



# SustainaBlue

HEIs stands for Higher Education Institutions

# Serpihan Marin dalam Ekonomi Biru Kitaran

## 5. Peranan industri ekonomi biru dalam penjanaan pencemaran plastik

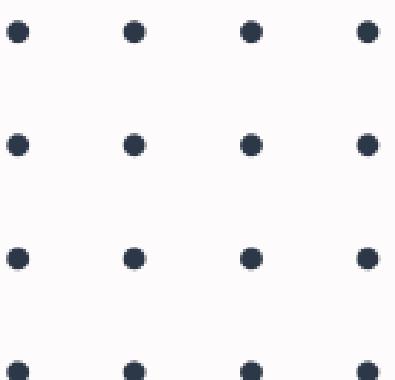
*(Tutorial, Perbincangan atau Lawatan Lapangan)*



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Dibiayai oleh Kesatuan Eropah. Walau bagaimanapun, pandangan dan pendapat yang dinyatakan adalah pandangan pengarang sahaja dan tidak semestinya mencerminkan pandangan Kesatuan Eropah atau Agensi Eksekutif Pendidikan dan Kebudayaan Eropah (EACEA). Kesatuan Eropah mahupun EACEA tidak boleh dipertanggungjawabkan ke atas mereka.

Projek: 101129136 – SustainaBlue – ERASMUS-EDU-2023-CBHE





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# RAKAN KONGSI PROJEK

## Malaysia



## Greece



**symplexis**



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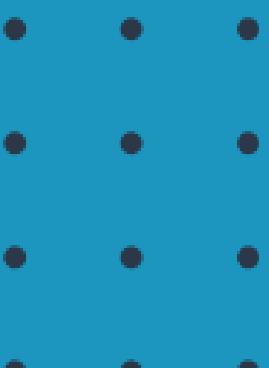
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## Indonesia



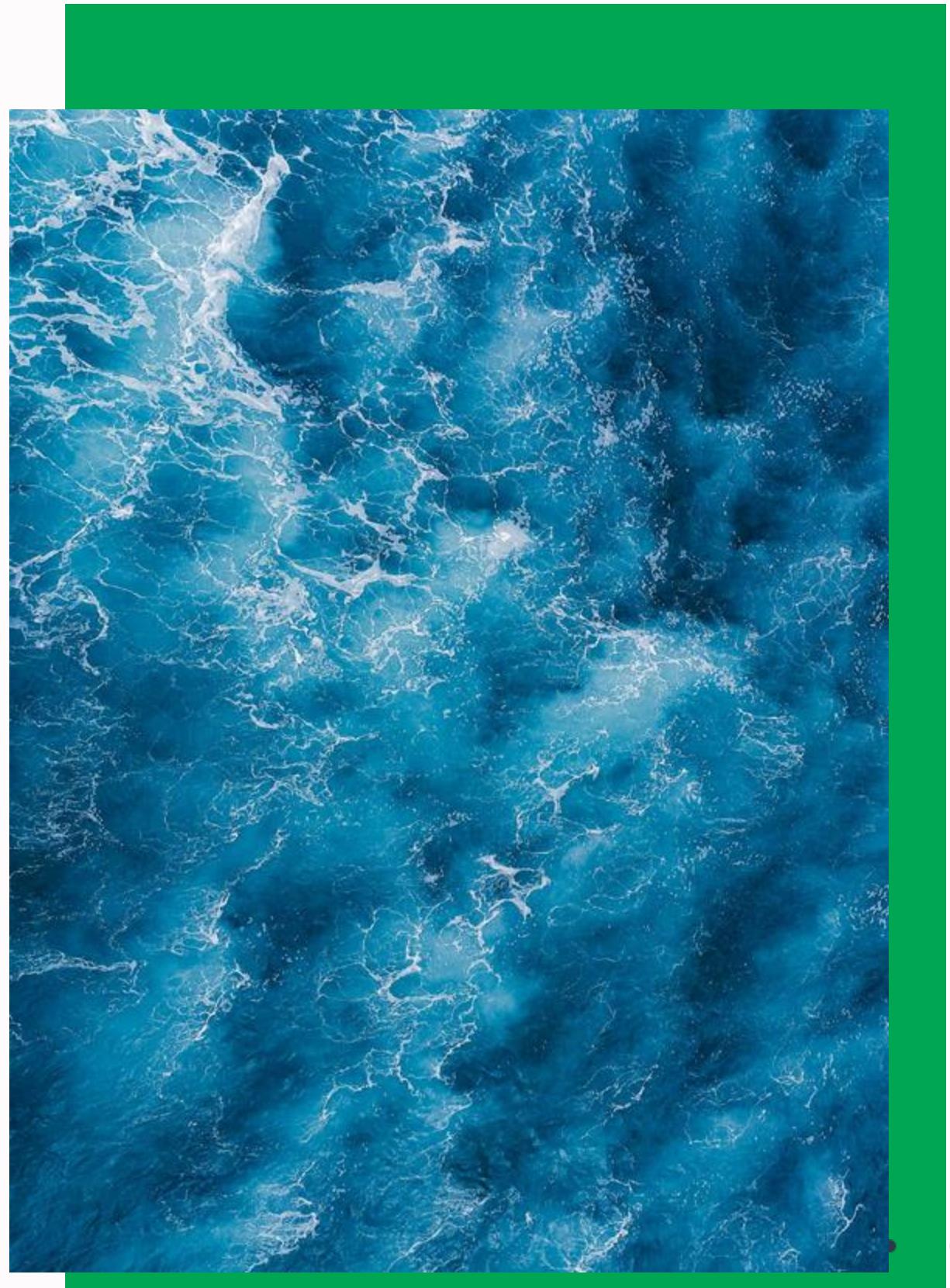
## Cyprus





# Kandungan

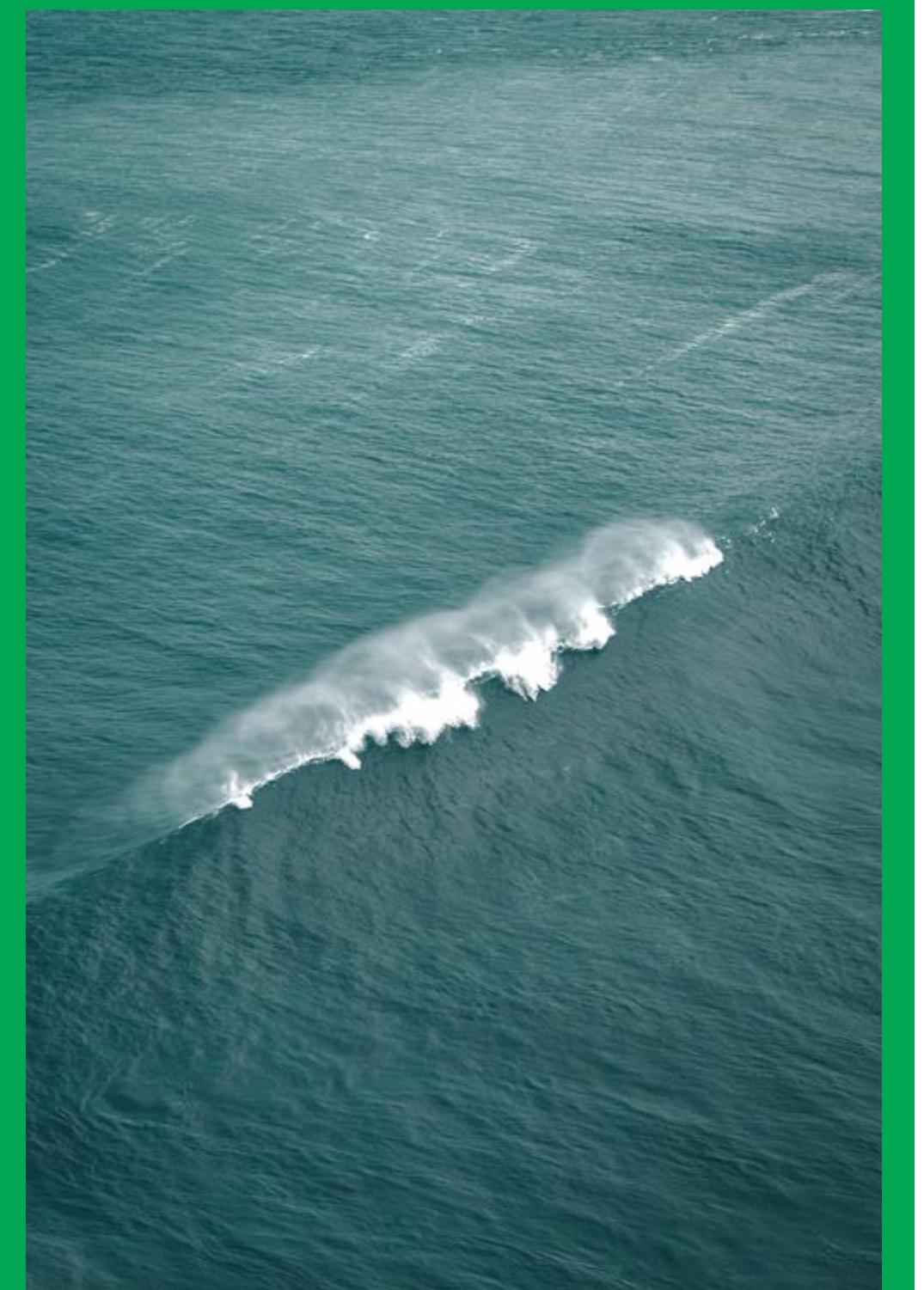
- 01 Pengenalan
- 02 Hasil pembelajaran
- 03 Mata pembelajaran
- 04 Kajian kes
- 05 Aktiviti berkumpulan
- 06 Bibliografi – Bacaan Tambahan





# Pengenalan

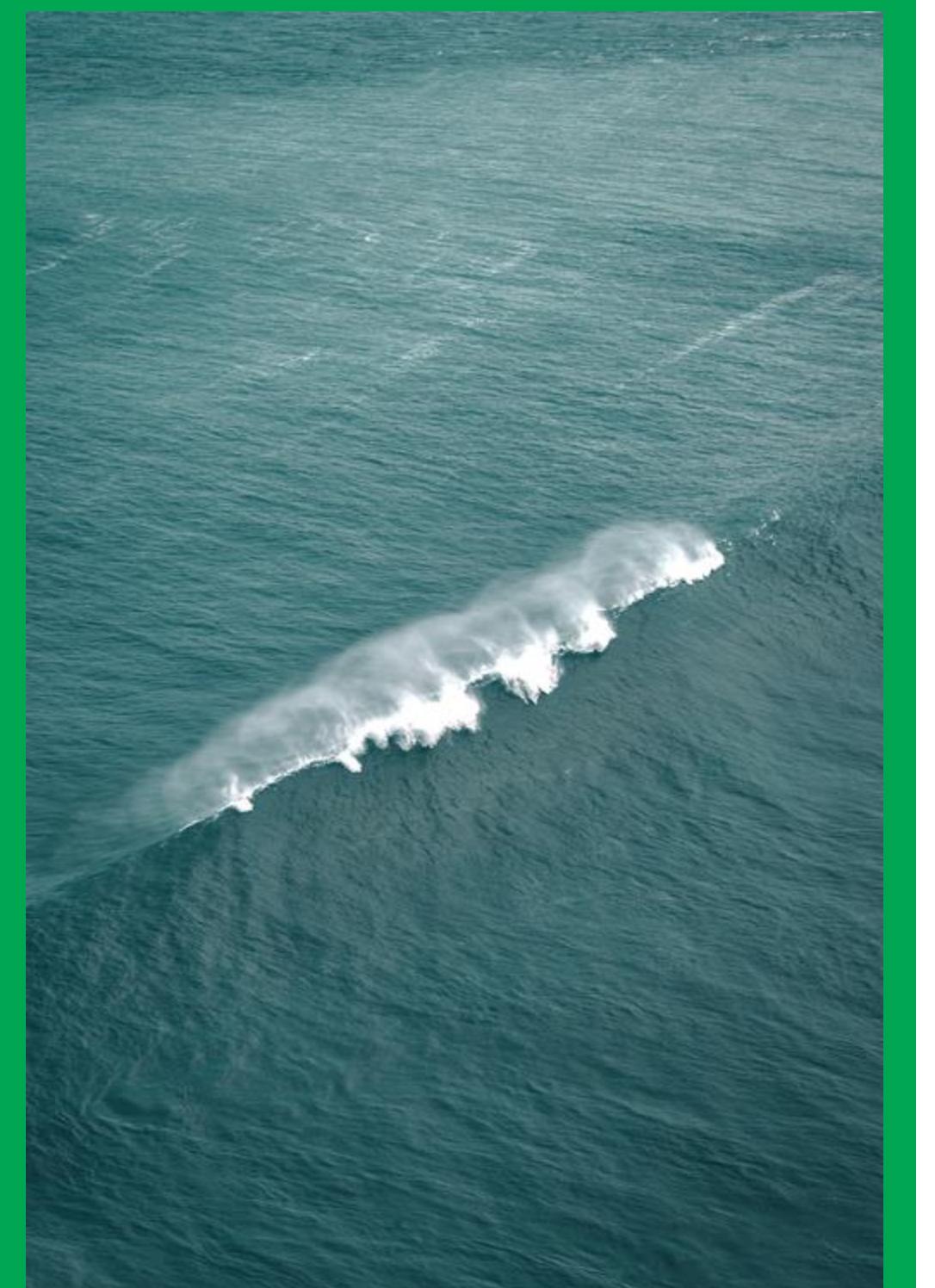
Tutorial ini meneroka strategi amalan untuk mengurangkan penjanaan sisa dan meningkatkan kadar kitar semula, termasuk sistem penyesoran sisa, inovasi teknologi, pendidikan awam dan pembangunan infrastruktur. Dalam sesi perbincangan, peserta akan membangunkan dan membentangkan pelan tindakan atau cadangan yang disasarkan untuk inisiatif ekonomi kitaran, dengan memberi tumpuan kepada sektor atau wilayah geografi tertentu.





# Hasil pembelajaran:

- Mengenal pasti dan menilai strategi pengurangan sisa.
- Reka bentuk projek ekonomi kitaran untuk aplikasi dunia sebenar
- Meningkatkan kemahiran komunikasi dan kerjasama.



# 1. Mata pembelajaran

**Perbincangan antara pelajar dan pensyarah (atau refleksi diri) tentang jenis sisa marin biasa dan mencadangkan penyelesaian pengurangan dan kitar semula yang realistik.**

Contoh perkara perbincangan:

- Hierarki sisa: Kurangkan, Guna Semula, Kitar Semula
- Jenis bahan kitar semula (plastik, logam, kaca, sisa organik)
- Sistem kitar semula berdasarkan komuniti
- Inovasi teknologi dalam kitar semula (cth pengisihan AI, kitar semula bio)
- Teknologi pemintasan sampah marin (cth, ledakan sungai, penghalang terapung)
- Peranan kerajaan dan industri dalam pengurusan sisa
- Perubahan tingkah laku dan strategi pendidikan awam  
*(10 – 15 mins)*

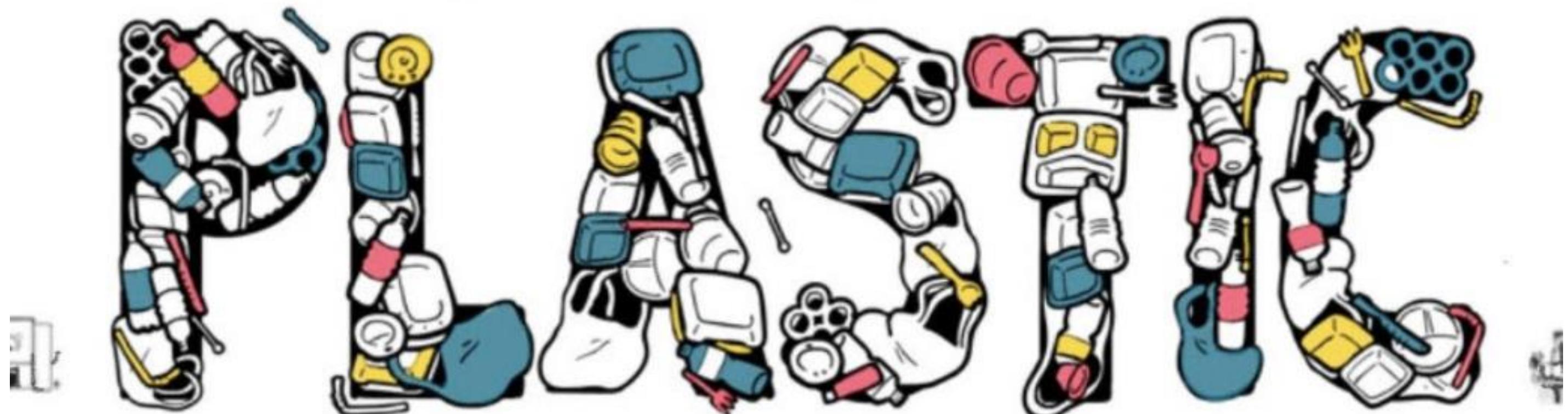


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## 2. Video

THE STORY OF



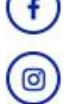
Co-funded by  
the European Union

CREDITS: Narration by Tiza Mafira Animation by Ruben DeLuna Creative Written & produced by Brett Chamberlin, Michael O'Heaney, and Ruben DeLuna Based on The Story of Plastic documentary, directed and produced by Deia Schlosberg



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# SustainaBlue – Acara Latihan Transnasional di Athens, Greece, 2025. Lawatan sambil belajar ke Kitaran Biru.



## 3. Contoh



**BLUECYCLE**  
BEYOND MARINE PLASTIC WASTE

[ABOUT](#)  
[→ BLUECYCLE LAB](#)  
[THE MATERIAL](#)  
[THE PRODUCTS](#)  
[E-SHOP](#)  
[ACTIVITIES](#)  
[COLLABORATIONS](#)  
[NEWS](#)  
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#bluecyclelab  
#madebybluecycle

**BLUECYCLE LAB**  
A model lab, fully equipped to process marine plastic waste, to promote



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Gambar diambil oleh Jennie Lee semasa lawatan itu.



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## 3. Video

The image is a screenshot from a TEDx video. On the right side, there is a close-up portrait of a woman with short brown hair, smiling. She is wearing a dark blazer over a light-colored top. To her left, the title 'THE GREAT UNKNOWN' is displayed in large, bold, white letters with a slight red and blue gradient effect. Below the title, the speaker's name 'SUZANNA LASKARIDI' is shown in large white capital letters. Underneath her name, it says 'FOUNDER AND DIRECTOR @BLUECYCLE'. In the bottom left corner of the video frame, the TEDx logo 'TEDx Athens' is visible, followed by the text 'x = independently organized TED event'. At the very bottom of the frame, there is a standard video control bar with icons for play, volume, and progress.

Video ini akan membincangkan masalah peralatan memancing yang hilang di seluruh dunia dan di Greece, bagaimana ia boleh ditangani dengan meningkatkan kitar semula dan mengapa ekonomi pekeliling adalah pendekatan ekonomi pilihan masa hadapan.



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## 3. Contoh

### Ocean Clean Up

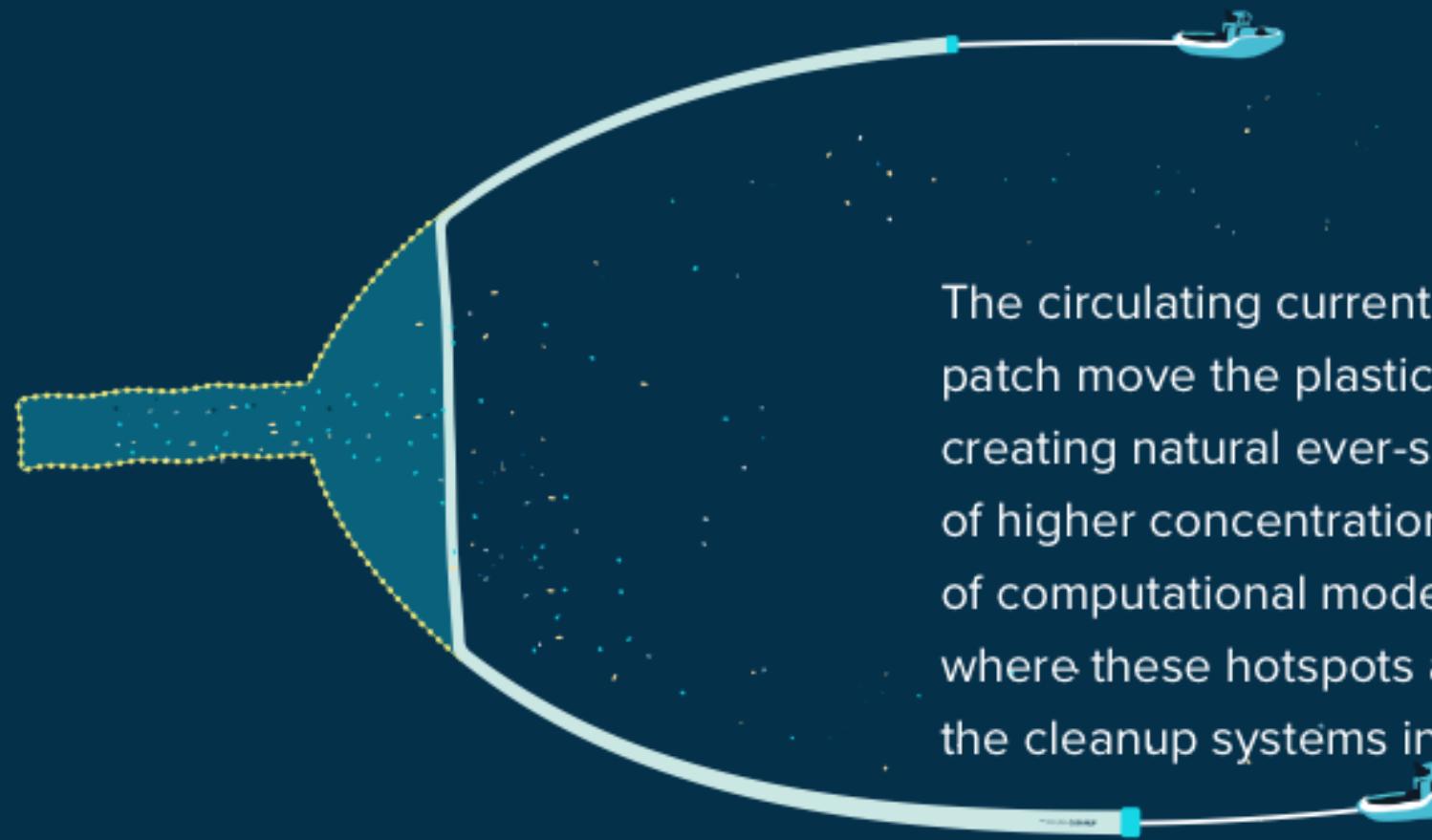
<https://theoceancleanup.com>

#### Proses

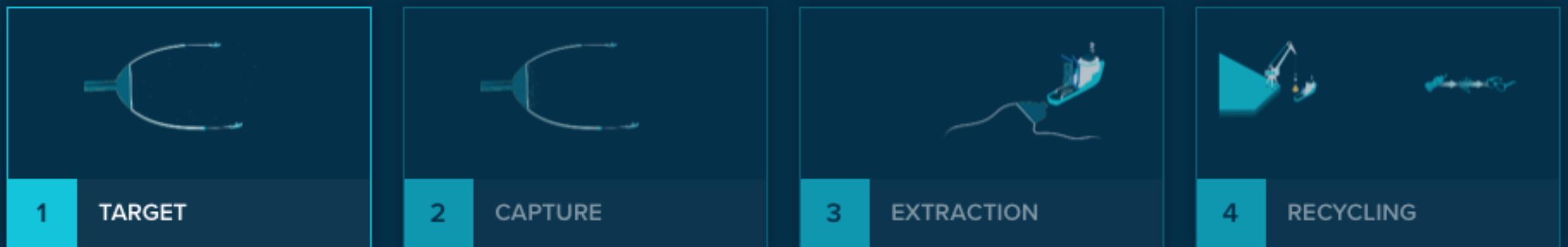
1. Sasaran
2. Tangkap
3. Pengekstrakan
4. Kitar semula



## HOW IT WORKS



The circulating currents in the garbage patch move the plastic around, creating natural ever-shifting hotspots of higher concentration. With the help of computational modeling, we predict where these hotspots are and place the cleanup systems in these areas.





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## 3. Contoh

### Ocean Clean Up

<https://theoceancleanup.com>

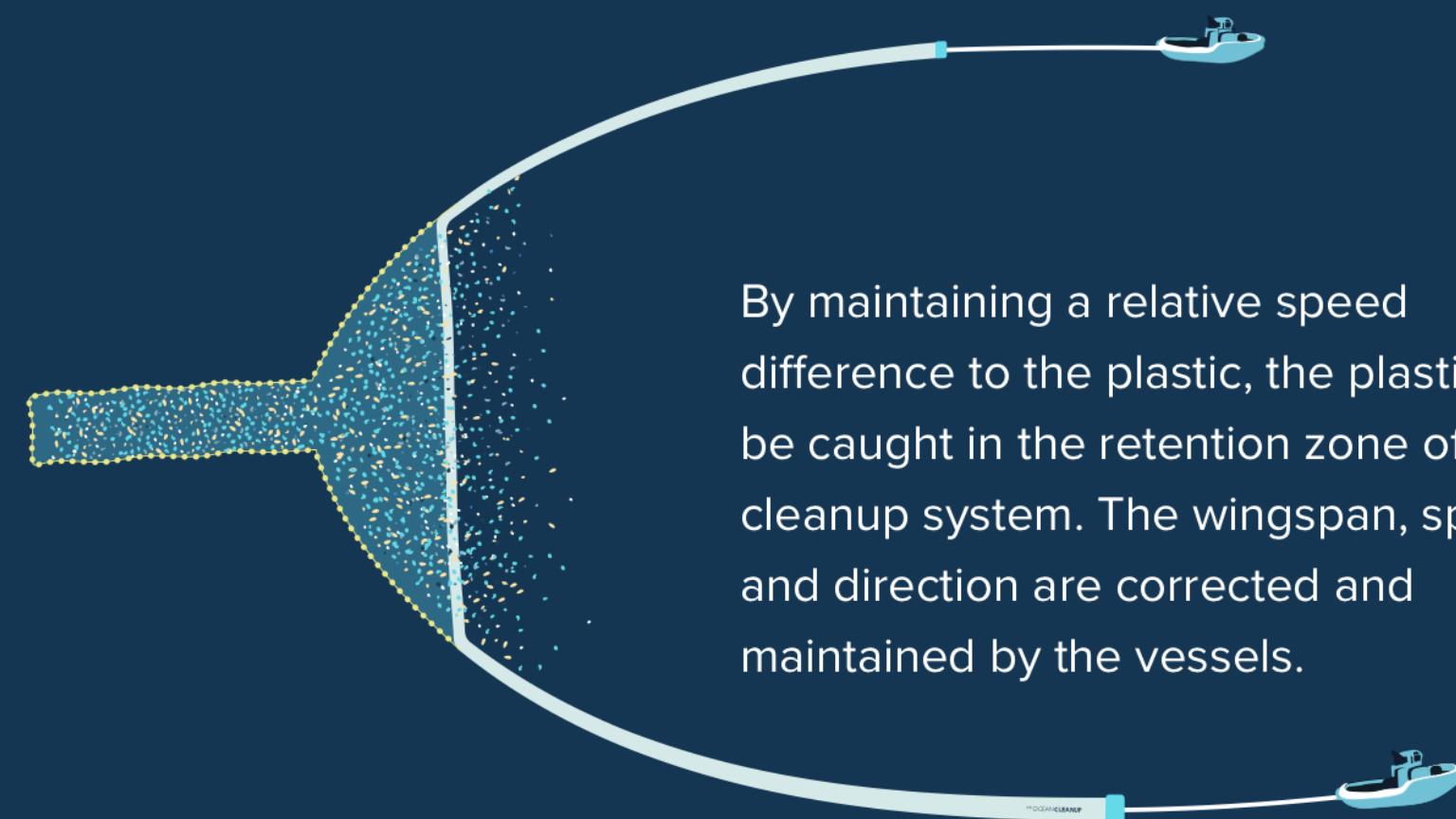
#### Proses

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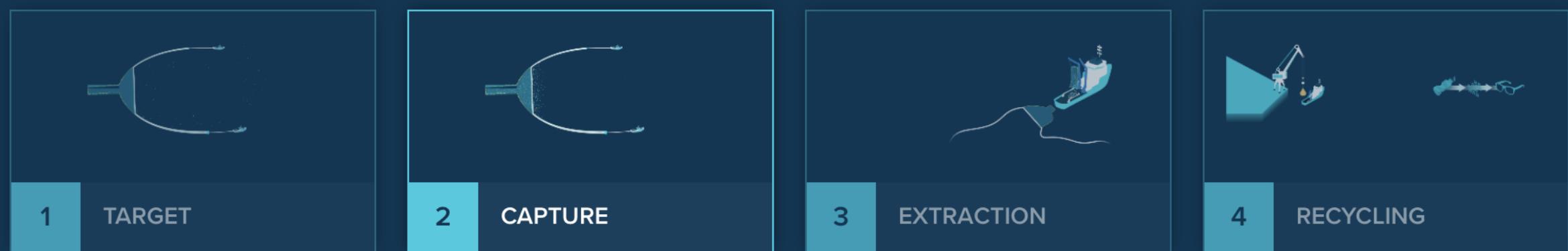


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### HOW IT WORKS



By maintaining a relative speed difference to the plastic, the plastic can be caught in the retention zone of the cleanup system. The wingspan, speed and direction are corrected and maintained by the vessels.



<https://theoceancleanup.com/oceans/>



## 3. Contoh

### Ocean Clean Up

<https://theoceancleanup.com>

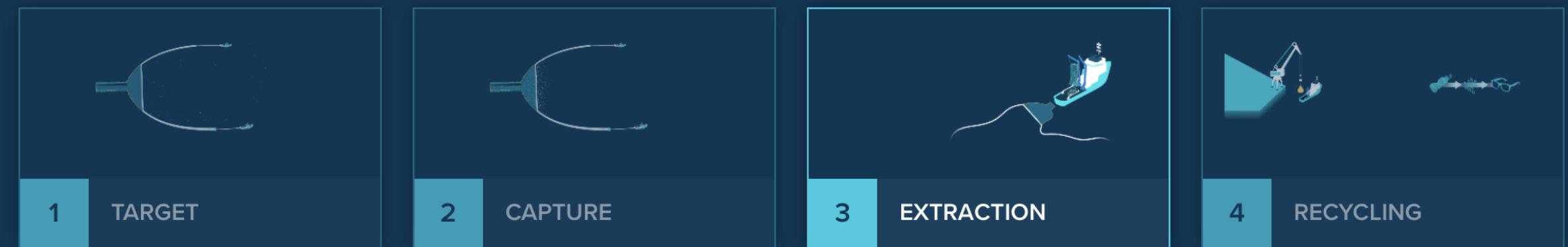
#### Proses

1. Sasaran
2. Tangkap
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## HOW IT WORKS

Once the system is full, the back of the retention zone is taken aboard, sealed off, detached from the system, and emptied on board the vessel. The retention zone is then put back in place and the cleanup continues.





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## 3. Contoh

### Ocean Clean Up

<https://theoceancleanup.com>

#### Proses

1. Sasaran
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3. Pengekstrakan
4. Kitar semula



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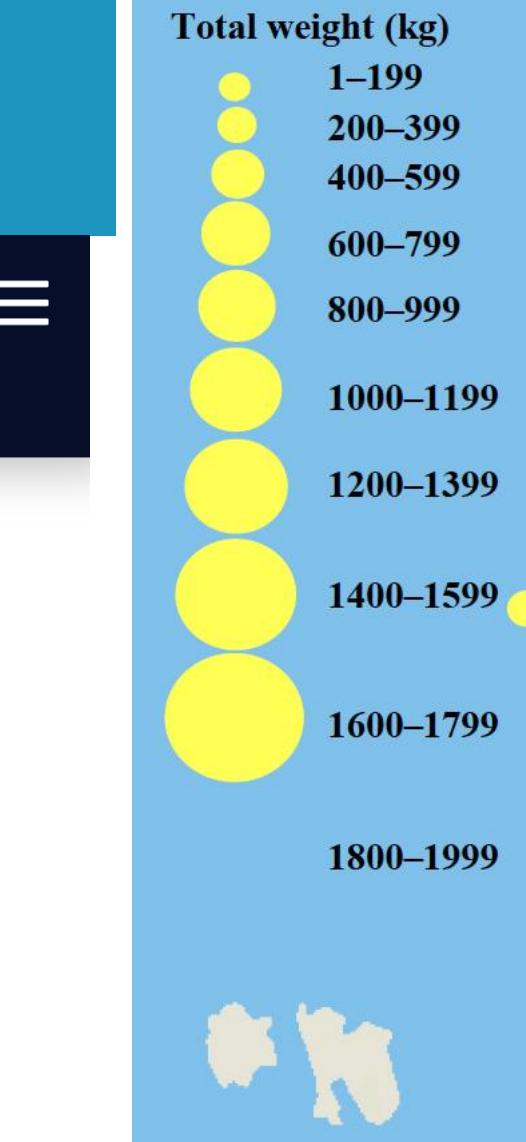
### HOW IT WORKS





## 3. Kajian kes

### Reef Check



Berat (kg) jaring hantu yang diperoleh dalam tempoh 2016 dan 2022 di sekitar Pulau Tioman.

Chelliah et al. (2024)

#### Tackling Ghost Nets



Ghost nets contribute to ocean pollution by causing extensive social, economic and environmental impacts. They trap and entangle marine life, besides smothering and damaging important ecosystems such as coral reefs and seagrass beds.

Reef Check Malaysia's teams on the islands have been receiving reports of ghost nets, and have been working hard to remove them from the marine environment before they cause extensive damage. In just the first quarter of 2024, our local group on Redang Island, the Redang Marine Conservation Group (RMCG), successfully removed approximately 140 kg of ghost nets, all found near the village jetty! The nets collected

Ghost nets removed by RMCG

were given to the local youth of the island, who planned to recycle them into football goalpost nets.

<https://www.reefcheck.org/coral-bleaching-and-ghost-nets-mark-start-of-malaysia-survey-season/>





## 4. Aktiviti Kumpulan

Dalam kumpulan:

- Mengkategorikan sisa
- Kenal pasti item yang boleh dikurangkan, digunakan semula atau dikitar semula
- Mencadangkan penyelesaian yang realistik (cth., peralatan memancing boleh guna semula, pembungkusan eko)

The image shows the cover of a guide titled "NOAA Marine Debris Monitoring and Assessment Project Shoreline Survey Guide". The background features a scenic view of a shoreline with green hills and a blue sky. The NOAA logo is prominently displayed on the right side.

**NOAA Marine Debris Monitoring and Assessment Project**

**Shoreline Survey Guide**

**NOAA**  
NATIONAL OCEANIC AND ATMOSPHERIC ADMINISTRATION  
U.S. DEPARTMENT OF COMMERCE

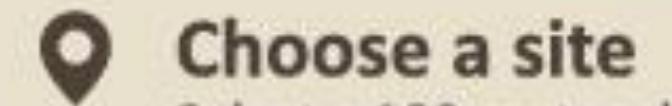




# 4.

Muat turun bahan bacaan di sini:  
<https://marinedebris.noaa.gov/our-work/monitoring/marine-debris-monitoring-and-assessment-project>

## MDMAP *at a glance*



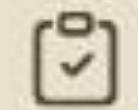
### Choose a site

Select a 100-meter shoreline survey site



### Select transects

Randomly select four 5 meter transects



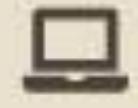
### Record conditions

Record site condition information



### Survey for debris

Within each transect search for and document items 2.5 centimeters or larger



### Enter data

Enter data online in the MDMAP database



### Repeat!

Repeat, aiming for monthly surveys at each site



Photo: NOAA



## 5. Pembentangan dan Perbincangan Kumpulan

**Pilihan 1 (jika lawatan lapangan tersedia untuk pelajar)**

**Aktiviti Lembaran Kerja:**

- Kenal pasti jenis sisa daripada laporan pembersihan pantai
- Mencadangkan penyelesaian pengurangan dan kitar semula untuk setiap jenis sisa



## 5. Pembentangan dan Perbincangan Kumpulan

**Pilihan 2 (jika lawatan lapangan tidak dibenarkan untuk pelajar)**

**Aktiviti Lembaran Kerja:**

1. Bahagikan pelajar kepada kumpulan kecil (4–5 orang)
2. Setiap kumpulan memilih sektor (cth., pelancongan) atau wilayah (cth., pantai Malaysia/Indonesia)
3. Membangunkan cadangan atau peta jalan untuk penyelesaian ekonomi pekeliling (cth, program pembungkusan boleh guna semula untuk pusat peranginan pantai)
4. Kemukakan cadangan kepada kelas untuk maklum balas rakan sebaya
5. Refleksi mengenai cabaran kebolehlaksanaan dan pelaksanaan



# Bacaan lanjutan

Bazienė, K., Gargasas, J., Rajendran, S., & Solomon, J. (2024). Towards circular economy through novel waste recycling technologies. *Entrepreneurship and Sustainability Issues*, 12(2), 460–472. <https://doi.org/10.9770/m5297249738>

Kamyshnikov, I. N., Smirnova, T. S., & Tikhonov, A. I. (2021). Sustainable Development: Waste Recycling and Circular Economy (pp. 101–108). Springer, Cham.  
[https://doi.org/10.1007/978-3-030-73110-6\\_11](https://doi.org/10.1007/978-3-030-73110-6_11)

Mélon, L. (2019). A Critical Assessment of the EU Circular Economy Action Plan in the Light of the Access to Finance for Circular Economy Projects. Social Science Research Network.  
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Waste and Circular Economy (pp. 1–18). (2022). The Royal Society of Chemistry eBooks.  
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Wu, Z., Wang, L., Ye, Q., & Feng, W. (2022). The Recycling of Construction and Demolition Waste from a Circular Economy Perspective. <https://doi.org/10.1061/9780784484562.025>





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Burgess, H.K., Herring C.E., Lippiatt S., Lowe S., & Uhrin A.V. (2021). NOAA Marine Debris Monitoring and Assessment Project Shoreline Survey Guide. NOAA Technical Memorandum NOS OR&R 56. 20 pp. DOI 10.25923/g720-2n18

Chelliah, A.J., Chen, S.Y., Shahir, Y. & Dolorosa, R.G. (2024). Incidence of ghost nets in the Tioman Island Marine Park of Malaysia. The Palawan Scientist, 16(1): 28-37.

<https://doi.org/10.69721/TPS.J.2024.16.1.04>



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# TERIMA KASIH

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Dibiayai oleh Kesatuan Eropah. Walau bagaimanapun, pandangan dan pendapat yang dinyatakan adalah pandangan pengarang sahaja dan tidak semestinya mencerminkan pandangan Kesatuan Eropah atau Agensi Eksekutif Pendidikan dan Kebudayaan Eropah (EACEA). Kesatuan Eropah mahupun EACEA tidak boleh dipertanggungjawabkan ke atas mereka.

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