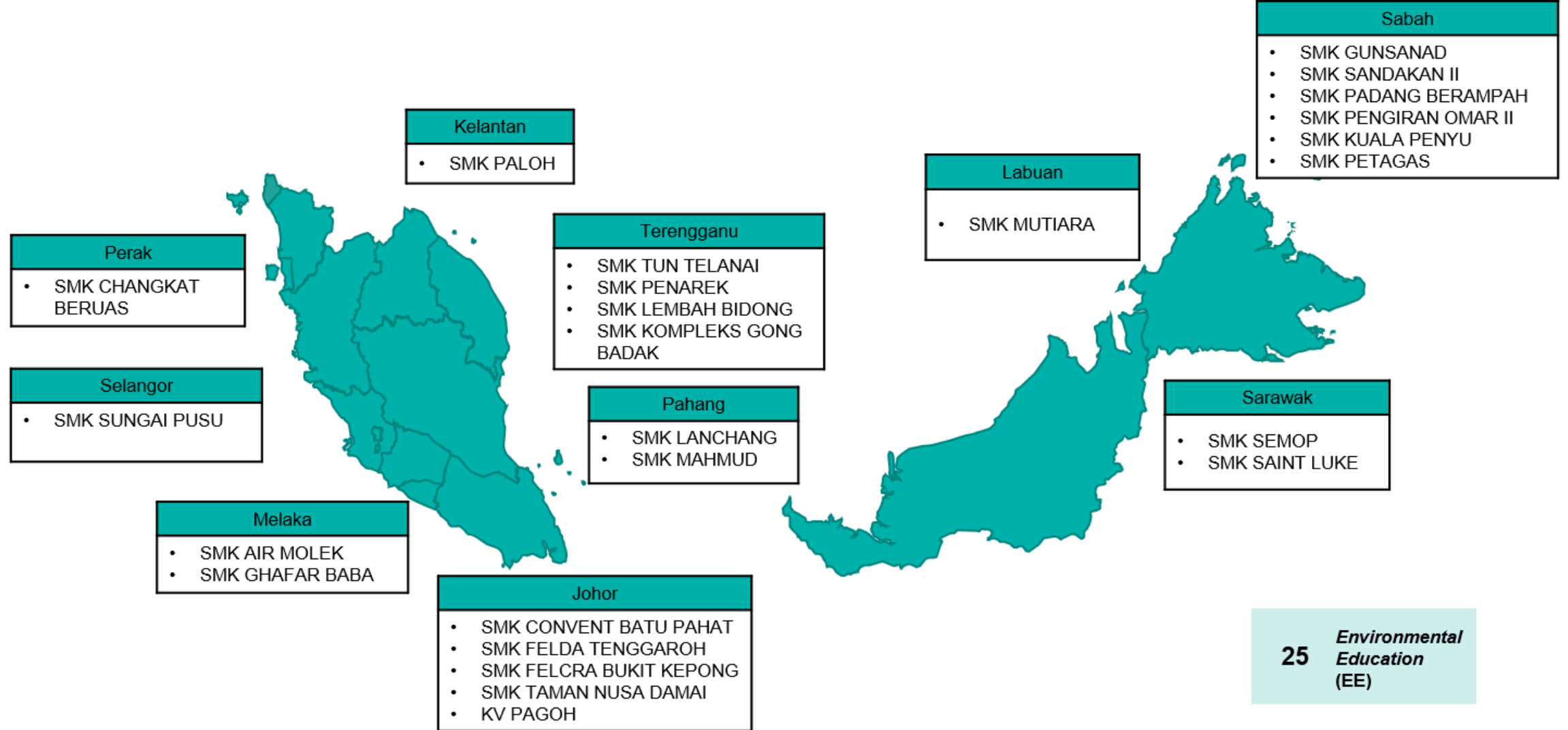
Schools will begin planting trees and
supporting plants based on the approved
design. Progress to be reported quarterly.

Observations and Learnings



Through inquiry-based learning, students
will conduct ecological observations and
learnings for 18 months.

Locations of 25 Pilot Schools (2026 – 2027)



GOALS AND STRATEGIC PRIORITIES

Goal	To enhance climate literacy among teachers and students through regenerative learning experiences, including hands-on planting activities and ecological observations in the Regenerative Living Labs.	
Missions	• Equip teachers with the knowledge, skills and confidence to integrate climate education and regenerative planting approach into teaching and learning. • Inspire students to develop a deeper understanding of climate challenges and become active agents of environmental stewardship and resilience. • Foster a culture of sustainability within schools and surrounding communities through hands-on regenerative practices.	
Strategic Priorities	1. Teacher Empowerment Strengthen teacher capacity to champion climate education and regenerative planting.	2. Cultivating Environmental Stewardship Leverage Regenerative Living Labs to nurture responsible environmental behaviours and strengthen sustainability practices among students and school communities.

OUTCOMES AND OUTPUTS

Long Term Outcomes: Sustained Impact (>5 years)	• Regenerative Living Labs become self-sustaining learning ecosystems that strengthen climate literacy, biodiversity and environmental stewardship within school communities. • Students develop into environmentally responsible citizens who understand the relationship between human activities, ecosystems and climate resilience. • School communities champion and sustain regenerative planting approach that contribute to long-term environmental sustainability and resilience.
Mid Term Outcomes: Application & Ownership (3-5 years)	• Students and teachers actively maintain Regenerative Living Labs and apply regenerative planting principles through school-based projects and daily practices. • Regenerative Living Labs are embedded as experiential learning platforms within participating schools. • Students demonstrate increased ownership and stewardship of regenerative spaces and activities.
Short Term Outcomes: Knowledge & Skills (within 1-3 years)	• Students and teachers demonstrate increased understanding of climate change, biodiversity, soil health and ecosystem functions. • Students gain hands-on experience in regenerative planting, ecosystem restoration and ecological observation. • Increased participation of students in Regenerative Living Lab activities and learnings.
Outputs	• Regenerative Living Labs established in participating schools through regenerative planting approaches (e.g. permaculture and syntropic planting). • Teachers trained in regenerative planting approaches (e.g. permaculture and syntropic planting). • Student-led planting, maintenance and ecological observation activities conducted. • Climate literacy learning resources integrated into Regenerative Living Lab activities.

KEY ACTIVITIES

Stage 1: Capacity Building & Readiness

Stage 2: Establishment of Regenerative Living Labs

Stage 3: Experiential Learning & Application

Stage 4: Sustainability & School Culture Transformation

Strategic Priorities

1. Teacher Empowerment

- Upskill teachers in climate literacy and regenerative planting approaches through hands-on training at demonstration site.
- Provide teaching resources and implementation guidance.
- Establish peer learning networks among participating teachers.
- Support teachers in designing and setting up Regenerative Living Labs as experiential learning spaces with students.
- Guide teachers in integrating Living Lab activities into teaching and co-curricular programmes.
- Enable teachers to facilitate inquiry-based and climate learning based on their locality.
- Integrate observations, monitoring activities and regenerative practices into classroom teaching.
- Strengthen teacher leadership as climate education champions and mentors.
- Share best practices, lessons learnt and innovations across participating schools.

2. Cultivating Environmental Stewardship

- Introduce students and school communities to climate change, biodiversity and regenerative planting practices.
- Conduct awareness and orientation sessions through scheduled Communication, Education and Public Awareness (CEPA) activities.
- Foster buy-in from school leadership, parents and local communities.
- Implement regenerative approaches (e.g. permaculture and syntropic planting systems) with disbursement of funding to schools based on the approved design (sizes and number of trees).
- Engage students in site preparation, planting and ecosystem restoration activities.
- Promote community participation in Living Lab establishment e.g. gotong-royong activities.
- Engage students in hands-on planting, maintenance, biodiversity monitoring and ecological observation activities.
- Foster ownership and stewardship of regenerative spaces.
- Embed regenerative practices into school culture and daily operations.
- Sustain student-led stewardship initiatives and community engagement activities.
- Establish schools as models for climate literacy, regenerative practices and environmental stewardship.

Programme Description

Pillar Description	Planting Tomorrow (Environment) pillar in Yayasan PETRONAS aims to strengthen resilience of the most vulnerable communities against climate impacts
Project Description	Climate Education Programme – Regenerative Living Lab Component aims to enhance climate literacy among teachers and students through regenerative planting experiences, including hands-on planting activities and ecological observations.
Project Focus Area	Nationwide
Target Beneficiaries	25 existing pilot schools (nationwide) 150 new schools (nationwide – 3 cycles: 50 schools per cycle) Pre-requisite conditions: • Secondary schools with Duta Guru from Program Duta Guru Kementerian Pendidikan – Yayasan PETRONAS (list will be shared upon award), with a minimum of two (2) teachers and ten (10) students per school participating in the programme. • Selection must be based on application with demonstrated school leadership commitment for the project implementation and maintenance, dedicated teacher champions, suitable site, students' involvement and support from Parent-Teacher Association (PIBG)/surrounding community.
Project Duration*	50 months (2026-2030)
Funding Cap*	RM2.5 million – including disbursements averaging RM10,000 per school for 150 schools

**Note: The proposal must be supported by a detailed plan and clear cost breakdown. The justification is also required if the total proposed cost is more than the funding cap.*

Implementation Scope and Timeline

Note: This is a proposed timeline; however, applicants may suggest alternative timeline where suitable

No.	Scope	Remarks	2026	2027					2028				2029				2030			
			Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	
0.0	Appointment of Implementation Partner (IP)																			
0.1	Signing of contract	Contract finalisation																		
0.2	Project Planning and Kick-off	Develop and align implementation plan with IP(s) including communications and stakeholder engagement plans																		
0.3	Relevant approvals obtained by IP for implementation	Ministry of Education, Jabatan Pendidikan Negeri, Pejabat Pendidikan Daerah, etc																		
1.0	Recruitment and Selection of 150 Schools																			
1.1	Promotion for recruitment	Recruitment campaign based on approved marketing plan including introductory course		C1			C2			C3										
1.2	Application Review and Selection Process	Review of application based on approved selection criteria and process			C1			C2			C3									
1.3	Recommendation to Steering Committee	Recommend 50 schools/cycle ("C") for approval. 3 cycles for 150 schools.			C1			C2			C3									
2.0	Compulsory Workshops – Teachers and Students of 150 Schools																			
2.1	Workshop 1: Introduction of Regenerative Planting	Upskilling in climate literacy and regenerative planting design. Schools to submit site proposal for funding. IP to disburse funding to schools.				C1			C2			C3								
2.2	Workshop 2: Observation Activities and Maintenance	Hands-on planting, maintenance, biodiversity monitoring and ecological observation activities through inquiry-based learning.					C1			C2			C3							
2.3	Workshop 3: Student-led initiatives and CEPA	Promote community participation in student-led activities at Living Lab						C1			C2			C3						
2.4	Workshop 4: Peer Learning Network	Sharing of best practices, lessons learnt and innovations across participating schools.							C1			C2			C3					

Implementation Scope and Timeline

Note: This is a proposed timeline; however, applicants may suggest alternative timeline where suitable

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Implementation Scope and Timeline

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No.	Scope	Remarks	2026	2027					2028				2029				2030			
			Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	
5.0	Maintenance of Demonstration Site																			
5.1	Redesign and maintain demonstration site throughout the implementation	- Redesign and planting activities at existing site – <i>Laman Regeneratif</i> in Taman Botani Putrajaya (~0.1 ha (about 1,000 m²)). - Monthly routine maintenance* and upkeep of planting areas.																		
5.2	Maintenance log and manual	Comprehensive log and guiding manual for maintenance of demonstration site																		
6.0	Management of Overall Programme implementation																			
6.1	Submission of quarterly progress reports	Submission of quarterly progress reports																		
6.2	Management of committee meeting	Committee meeting for programme governance and approval including payment upon completion of milestones																		
6.3	Development of MEL Framework	To be approved by Steering Committee																		
6.4	Inception and Interim Report submission	Submit the Inception and Interim Reports in accordance with agreed timelines.																		
6.5	Final report submission	Comprehensive closing report at the end of implementation																		
6.6	Development of supporting materials	Supporting materials – guide to support school based on needs (e.g. different type of soil, location, ecosystems)		C1				C2				C3				C1 - C3				

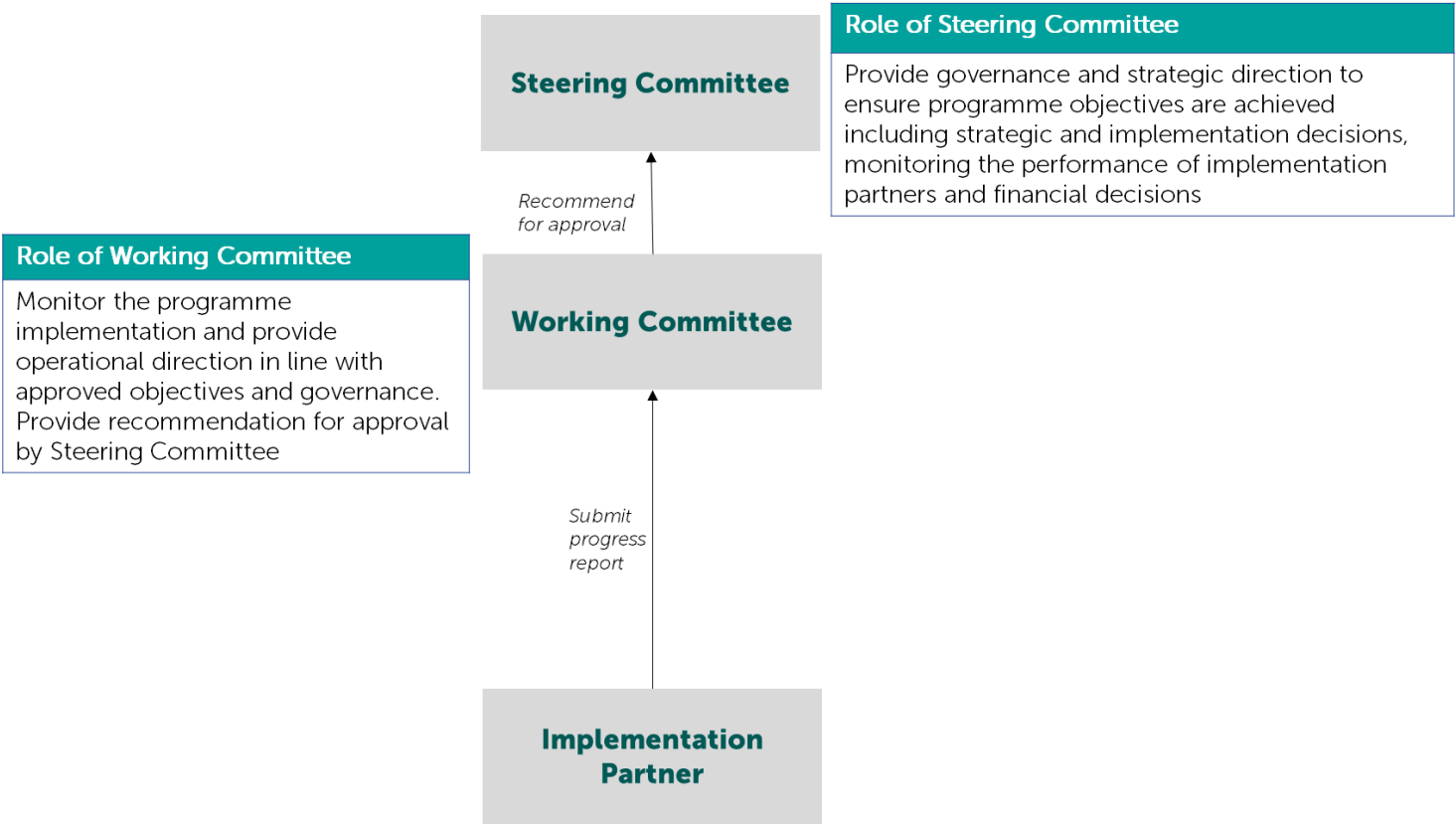
Implementation Scope and Timeline

Note: This is a proposed timeline; however, applicants may suggest alternative timeline where suitable

No.	Scope	Remarks	2026	2027					2028				2029				2030			
			Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	
7.0	Co-creation of content for Climate Education Programme																			
7.1	Management and facilitation of co-creation workshops	Prepare the logistic management, content and facilitation for two sessions of co-creation workshop																		
7.2	Consolidation of workshop outcome	Consolidate outcomes after workshop to be tabled to Steering Committee																		
8.0	Other CEPA activities																			
8.1	Implementation and logistic management for related contents	Manage the implementation and logistics for other related content/modules under climate education (as and when required)																		

Governance

In ensuring the success and effective implementation, the programme will be governed by a governance structure comprising Steering Committee and Working Committee led by Yayasan PETRONAS and other relevant stakeholders (where applicable).



Proposal Requirements

1. **School-Centred and Experiential Learning Approach:** Proposals must demonstrate a strong school-driven approach, where teachers, students, and school communities are actively involved in the planning, implementation, and maintenance of Regenerative Living Labs.
 - Promote climate literacy, environmental awareness and understanding of ecosystem services and functions among teachers and students.
 - Include teacher capacity building and skills development in regenerative practices, including permaculture, syntropic agriculture, ecological observation and inquiry-based learning approaches.
 - Include the design, establishment and maintenance of Regenerative Living Labs as experiential learning spaces that support climate education and environmental stewardship.
2. **Partnership and collaboration:** Proposals must demonstrate strong multi-stakeholder collaboration throughout programme implementation.
 - Include collaboration with relevant stakeholders such as schools, education agencies, technical experts, local communities, universities and environmental organisations.
 - Promote knowledge sharing and collective ownership to strengthen programme effectiveness and sustainability.
 - Demonstrate alignment with existing education policies, school priorities and climate education initiatives.
3. **Monitoring, Learning and Impact Measurement:** Proposals must include a clear framework to measure outcomes and track progress
 - Establish baseline, midline and endline assessments to measure improvements in climate literacy, environmental awareness and stewardship behaviours among teachers and students.
 - Define indicators to monitor teacher capacity, student participation, biodiversity enhancement and ecosystem health within Regenerative Living Labs.
 - Incorporate observation and reflection activities to capture learning outcomes, behavioural changes and environmental improvements over time.
4. **Sustainability and Long Term Impact:** Proposals must demonstrate how outcomes will be sustained beyond the project period
 - Promote long-term sustainability through teacher ownership, student stewardship and integration of Regenerative Living Labs into school activities and learning practices.
 - Establish school-based structures, champions and maintenance plans to ensure continued use and enhancement of regenerative spaces.
 - Demonstrate a clear pathway for scaling, replication and knowledge transfer within and across schools.

Proposal Format

Proposal Format & Content

Proposal must include the following but not limited to:

1. Detailed plan to achieve the outlined scope of service including **resources, timeline and tools/systems** to be applied for sustainable operations over the contract period.
2. Proposal should include the methodology (planning, implementation and monitoring), modules and detailed timeline.
3. Details of the Project Manager and key individuals proposed for this project, their curriculum vitae and experience relevant to the field especially in regenerative planting practices and/or climate education.
4. Company **information & supporting documents** such as:
 - i. Certificate of registration of the company
 - ii. Brief background introduction to the organisation
 - iii. Organisation chart
 - iv. Completed KYC Checklist (as attached in **Appendix 1**)
5. Potential risk and mitigation of the programmes (refer **Table 1**) covering internal and external risks (financial, authorities, personnel, conflict of interest, security, corruption, loss or harm to project staff or materials)
6. Examples/testimonials of past experiences in similar programmes & the impact of those programmes (refer **Table 2**).
7. Proposal based on the template provided (refer **Table 3 & Table 4**) and Terms & Conditions (T&C) as attached in **Appendix 2**.

Important Notes

1. Final scope is to be agreed during kick-off meeting between Yayasan PETRONAS and the appointed Implementation Partner.

2. Kindly submit the complete proposal with title [RFP PTCR – CEP Living Lab] attention to:

Yayasan PETRONAS

ypprocurement@petronas.com.my

Yayasan PETRONAS
Level 79, Tower 2, PETRONAS
Twin Towers,
Kuala Lumpur City Centre,
50088 Kuala Lumpur. MALAYSIA

3. For any questions or feedback on this RFP, please reach out to:

- General Line: +(603) 2331 5000
- Email: ypprocurement@petronas.com.my

Important Dates to Remember

Submission deadline:

The closing date for proposal submission shall be thirty (30) calendar days from the date of advertisement of this RFP. Briefing session may be available upon request.

Project Application Process Flow

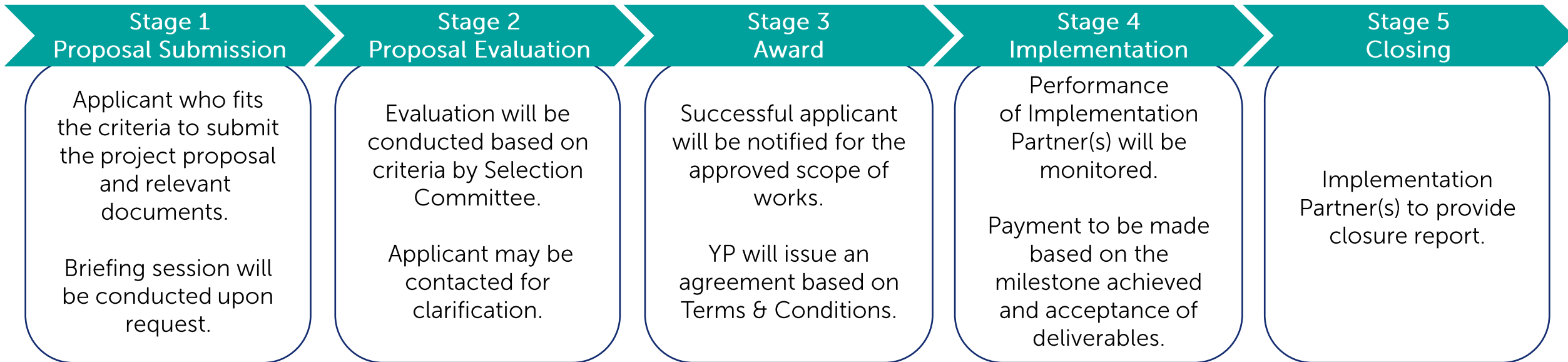


Table 1 - Template for Potential Risk & Mitigation Plan

No	Activity*	Risks	Impact (People/ Environment, Asset, Reputation)	Probability	Risk Rating (Very High/ High / Medium /Low)	Control Measures (Mitigation)
1	(Example) Workshop for teachers	Unable to secure approval for movement of teachers	This may prevent the teachers in attending the programme and delay in output completion.	High	High	Secure approval at the beginning of implementation
2						
3						
4						
5						

Note:
* the example of potential risks, please add more potential risks relevant to the programme.

Table 2 - Template for Past Programme

PROJECT	
Name of project/ programme/ initiative/ activity/ effort	
Start Date & Duration of Project	a) When did the programme commenced? b) When is the end-date / targeted end-date of the programme?
Project Description	a) What issues or problem does the programme seek to address? b) How widespread is the concern? (e.g. number of people affected / targeted and their location) c) Who were the main stakeholders involved d) Is the programme part of a national agenda? If yes, state the agenda.
Actual Project Cost (RM)	
Funder of the Project	
Location(s) where it was carried out	
Project Result / Impact / Effectiveness Evaluation Methods	a) Who is responsible for the evaluation of the programme (internal/external)? (e.g. appointed universities / colleges / consultants) b) What is the frequency of the programme evaluation? (e.g. pre and post programme / monthly / annually) c) What measurement tool were used in the evaluation? (e.g. survey form / testimonials / interviews / PR value) d) Provide quantitative results. (e.g. 80% of beneficiaries have improved income) e) Provide testimonials (if any) with proof (e.g. from beneficiaries or client in video clips or writings.
Challenges and lessons learnt (regulatory/from community etc)	a) Were there significant challenges during planning and implementation and how the team overcome it? (e.g: limited manpower / weather condition)
Reference in website/ hardcopy report/portfolio	

THE SCOPE OF WORK, KEY PERFORMANCE INDICATOR AND DISBURSEMENT SCHEDULE (Refer to Table 3 & Table 4)

1. [Insert Introduction: E.g., XXX was appointed as Implementation Partner for YP's xxx Programme and is required to manage the overall planning, execution and monitoring of the PROGRAMME throughout the duration of the AGREEMENT PERIOD and if required, post AGREEMENT PERIOD.]
2. [Insert objectives of the PROGRAMME]:
 - i. xx
 - ii. xx
 - iii. xx
3. [Insert the Target Groups and/or Preferred Beneficiaries]
 - i. xx
 - ii. xx
 - iii. xx
4. [Insert the location/site]

Table 3 – Proposed Milestone Payment and Deliverables Guide

1. For the purpose of this AGREEMENT, IMPLEMENTATION PARTNER shall perform the following scope of work and receive the following disbursements:

No.	Milestone & Activities	Deliverables	%	Total Amount (RM)
1.	Upon signing of agreement		20	[Insert amount]
2.	Upon approval of Progress Report No. 1 including (but not limited to):		[Insert %]	[Insert amount]
2a.	[Insert details] E.g., Planning: Conduct site assessment and engagement with relevant local communities	Insert details] E.g.,: 1. Submission of Progress No.1. 2. Necessary written approval and/or permits obtained. 3. Finalisation of 5-year timeline. 4. xxx community members identified and engaged. 5. Planting site selected. 6. Site visits conducted to monitor the progress at site. 7. Etc.	[Insert %]	[Insert amount]
2b.	E.g.,Obtain written approval and/or permit from the relevant local authorities		[Insert %]	[Insert amount]
3.	Upon approval of Progress Report No.2 including (but not limited to):		[Insert %]	[Insert amount]
3a.	[Insert details]	1. Insert details]	[Insert %]	[Insert amount]
3b.	[Insert details]		[Insert %]	[Insert amount]
4.	Upon approval of Progress Report No.3 including (but not limited to):		[Insert %]	[Insert amount]
4a.	[Insert details]	1. [Insert details]	[Insert %]	[Insert amount]
4b.	[Insert details]		[Insert %]	[Insert amount]
5.	Upon approval of the Final Report in and achievement of KPI including (but not limited to):		10	[Insert amount]
5a.	Monitoring and impact assessment	1. Submission of Final Report. 2. Completed monitoring and impact assessment. 3. Submission of relevant documentation on achieved KPIs		[Insert amount]
5b.	Achievement of KPI as listed under paragraph 3 below Final 10% shall be disbursed upon confirmation of the achievement of these KPI.			
			TOTAL	[Insert amount]

Table 4 - Template for Commercial Proposal

The example of timeline template is provided below. For ease of ongoing drafting, it is requested that this timeline be shared in an editable format, preferably as an Excel file.

No.	Milestone & Activities	Deliverables	Months				
			1	2	3	4	5
1.	Upon signing of agreement						
2.	Upon approval of Progress Report No. 1 including (but not limited to):						
2a.	[Insert details] E.g., Planning: Conduct site assessment and engagement with relevant local communities	[Insert details] E.g.,: 1. Submission of Progress No.1. 2. Necessary written approval and/or permits obtained. 3. Finalisation of 5-year timeline. 4. xxx community members identified and engaged. 5. Planting site selected. 6. Site visits conducted to monitor the progress at site. 7. Etc.					
2b.	E.g.,Obtain written approval and/or permit from the relevant local authorities						
3.	Upon approval of Progress Report No.2 including (but not limited to):						
3a.	[Insert details]	Insert details]					
3b.	[Insert details]						
4.	Upon approval of Progress Report No.3 including (but not limited to):						
4a.	[Insert details]	[Insert details]					
4b.	[Insert details]						
5.	Upon approval of the Final Report in and achievement of KPI including (but not limited to):						
5a.	Monitoring and impact assessment	1. Submission of Final Report. 2. Completed monitoring and impact assessment. 3. Submission of relevant documentation on achieved KPIs					

List of Key Performance Indicators to be achieved by the end of the project:

Category	No.	Indicator	Target
Output	1.	[Insert indicator] E.g., Number of seedlings grown in nurseries	[Insert target]
	2.	[Insert indicator] E.g., Number of trees planted	[Insert target]
	3.	[Insert indicator] E.g., Number of community members and volunteers involved in planting trees	[Insert target]
	4.	[Insert indicator] E.g., Number of community members trained in Environmental Conservation/educated by Communication, Education and Public Awareness (CEPA) Programmes	[Insert target]
	6.	[Insert indicator] Number of sites established to support ongoing Science programmes, facilitating long-term environmental stewardship in the community	[Insert target]
Short to Medium term Outcome	1.	[Insert indicator] E.g., Percentage of trees survival rate	xx%
	2.	[Insert indicator] E.g., Number of community members trained in silviculture practices	≥ xx pax

Key Impact Indicator (KII) – Non-Contractual Indicator for YP's Post-PROGRAMME Impact Assessment:

No.	Indicator	Target
1.	E.g., Improvement to ecosystem services (e.g. soil health compared to baseline).	No specific performance targets are assigned to this indicator, as it falls outside the IMPLEMENTATION PARTNERS's contractual period. However, the IMPLEMENTATION PARTNERS shall, upon written notice by Yayasan, provide any requested information related to this indicator, including after the expiry of the AGREEMENT period.
2.	E.g., Presence of wildlife indicators (e.g. increase in species sightings compared to baseline).	

ATTACHMENT 2: COST BREAKDOWN AND THE DISBURSEMENT PROCESS

Cost Breakdown for the PROGRAMME (this shall be for reference purposes only).

No.	Components	Cost (RM)
1	[Insert details]	[Insert amount]
2	[Insert details]	[Insert amount]
	[Insert details]	[Insert amount]
3	[Insert details]	[Insert amount]
4	[Insert details]	[Insert amount]
5	[Insert details]	[Insert amount]
TOTAL		[Insert amount]

Thank you for your passion!

