



MEXT

MINISTRY OF EDUCATION,  
CULTURE, SPORTS,  
SCIENCE AND TECHNOLOGY-JAPAN

SEAMEO-Japan ESD Award



# Best Practices: 2013 SEAMEO-Japan ESD Award

Theme: Values Education

Organisers:



Southeast Asian  
Ministers of Education  
Organization



MEXT

MINISTRY OF EDUCATION,  
CULTURE, SPORTS,  
SCIENCE AND TECHNOLOGY-JAPAN

Supporting Partners:



United Nations  
Educational, Scientific and  
Cultural Organization

Bangkok Office  
Asia and Pacific Regional  
Bureau for Education



Bank of Tokyo-Mitsubishi UFJ

**Best Practices:**  
**2013 SEAMEO-Japan ESD Award**  
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# Foreword

I wish to offer my sincere congratulations to the winners of the SEAMEO-Japan ESD Award, and to express my appreciation to all of the schools that took part in this award programme.

Education for Sustainable Development (ESD) fosters people who will contribute to the development of a sustainable society. The world today faces many challenging issues such as problems related to the environment, poverty, human rights, peace and development. ESD aims to confront these global issues from a local point of view to come up with solutions that lead to new values and actions for creating a more sustainable society.

The Ministry of Education, Culture, Sports, Science and Technology (MEXT) has been collaborating with SEAMEO and Tokyo-Mitsubishi UFJ, Ltd. in supporting the SEAMEO-Japan ESD Award since 2012. For the second award scheme we received 126 applications, an increase of about 80 per cent over the number of entrants for the very first award scheme. We are very pleased that this award programme has contributed to the raising of awareness about ESD and the sharing of knowledge and best practices on ESD in schools across Southeast Asia.

The schools that won the awards made fantastic efforts, together with their local communities, to promote ESD activities from environmental, socio-cultural and economic perspectives. In collaboration with the SEAMEO Secretariat, MEXT invited the 1<sup>st</sup>-prize winning school team to Japan for a study tour in February, 2014. It was a very good opportunity for these students to engage in an exchange with one of the UNESCO Associated Schools in Japan, which included presentations of their best practices on ESD to each other.

In November 2014, the last year of the UN Decade of ESD, UNESCO and the Government of Japan will co-organize the UNESCO World Conference on ESD in Nagoya City, Aichi Prefecture, and Okayama City. We greatly hope that these efforts, including this award, will become one of the important vehicles for promoting ESD activities across the world.

Lastly, please allow me to express my appreciation to the SEAMEO Secretariat and the Bank of Tokyo-Mitsubishi UFJ, Ltd., for their cooperation in this award programme, and to the members of the judging committee for selecting the winning schools, namely: Professor Kazuyuki Mikami, President of the Miyagi University of Education; Dr Prapatpong Senarith, Former Deputy Permanent Secretary of Education, Ministry of Education, Thailand; and Mr Danilo Padilla, ESD Programme Coordinator and Liaison Officer, UNESCO Asia and Pacific Regional Bureau for Education (Bangkok).

Mr Shigeharu KATO  
Director-General for International Affairs  
Ministry of Education, Culture, Sports,  
Science and Technology (MEXT), Japan

# Acknowledgement

As SEAMEO advances into a new stage of growth in the 21<sup>st</sup> Century – described in our ten-year strategic vision as “the Golden SEAMEO”, the organization’s focus, among other key priority areas, remains in Education for Sustainable Development (ESD).

Through long years of collaboration between SEAMEO and the Ministry of Education, Culture, Sports, Science and Technology (MEXT) Japan to jointly intensify efforts to further the development of education, science and culture in Southeast Asian countries, the “SEAMEO-Japan ESD Award” was initiated to promote, share and exchange knowledge and school practices on ESD in schools across Southeast Asia and Japan.

This 2<sup>nd</sup> report of the SEAMEO-Japan ESD Award, entitled “Best Practices: 2013 SEAMEO-Japan ESD Award” highlights outstanding programmes on Values Education implemented by four schools across Southeast Asia which were the overall winners of the 2013 SEAMEO-Japan ESD Award. We hope this report will improve schools and educators’ knowledge about value-based education and extend their current practices.

The SEAMEO Secretariat wishes to express our appreciation to MEXT for its partnership in promoting ESD among schools and communities in Southeast Asian countries. We would also like to thank Southeast Asian Ministries of Education and SEAMEO Regional Centres for promoting this initiative to schools in their respective countries.

Special appreciation goes to the UNESCO Asia and Pacific Regional Bureau for Education and the Bank of Tokyo-Mitsubishi UFJ Ltd for their collaboration and contribution as supporting partners. We would also like to thank the Judging Committee, namely: Professor Dr Kazuyuki Mikami, President of the Miyagi University of Education; Dr Prapatpong Senarith, Former Deputy Permanent Secretary of Ministry of Education, Thailand; Mr Yoshiaki Sato, Director for Overseas Cooperation, International Affairs Division, MEXT, Japan; and Mr Danilo Padilla, ESD Programme Coordinator and Liaison Officer, UNESCO Bangkok.

We are thankful to all the participating schools and for their willingness to share and exchange their school practices on the SEAMEO website. This generosity of this knowledge sharing will enable more schools and communities to plan an effective values-based education programme that instils positive values among students, teachers and communities for sustainable development.

Dr Witaya Jeradechakul  
Director  
SEAMEO Secretariat

# 2013 SEAMEO-Japan ESD Award

Theme: Values Education

# Background

Education for Sustainable Development (ESD) is one of the priority areas of SEAMEO. To support the United Nations Decade of Education for Sustainable Development from 2005 to 2014, SEAMEO – in collaboration with the Ministry of Education, Culture, Sports, Science and Technology, Japan (MEXT) – organized the first joint initiative between Southeast Asia and Japan to promote ESD among schools and communities in Southeast Asian countries. The initiative is called the “**SEAMEO-Japan Education for Sustainable Development (ESD) Award**”.

The SEAMEO-Japan ESD Award has been held annually from 2012 to 2014 to promote and share best practices in ESD in schools across Southeast Asia. The objectives of the award scheme are:

1. To raise awareness of ESD in schools and communities across Southeast Asia;
2. To promote ESD best practices in schools and communities across Southeast Asia;
3. To share and exchange knowledge and best practices on ESD in schools across Southeast Asia and Japan; and
4. To encourage networking among schools and communities which implement ESD practices in Southeast Asian countries and Japan.

Each year the award is held under a new theme that highlights emerging issues in the region related to ESD.

The first awards scheme in 2012 was conducted under the theme of: “Education for Disaster Risk Reduction”. This initial competition attracted entries from 69 schools in Indonesia, Lao PDR, Malaysia, Myanmar, Philippines, Thailand and Vietnam.

## Theme for 2013: Values Education

Since the start of the 21<sup>st</sup> Century, our global society has witnessed dramatic changes brought about by modernisation, globalisation, economic development, technological advances, materialism and consumerism. These factors have a profound influence on our daily lives and in some circumstances we have witnessed the deterioration of values particularly among our pupils and the younger generation.

Considering the importance of values education, within the school system, to promote Education for Sustainable Development, the theme of the 2013 SEAMEO-Japan ESD Award was “**Values Education**”. This concept aimed to raise awareness and promote positive human values among both teachers and students.

Therefore, the purposes of the 2013 SEAMEO-Japan ESD Award with the theme of “Values Education” were:



1. To raise awareness about the importance of values education among schools and communities in Southeast Asia;
2. To promote and share best practices and initiatives of values-based education approaches within schools and communities in Southeast Asia; and
3. To enable schools to develop and improve current practices in values education.

Under the theme of “Values Education”, the award’s scheme selected schools with the best practices that promote students’ understanding and knowledge of values that develop a positive transformation of attitudes and student behaviour through an effective school policy, management plan, activities, curricular, and teaching strategies.

All public and private schools in the 11 SEAMEO Member States (Brunei Darussalam, Cambodia, Indonesia, Lao PDR, Malaysia, Myanmar, Philippines, Singapore, Thailand, Timor-Leste and Vietnam) were invited to submit the school projects/programmes related to the theme.

Entries were assessed on the following criteria:

1. Strategy/modality of implementation;
2. Innovation and creativity;
3. Reliability and achievement;
4. Participatory and inclusive;
5. Sustainability; and
6. Impact

The 2013 judging committee involved experts from Japan and Southeast Asia in areas of ESD and values education.



Announcement Poster

## Results of the 2013 SEAMEO-Japan ESD Award

Due to the support of the Southeast Asian Ministries of Education, the announcement of the award was disseminated to schools in each individual country in April 2013. As a result, the Secretariat received 125 entries from schools in Brunei Darussalam, Indonesia, Lao PDR, Malaysia, Myanmar, Philippines, Thailand, and Vietnam and one entry from India.

Considering the judging criteria, the Judging Committee considered the followings schools as the awardees of the 2013 SEAMEO-Japan ESD Award under the theme of Values Education.

### The 1<sup>st</sup> Prize Awardee:

#### **Sekolah Menengah Sayyidina Hasan**

Mukim Kilanas, Brunei Darussalam

Title of the School's Programme:

**"Environmental Awareness – 3 R to 6 R"**



### The 2<sup>nd</sup> Prize Awardee:

#### **Sathya Sai School**

Lop Buri, Thailand

Title of the School's Programme:

**"Education for Human Values Programme"**



**The 3<sup>rd</sup> Prize Awardee:**  
**SMK Bandaraya Kota Kinabalu**  
Sabah, Malaysia

Title of the School's Programme:  
**“We Shower You with Love (WSYWL)”**



**The Special Prize Awardee:**

for the best Values Education activity carried out in small schools of less than 150 students  
(From the Bank of Tokyo-Mitsubishi UFJ, Ltd.)

**Nasinuanpittayasan School**  
Maha Sarakham Province, Thailand

Title of the School's Programme:  
**“The Development Thinking Skill Process by Project-Based Learning on  
Traditional Knowledge of Local Herbs in the School’s Forest”**



## Awards Presentation at the 36<sup>th</sup> SEAMEO High Officials Meeting

The awards presentation of the 2013 SEAMEO-Japan ESD Award was held at the 36<sup>th</sup> SEAMEO High Officials Meeting on 18 February 2013 at the Royal Orchid Sheraton Hotel, Bangkok, Thailand.

H E Mr Chaturon Chaisaeng, Minister of Education, Thailand, presided over the opening of the 36<sup>th</sup> SEAMEO High Officials Meeting and presented the Plaques of Recognition to school principals from the four winning schools.



Mr Shigeharu Kato, Director-General for International Affairs, MEXT, Japan delivers remarks and announces the winners of the 2013 SEAMEO-Japan ESD Award at the Opening Ceremony of the 36<sup>th</sup> SEAMEO High Officials Meeting, Bangkok, Thailand on 18 February 2013.



H E Mr Chaturon Chaisaeng, Minister of Education of Thailand, presented a Plaque of Recognition to Mrs Lili Mariam Ismail, Education Officer, International Affairs Unit, Ministry of Education, Brunei Darussalam on behalf of Sekolah Menengah Sayyidina Hasan, Brunei Darussalam (Top left), Ms Ladda Chulawongs, School Principal, Sathya Sai School, Lop Buri, Thailand (Top right), Dr Shirley Tay Siew Hong, School Principal, SMK Bandaraya Kota Kinabalu, Sabah, Malaysia (Bottom left), and Mr Uaichai Putjaike, former School Director and Mr Suphachai Sripchow, School Director, Nasinuanpittayasan School, Maha Sarakham, Thailand (Bottom right).

## Study Visit Trip to Japan for the Top Prize Winner

A study visit trip to Japan, 1-4 February 2014, was organised for staff and students from Sayyidina Hasan Secondary School in Brunei Darussalam – the top prize winner of the 2013 SEAMEO-Japan ESD Award. The trip was undertaken by the school principal, deputy principal and four students from years 9 and 11. The selected students had the most active roles in the school’s award-winning environmental programme.

The study visit programme was organized to enable teachers and students from the top placed school in the competition to learn about the implementation and best practices of ESD in Japanese schools. The participants also had the opportunity to exchange and share knowledge about the school’s best practice titled: “Environmental Awareness: 3R to 6 R” at the “World of New Experiences for Kids and All’ on 2 February 2014 in Tokyo, Japan.

The itinerary included a courtesy visit to Ms Michiko Ueno, Vice-Minister of the Ministry of Education, Culture, Sports, Science and Technology (MEXT), and the Planning Department of CSR Promotion, the Division of the Bank of Tokyo Mitsubishi UFJ. The participants also had an opportunity to visit the National Museum of Nature and Science, and the Itabashi District Ecopolis Centre.

On the last day of the programme, the participating students presented the “Environmental Awareness: 3R to 6 R” project to senior secondary students at Makuhari Junior and Senior High School. Group discussions for exchanging ideas on environmental issues were arranged between students of Makuhari Junior and Senior High School and Sayyidina Hasan Secondary School.

The four day study programme in Japan provided a great exposure and opportunity for the teachers and students to learn more about environmental awareness programmes and eco-life practices for sustainable development which they can apply in Brunei Darussalam.



Students and teachers produced a helicopter at the Itabashi District Eco Polis Center on 2 Feb 2014



Presentation of the school best practice at the  
"A World of New Experiences for Kids and All" on 2 Feb 2014



Cultural dance by the students at the  
"A World of New Experiences for Kids and All" on 2 Feb 2014



Meeting with the Bank of Tokyo Mitsubishi UFJ on 3 Feb 2014



Meeting with Ms Michiko Ueno, Vice Minister of MEXT on 3 Feb 2014



Presentation by the students in the English Class on 4 Feb 2014



Group discussion in the English Class of year 10 students on 4 Feb 2014

Cultural exchange during lunch with Japanese students on 4 Feb 2014



Group photo with year 10 students on 4 Feb 2014

BEST PRACTICES:  
**2**013 SEAMEO-Japan ESD Award  
Theme: Values Education





Selolah Menengah Sayyidah Hasan

# The 1<sup>st</sup> Prize Awardee:

## Sekolah Menengah Sayyidah Hasan

Mukim Kilanas, Brunei Darussalam

### *“Environmental Awareness – 3R to 6R”*



**Address:** Jalan Ban 5, Mukim Kilanas, Negara Brunei Darussalam

**Educational Level:** Year 7 to 11

**Number of Teachers:** 154

**Number of Students:** 1395

**School Principal:** Hj Metusin Bin Hj Jais

**Teacher Coordinator:** Ms Lim Sia Chin

**Email Address:** lim.siachin@hasan.moe.edu.bn

#### 1. Project title

Environmental Awareness – 3R to 6R

#### 2. Summary of the programme

The Environmental Awareness programme started with a small scale paper and aluminium can collection in 2007. In 2009, the 3R Club was officially formed when the school received recycling bins from the Daikyo Recycling Company. 3R collections have since become a regular activity and it involves all students, teachers and non-teaching staff. All school citizens are encouraged to bring their recyclable materials collected at home to school at scheduled times. These are then sold to a recycling company. Income is generated from this “trash to cash” programme.

Various initiatives and programmes followed. These include the following:

- Infusion of 3R across the curriculum, co-curriculum and outreach programme;
- Making of garbage enzyme (eco-enzyme);
- Re-green;
- Energy conservation;
- Water conservation;
- Rethink; and
- Repair.

Eco-enzyme was first introduced in 2010 as an activity to reuse kitchen waste and to reduce the use of chemical cleaning agents that can be harmful to the environment.

The Energy Club was introduced in 2010 with the following objectives:

- 1) To promote energy efficiency and conservation.
- 2) To promote awareness of renewable energy sources.

Re-green programme is the 4<sup>th</sup>R. It was an innovative fund-raising project which was carried out from January to May 2012 with the main objectives:

- 1) To create green, cheerful and beautiful school grounds.
- 2) To add new plants to existing gardens.

In 2013, we progressed from 4R to 6R when the environmental programme included Rethink as the 5<sup>th</sup> R, and Repair as the 6<sup>th</sup> R. The main objectives of these two programmes are:

- 1) To reduce the amount of waste materials in the school.
- 2) To teach students some basic life skills on how to repair broken items in the school.
- 3) To modify broken items and use them for other purposes.

The School Outreach Programme (SOP) was carried out in 2013 with the following objectives:

- 1) To support the Ministry of Education's vision.
- 2) To involve parents in the Business, Art and Technology (BAT) project.
- 3) To improve parents' awareness about the importance of an eco-friendly lifestyle.
- 4) To strengthen the relationship between parents and teachers.
- 5) To make parents aware of the skills base that can turn waste materials into a craft pastime and the realisation that this hobby can generate additional income.

### **3. Background information and reasons why the school initiated this programme**

The school's involvement with the environmental care initiative began in 2007 when one teacher realized the incredible amount of paper the school threw away as waste. This eventually turned into a small scale paper and aluminium can collection. In 2009, along with a nationwide awakening of caring for the environment and a directive from the Ministry of Education, the school set up the 3R committee to promote the reduction, reuse and recycling of waste. A local recycling company, Daikyo Recycling Company, donated big collection bins for recyclable materials. Recycling continued with little success as these big bins were not mobile and too heavy to carry around and they were always full of garbage not meant for recycling. However recycling has taken roots and it was continued in the classrooms but on a small scale, using cardboard boxes.

In 2010, the school took the initiative and applied to JASTRe (Department of Environment, Parks and Recreation) under the Ministry Of Development to be certified as an eco-school so as to be eligible for its support and grants. In 2011, JASTRe responded by donating smaller recycle-bins which come with wheels. These mobile recycle-bins are placed strategically around the school to aid in the recycling collection. The school community was briefed on the different types of recyclable wastes and ways to use these bins properly. Since then, 3R collections have improved greatly.

Our students had actively participated in various eco-activities organized by JASTRe, the STEP Centre and other organizations through the guidance of the 3R Committee and Energy Committee. They have also won prizes from HSBC Bank and Butra Heidelberg Cement Sdn. Bhd., which work together with JASTRe in supporting Brunei eco-school activities. On the 26 November 2011, our school started its first Environmental Awareness Day which focused on environmental care. Since then, this day has become an annual event.

#### **4. School vision, mission and core values**

School Vision: An Excellent School Generating Intellect of an International Standard.

School Mission: Help students develop to their potential;  
Arouse students love of learning and their spirit of patriotism;  
Strengthen the school home community network;  
Adopt and undertake the MOE's aspirations in developing a knowledgeable, progressive and moral society;  
Nurture students to be dynamic and responsible citizens with integrity.

School Core Values: Positive Attitude, Responsible, Respect and Teamwork.

#### **5. Objectives/goals of the programme**

- 1) To promote the practice of 3R of reduce, reuse and recycle among all students, teachers and non-teaching staff.
- 2) To promote energy conservation.
- 3) To promote water conservation.
- 4) To beautify the school and create a more conducive environment for education.
- 5) To reach out and involve the community in environmental-care activities.
- 6) To reduce the use of chemical cleaning products in the school by creating a more organic substitute: the eco-enzyme.

## 6. Values that the school aims for within the programme

- 1) **Positive attitude** – to instil in the students a more positive attitude towards the part they play, and the importance of caring for the environment.
- 2) **Responsible** – to teach students to make responsible decisions in environmental care issues.
- 3) **Respect** – gaining a sense of respect not only for the environment but also towards their classmates when doing group work or projects.

## 7. Period of the project

The environment Awareness Programme started with 3R in 2007. The energy conservation programme was initiated in 2010 along with eco-enzyme. The Re-green programme was introduced in 2012 and the Rethink and Repair Programme started in 2013.

## 8. Activities

### 1) 3R (Reduce, Reuse and Recycle) Programme

- Each class makes three boxes to collect unwanted paper, plastic bottles and aluminium cans.
- Each class was asked to collect papers, plastic bottles and aluminium tins. A period of time was allowed for the students to collect the materials stated above.
- Eco buddies were appointed in each class and they send the collected recycle materials to the 3R Resource Room. Eco rangers appointed in each level facilitate the collection.
- Then the school contacts the Daikyo Recycling Company to collect all recycled materials as scheduled.
- Students were also involved in a variety of Eco-Awareness themed competitions.
- There is also an initiative to reduce waste by banning the use of Styrofoam take-away containers in the school canteen.
- A video made by the students is used to promote the message of using reusable food containers as an alternative to Styrofoam take-away containers.

### 2) Re-green Programme(4R)

- The school's landscape was divided into 13 plots, each handled by a group of teachers and non-teaching staff. One of the criteria was to use recycled materials such as water bottles and used tyres as a decoration. This programme has two phases.
- In Phase 1, all gardening work was carried out by teachers and non-teaching staff. A competition was organized by the school administration to choose the best garden. Each area was inspected and judged by officers from JASTRE

and Forestry Department. Several categories were set as the judging criteria. For example:

- The most transformed garden;
  - The most well-maintained garden;
  - The best concept garden;
  - The most beautiful garden;
  - The most creative garden;
  - The most colourful and cheerful garden.
- In Phase 2, the gardens were judged based on which one was the 'most maintained garden'. All students, teachers and non-teaching staff were involved in maintaining the school's gardens.
  - All the gardens are now fully maintained by students, teachers and non-teaching staff through term time gardening activities or when necessary.

### 3) Rethink and Repair Programmes(5R and 6R)

In 2013, the Handy Club was created and introduced as one of the weekly co-curricular activities. Students in the Handy Club were taught to be more vigilant before throwing any broken items or equipment away. Some broken items or equipment can actually be repaired or modified for other purposes. For example, before getting rid of damaged chairs or tables, Rethink first whether it is possible to repair and reuse.

Apart from being a weekly activity, "Rethink" and "Repair" became one of the year-end activities in 2013. A sharing session on "Rethink" and "Repair" was conducted by teachers for the students. This is how the school tries to educate the students on reducing waste and unnecessarily spending.

### 4) Eco-Enzyme

Biology teacher Ms Lim Ai Giok asked students from Year 11 Science classes (2012) to make an eco-enzyme as a mini project in relation to one of the biology topics on fermentation. Students carried out tests to find out the uses and benefits of eco-enzymes. Students were then asked to present their project findings to the whole class. The school janitors now use eco-enzymes as a cleaning agent, especially for cleaning bird droppings on the floor and on the cleaning drains.

For Re-green programmes, teachers use eco-enzymes (diluted) as pesticides and fertilisers in their own assigned gardens in the school.

Briefing and demonstrations of making eco-enzymes were shared with many local schools and foreign delegates that visited the school.

Students made a proposal on eco-enzymes to join the Princess Rashidah Young Nature Scientist Award 16 (PRYNOSA 16) and they were selected as one of the finalists. The project submission will be in 2014.

5) School Outreach Programme 2013 (SOP)

The School Outreach Programme was carried out from February to June 2013. There were ten sessions of sharing and workshops which were facilitated by school teachers. Most of the activities in this programme used recyclable materials for handicraft purposes. Parents were also taught how to make, harvest, and use eco-enzymes.

6) Energy Project

The Energy Club was set up in 2010 as a directive from the Energy Department through the Ministry Of Education. Since its formation, energy related projects were initiated. These include:

- Constructing solar-powered water fountains.
- Building solar water heaters for low temperature heating.
- Energy saving posters and labels to remind students to switch off power.

These projects not only taught students about the importance of conserving energy and reducing pollution but also about important renewable energy sources.

In line with the school's eco-school status, the school administration organized an eco-study trip involving teachers and students to Malaysia to learn new ideas and gain inspiration which could be implemented to further enhance the school's green footsteps. The visit included a trip to the Titi Eco farm for organic farming and the Panasonic Econation centre for energy efficiency. The group also visited Tsun Jin Primary School, the Best Eco-primary School in Malaysia and also Alam Shah Secondary Science School where they learnt about the eco habitat concept.

**9. Teaching strategies or pedagogies used for teaching values in the school**

Activities under this programme are very good exercises for the subject "Life Skills" for students who are enrolled in Years 9, 10 and 11 Special Applied Programme. They evaluate/repair/reuse broken items so as to reduce the amount of waste materials in the school. For example: students learned how to repair damaged chairs; how to make bottles into a pen holder; weave newspapers into a basket or container; and make bookmarks out of paper and plastic scraps. These activities helped students learn the values of the things around them, appreciate school property and be responsible when throwing away broken items.

Business, Arts and Technology (BAT) and social studies teachers collected leftover fabric from Aewon (a nearby fabric company) to use in their school projects for all years 7 and Year 8 students.

Pre-vocational teachers used old bottles, newspapers, plastic bags and calendars to create beautiful crafts. They taught their students (special-need students) how to reuse these materials to produce new products for decorations and gifts.

As part of the school's Co-Curricular Activities, several clubs such as the handicraft club, scrapbook club, handy club, energy club, 3R club and gardening club were set up to increase students' awareness about environmental issues. Club activities are monitored to provide a first-hand experience for students to participate in environmental caring in a varying degree and for students to take positive and responsible action towards the environment, such as recycle, reduce, reuse, care for plants, save energy, rethink and repair. Students learnt to respect what each club is doing and the meaning of working together for the environment as a whole. Teachers are selected carefully to facilitate these clubs. To involve the whole school's population, once in every school term, the school organizes an environmental campaign so all students can take part in various activities such as gathering recyclable materials, tending the gardens together and cleaning the school compound.

#### **10. Monitoring and evaluation mechanisms and summary of results**

The task of running the environmental programme is shared between the following school sections:

- 1) 3R Committee;
- 2) Gardening Committee;
- 3) Handy Club Committee;
- 4) Energy Committee;
- 5) Building and Infrastructure Committee;
- 6) School Programme Committee;
- 7) Canteen Committee;
- 8) Cleanliness Committee.

At the beginning of each school year, all heads of committee and sections are asked to prepare their Balanced Score Card (BSC) which outlines their plan and target and which also acts as their performance indicator.

The monitoring teams include senior and experienced teachers who have been appointed as coordinators, heads of club and also heads of committees. The monitoring teams also do their reviews during the weekly co-curricular activities for the 3R Club, Energy Club, Handy Club and Gardening Club.

The Balanced Score Card is used by the principal and deputy principals to evaluate all eco programmes carried out in the school. Evaluation is done at the end of each term (four times a year). During the evaluation process, action planned according to the time frame is analyzed. Comments and advice is given on how to improve on targets not achieved. Eco programmes which need funds are monitored and evaluated by the principal.

Through assemblies, students and teachers are always reminded about their respective roles in helping to maintain the environment of the school.



Form teachers help to monitor the cleanliness of the classroom and the collection of recycled products in each classroom. The most cheerful and cleanest classroom is announced during assemblies and a certificate of appreciation awarded.

Summary of results:

- 1) Janitors use eco-enzymes on tough stains;
- 2) The use of Styrofoam food containers in the canteen has completely ceased;
- 3) Gardens are well maintained through the help of students, teachers and non-teaching staff. The Special Applied Programme is of particular importance as students undertake this activity as one of their life skills lessons;
- 4) An increase in the number of students collecting recyclable waste in the classrooms; and
- 5) More students paint their classrooms to make them more conducive for learning.

#### 11. Resources used for programme implementation

Human Resources	Students, teachers, non-teaching staff and parents.
Financial Resource	Canteen fund, Profit fund, Grants from Butra Heidelberg Cement and contributions from teachers and non-teaching staff.
Capital/Infrastructure resources	3R Room as a resource and information centre, Energy Room as a display room, Pre-Vocational Room as an instructional room to conduct the School Outreach Programme, Study Garden as an instructional venue for Handy Club students, 3R recycling bins donated by the Daikyo Recycling Company and JASTRe, Solar Panel and Charge Controller received from the Brunei Energy Department.
Technical Resource	Institute Technology Brunei (ITB) for giving workshop on Solar Panel Installation.

#### 12. List of partners and their roles in the programme

No.	Name of Partners	Roles or Contributions
1	Parent Teacher Association	Funding and volunteering services.
2	JASTRe (Department of Environment, Parks and Recreation )	Providing smaller recycling bins, seedlings for palm trees, judges for judging the garden competition and also speakers on promoting an eco-friendly lifestyle.
3	Forestry Department	Providing seedlings for royal palm trees during the launch of the re-green

No.	Name of Partners	Roles or Contributions
		programme and also judges for the garden competition.
4	Agriculture Department	Providing advice on gardening activities.
5	Butra Heidelberg Cement Sdn Bhd	Providing B\$2,000 to carry out the 3R activity.
6	Daikyo Recycling Company	Providing big recycling bins and purchasing our recyclable materials.
7	STEP Centre	Extending assistance to the Eco-Programme and organising eco-themed competitions and forums.
8	Energy Department from the Prime Minister's Office	Organising energy themed competitions and exhibitions and providing the necessary funding.
9	HSBC Bank	Sponsoring prizes for the competition.

### 13. **Benefits/impacts of the programme to teachers, students, parents and the wider communities**

The 3R programme can now be successfully run in the school because the students are becoming more positive and responsible in terms of not throwing non-recyclable rubbish into the recycling bins. This enables the 3R Committee to run their club efficiently and effectively. The 3R collections have also increased because more students and teachers are bringing recyclable materials from home.

The tremendous teamwork and co-operation from all students, teachers and non-teaching staff have successfully transformed the school's landscape. Many new plants and trees were added to make the school greener and more cheerful. The school now has a beautiful and well maintained garden area. Many students enjoy gardening as an activity with their friends. Some of them have even picked up gardening as a major hobby.

Our students are also becoming more proactive and helpful when it comes to environmental clean-up activities. They have actively volunteered in beach cleaning and mosque cleaning events organised by various organizations to promote a cleaner environment.

Apart from these physical activities, students have gained experience and developed higher confidence levels from their participation in both national and international competitions and forums on issues related to the environment. This will create an impact to further motivate other students to join in future competitions and forums.

More students and teachers are adopting more eco-friendly and healthy lifestyles. We now see an emerging trend of students and teachers bringing their own tumblers and reusable containers to the school canteen and this trend is helping to reduce our wastage on plastic cups and food containers. The total ban of Styrofoam containers and straws in the school canteen has greatly reduced the school's daily waste.

The School Outreach Programme has allowed parents and teachers to interact with one another and share ideas on an eco-friendly lifestyle. We have also conducted sharing sessions with other schools on our eco programmes. Networking was created to share best practices on how to better care for our environment.

Our school has its own eco-friendly products. The eco-enzyme produced is now widely used in school as multi-purpose cleansers as an alternative to other cleansing agents (chemical-based products). The eco-enzyme is harmless to the environment and it does not cost much to produce.

Handicrafts made by students using recyclable materials are usually given away as souvenirs to school visitors. Some are sold during exhibitions to raise funds for the school. Besides entrepreneurship, this kind of activity also gives positive encouragement to students because their products are appreciated.

#### **14. Proof of achievement from students, teachers and the community**

##### 3R:

- 1) In September 2010, our students won 3<sup>rd</sup> prize when they made a standing lamp shade entirely from recycled materials in the "Project Green Carnival" organized by JASTRe.
- 2) In November 2011, our students video with the title "Garbage Enzyme" won 1<sup>st</sup> place in the "1 Minute Brunei Eco Video Competition" organized by the STEP Centre in conjunction with "2011 Youth Go Green Initiative Award".
- 3) In January 2012, our students won 2<sup>nd</sup> prize when they built a replica of "Sultan Omar Ali Saifuddien Mosque", one of Brunei's famous landmarks, using recycled materials in a competition organized by the Municipal Board.
- 4) In August 2012, our students' video with the title "Every Little Help Counts" was Runner up for the "Youth Eco-Documentary Award" organized by the STEP centre and JIS.
- 5) Every little helps counts video - <http://www.youtube.com/watch?v=1j8EMsl0mDg>
- 6) Trash to cash video - [http://www.youtube.com/watch?v=RBHzyc\\_YJPo](http://www.youtube.com/watch?v=RBHzyc_YJPo)

##### Eco-school:

- 1) On 26 November 2011, our school was certified as an eco- school in Brunei by JASTRe.
- 2) On 17 July 2012, our school was selected to represent Brunei in the secondary section for the ASEAN Eco School Awards held in Malaysia.

- 3) On 7 June 2013, our school received a certificate from JASTRe for having a “No Styrofoam in [the] School Canteen”.

Eco-Enzyme:

- 1) Proposal selected to be the finalist of PRYNESA 16 in 2013
- 2) Solution for pollution – Garbage enzyme video:  
<http://www.youtube.com/watch?v=CZxkgZy-Rbs>

**15. Plan for sustainability and plan for the future**

Plan for sustainability:

We will continue our effort in educating and supporting our students to take action to protect the environment. The environmental programmes will continue to be included in the school action plan and our school will continue to work closely with our stakeholders.

- 1) The school hopes to generate more income through its “trash to cash” programme to finance some of our environment programmes.
- 2) We will continue our term time environment activity at the end of every term involving all students, teachers and non-teachers.
- 3) Continuous support from JASTRe and Butra Heidelberg Cement SDN BHD can also help in sustaining our environmental programmes.

Plan for the future:

The school not only has a plan to continue practicing 6Rs in its own community but also to reach out to other schools. We hope to be able to accomplish the following plans:

- 1) We will implement “OCOP” – One Class, One Plant and “OTOP” – One Teacher. One Plant throughout the school. We hope every school citizen will bring home the concept of Re-green.
- 2) We will compile resources collected into pamphlets and handbooks.
- 3) Environmental care will be introduced in a less formal media outlet such as mural paintings around the school compound.
- 4) We will plan more eco-study trips overseas to further enhance the school’s commitment to learn and share how to better protect the environment from other institutions. From these eco-trips, we can also create networking with schools outside of Brunei Darussalam.
- 5) It was intended to hold a 6R fair during the school’s 20th anniversary in June 2014 to showcase our eco-school experiences and achievements for students from other schools.
- 6) Recycled materials which have been turned into handicrafts by the 3R Club, Pre-Vocational Programme and BAT students will be exhibited, along with items repaired by Handy Club students. This will be an opportunity for Gardening Club students to showcase the herbs and plants they have cultivated.

7) We will reach out to other schools through more sharing sessions and invite them to our eco fair.

What we have done, what we are doing, and what we are going to do in our school may be considered as a small effort but we believe, "EVERY LITTLE HELP COUNTS", as our logo states.

## **16. Attachments**

- Annex A: Student Worksheet on Garbage Enzyme
- Annex B: Teaching Materials (brochures) – Garbage Enzyme
- Annex C: School Plan
- Annex D: School Outreach Programme
- Annex E: Photos Related to the Programme

## Annex A: Student Worksheet

### Student Worksheet PowerPoint/Video project

Title:	Garbage Enzyme
Dates:	20 February 2012 – 20 May 2012 21 May 2012 onwards (diluting and finding out advantages) 25 June 2012 and 27 June 2012 (presentation)
Preparation dates:	11 Science 1 – 20 February 2012 (1:00 – 2:00 p.m.) 11 Science 2 – 21 February 2012 (2:30 – 3:30 p.m.) 11 Science 3 – 20 February 2012 (2:00 – 3:30 p.m.)
Presentation dates:	11 Science 1 – 25 June 2012 (1:00 – 2:00 p.m.) 11 Science 2 – 27 June 2012 (1:00 – 2:00 p.m.) 11 Science 3 – 25 June 2012 (2:00 – 3:30 p.m.)
Group:	A group of 4 to 5 students (Choose your team mates)
Prize:	Top group from each class

#### Description:

1. Your group must make the garbage enzyme
2. Find out the benefits / uses of the garbage enzyme and must actually carry out at least 3 uses. For example, it can be used as a bleacher or as fertilizers or remove the stain from birds' droppings, when diluted, HOW? and WHY?  
**[VIP – Scientific explain please – Especially microorganisms involved, processes involved such as fermentation, products formed, etc.]**
3. You must check the pH at least once a week, plot a graph after that.
4. Your PowerPoint presentation (can include video) will be for 10 minutes
5. Slides should include:-
  - Introduction
  - Materials
  - Methodology
  - Benefits / Uses with scientific explanation
  - MUST include marketing ideas, HOW are you going to convince the public to use it?
  - Any disadvantages?

#### Note:

1. Throughout this project, must give feedback with Miss AG or Madam Susie.
2. Other teachers who you can interview or ask questions will be Ck Salmiah, Ck Hjh Nurliyana, Ck Hj Metusin (Principal)
3. The container to be used must be about 1 foot diameter, see through plastic container. MUST LABEL date of manufacture, group name and class.
4. Storage place can be at the back of your classroom for daily stirring. During March school holiday, can keep in 3R room.

## Annex B: Teaching Materials

### What is the recipe?

- 3 kg Kitchen Waste (all over fruits or fruit peels and vegetables)
- 1 kg brown sugar
- 10 litres water. Reduce or increase the amount proportionately according to your desire.

**Try it at home!**  
**Container:** An airtight plastic container.  
**Ingredients:** Water, fruit and vegetable scraps, brown sugar.

**Step 1**  
Add the brown sugar into the container of water. Stir till all the brown sugar is dissolved.

**Step 2**  
Add the Kitchen Waste (fruit peels) to the solution. Stir the container well. (Add in some garden leaves for better fragrance)

**Step 3**  
Put the lid back on the container (make sure it is airtight), label on the container the date of manufacture so that you know when to harvest it.



### Garbage Enzyme Production

*An example:*

Add 300 g of sugar + 600 g of fruit peels + 3000 g of water and mix well in a 5000 cc plastic bottle and cap tightly. Keep in a cool dry place at room temperature. Release the gases formed once a day for the first month. Make sure it is re-capped tightly each time after the gas release. For the 2nd and 3rd month, only release any gases if necessary. Sometimes, there is a white layer on the surface of the enzyme solution during fermentation. Should worms appear in your enzyme solution, don't panic. Add in a handful of sugar, mix well and cap the bottle tightly. They will disappear overnight.



**Garbage Enzyme Production**

**Releasing the gas and stirring for the first month**





## GARBAGE ENZYMES

Recycle, Reduce & Reuse








SAVE OUR ENVIRONMENT



### What is Garbage Enzyme?

Garbage Enzyme is a multi-purpose natural cleanser and fertilizer. It also has many other uses. I would strongly recommend that you try making your own Garbage Enzyme and explore its various uses. You will be amazed by its wonderful benefits.



**What exactly is Garbage Enzyme?**

It is a concentrated liquid, a product of a 3 month fermentation fruit peels mixed with process made from water and brown sugar in a airtight container. Kitchen waste remaining only fruits and vegetables. No meat or anything else. An example would be fruit peels, left over fruits and vegetables such as carrots, cucumber, spinach and broccoli.

### How does Garbage Enzyme smell like?

Garbage Enzyme had a very strong acidic, orange with a light alcoholic smell and had a surprisingly fresh, fruity smell to it. If you put mainly fruit waste, it will result in an acidic, fruity smell. Sometimes strong, sometimes light. But the smell might not be as pleasant if your Garbage Enzyme were to include more vegetables.

### What is Garbage Enzyme used for?

- Household cleaning solution**  
Instead of detergents, you can use this natural cleanser for mopping floors, effectively cleaning up stubborn stains in the kitchen, cleaning the dishes, cleaning cars, removing food smells and washing the toilet.
- Keeping insects away**  
Garbage Enzyme is quite effective in keeping away insects such as ants, cockroaches, spiders and lizards. If you use Garbage Enzyme as floor cleanser, you seldom see cockroaches and lizards in the kitchen. Putting the residues of Garbage Enzyme in pots of plants can effectively drives away the army of ants. You will, however, need to continue using Garbage Enzyme because once you stop, the insects will come back again.
- Purifying the air**  
Pouring a small amount of Garbage Enzyme that has been diluted with water into a plastic container, and left it in a high corner of the kitchen cabinet. This is good for purifying the air, keeping the air fresh and healthy. You can use Garbage Enzyme to cut down the number of mosquitoes.
- As a compost for plants and vegetables**  
When using the Garbage Enzyme liquid to water the plants, take care to dilute it with water as much as possible as it is usually very strong for the plants. If it is too strong, the plants might die as a result. The residues (that is the fruit peels, vegetables, etc.) of the

Garbage Enzyme can be dried and 'blend' into pieces and stored up. They can be added to the soil as fertilizer when needed. Don't put too much as it might be too strong for your plants. Try adding a little first.

- As a natural pesticide**  
As it repels insects, it naturally keeps farms free from insects and ticks/mites. And farmers will not have to suffer skin diseases or any other diseases brought about by the harmful pesticides.
- Prevents blockage in drainpipes**  
It is mentioned on the internet that Garbage Enzyme helps prevent blockage in drainpipes, releasing residues accumulated in the pipe of basins or toilet bowls.

Garbage Enzyme that flows underground and eventually into the river helps to break down harmful chemicals in the river and sea. It is also said that during the fermentation of Garbage Enzyme, ozone gas is released and in turn helps to slow down Global Warming and, at the same time help to heal the environment.

Anyway, garbage enzyme is a good way to recycle our 2nd kitchen waste. Its usage and benefits has been proven effective by those who have tried.

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## Annex C: School Plan

### School Action plan 2013

#### Our School Priorities

1. Improvement in Academic Performance
2. Sustained Good Discipline
- Increase Students' Participation in CCA (National & International)
5. Enhance Stakeholders Involvement & network
6. Strengthening Relationship among School Communities
7. Internationalisation and Benchmarking

Areas	Specific	Target	In-charge	Timeframe	Review
<b>1.1 Improvement in Academic Performance</b>		Sub trs teaching	P/dp/HOD	1st term	
	● Lesson observation	Yr 10 and	SMs	January to March	
	ENGLISH	yr 8			
	MATHS	at least 2 trs			
	PURE SCIENCE/COMBINED SCIENCE	from each			
	UGAMA	subject			
	SASTERA				
	ENGLISH	sub trs		February	
	MATHS	teaching			
	SCIENCE/PURE SC	Yr 7 and 9			
	UGAMA	at least 2 trs			
	BAHASA MELAYU	from each			
		subject			
	WORK REVIEW/TARGET SETTING	All CCCs	CCCs	Termly	
	FOSTERING PROGRAMME(PKS)	Selected Students	PKS Committee	Apr-Oct	
	STAR PROGRAMME YEAR 11 STUDENTS	Selected Students	P/DPs/SMs	2nd term	
	MUZAKARAH'	All Yr 11 Classes	P/DPs/SMs	May-Aug	
			Subject Teachers	Apr - Oct	

"EIE" Programme:	Yr 10	P/DP/SM/Subject Trs	Jun - Sept	
Enhance Intensive Enrichment Programme	BM, ENG,SCI, IRK	Selected Teachers		
	GEO, SASTERA	Teachers		
Departmental Assessment Policy: Students' Early Intervention	Students taking Course Work			
Book Inspection			Jan and Feb	
GEOGRAPHY			April and May	
HISTORY/SOCIAL STUDIES				
BAHASA MELAYU				
COMPUTER STUDIES				
COMMERCIAL STUDIES				
FOOD AND NUTRITION				
ART & CRAFT				
BUSINESS, ART & DESIGN				
MOTIVATIONAL TALK	Yr 9/ Selected Yr10	DP academic	27-28 March	
SEMINAR BIJAK BELAJAR	students from Cluster 3	SM2 Academic		
SHARING LEARNING EXPERTISE AMONG STUDENTS	Yr11		Apr-Jun	
READING PROGRAMME TO IMPROVE LITERACY INCLUDING AL-QURAN	ALL LEVELS	P/DPs/SM Acad	Jan-Nov	
		CCCs/BM Trs		
		IRK/ENG Trs		
MONITOR THE PERFORMANCE OF YR8	YR8	DP Acad/SM2	January to February	
Monitor the usage of reading books	Yr7 , Yr8			
at least one student have 500 - 1000 vocab	Yr9	English Lang Trs	Jan-Nov	
Involve show and tell for Yr7 and Yr 8 in classroom and if confident, during assembly	Yr 7 & Yr 8	EL trs Yr 7&8	Jan- Jun	
		HOD		
		SM Acad		
Practice Oral English as compulsory	Yr 10	CCC EL, El Trs	Feb- Jun	
		Yr 10 trs		



<b>MATHS</b>	Yr7,8 and	EL Trs	Jan-Nov	
	Yr 9			
	To improve numeracy in Yr7 & Yr8	Yr 7, Yr8 & Yr9	EL trsYr 7/8	Jan- Feb
	Identify students who are weak and average in Maths using diagnostic testing			January
	To give remedial to the identified students		HOD EL	
	*Maths Quiz	All students	EL trs	Jan-Jun
	*PMP (Practice Makes Perfect)	Yr9, Yr10 & Yr11	Yr 10	Jan-Sept
	<b>SCIENCE</b>			
	Increase no. of students in science class in Yr 9 in year 2014	Target science students 60+ in 2013	DP Acad SM ACAD CCC/MTH/SC/EN	
	* Science Camp	Yr7	Science Dept	Jun
	* Science Educational Visit	Yr8	Science Dept	Apr-Ju
	Monitor the result of Yr 8 students in science, maths and English		SM Acad HOD SCIENCE HOD MTH HOD EL	
Achieve GCE O Level result 2013 pure science subjects 95% above		DPs/SM/Exam	Jan- Sept	

<b>2.Sustained good discipline</b>  - to instil good morales and behaviour - to cultivate good character and personality	To make sure all students follow school's rules and regulation during registration, lesson and examination	All students	SM Students' Affairs, SM Registration,SM Academic sub trs, Discipline committee	During assembly, rounds
	Discipline meeting		P/DP, SM HEP and Committee	termly
	To call parents immediately if cases need attention		P/SM Std welfare Counselor	
	To identify students' with learning problems	Repeaters	Class tr	January
	To call parents for discussion and improvement	Low achievers	sub tr parents	February
	the 'courtesy Month'	All students	P/DP/ SM HEP and committee	April
	Praying Hajat after qualifying examination to seek for forgiveness and success	Students Year 8 and YR11	all trs/Hod Ugama	September
<b>3.Increased in students' participation in CCA at National and International level)</b>	To open up relevant CCA for students with proper schedule and venues	All students	Dp/SM/Head of CCA	January till July
	Teachers' training for CCA	Selected teachers	DP/CCA Committee	Term 1,2 and 3
	Hired the expert people in certain activities	P/DP/CCA committee	P/DP/SM CCA	
<b>4. Staff Development Programmes</b>	Induction Course for new teachers with General Order, school policy.	New trs 4yrs and below	DPs/SM	End of January
	Sharing session by teachers who attended course /workshop/working visit/seminar overseas.	Pre-voc and Sap trs	P/DP, cluster 3	Mac/June/Oct
	Working visit to other ministries			Novemehr 2013

<b>5. Enhance Stakeholders Involvement and Network</b>	SOP: Planning the activities involved in academic, religious, social and cultural, CCA	Chairman/Advisor/EMC	PTA committees	January- November	
	Praying Hajat after qualifying examination to seek for forgiveness and success	Chairman/Advisor/A	PTA, Parents and all yr 8 & yr11 trs	September	
	Share parenting skill	PIBG members			
	belia Mendekati Masjid (project Manager: Ustaz Azrul)	selected students	HEP & KAK	Jun/July	
	CCA Open Day	All school citizens	P/DP/SMOMC	July	
			Chairman of PTA		
<b>6 Strengthening relationship with non-teaching staff</b>	organise motivational talks for non-teaching staff	All Non-Teaching Staff	P/DPs/SMs/PIBG	July	
	organise working visit	Non-Teaching Staff		November	
	Organise Family Day	Non-teaching staff with school administrators and teachers	Administrator	September	
	To identify non teaching staff with good performance and award during end of year	Non teaching staff	DP/SM/CCC/OMC	Jan-August	
	Meeting with the non-teaching staff any areas of their concern	Non teaching staff	P/DP/SM	termly	
	Staff Gathering	all Teachers	Staff Fund Com	Termly	
	Staff Sport Activities			Seasonal	

<b>7. School Programme</b>	Outreach Programme - HANDICRAFT	parents of Yr 7 & 8 students	P/DP/SM/selected teachers on the	Feb - May	
			subject basis such as BAT, ART, Pre-Voc and 3R club		
	Health Activities	all students	P/DP/SM	Feb - Nov	-fruitful Monday
		all teachers and non-teaching staff	members of health promotion section		- biggest loser
					- health Awareness Day
					- Health Talks
	Environmental Friendly Programme	all students	P/DP/SM	Jan- Nov	- Fitness - Aerobic
	all teachers and non teaching staff	3R club committee		and Zumba	
	school community	Energy Club committee			
		Gardening Club Committee			
<b>8. Improve Social Networking</b>	INTERNAL				
	- among secondary schools	all teachers	Administrators		
	- stakeholders such as STEP, JASTRe,				
	HEALTH PROMOTION CENTRE, relevant PRIVATE SECTORS	all teachers			
		all students			
	INTERNATIONAL				
	- organise visit to:		Administrators		
	LABUAN (Malaysia)	teachers		1 Mac 2013	
	SINGAPORE	teachers/students		4-9 Mac 2013	
	INDONESIA (Sembawa)	teachers/students		3-7 June 2013	
	MALAYSIA ( KL)	teachers/students		13 -18 Oct 2013	
THAILAND	teachers/students		19-25 Nov 2013		

## Annex D: School Outreach Programme

The participants of the following activities are the parents of the school's lower secondary students.

### Sekolah Menengah Sayyidina Hasan Outreach Programme Workshop schedule.

Date	Activity	Teacher's	Place	Summary/Remarks
1/2/13 Opening ceremony of the programme	Activity 1: BOOKMARK	All the school outreach program committee (approximately 20 teachers)	Pre-vocational classroom	<ol style="list-style-type: none"> <li>Using recyclable items such as cardboards and wrapping papers.</li> <li>Participants were divided into groups and teachers were assigned to each group to assist on how to make the bookmarks.</li> </ol> <p><i>*Additional information can be seen in the picture attachments below.</i></p>
8/2/2013	Activity 2: Garbage Enzyme	All the school outreach program committee (approximately 20 teachers)	Pre-vocational classroom	<ol style="list-style-type: none"> <li>Each of the participants was required to bring their own materials/ingredients to make the garbage enzyme.</li> <li>The activity lasted for 2 hours.</li> </ol>
15/2/2013	Activity 3: <ul style="list-style-type: none"> <li>Bookmark notes</li> <li>Scrapbook</li> </ul>	All the school outreach program committee (approximately 20 teachers)	Study Garden	<ol style="list-style-type: none"> <li>Participants are required to bring their own photographs for the activity</li> </ol>
8/3/2013	Activity 4: <ul style="list-style-type: none"> <li>Creating and designing envelopes</li> <li>Making hair ties</li> </ul>	All the school outreach program committee (approximately 20 teachers)	Pre-vocational classroom	<ol style="list-style-type: none"> <li>Templates were created and designed.</li> <li>The participants choose the design they like and start making the envelopes.</li> </ol>
19/3/2013	Activity 5: <ul style="list-style-type: none"> <li>Beaded safety pins (Enjalai)</li> </ul>	All the school outreach program committee (approximately 20 teachers)	Pre-vocational classroom	<ol style="list-style-type: none"> <li>Participants were divided into groups again and each group was provided with safety pins and beads.</li> <li>After the demonstration, participants designed their own safety pins.</li> </ol>
5/4/2013	Activity 6: <ul style="list-style-type: none"> <li>Fondant cakes</li> </ul>	All the school outreach program committee (approximately 20 teachers)	Pre-vocational classroom	<ol style="list-style-type: none"> <li>Participants were taught how to make their own fondant using marshmallows and participant coloured their own fondants and designed their own</li> </ol>

				fondant to decorate their cakes.
19/4/2013	Activity 7: • Cross-stitch	All the school outreach program committee (approximately 20 teachers)	Pre-vocational classroom	<ol style="list-style-type: none"> <li>1. Each participant was given their own cross-stitch cloth and then they shown how to sew their own designs on it.</li> <li>2. After the designs were done, the participants were shown how to transform their cross-stitch creations into pencil cases and small bags.</li> </ol>
3/5/2013	Activity 8: • Crafting flowers from plastic bags	All the school outreach program committee (approx 20 teachers)	Pre-vocational classroom	<ol style="list-style-type: none"> <li>1. Participants were shown how to use old plastic bottles and bags to create flowers and crafts.</li> </ol>
17/5/2013	Activity 9: • Harvesting garbage enzyme • Creating baskets from newspapers	All the school outreach program committee (approximately 20 teachers)	Pre-vocational classroom Study Garden	<ol style="list-style-type: none"> <li>1. Old newspapers were used to create baskets.</li> <li>2. Participants harvested their garbage enzymes that they made during Activity 2.</li> </ol>
7/6/2013	Closing ceremony	All the school outreach program committee (approximately 20 teachers)	AVA room	<ol style="list-style-type: none"> <li>1. Speech by the school Principal.</li> <li>2. Speech given by a representative from the participants.</li> <li>3. Slide show of all the activities done.</li> <li>4. Certificate presentation to participants and all the school committee.</li> </ol>



Parents attending the demonstration given by the teacher on how to make the bookmark. (1/02/2013)



Parents making and designing their own pins (19/03/2013)



Cross-stitch workshop (19/4/2013)



Parents creating flowers using used plastic bags. (3/5/2013)



Parent Workshop on Creating Baskets from Newspapers (17/5/2013)



Parents harvesting their garbage enzymes (17/5/2013)

## Annex E: Photos Related to the Programme



Solar powered water fountains



Students presenting their inventions on the Rethink and Repair Day



Students and teachers cleaning up during Environmental Friendly Day in 2012



Recycled bottles and old tyres are used as decorations in the Plantation project



Harvesting the Garbage Enzyme together with several members of the community during the School Outreach Programme 2013



Garbage Enzyme from Fruits



Teachers and students participated in the beach clean-up campaign at Tungku Beach



Collection of the recycle items



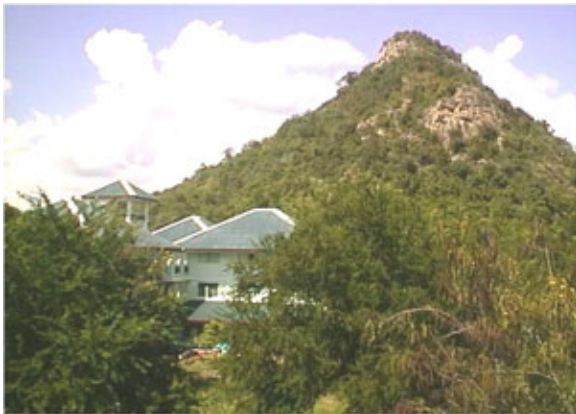
Sathya Sai School

# The 2<sup>nd</sup> Prize Awardee:

## Sathya Sai School

Lopburi Province, Thailand

### **“Education in Human Values Programme (EHV)”**



**Address:** 99 Moo 2, Suranarai Road, Lamnarai District, Chaibadan, Lopburi, Thailand  
**Educational Level:** Kindergarten – Grade 12  
**Number of Teachers:** 45  
**Number of Students:** 350  
**School Principal:** Mrs Ladda Chulawongs  
**Teacher Coordinator:** Mrs Angela Loraine Burrows  
**Email Address:** lchulawongs@hotmail.com

#### 1. Project title

Education in Human Values Programme (EHV)

#### 2. Summary of the programme

Education in Human Values is a programme incorporating the five universal human values of: Truth, Right Conduct, Peace, Love and Non-violence. It is based on the philosophy of “Educare” which is derived from the Latin Word “Educare”. Education in Human Values is a programme to elicit or draw out the values or goodness from within each child. In this school we use several methods for inculcating values.

*The first method* is to integrate values into academic subjects across the curriculum to discover the values in whatever the students are learning. *The second method* is to bring out values in all co-curricular activities. Values must be evident in the playground, the sports field, in debates and clubs. *The third method* is sometimes referred to as the Direct Method. This is a separate lesson dedicated to values learning which is compulsory for all students to attend. A project or theme is chosen and the teacher and children work together to explore the subject and acquire more knowledge and information. Along with this, the students with the guidance of the teacher discover the values or lessons that are inherent in all things.



The teaching techniques used for these classes are meditation, prayers, group singing, group activities, storytelling and many more. The purpose of these classes is to help students to discover the values from within themselves as well as from all situations; to help them to improve their behaviour; become happier and more peaceful; and grow up as loving, responsible and caring members of society.

For the programme to be successful it is imperative that teachers themselves set a good example and practice the values. Research shows us that students learn very little from what the teacher actually says, but mostly from what they do, thus the saying: "Teachers are remembered more for what they are than for what they teach." To complete the picture, there is another essential element, and that is the parents. To have the proper impact on the child, the parents must complement what the teacher implements at school.

### **3. Background information or reasons why the school initiated this programme**

If we look at education today, there is no doubt that there has been great success in bringing up literacy rates around the world. More children go to school than ever before as well as many more students have the opportunity to go on for higher learning. Children are judged more by their ability to pass tests and score high marks than whether they are good people or not. We can look at the old argument of "Good versus Great". Not every great person is necessarily good. This is very obvious if we look in the history books. Throughout the ages, brilliant, charismatic people have led their countries and even the world to the brink of disaster and have wrought unimaginable suffering. Such people may be very clever but they lack basic human values and are governed by their own ego and greed.

Education should be for life not merely as a means to make a living. UNESCO promotes the notion of "Lifelong Learning". The universe can be compared to a university where every experience is an opportunity to learn and grow. We therefore have to prepare our children for this journey. It does not end when we leave school; on the contrary, many of our most profound learning experiences happen when we have finished our formal education. School should be the preparation ground, equipping the children with the appropriate tools and skills to go through life.

We are living in a world of tremendous scientific and technological change. The discoveries in the field of medicine and science and the advancement in the technology industries for example, have transformed the lives of millions of people around the world. However, despite all these developments, we must ask ourselves: "Are we any nearer to creating peaceful and harmonious societies for our children to inherit?" The answer is a resoundingly "NO!" There is more crime and violence than ever before and wars terrorize the lives of millions of people around the world and more imminently we are rapidly destroying our natural environment and the very earth itself. Something is desperately wrong! It seems increasingly apparent that we are not giving young people the necessary tools and wisdom to live in such a changing world. In his foreword to the book "The Soul of Education" by Rachel Kessler, Parker J. Palmer says: "The 20<sup>th</sup> Century, for all its scientific and technological amazements, might be described as a

century of thin soup, and not only because too many people went hungry. It was a century in which we watered down our own humanity – turning wisdom into information, community into consumerism, politics into manipulation, destiny into DNA – making it increasingly difficult to find nourishment for the hungers of the heart.”

In 1992, the Sathya Sai School was established in Lopburi, Thailand with the main aim of teaching Values Education to create children of good character who are dedicated to work selflessly for the benefit of society. With this intention in mind, it was necessary to find a programme that could be infused into all aspects of school life. This programme should develop not just the head and the hands, but also the heart. Education in Human Values is not just another subject it is a way of life – the blossoming of human excellence.

#### **4. School vision, mission and core values**

School Vision: “To create good people above everything else.”

School Mission: “To help children to raise their consciousness and realise their true potential.”

School Core Values: The five universal human values of: Truth; Right; Conduct; Peace; Love; and Non-violence.

School Philosophy: “The end of education is character”.

#### **5. Objectives/goals of the programme**

- 1) Enhance good character in students, based on the Five Human Values and raise their consciousness towards Human Excellence.
- 2) To develop good concentration to enable the students to study well.
- 3) Create an atmosphere conducive to learning allowing the students the freedom to express themselves and develop their full potential.
- 4) To encourage students to learn from various sources both nationally and internationally to promote life-long learning.
- 5) Encourage classroom research to continuously develop the learning process.
- 6) Manage the school in accordance with the sufficient economy policy initiated by H M the King of Thailand. The goal is for the school to become self-sufficient, strong and sustainable.
- 7) Encourage the students to think of others more than themselves.
- 8) Teachers must practice the values themselves and be a good example.
- 9) Parents must continue to practice Human Values at home.
- 10) Students, teachers and parents must endeavour to learn from the community.
- 11) Students, teachers and parents must serve the community.

## **6. Values that the school aims for within the programme**

The Education in Human Values Programme is based on the five universal Human Values of Truth; Right Conduct; Peace; Love; and Non-violence. Although there are five values they are all interlinked and cannot be separated. Love is the basis of all values:

- 1) Love as thought is: TRUTH
- 2) Love as action is: RIGHT CONDUCT
- 3) Love as feeling is: PEACE
- 4) Love as understanding is: NON-VIOLENCE

These five values incorporate all other sub-values and qualities and they are integrated into all activities and academic subjects in school.

## **7. Period of the project**

This programme has been implemented since the start of the school in May 1992. For the last 21 years. Since then there have been improvements and new activities have been introduced.

## **8. Activities**

For students:

- 1) Value and service orientated projects are based on the objectives of the programme designed and executed by students in all grades.
- 2) Values are inculcated in academic subjects. Students are encouraged to recognise and express the values themselves.
- 3) To create and sustain a good environment students design long-term projects that draw out the inherent values.
- 4) Practices such as meditation, art, music and other group activities develop good concentration that will enable the students to study well.
- 5) All students are encouraged to ask themselves two questions before they undergo any new project or activity. Firstly: "Is it good for me?" If the answer is yes, then they ask themselves a second question: "Is it good for others?" This helps them to develop what we call "Fundamental discrimination" or a social conscience.
- 6) The students take part in service activities both within the school and in the community at large. The older students are given the responsibility to take care of the younger children in their hostels, during the school day, at events and on service projects. This helps to develop their leadership skills and cultivate love and compassion.
- 7) The school has a policy that the elder children help to take care of the younger ones. In the school structure, there is a School Council, which comprises of all Grade 12 students. Their role is more on an advisory level. They help the teachers draft out the codes of conduct for the school and naturally everything is

based on values. The council helps to select the working committee which comprises of students from grades 10-11. These students are the school prefects who help in the daily running of the school and they play a big role in taking care of the younger children. They learn to be leaders and to take decisions, of course they work very closely with the teachers, consulting them and asking advice as necessary. Whenever there is a need to change policy or rules concerning the running of school, the administrators consult the Student Council and their opinions are taken into serious consideration, often decisions are taken jointly.

When there are special events like Mothers' Day, Fathers' Day, Christmas etc., the prefects and older students play a very active role in planning and organising activities with the teachers. However, there are certain special days such as Teachers' Day when the students organise everything themselves to for the teachers and give them a very special day. They can be trusted to organise events that are not only beautiful and fun, but also full of values.

- 8) Concerning the special projects that the students undertake, these are planned and organised by the students themselves, the teachers are purely on an advisory level. As was mentioned in the main text, the project "Following in the footsteps of the father (King)" was initiated by a girl called Kirajama Nuangthong (May). When she was in Grade 10 she was elected as part of the Youth Council of Lopburi. During her office on the Youth Council, she was exposed to many problems that young people are prone to in society, predominantly drugs and teenage pregnancy. She discussed this with her classmates at school and they decided that they wanted to do something to help. They realized how lucky they were to be brought up in an atmosphere of values and knowing how to control their emotions and wayward mind through such activities as meditation and they wanted to share what they could with other youth. They devised a programme of following the footsteps of the father and they presented it to the teachers and it was immediately approved.

They worked with 18 schools around the country and more than 10,000 students have been exposed to this programme. The project continues and improves every year, both on our school level (for Sathya Sai School children) and for students in other schools. On our school level, it is designed not only for the high school children, but projects for the entire school. Details have been given in the main text.

For teachers:

- 1) There is on-going training for teachers to learn ways to integrate and inculcate values and for them to develop themselves to be good examples.
- 2) Special retreats to teach methods to calm the mind and practice meditation to raise the consciousness are arranged in various places during the school holidays
- 3) When new teachers come to the school, they are instructed in Education in Human Values through different methods:
  - Special workshops and lectures during the holidays before the beginning of the new school year.

- Attending lectures given by Dr Art-ong Jumsai in various universities and other places around the country.
- Weekly meetings in which values and integration are an integral part.
- Some teachers even attend the two-and-a-half month training course on “Education in Human Values” offered by the Institute of Sathya Sai Education which is also located on the school

For parents:

- 1) Parents are expected to attend all the activities arranged by the school to encourage them to practice Human values in their own lives.
- 2) The Parent/Teacher Association support the school in whatever way they can and help and educate new parents on school protocol.

For the community:

- 1) The school invites elders and experts from the community to explain about local values, customs, traditions and knowledge.
- 2) Teachers and students develop ways to serve the local community in whatever way possible.

To meet the school vision, both the teachers and students devise projects to help themselves and others draw out the values from within.

The following are various value-based activities or projects initiated by the students themselves.

**“Leading the youth along the footsteps of the King”** was a project organized entirely by the students of Grade 12 in 2008. As students became more aware of the problems facing teenagers in today’s society, they devised a programme to help young people realize their own self-worth as well as protect themselves from getting involved in drugs and other unsavoury habits. The programme also placed emphasis on not being so influenced by the media and it also raised greater awareness about the teachings of His Majesty the King of Thailand as well as traditional Thai culture. The students took this to other schools in Thailand. They would start every session with meditation and prayers. The team leader Kirajama Nuangthong (May) spoke to the students about the importance of living a good life. She gave examples of how H M the King has dedicated his life for the Thai people. Through stories, activities and plays, they motivated the students to reflect on themselves and decide on changes in their own lives and become more useful and more at peace.

**“Leading the youth along the footsteps of the King - Step 2”** came as a result of the success of the first programme. They devised a programme called “One class, one good deed” which they implemented into their own school. Students from grades 1 to 12 took on one good deed per class. The results of this project were displayed in a day-long festival called “Goodness Day”. Parents and invited guests came to appraise the work that the children had undertaken. People were very touched and inspired by the sincerity of the children and their effort to ‘make a difference’. Some of the “good deeds” undertaken by various classes were as follows:

- Grade 9 started a project called “The Best Spirit” in which every student in the class made a pledge to be a good example for the younger children in the school.
- Grade 6 started a project called “Hands to save energy”. Their project was to make sure all the lights and fans were turned off in all classrooms and other rooms every evening.
- Grade 11 conducted a project was called “Watch your words” this was to make them aware of the power of speech. They would all help to remind each other to speak well and be a good example for others.

**“Leading the youth along the footsteps of the King – Step 3”, “One class, one product”** based on the philosophy of the “Sufficiency Economy Policy” initiated by H.M. the King. To teach the students about survival, how to grow food and take care of themselves even under difficult conditions. Each class grew one type of vegetable, herb or fruit. The culmination of this project was on 17 February 2013 with an “Agricultural Fair”. Each class displayed their products, the process they went through and the values they learnt from it. Many other groups from the parents and the local community displayed their goods as well. However, everything in the fair was organic and home grown or homemade. The agricultural fair created an atmosphere of good feeling and cooperation in the local community.

**“Family Day”** was another activity initiated by the Grade 12 students. The concept of introducing the system of “families” is very attractive. The entire school including teachers was divided into “families”. Over the course of one year, the “families” participated in various activities both inside and outside the school. The activities were service orientated such as visiting sick people in hospitals or homes for the elderly. They took on various clean-up jobs in the community and at the school itself. Every Sunday the elder students organized “Family Day”. Each “family” would organize various activities or sports to do together.

**Weekend Clubs:** The following is a list of some of the most popular clubs that children asked for each term. Cooking Club; Re-cycling Club, English and Chinese Clubs, Music Club, Dancing Club, Sports Club, Service Club (both inside and outside the school) and Art Club. All the clubs are value-orientated, drawing out the intrinsic values from within the child.

**Environmental Projects:**

- 1) An Alternative Energy Exhibition Hall – housed in a mud building that was constructed by the students, teachers and parents.
- 2) Producing bio-diesel from used vegetable oil (to run all the school and farm vehicles as well as water pumps).
- 3) Wind mills to generate electricity.
- 4) A health park with exercise bicycles that produce electricity. The first bicycle was designed and created from a bicycle that could no longer be used by a Grade 12 student.
- 5) Mushroom farm for school consumption.
- 6) Producing bio-gas from food waste.
- 7) A charcoal kiln to produce charcoal.

- 8) Roof ventilators in buildings and dormitories.
- 9) Efficient fuel stoves for cooking,
- 10) High-efficiency lamps in school buildings
- 11) An energy saving incinerator to deal with some of the school waste.
- 12) Organic Farming.
- 13) Growing and milling our own rice (organic).
- 14) A solar greenhouse for growing things and drying vegetables and fruits.

#### **Alternative Energy Projects:**

The students learn to live in harmony with their environment and nature. They learn to conserve energy and not create more pollution. The Sathya Sai School has become a Learning Centre in Alternative Energy, which is supported by the Ministry of Energy. Students from Grades 7 – 9 learn how to create, sustain and present these projects to guests. The various projects are as follows:

#### **Organic Farming:**

The goal of the school is to become self-sufficient. All the food served in the school is vegetarian so we produce our own vegetables and rice. The children are involved in many of the agricultural projects, especially planting or harvesting rice. Before planting or harvesting products the students and teachers pray together to show their gratitude for all that nature gives. We always get a very good yield of rice, in fact much better than the farmers around that use chemicals.

#### **The Institute of Water Education:**

A cooperation agreement was signed between UN-HABITAT and SPW (The Society for the Preservation of Water) at the Sathya Sai School in August 2006 and the Institute of Water Education is a result of this agreement. This facility is a contribution to society and to children in particular; to enable them to be more educated in water, sanitation and hygiene related issues. This encourages them to take more responsibility and to be more aware of the problems facing the environment and eventually how to solve them. Human values are inculcated in all aspects of the Institute and the exhibition.

#### **Celebrating National Water Conservation Day:**

To celebrate National Water Conservation Day, the students visited all the water-related projects and learnt about all aspects of water in the school, including from rainwater harvesting to drinking water from the taps. In the Water Institute they not only learnt about the water in the school, but about the water in other parts of the world as well as the values we can learn from water.

### **9. Teaching strategies or pedagogies used for teaching values in the school**

The teaching strategy used in this school is based on the “Integrated Instructional model based on Intuitive Learning Concepts” first conceptualized by Dr Art-ong Jumsai

The school follows a three-pronged strategy to integrate the Education in Human Values programme into all aspects of school life.

- 1) The first is the Integration of values into curricular subjects. As well as following the Thai National Curriculum, the teachers are trained to integrate values into all their subjects.
- 2) The second method is to integrate values into extra-curricular activities. Our school is a boarding school; the day begins at 6.00am when the students and teachers meet in the prayer room. The prayer room consists of shrines to all the major religions. The purpose is to teach the children that although the religion and method of worship may be different, all religions aim to take us to the same goal. Every morning the children and teachers meet to pray and meditate together. A teacher tells a value story followed up by the children explaining what they learn from it. The Prayer Room session ends with singing some value songs. After this session the students go to breakfast. The students pray before every meal, the students go to the flag-raising ceremony. Along with prayers and the National Anthem the students make a daily pledge to uphold values in their daily lives.

During sporting activities the children are taught teamwork, sportsmanship, fair play, excepting when others win and wishing them well and many other values. At the end of each day the students meet in the prayer room of their various hostels for evening prayers.

- 3) The third method is what we call the Direct Method. The first class of every day is a specifically to learn about values.
  - Meditation is the most important technique that is taught, as it is a tool to calm the mind and acquire peace and serenity. Practice of Meditation helps to bring focus into the classroom, improves concentration and strengthens the memory.
  - Prayer is a tool to bestow inner-contentment and self-confidence. In Education in Human Values we introduce simple universal prayers that are acceptable to those of all faiths.
  - Group Singing and Music touches the heart of children. Group Singing is an invaluable teaching method that brings relaxation into the classroom and is an excellent tool for stimulating the memory and instilling the child with positive thoughts and feelings. Value songs are an intrinsic part of the Education in Human Values lessons.
  - Group Activities are the practical part of the lesson where the students work together and are given the opportunity to have hands-on experience. Activities include: games, sports, drama, role-play and creating artwork.
  - Story Telling is one of the oldest forms of teaching. These are used as a spring-board to stimulate the children to discuss and enquire: “Why do you think this happened?” “What would you have done in this situation?” “How did you feel when you heard this story?” Teachers let the children discover



the values for themselves, gently guiding them so as not to take the delight and wonder away.

## 10. Monitoring and evaluation mechanisms and summary of results

### 1) Programme monitoring and evaluation mechanisms:

The school has tried a variety of strategies for monitoring, assessing and evaluating the programme of Education in Human Values. Our evaluation is based on every aspect of students' lives, not only at school but also when they are at home.

Education in Human Values is an important subject in this school. The students are graded on their behaviour in all aspects of their school life. The main assessment is through observation. The students are assessed in the following categories.

- The Hostels
- Prayer Room
- Classroom
- Sports Lessons and on the play ground

Parents are a part of the assessment process. They provide comments as to how their children have improved when they go home in holidays. A "Goodness Diary" that covers the spectrum of activities done at home is completed during the holidays.

### 2) Summary of results:

Many children coming into the school have behavioural problems often stemming from problematic home situations. After being at the school for some time and absorbing human values in all aspects of their school life, they become more focussed and at peace and therefore are much happier in themselves. By Grade 12 they become well adjusted, caring people who are ready to face the world and to serve the community. Although the school emphasizes values more than academic subjects, all students who apply for university get in. The methodologies used for Education in Human Values help develop the students natural creativity and creative thinking.

All students go through changes; sometimes it's quick and sometimes much slower. They all transform at their own pace. By Grade 12 the students are really mature and ready to face life in university and society at large. Many universities in Thailand are interested in our students and will offer them a place in their institutions. The reason for this is that they feel that they are good role models and display leadership qualities. There are several organisations who are already involved and supporting the school with various projects. These organisations grant scholarships to our exemplary students.

Students, teachers and parents collaborate on projects and service activities for the school and the community at large. Many of which are based on the Sufficiency Economy Policy of H.M. the King. Several projects have received awards.

After regular training and a significant amount of time spent teaching human values to the children, the inner transformation of the teachers is evident. The changes are obvious not only in the way they conduct lessons but in their behaviour and general well-being. Similarly, the change in parents can be seen in several ways. Firstly in the way they cooperate with the school and the teachers. It is also evident that they encourage and help their children to practice the school disciplines when they are at home. We can see this through the completion of the “Goodness Diary”

## **11. Resources used for programme implementation**

The school follows the National Thai Curriculum, however it is taught with values. The school has done research on integrating human values into various subjects and activities and has published several books for teachers as guidelines. Teachers create their own materials for teaching such as stories with visual aids, worksheets with human values, audio books, Human Values songs and classroom games.

Human resources are vital. Teachers, staff and parents are trained at the school and participate in various activities. Several events are organized where teachers, parents and students work together to learn more about integrating human values into their work and lives. Guest speakers play an important role in both teaching and training. From time to time, experts on specific aspects of teaching will come to train the teachers. Former students return and share their experiences with the secondary students, encouraging and guiding them for their transition from school to university.

The Sathya Sai School does not accept payment from its students and solely runs on donations and well-wishers. The school practices self-sufficiency to save cost. The school produces its own drinking water, electricity, rice and vegetables. The goal is to become completely self-sufficient.

## **12. List of partners and their roles in the programme.**

<b>Name of Partners</b>	<b>Roles or contributions</b>
1. H.M. the King’s Royal Trust	Give scholarships to Sathya Sai students
2. Ministry of Education of Thailand	Financial support for students
3. Ministry of Energy of Thailand	Help set up the Alternative Energy Centre
4. Sathya Sai Foundation of Thailand	Helps financially with the running of the

	school
5. Honda Automobile Company	Helps support energy project and gives scholarships
6. UN-HABITAT	Construct the Water Institute

**13. Benefits/impacts of the programme to teachers, students, parents and the wider community**

As was mentioned in the summary, all students who complete their studies at the Sathya Sai School benefit from the inner transformation that happens as a result of following the Education in Human Values Programme.

How the students continue to practice good values in and out of school:

Regular service projects are carried out in the school and in the outside community. Whenever the students see the need to do additional service, they use their initiative and implement new projects. The secondary school students help to plan and organise events and projects. Some of these projects are in accordance with the Sufficiency Policy of H.M. the King of Thailand for example the alternative energy centre.

Thirty per cent of students who have graduated from the school have gone into service-orientated professions such as medicine, physiotherapy, nursing, teaching, environmental and energy conservation. Other ex-students practice the values in their chosen profession.

The number of higher educational institutes that award the students places:

After using the various techniques taught through the Education in Human Values programme, the students do well in their studies. The majority aspire to go on to university. Universities such as Maejo, Kasertsart and King Monkut University of Technology offer places to our students because they see them as good role models and potential future leaders.

The impact of the programme on the academic community:

For the last 10 years the Education in Human Values programme has attracted a large number of visitors. Within the last two years, the school was awarded "Learning Centre" status by the Ministry of Education. As a result the school has more than 1,000 visitors a month.

Teacher training in Education in Human Values has been running for the last 22 years. Approximately, 100,000 teachers have undergone training in Thailand alone. Teacher Training has been conducted in more than 40 countries around the world. Approximately 50,000 teachers have attended seminars.

To date, 325 students from 48 countries have graduated from the teacher training programme at the Institute of Sathya Sai Education which is part of the Sathya Sai School.

Examples of the effectiveness of the Education in Human Values programme has been proven by two countries displayed below.

The government of Bhutan selected this programme from several alternatives from around the world to be implemented into all schools in their country as part of their Gross National Happiness policy. The First Lady of Kazakhstan contacted the Sathya Sai School and requested that we conduct training in Education in Human Values for all the teachers in her country. This was completed over a period of a few years.

Benefits for teachers:

Professionally they learn value based teaching skills and methodologies. They learn to be more adaptable and creative in the way they teach. However, the greatest benefit is their inner-transformation that is very subtle. When we are teaching about human values a self-transformation is inevitable.

Benefits for parents:

As well as attending seminars and training sessions at the school, the children are encouraged to continue practicing what they do at school at home therefore it triggers a transformation in the parents.

Benefits for the community:

This is expected to be long term. If the students leaving the school are good people living the values then they will certainly benefit society in whatever they do. We have great expectations that the world will become a better place as more and more children get the opportunity to study in such a programme.

#### **14. Proof of achievement from students, teachers and the community**

One of the testimonies of the success of this programme is the numerous awards that the school has received for value-orientated activities and achievements. The most outstanding awards received within the last five years concerning Human Values are:

- 1) Top Award for Youth Activities: "Leading the youth along the footsteps of the King" awarded by the Crown Princess of Thailand (2009).
- 2) Student Award "Good Human Being Award" given to Miss Kirajima Nualtong by the Mayor of Lop Buri (2009).
- 3) Gold Medal for "One School One Innovation (OSOI)" by The National Teachers' Council for the methodology of teaching and learning in "Water and Education in Human Values (2008).
- 4) Gold Medal Award with honours for "One School One Innovation" for "Organic Farming – Revitalizing the Soil", The National Teachers' Council (2010).

- 5) Silver Medal for “One School One Innovation” for “The Process of creating good People through Service (Leading the youth along the Footsteps of the School)”, (2011)

## 15. Plan for sustainability and plan for the future

### Plan for sustainability:

To sustain the school as it is there are several areas that have to be nurtured. Continual professional and holistic development of all the staff working at the school is a priority. This will ensure that both present staff and those who join later will have the necessary skills and determination to carry out their duties to the best of their ability, always holding the vision of the school in mind. Along with their inner transformation, all those living at the school should become healthier and have more energy through eating a purer diet of organically grown food.

This school does not collect fees from its students and it operates on donations given by well-wishers. It is essential that the school becomes more self-sufficient. A project that has been initiated to enable the school to become more self-sufficient is the construction of a solar farm. The profit generated from this farm will be invested back into the school.

### Plans for the future:

The main plan for the future is to continue to nurture children and encourage them to discover their true potential and become compassionate human beings. The whole school including all students, teachers and parents will work together to improve the existing services and value-orientated projects in the school and the community.

Apart from this there are several projects that are still in the planning stage to help the students to imbibe human values in all aspects of their lives. The first is ‘*Leading the youth along the footsteps of the King step 4*’. This project is called “*Fun-ancial*” and has been designed by the Grade 12 students to teach the children to use money properly. Following the Sufficiency Policy the students learn how to limit their needs, become more economical and thus help their parents.

For the primary children they have designed fun games to get them to differentiate between what is economical and what is extravagant. The older students will be given a sum of money to use in the best possible way. They start with a game called “6 Jars”. They have to divide the money six ways: - a) Living Expenses, b) Education, c) Charity (to help others), d) Leisure, e) Medical, and f) Saving for the future. The purpose is to learn how to live moderately and simply.

The next project is called “*Effective Classrooms*”. Each class will be asked to concentrate on one aspect of their school life and cultivate excellence. The project can be academic or on any other topic, agricultural, art-based, musical or anything they believe that they can excel in. Once the project has been perfected, the

students and teachers will have an opportunity to visit the various classrooms and exchange experiences to learn from each other.

## **16. List of Attachments**

Annex A:       Photos Related to the Programme

## Annex A) Photos Related to the Programme



Daily prayer and meditation for raising the consciousness and developing concentration



Following the sufficiency Economy Policy, the students are growing their own rice and vegetables



Students putting into action the human values that have been learnt.



Older students guiding the younger students





SMK Bandaraya Kota Kinabalu

# The 3<sup>rd</sup> Prize Awardee: SMK Bandaraya Kota Kinabalu

Sabah, Malaysia

***“We Shower You with Love (WSYWL)”***



**Address:** KM 18, Jalan Tuaran by-pass, 88450  
Menggatal, Sabah, Malaysia

**Educational Level:** Form 1 to Form 6

**Number of Teachers:** 163

**Number of Students:** 2750

**School Principal:** Dr Shirley Tay Siew Hong

**Teacher Coordinator:** Mdm Ejilen Binti Tibin

**Email Address:** stshvyh@gmail.com

## 1. Project title

We Shower You With Love (WSYWL)

## 2. Summary of the programme

In January 2009, SMKBKK received a new school principal, Dr Shirley Tay Siew Hong, who carried out an in-depth analysis of the pressing issues faced by the school. This is because SMKBKK was categorised as a low-performing school by officials at the Sabah Education Department. The analysis revealed a major problem which was missing in the hearts and minds of the majority of the teachers, students, as well as parents. This problem was identified as the concept of love. The idea of love was interpreted into different meanings and applied sparingly towards each other in the whole school. Hence, as the school head the principal took the lead to expound on the concept of love through the programme entitled: “We Shower You With Love” (WSYWL).

The “We Shower You With Love” (WSYWL) programme began in the later part of year 2009. It is an on-going programme whereby continuous developments are added to further enhance existing initiatives. The hard work and strong team effort among teachers were among the contributing factors to maintaining key initiatives and to ensuring the WSYWL programme ran smoothly throughout the years of the operation of the project (2009 till 2013). This programme not only targeted the

students but also the whole school and the community at large. When these stakeholders began to believe in the transformation in the approaches towards our students, many new and innovative ideas began to emerge from different departments in this large school.

A simple survey was also carried out in 2012 to obtain invaluable feedback for us to improve the practices in order to sustain our main goal which is to integrate good and positive values to promote education for all and for sustainable development in our society.

One of the most challenging tasks for our school was to bring the community, especially the parents, to be aware of and to understand not only the importance of education in terms of academic excellence but most importantly, parents must be aware of the importance of positive human values within a multi-racial society. Unlike many other families in urban areas, a majority of SMK BKK parents could not afford to come to school often to attend the teachers and parents meetings, gatherings and even the parents day. Hence, one of our initiatives was to reach out to parents in the villages and cooperate with the school's Parents and Teachers Association (PTA) to solve the problem. In addition, in 2013 the PTA of the school managed to apply and secure a special funding of RM15,000 from the Ministry of Community Development and Consumer Affairs, Sabah to further enhance the WSYWL programme.

Under the umbrella of the WSYWL programme, we included initiatives that showed care, concern and love to all the students in the school through various activities such as those listed below:

- 1) We stressed the continuous values education campaign throughout the S6 programme. S6 incorporates the following six desirable actions: Smile; Greetings; Handshake; Respect; Caring; and Good Health.
- 2) Religious activities for all students.
- 3) Visitation to students' home/villages.
- 4) Outreach programme to feeder schools.
- 5) Raising funds and donations for needy students.
- 6) Providing meals (breakfast and lunch) for poor students during public examinations.

The S6 campaign is one good example which proves how we promoted positive values among the students, staff and the local community.

### **3. Background information or reasons why the school initiated this programme**

SMK Bandaraya Kota Kinabalu (SMKBKK) is a secondary school which provides education for students of ages 13-to-19 years old and offers a quality education for students from Form One to Form Six. SMK BKK receives students from nearby feeder schools which include those from nearby islands, the seaside, hills, valleys and small

villages on the mainland. Students come from different cultural backgrounds, races, tribes and economic backgrounds. SMKBKK also provides hostel facilities for 300 students. In view of our diverse population, SMKBKK needs to pay extra attention to promoting positive human values among students, teachers and the local communities – especially the parents.

Teaching good human values is incorporated in the teaching and learning process in the national school curriculum. SMKBKK as an educational institution that plays an important role to instil good values in students. This is because values bind people together and set them apart, too. Values are passed down from generation to generation, hence, teachers as well as parents who are the role models for the young generation have to ensure that good values are instilled in students not only through teaching but most importantly, the attitude and examples set by teachers and parents must be noticed by the students.

In this respect, SMKBKK has deliberately formed a special taskforce to look into promoting and instilling good values in students as well as to the community at large. Below is the list of the committee and their respective roles and functions:

<b>Post</b>	<b>Name</b>	<b>Roles &amp; Functions</b>
Chairperson	Dr Shirley Tay Siew Hong	Initiate new ideas and ensure all activities are conducted as scheduled and according to existing rules and regulations.
Co- Chairperson	Mdm Nur Atikah Abdullah	Look for funding and provide support to activities planned. Responsible for bridging the gap between parents and the school.
Deputy Chairman I	Mr Mohd Affendi Ariffin	Execute and monitor all students' activities. Obtain official permission from the Education Department for all activities outside school.
Chief Coordinator	Mdm Ejileen Ebin	Detail planning of values activities. Coordinate all values activities; Identify speakers for talks.
Assistant Chief Coordinator	Mr Mougous Mozes Marius	Coordinate all values activities; Coordinate English speaking counter parts.
Secretary	Mdm Hasiana Binti Husain	Official correspondence and documentation. Prepare invitation letters.
Assistant Secretary	Mdm Halimah Miswan	Official correspondence and

Post	Name	Roles & Functions
		documentation.
Treasurer	Mdm Sainah Limbasan	Preparation of the budget for the activities, monitors the budget, executes financial transactions.
Community Coordinator	Mr Salleh Sarippuddin	Link up with local village leaders, discuss appropriate dates for activities.
Feeder Schools Coordinator	Mdm Nety Iradawaty Laho	Link up with feeder schools, head or senior assistants and discuss proposed appropriate activities.
Welfare of students	Mdm Hasiana Binti Husain	Identify students' basic needs. Plan programme to give special assistance to students.
Refreshments	Mdm Marcella Ambrose	Budget refreshments during outreach programmes.
*Student Leader	Alex David	Lead students in values activities.
*Parents Coordinator	Mr Aliatab Hj Sain	Contacts and bring parents in the villages to all school activities.

Students' participation: pre-university and form five students are given tasks to plan activities that instil values among SMKBKK students. These student leaders are usually guided by teachers in their planning. Among the activities are:

- 1) "Smile Contest" – Students capture candid shots of students as well as teachers who smile the most sweetly. Students judge the winners and present small gifts to the winners during the school assembly.
- 2) "Good Manners contest" – Teachers-in-charge and student leaders identify good examples and role-model actions among students. Those who have fulfilled the criteria are also given small gifts during the school assembly.
- 3) Parents' involvement:
- 4) Parents and teachers work together to sell food and drinks in the school bazaar to raise funds for the school's Parents-Teachers Association.
- 5) Parents also hold "Jogathon" activities to raise funds. The whole school staff work together to seek sponsors for this fund raising project.
- 6) Parents also hold "Gotong-Royong" or communal work activities with school staff.

#### 4. School vision, mission and core values

School Vision: SMK Bandaraya Kota Kinabalu will achieve excellence, an innovative culture and green environmental sustainability by 2016.

School Mission: The whole school community practices continuous quality learning, innovative culture and green environmental sustainability as a team.

School Core Values: Love/Compassion, Respect, Sustainability, Sharing, Friendship, Integrity, Cooperation, Self-Discipline, Perseverance, Responsibility

## 5. Objectives/goals of the programme

The objectives of the WSYWL programme are:

- 1) To instil positive values in the whole school community (students, teachers, supporting staff and parents).
- 2) To inculcate school core values across the curriculum through teaching and learning strategies.
- 3) To practice school core values through internal/external school activities with parents and the local community.
- 4) To achieve sustainability of the WSYWL programme by continuously conducting reviews and upgrading current activities with innovative and creative ideas.
- 5) To increase awareness among parents and the local community on the impact of positive human values in the development of a successful society.

## 6. Values that the school aims for within the programme

The WSYWL programme aims to inculcate positive human values, giving emphasis to the core values listed below:

Core Values	Definition
1) Love and Compassion	Love is a strong positive emotion of regard and affection which includes caring. Love encompasses acts of showing care and compassion, feeling and exhibiting concern and empathy for others. With compassion, love and care we render our service, generosity, kindness to ease others' sufferings or distress.
2) Respect	Respect means showing regard and appreciation for the worth of someone or something, irrespective of its/or their level in society. The value of respect is one of the most important universal values and virtues. It includes respect for self, respect for the rights and dignity of all persons, and respect for the environment that sustains life. Respect keeps us from hurting what we ought to value. Being able to show respect at all levels of society will contribute to the good of the individual and

Core Values	Definition
	society, and hence, affirm our human dignity. Respect enables us to work collaboratively in a team and to have a peaceful and harmonious environment.
3) Sustainability	All actions taken today with the future in mind
4) Sharing	Sharing is giving, rendering service, love, helpfulness, kindness, unselfishness and sacrifice. Through actions, words, thoughts and gifts we practice the value of sharing. In addition, we equip, inspire and empower our people to be their best.
5) Friendship	Friendship is an unselfish concern for the good of one another. Through friendship we learn to accept others for who they are, enjoy each other's company, support others in need, encourage others with kind words, and consider other's feelings before reacting. We are committed to creating and maintaining long-term relationships.
6) Integrity	Integrity is honesty, respect and equitable treatment for all, without compromise. Honesty includes telling the truth, straightforward conduct, being sincere, truthful, trustworthy, fair, genuine and loyal with integrity.
7) Cooperation	Cooperation is the common effort of a group for their mutual benefit. People work together peacefully as a team. Each and everyone complements each other's work to ensure the task is carried out successfully.
8) Self-Discipline	Self-discipline refers to self-control, self-restraint, self-reliance and independence. People stay on task, complete all assignments given, control themselves and always work towards personal and community goals.
9) Perseverance	Perseverance is not giving up. It is commitment, hard work, patience, endurance and persistence. Having perseverance means having the effort required to bear difficulties calmly, without complaint, persevere till the end, even if it is hard and tough going.
10) Responsibility	Responsibility is taking care of one's own duties, being accountable for one's own actions and behaviour. Responsibility is trustworthiness.

## 7. Period of the project

From 2009 till 2013 and it is currently on-going.

## 8. Activities

The 10 main activities to instil positive human values through the WSYWL programme which have been implemented since year 2009 and are still on-going are listed and discussed according to the categories as below:

- S6 programme;
- Daily practices;
- Weekly practices;
- Celebration for special occasions;
- “Gotong Royong” or communal work;
- Religious activities for all students;
- Visitation to students homes;
- Visitation to students villages;
- Outreach programme to feeder schools;
- Raising funds and donations for needy students; and
- Providing meals (breakfast and lunch) for poor students during public examinations.

### 1) ‘S6’ Programme (Smile, Greet, Handshake, Show Respect, Care, Health)

This programme instils and inculcates the values through actions in the six main areas: giving smiles, greetings, showing respect, politeness and care, and practicing healthy living.

This programme is promoted through announcements on the PA system, banners, dissemination of bulletins and flyers to classes, and also through the use of pin badges worn by teachers and students. School counsellors also enter classes according to schedules to share and give input on the programme, while at the same time instilling values among students. Recognition and acknowledgment is also given to students and teachers on special occasions such as Teachers’ Day and year-end thanksgiving occasions whereby selected students and teachers are given prizes and incentives. Students who celebrate birthdays are also given acknowledgment through PA system announcements.

Various competitions are created to promote positive essential human values through the six actions at the entire school level. For example, the “SMILE” competition; writing Teachers’ Day greetings for teachers; essay writing competition on values education; and creating poems in Bahasa Melayu.

### 2) Daily Practices

What better way to instil values than through daily practices? Every morning students are greeted and welcomed by teachers as they enter the school’s main gate. Teachers and administrators, working in turns at the main gate, smile, greet and welcome students and parents alike with handshakes, adding a personal touch to the gesture.



Ten minutes before classes start, the teacher on duty makes an announcement through the PA system and reminds all about the importance of maintaining cleanliness and giving encouragement and motivation to students prior to the first lesson. Students clean their respective classrooms and they make sure the class facilities are conducive to an efficient learning process. Students then line up along the corridor outside of their classrooms to sing the school anthem followed by the recital of prayer. Students of different faiths other than Islam are also encouraged to pray according to their own beliefs.

3) Weekly Practices: School Assembly

The school assembly is conducted every week on Tuesday. The assembly begins with singing the Malaysian National Anthem and the Sabah State Anthem to instil patriotic values. This is followed by a short prayer. During the assembly, students are constantly reminded and encouraged to practice good deeds such as exchanging greetings to one another, be it with their classmates or even students from different classes and forms, and of course to all their teachers, including outside visitors.

The golden rule is to urge all people to treat one another with dignity and respect. The assembly concludes with the singing of the school song which emphasises values such as excellence, respect, upholding good values, love, sharing, and responsibility.

One of the main programmes of the assembly is a sharing and input from the Guidance and Counselling Unit. Every week the school counsellors share some tips and guidance to encourage and motivate students guided by the 'S6' concepts.

4) Celebrations for special occasions

Malaysia, a multi-cultural country celebrates many special occasions from January to December every year. Among the activities carried out in the school to commemorate special celebrations, include Hari Raya Aidilfitri, Hari Raya Haji, Maulidur Rasul, Chinese New Year, Labour Day, Wesak Day, National Day, Malaysia Day, Deepavali, Christmas and Thaipusam. The importance of such days is explained to the students during the school assembly, in classroom teaching as well as through notice boards. Among the yearly activities organised at the school level are:

- Maulidur Rasul Procession whereby teachers and students march in an orderly ceremonious manner from outside of the school towards the school hall.
- During the Ramadan month, donations and contributions from generous people in terms of rice, sugar, cooking oil and other basic necessities are collected for distribution to poor and needy students.
- Religious programmes such as the breaking of fast during the Ramadan month, sermons and prayers are carried out for all teachers, students as well as parents.

- Flags are hoisted to mark the celebration of our National Day as well as Malaysia Day.

5) “Gotong-Royong” or Communal Work

This activity is carried out in the spirit of teamwork and togetherness among the local community. Teachers, students, parents and NGOs come together for a common purpose to clean, repair, improve or beautify designated areas around the school. Other work involves cutting the grass and trimming the hedges, unclogging the drains, rearranging, painting and planting trees. Participants come with own tools. They are then divided into groups to cover designated areas to work on. Additionally, students are also involved in communal activities such as washing teachers’ cars and cleaning classrooms.

The impact of this communal activity includes:

- Teamwork and good relationships are fostered among communities. Whenever there is a need, everyone comes together for the occasion.
- Inculcation of values when sharing duties and responsibilities.
  - A feeling of belongingness.
  - Tolerance towards one another.
  - Fostering goodwill and friendship among people from all walks of life
- Transformation in surrounding compounds (school areas, housing areas, public areas, etc.) This makes these areas look more organised and attractive.
- Students gain a greater awareness about the benefits of community work.

6) SERASI – Respect For the Environment

SERASI is a programme about showing care and looking after the environment of the school. Students and teachers join efforts in beautifying, enlightening and maintaining the surrounding nature around the school compound. The school gets acknowledgment for this green effort.

This is a concerted programme involving all – school, community and public/NGOs. Examples include:

- No plastics and Polystyrenes campaign. The aim is to keep the school free from such materials as they are known to have toxic substances and can be detrimental to health, especially Polystyrene. As such, the school canteen operator is prohibited from using Polystyrene in serving food items. Instead of plastics, they are encouraged to use paper-based materials. Students and teachers are also encouraged to bring their own food containers to reduce use and the waste of plastic materials.
- 3Rs activities. Students/teachers are also involved in activities such as recycling, reusing, and reducing. A competition was organised to promote this effort. Selected students’ products are displayed as a decoration in selected areas around the school.
- Trees and vegetable planting. Hostel students under the guidance of teachers plant vegetables for domestic consumption. Students also created

a mini garden near the hostel. Some parents and organisations are involved in contributing seedlings and offering advice.

- Eco-green wave programme. A talk and training is given to students/teachers/parents about the best method of planting padi and the use of mud balls in maintaining the ecosystem.
- Miss Earth Sabah's entourage visit. A talk and encouragement from Miss Earth Sabah, Miss Olivia Vun, on the importance of promoting and practising the value of caring for the environment was held.

7) Religious Activities for All Students

Religious related activities such as 'Maulidurasul', 'Solat Hajat' 'Ihya Ramadhan' and 'Majlis Mohon Restu' (request for blessing before the Public Examinations) are carried out for students throughout the year. Non-Muslim students are involved in character building and values inculcating programmes. While Muslims are involved with their religious activities, non-Muslim students and teachers gather at a different venue in the school. Some of the activities during the programme include:

- Sharing of words (sermon) – instilling religious values, focusing on teenage sex education: the “do’s” and “don’ts.”
- Case study – group work discussion.
- Reflection session – heart-to-heart sharing and producing write-ups titled as “SMKBKK Chicken Soup for Teenage Students”.
- Watching motivational movies.
- Prayer sessions.

8) Visitation to Students' Homes

Visitation to students' homes is focused especially on students who have been missing from school for prolonged periods of time, either due to sickness or truancy. Teachers and counsellors from the disciplinary unit as well as the guidance and career unit are involved directly in this programme. The main aim is to offer assistance in solving problems. A visit is also made to students who are affected by bereavement or disasters (fire, floods, etc.)

9) Visitation to Students' Villages

A group of teachers, counsellors, including selected students are involved in visiting targeted villages with the prime objective of meeting with the parents of students who have been missing from schools. The main aim is also to discuss and find solutions on how to assist and solve problems relating to their children. Tutorial classes are also given to parents on ICT skills while students are tutored by teachers on selected subjects.

10) Outreach Programme to Feeder Schools

One of the main objectives of visiting the feeder schools is to initiate collaboration with the schools. Teachers conduct lessons on particular subjects to primary six students who are sitting for the UPSR public examination. This group of students eventually enter secondary school. With the visit, students get acquainted with their future teachers. This programme also opens a

platform for both secondary and primary teachers to work together and discuss matters pertaining to students' academic achievements and character development.

11) Raising Funds and Donations for Needy Students

On occasions where students are affected with bereavement or natural disasters, the school raises funds and donations to help and ease their situation. Help is given in monetary and material form. Then a delegate from the school pays a visit to affected families.

12) Providing meals (breakfast and lunch) for poor students during Public Examinations

Many students appeared to enter examination halls with empty stomachs. The form teachers for each class will identify students who need and are qualified for the free meals. During public examinations, selected students are given meal coupons for breakfast and lunch. A total number of 149 SPM students and 127 PMR students were given this privilege in 2012.

13) Parenting Skills Seminar

Every year, the school's Parents and Teachers Association (PTA) will organise a one day seminar for parents on parenting skills. In line with the WSYWL theme, invited speakers share their knowledge and practical skills on handling situations related to teenagers' issues. This activity has been conducted on a yearly basis since 2008, targeting an attendance of 200 parents each time. The primary focus of this programme is to share practical and relevant skills and values pertaining to parenting. Some of the programmes in the seminar include:

- Talks on Family Planning, Values, and Skills from the LPPKN (National Community and Family Development Board).
- Talks on Values and Mind Transformation from Psychologist officer, Dr Hjh. Ananglangka Mohd Kassim.
- Talks on ICT and Social Media – Impact of Internet/Social Media on Teenagers.
- Talks on Cyber Safety and Precautions to be taken by parents.
- Police Talks – Effects of Drug Abuse among youth and the community.
- Talks on the S6 Values – Smile, Greetings, Handshake, Respect, Caring, Good health.

Among the impacts of this initiative are:

- Enhanced parental skills dealing with difficult teenagers, inculcating love actions and respect at home.
- Better cooperation among parents, teachers and the local communities.
- Increased awareness among parents about cyber threats towards youth.

## 9. Teaching strategies or pedagogies used for teaching values in the school

WSYW values are incorporated in lessons and conducted in classes or in the field during extra-curricular activities. For most subjects at all levels, especially religious/moral and civics subjects, values incorporation is inherent in lesson activities. For example, students learn about respect, responsibility, tolerance and teamwork through group work activities. For civics subjects, students have to perform a community service as one of their major assignments. Before lessons begin, students have to make sure that their classrooms are clean and in a prime condition for lessons. As teachers enter the classes, they follow a standard operating procedure (SOP) ensuring students greet the teacher and make sure the classroom is conducive to the learning process. This procedure instils values such as respect, good manners, gratefulness, responsibility, keeping clean and harmony. Moral values are inherent in the lesson plans of teachers. Some of the methods used during teaching and learning are as follows:

**“Poket Nilai” (Values in Pocket)** - Students create pocket-sized notes on the 36 different values and their definitions. These notes or cards are decorated to look attractive and presentable and can be carried anywhere in the users’ pocket. Students are encouraged to use these notes whenever they have opportunities in their free time, for example, while waiting for the bus home. Some lessons will require students to produce decorative phrases or quotations, greeting cards, posters and even poems based on the moral values theme in a particular lesson.

**Sing-a-song** – This is a very enjoyable and fun way to learn and instil values. Students can be creative in composing the lyrics and tunes. Song lyrics are related to the theme of the day.

**Graphic Method** – Another fun and enjoyable method to inculcate good values is through pictures, posters and drawings. For example, students draw pictures or posters depicting certain values and display them for everybody to see and learn.

**D’Ni-Mo** – This is interactive software which students can access in their own time and at their own pace. The content includes video clips and moral values definitions. Learning is enhanced through visual contact and interaction. Students can also learn together in small groups using this software. Learning takes place during discussions.

**Role Play** – Another common method of instilling good values is through simulation and acting. Based on the theme of the lesson, students portray a situation by acting out a scene. For example, a scene about a driver being issued a ticket can teach the value about integrity and honesty. The driver could either accept the fine or offer a bribe! Both the performer and audience can benefit from this method.

**Forum** – This is a platform used to get students involved directly in a discussion or debate about a certain topic. Students learn from doing their own research and

sharing this with friends. The audiences can also be involved during question and answer sessions.

For extra-curricular activities, students are exposed to strict rules and values inculcation through uniformed bodies such as the Scouts, Red Crescent Society and similar organisations. For example, regarding camping activities, aside from learning survival skills, students are also exposed to human values. As in recent Scouts camping activities, students were involved in a community project whereby scouts helped the community in a “Gotong-Royong” to clean a public compound. Such activities have a positive impact on communities. Other activities such as visiting old folks’ homes, orphanages and charity homes also expose students to human values such as being grateful for what god has bestowed upon them.

## **10. Monitoring and evaluation mechanisms and summary of results**

Programme monitoring and evaluation mechanisms are as follows:

### **1) Weekly reports and discussions**

To ensure that all the activities in the WSYWL programme continue to run smoothly and effectively, school administrators, counselling teachers, as well as heads of departments, are given the task to conduct frequent checks as well as recording activity outcomes for improvement purposes. Any issues arising from the monitoring mechanisms are brought up for discussion in the weekly administrators’ meeting. Necessary changes are made to improve existing activities.

### **2) Periodical surveys**

Periodical Surveys are conducted and will continue to be conducted to evaluate the strengths and weaknesses of the WSYWL programme. Obtaining feedback from teachers, support staff, local community members and students allows us to enhance existing activities and programmes.

### **3) School-level values education competition**

The school organises various school-level competitions that promote values education. For instance, in the “Smile” competition, candid snapshots of teachers, support staff and students’ smiling faces are taken and the best smile wins a prize. Competitions like these further enhance the development of desirable and socially acceptable attitudes, behaviour and habits; good human relationships; moral conduct and responsibilities to society.

### **4) Teachers’ teaching record book**

The school principal and the team of school administrators take on the task to check the teachers’ teaching record book every week. Teachers are required to note down the values that are integrated in their lessons.

#### 5) Classroom observations

In SMK BKK, classroom observations are conducted and every teacher is observed at least twice a year. This is also a monitoring system to ensure teachers incorporate values education besides teaching the lesson content well.

#### Summary of results:

A survey was conducted to find out how the teachers, staff and students perceived the initiatives that were taken to promote and instil essential values in the 2012 school year. The results showed that all the respondents held positive attitudes towards the initiatives and they expressed hope that the school would be able to intensify the programme by adding additional activities. Among activities the respondents suggested were competitions for students' attire, personal appearance, good discipline and good conduct, such as giving appreciation to students who do random acts of kindness in school or even outside school. The respondents also suggested that we organise a special day to commemorate the Values Education Programme.

In addition, the teachers also suggested that the school gives recognition to role model students who practices good values. Teachers noticed that students have changed for the better and are well-behaved. Emphasis on developing positive behaviour and good values have been continuously reminded through all available forms of disseminating information, such as through notice boards, the school's PA system, multimedia, and flyers. More school-wide programmes and innovative activities will be implemented to strengthen the acquisition and learning of these good human values.

### 11. Resources used for programme implementation

The following resources used for the implementation of the programme were derived from the federal government, local government, as well as the local community.

Human Resources	Teachers, Support Staff, Students, Parents, School's Alumni, State Assembly Representative, Heads of Villages, Municipal Council, Residents of the surrounding housing area, School Cleaners and Security Guards.
Financial Resources	Funding from the Federal Government, Parent-Teacher Association, SMK BKK Alumni Association, State Assembly Representative and generous donors.
Natural Resources	Rain water for washing, Vegetation such as big trees for shades, <i>pandan</i> or <i>Pandanus amaryllifolius</i> or screwpine leaves for fresh aromas, cinnamon leaves and other local herbs for health and to ward off pests in domestic science rooms.

**12. List of partners and their roles in the programme.**

<b>Name of Partners</b>	<b>Roles or Contributions</b>
1) Parents-Teachers Association, SMKBKK	Funding, Manpower, Food donation
2) Alumni Association, SMKBKK	Funding, Donation
3) Ministry of Community Development & Consumer Affairs, Sabah	Special Financial Allocation (RM15,000 in year 2013)
4) Sabah Education Department	Funding
5) Kota Kinabalu Education District Office	Funding
6) University Malaysia Sabah	Staff Professional Development and Students' Activities
7) University Technology Sabah (UiTM)	Staff Professional Development and Students' Activities

**13. Benefits/impacts of the programme to teachers, students, parents and the wider community**

Indeed the WSYWL has had a highly beneficial impact on all parties:

**1) Teachers**

From the various programmes and activities, it has been seen that teachers' morale and motivation has increased. They have become more creative in their delivery of lessons to students. Various teaching methods have been developed and applied especially to weaker students as well as the more able ones. Teachers also show and practice the values they are trying to inculcate, for instance, smiling often and showing care towards their students. Teachers also work together to team-teach students. Through the sharing of teaching skills and knowledge in collaborative classrooms, teachers learn continuously to upgrade their professionalism which consequently benefits the students in SMKBKK. Since the year 2009, the team spirit has been enhanced through team teaching strategies. Gradually, teachers have adopted this concept to share out the burden of teaching very weak students who need extra attention. The acquisition of these cooperative values by the students has had an impact because the teachers themselves have set a good example to the students. Hence, teachers and students of SMKBKK have the extra edge in the winning of team events.

**2) Students**

A clear contrast to previous years, the rate of vandalism has notably decreased. Pictures in attachments show the tremendous change in students' basic values in the year 2009 as compared with the year 2013. Students are more conscious of



their behaviour to practice good deeds. Quite often nowadays, students smile and exchange greetings with one another, including teachers and outside visitors. As their confidence is boosted, students have a more positive approach to their studies and are willing to take up challenges such as participating in competitions both at the school level, district level, state level, national level and even the international level.

### 3) Parents

Participation and the involvement of parents had been a major challenge to the school administration for quite some time but since the implementation of WSYWL, there has been an improving trend of parents involvement in many school events and activities. Parents, through the Parents-Teachers Association, have been working close knit in showing cooperation and support for the betterment of students. The total number of parents coming to participate in school activities has increased as compared to previous years, although the percentage of attendance is still unsatisfactory. Nevertheless, the school understands the constraints faced by the parents. Many of the parents have financial difficulties and they need to work very hard to earn a living.

### 4) Community

One of the pressing issues faced by the school is the unavailability of a fence to enclose the school compound. This has created a major problem whereby students could wander easily into nearby areas. The surrounding communities have been very cooperative in tackling this issue. With the help of key people like the head of the housing community as well as the village chief, this issue has become manageable. Indeed WSYLWL has created awareness about showing concern and care among the community.

## **14. Proof of achievement from students, teachers and the community**

- Students' achievement

Since the inception of WSYWL, students have amassed a series of achievements beginning from school level right up to the international level. This includes consecutive years winning competitions that include the Innovation and Design Exhibition (SINDEX), the Solar Car Competition, the F1 and Robotics Competition, wildlife and nature-based competitions and culinary-based competitions, to name a few. (Please refer to attachment)

- Teachers' achievement

WSYWL has also produced winners among the teachers. In summary, the teachers also added trophies in their collection for a few consecutive years. These include:

- Sabah State Level – Innovative Teachers Award 2010, Group Category (Champion)

- Sabah State Level – Innovative Teachers Award 2012, Group Category (Champion)
  - Sabah State Level – Innovative Teachers Award 2013, Group Category (Champion and 2<sup>nd</sup> Runners up)
  - Sabah State Level – Innovative Teachers Award 2013, Individual Category (2<sup>nd</sup> Runners Up)
- Community achievement  
Some achievements of the community, as a direct result of WSYWL, include the tackling of truancy and loitering problems among students. The community, especially the village chief and housing community heads, have been very cooperative in handling this issue. This has contributed to greater peace and harmony among the community. The community has also been more conscious about maintaining a clean environment. Positive results can be seen through the effort of living in a plastic and Styrofoam free environment, as well as eliminating pests especially rats.

## 15. Plan for sustainability and plan for the future

### Plans for sustainability:

- Financial Support – a collaboration or joint venture with local government bodies namely: the Ministry of Local Community Development and the Kota Kinabalu Municipal Board, in terms of funding programmes organised by the school. The school's PTA gives their strongest commitment and financial support for promoting essential values activities in the WSYWL programme.
- Support from School Alumni – The school administration has been working closely together with the Alumni Association. Sustainability can be achieved through donations and adoption of certain projects by the Alumni.
- Teachers' Role – Teachers continue to integrate good values and practices in their lessons. This requires an absolute commitment of teachers, not only to preach but to practice the highest values of discipline, duty and hard work in and outside the classroom. The continuous effort of teachers is to encourage and inculcate the practices of the 'S6' culture (Smile, Greet, Handshake, Polite, Care, Health).

### Plans for the future:

- Future Research – This is will be carried out periodically to evaluate the progress and effectiveness of the programmes and identify any gaps or areas that can be improved.
- Funding – To ensure that the WSYWL programme continues to grow, it is the school's continuous effort to seek for funding from businesses, non-governmental organisations and also willing and generous individuals.
- Collaboration with Local Government – The school plans for continuous effort in maintaining peace and harmony in the local community through collaboration with The Ministry of Local Community Development and The Kota Kinabalu

Municipal Board. Effort is also in the pipeline to collaborate with other local government and organisations.

- Partnership – Another concerted effort is to form a partnership with tertiary education institutions around Kota Kinabalu District, namely University Malaysia Sabah (UMS), Kota Kinabalu Polytechnic and Mara University of Technology (UiTM). The school also will be looking into partnerships with businesses and organisations in the Kota Kinabalu Industrial Park (KKIP).

## **16. List of attachments**

- Annex A: Summary of School's Activities  
Annex B: Lesson Plan  
Annex C: Samples of Students' Work  
Annex D: Photos Related to the Programme

## Annex A: Summary of School's Activities

### Summary of Activities in Values Education in SMK Bandaraya Kota Kinabalu

NO	NAME OF DOCUMENT	OBJECTIVES
1.	Mass Prayer For Blessing in Public Examinations	This program is primarily aimed at Muslim students who are sitting for the PMR (National Exam for secondary 3). It is conducted yearly before students sit for the exam, whereby students would seek blessings from the teachers for their success. Overall, the main objectives include creating awareness about the importance of practising and instilling good religious values.
2.	Parenting Skills Colloquium 2013	A program for parents and teachers with the aim of instilling skills and values in the family institution in tackling social problems among teenagers.  Among the objectives include to create a caring and loving society, as well as to strengthen harmony in the family through collaboration with all parties in the society.
3.	Parenting Skills Seminar 2012	The main aim for this program is to share knowledge and skills with the parents and teachers about their roles concerning parenting.  Some of the objectives include increasing awareness about the importance of education among children, creating effective and responsible parents, reducing miscommunication and strengthening the family institution.
4.	Police Talk For Parents	An officer from the Police Crime Unit gave a talk to create awareness among parents about the ever increasing crime cases, its causes and effects, and also share some tips on how parents are able to deal with such issue. The main aim is to inculcate a sense of responsibility and care towards their children.
5.	After PMR Exam Program	Conducted as a yearly program for Secondary 3 students after the PMR examination. This is encouraged students to attend school even after their national exam. There are various kinds of activities lined up for students to be involved and participate. Through such activities students are exposed to values such as using and spending time wisely, exploring ones creativity, building teamwork and understanding, responsibility and many more.
6.	S6 Culture Campaign	S6 encompasses the 6 Ss ( <i>Senyum</i> = Smile, <i>Salam</i> = Greet, <i>Sapa</i> = Speak to, <i>Sopan</i> = Polite, <i>Sayang</i> = Care, <i>Sihat</i> = Healthy)  The primary objective of this campaign is to promote all the S6 values among the school community.
7.	Non-Muslims Programs For Afternoon Session	Conducted every Friday for Non-Muslims students. While Muslims students attend Friday Prayer, the Non-Muslims will gather together for an activity of their own, facilitated by teachers. Since classes begin later than usual on Fridays, this is a program to strengthen bonding among students as

NO	NAME OF DOCUMENT	OBJECTIVES
		well as to occupy the time with beneficial activities. Apart from the 6S values, students are also exposed religious values.
8.	Free Meals Coupon For SPM Students	<p>As part of WSYWL, this is the third consecutive years this program has been running to help out selected SPM students who are not able to afford meals. Selected students are issued with food coupons that they can claim at the school canteen.</p> <p>Among other objectives include to prevent sickness related to not taking meals for breakfast and lunch, as well as to promote healthy living.</p>
9.	Jawi Literacy Seminar 2013	The prime objective of this program is to help out Muslim students who are sitting for the PMR and SPM exams with regards to their Jawi competency, apart from instilling religious values, in the hope of nurturing righteous behavior among students.
10.	a) Kg. Gudon, Unggun, Bandulon Transformation Program b) Kg. Darau, Rampayan Laut, Rampayan Darat Transformation Program c) Kg. Gentisan, Karambunai, Pulau Sepanggar Transformation Program	As part and parcel WSYWL program in reaching out to the nearby community, in response to the Education Ministry call for transformation in education approach. This is also to build a closer relationship among the community and ensuring that no students are spared in education, in line with "Education For All" slogan. Apart from increasing awareness among parents about the school's initiative of helping out their children, this program also aims to raise motivation among students in the respective community, through classes conducted during the program.
11.	Student Affairs Strategic Planning	<p>This plan is aimed at tackling the issue of absenteeism among students from selected kampongs (village) and to increase the percentage of students attending schools through such program like WSYWL.</p> <p>Affected students are identified and a run through of their background is conducted. Communication with their parents and head of community is then established in dealing with the follow up actions/programs.</p>



## Annex C: Samples of Students' Work



Teaching and Learning using D'Ni-Mo



Peer Teaching Using D'Ni-Mo



Film slide using D'Ni-Mo



Using Moral Values Card during Teaching and Learning by using "Passing Parcel" method



## Annex D: Photos Related to the Programme



School Principal and teachers on duty give a warm welcome to students at the main gate



Student greetings each other with nice words and handshakes during weekly school assembly



School garden area, cleaning by students



Teaching giving blessing to students who will be taking public examination



One of the activity in promoting religious, moral and cultural values



Students explaining the use of ICT to parents and community during the outreach programme to villages





Nasinuanpittayasan School

# The Special Prize

From the Bank of Tokyo-Mitsubishi UFJ, Ltd. for the best activity carried out in small schools of less than 150 students

## Nasinuanpittayasan School

Maha Sarakham, Thailand

### *“The Development of a Thinking Skill Process through Project-based Learning Using Traditional Knowledge of Local Herbs in the School’s Forest”*



**Address:** Nasinuan, Kantharawichai, Maha Sarakham, Thailand

**Educational Level:** Grade 7-12

**Number of Teachers:** 14

**Number of Students:** 139

**School Principal:** Mr Uaichai Putjaike

**Teacher Coordinator:** Ms Pensri Kanuman

**Email Address:** punpee12@hotmail.com

#### 1. Project title

The Development of a Thinking Skill Process through Project-based Learning Using Traditional Knowledge of Local Herbs in the School’s Forest

#### 2. Summary of the programme

This project has received a grant from the Quality Learning Foundation (QLF). The objectives are: 1) To develop thinking skills; 2) To develop group processes, leadership, learning and communication skills, as well as the information technology and a positive attitude towards learning; 3) To create learning networks among students, teachers, parents, the education committee, hospital members, local philosophers, researchers, and lecturers from Mahasarakham University; and 4) To preserve the traditional knowledge about local herbs in the school’s forest.

The process steps are: 1) Participate in the planning process with students, teachers, parents, the education committee, hospital members, local philosophers, researchers and lecturers from Mahasarakham University; 2) Guide teachers on how to evaluate thinking skills; 3) Initiate activities in which students, teachers and local

herb experts perform surveys on herbs in the school's forest; 4) Encourage students to propose a project on herbs with a school teacher, local philosophers and a teacher from the Professional Learning Community as advisors; and 5) Enable students to execute the herb project.

The expansion activities are: 1) Display and share student projects to network members; 2) Perform post-tests to assess thinking skills; and 3) Apply knowledge management to document the project implementation process and for evaluation. This project is conducted through the cooperation of students, teachers, parents, the education committee, primary schools, local philosophers, hospital members, researchers, and lecturers from Mahasarakham University. The participants collaborated with the Regional Centre for Geo-informatics and Space Technology, Northeast Thailand during the planning process and received generous support from this organisation. Consequently, students who have participated in the programme have acquired various skills essential for the 21<sup>st</sup> century, especially "thinking skills".

Statistics have shown that more than 80 per cent of students develop greater thinking processes. Moreover, the students were the second runner up in the 2012 Competition of Youth Research Projects. In addition to possessing strong learning networks among our partners, we also have developed strong networks to preserve the traditional knowledge about local herbs in the school's forest. Moreover, the project has contributed to Khlum Ruk Pa Rongrean, a student group, winning the 2013 Green Globe Award.

### **3. Background information or reasons why the school initiated this programme**

Nasinuanpittayasan School is a small school with about 139 students and 13 teachers. Most of the students come from poor family backgrounds in which their parents are farmers or labourers. The problem facing the school is a lack of a budget as the Office for National Education Standards and Quality Assessment (ONESQA) has evaluated that the student's thinking skills are "too low" (the first time in 2006; and the second time in 2009). Consequently, the school needs to develop its students' thinking skills to meet these national standards.

The school's outstanding feature is an 80 rai green zone (forest). As a focal part of the community, the school has great local herb experts including Mr Prom Polsiri, Mr Samrong Lelad and Mr Serm Inthawut. As strong leaders in the community, they stand ready to support the programme. Nasinuanpittayasan School has been part of "a group of research members" associated with other neighbouring schools in the city. This learning style focuses on using knowledge in local areas to improve thinking skills (2010-2011). Therefore, the primary purpose of this particular project is to develop the students' thinking skills.

#### **4. School vision, mission and core values**

- School Vision:
- 1) To excel in the management of students and to instil within them the intellectual capacity as well as a moral and happy character;
  - 2) To guide students on sustainable living and to provide them with technological and language skills; and
  - 3) To preserve local wisdom for local development, lifelong learning and a pursuit for international careers.
- School Mission:
- 1) To develop teachers in morality, ethics, knowledge, technological skills and educational technology;
  - 2) To develop the quality of learning organizations and information technology;
  - 3) To manage according to the principles of a sufficiency economy and to collaborate with the community for educational development;
  - 4) To develop thinking skills; and
  - 5) To create a curriculum that responds to the needs and desires of the community and to reinforce a stronger community.
- School Core Values:
- 1) Merit;
  - 2) Excellence; and
  - 3) Leadership

#### **5. Objectives/goals of the programme**

- 1) To develop critical and thinking skills.
- 2) To develop teamwork, leadership, learning and communication skills, information technology and a positive attitude towards learning.
- 3) To create learning networks among students, teachers, parents, the education committees, hospital members, local philosophers, researchers, and lecturers from Mahasarakham University.
- 4) To preserve traditional knowledge about the local herbs in the school's forest.

#### **6. Values that the school aims for within the programme**

Through traditional knowledge about herbs, the project uses the learning process to develop thinking skills; to develop teachers; to create awareness within the community to preserve traditional knowledge about local herbs in the school's forest; and to strengthen the community through education about the valuable resource of local herbs.

## **7. Period of the project**

According to the plan, this programme was implemented from November 2011 to February 2013. However, the school currently continues its practices in promoting these values and skills among students.

## **8. Activities**

### Step 1: 28 November 2011 – Planning

The school organised a meeting on the planning process with students, parents, teachers, the education committee, hospital members, local philosophers, the sub-district leader, the chief executive of the SAO, and lecturers from Mahasarakham University. The school invited the following representatives to attend the meeting: 10 student leaders; 14 teachers; 16 parents from four villages; five education committee members, five local philosophers; two members from the hospital; the sub-district leader; the chief executive of the SAO; and lecturers from Mahasarakham University. The meeting was held using the round-robin technique where a joint discussion is held after each of the participants expresses his or her individual opinions.

The results of the meeting include:

- 1) Student activities will be managed for three hours per week.
- 2) Local philosophers will volunteer as guides for the herb survey at the school's forest and as advisors to the students on their herb project.
- 3) Hospital members will assist in finding a sick person to test the herbal medicine created by the students.

### Step 2: 5-6 January 2012 – Teacher Training on How to Evaluate Thinking skills

The school conducted a seminar by collaborating with Mr Sombut Thairuakham, a lecturer from Mahasarakham University. Topics of the seminar include: What are thinking skills? How and why do we need to teach thinking skills? How do we evaluate thinking skills and create workshops to test thinking skills? After the seminar, teachers were able to create tests on thinking skills, learn how to assess knowledge and other skills, and apply KM to develop the skills.

### Step 3: January-June 2012 – Weekly Herb Survey

Students, teachers and local philosophers surveyed the school's forest for three hours per week to learn about herbs (name, description, advantages, disadvantages, and cultural and popular beliefs.) First, students were divided into teams of five to survey the forest with a teacher and a local philosopher. During this time, students were able to inquire information about the plants, take photos of the plants and take notes. Second, students shared and discussed their knowledge with their friends through a presentation. Third, students researched information on the herbs (ex: scientific name, plant family, advantages). Finally, students created plant labels to attach to the trees.

The results of the herb survey included:

- 1) Students acquired knowledge about the herbs' names, description, advantages, disadvantages, and cultural and popular beliefs;
- 2) Students learned to work using a group process, information technology skills, presentation skills and artistic skills; and
- 3) Students learned to love the forest and their land due to the pleasant environment.

#### Step 4: Development of Project Proposals by Students

Students proposed a project on herbs with the school teachers, local philosophers and teachers from the Professional Learning Community as advisors.

The teachers guided students on finding a topic using key questions. Examples: What do you see? What is the problem? How do you solve this problem? Who do you need help from? What problems do you think you will face during the project? Later, all student teams submitted their project proposals and conducted a presentation in class to discuss the project.

The teacher evaluated the students by giving feedback that avoided negative criticism. With ongoing advice through informal discussions and publicly offering praise after students performed well, these approaches boosted the students' self-esteem. Statistics show that 100 per cent of the students could be developed successfully.

#### Step 5: Implementation of Students' Proposal

Students worked on their project by collaborating with their parents, local philosophers, hospital members, the community, and lecturers from Mahasarakham University, as well as students and lecturers from Rajabhat University.

During this implementation stage, the teacher needed to act as a friend or facilitator to provide feedback in order for students to implement their proposals. Project examples include: Tamarind Bathroom Cleaning, Thai Copper Pod Herb Mask, Herb Chlorophyll Drink, Flower from Leaves, Jackfruit Astringency, Herbal Compress Balls, Leaf Tiles, Drawing A Part of A Plant, Herb Poem, History of Village in plant name and so on. Statistics show that more than 80 per cent of the students could be successfully developed.

#### Step 6: Expansion – Sharing of Student Projects to School Network Members

Students:

- 1) Organise an exhibition to display and share their projects to members of the network at Nasinuanpittayasan School. The guests were the parents, teachers, the education committee, local philosophers, hospital members, lecturers from Mahasarakham University and primary school teachers and students. Both parents and advisors expressed delight with the work of the students.
- 2) Expand into the community at Phochai Temple, Phomee village: Students broadened their knowledge on how to treat themselves when they got sick and

how to make medicine from local herbs. Also, students offered free herbal medicine and Thai massage treatments.

3) Show and share to students at Maharakham University

Teachers:

1) The individual responsible for the project was a member of the Local Learning Enrichment Network and the Professional Learning Community in Maharakham province; an expert and facilitator of the PLC group in creating the PLC network; and the leader of PLC in creating the 3PBL curriculum. The Professional Learning Community (PLC) is a group of teachers of the same or different schools who share best practices in teaching methodologies, lesson planning and the use of technology in teaching.

This education community focuses on 21<sup>st</sup> century skills by applying the principles of “Teach less, Learn more” in teaching processes. The teacher often holds meetings with our team in the Professional Learning Community for KM on teaching results, problems and solutions, as well as the teaching methods of the PLC Group.

2) Because Nasinuanpittayasan School carries out best practices on problem-based learning, the Maharakham Provincial Administrative Organisation has asked the school to become the centre of problem-based learning for other schools in Maharakham province. Currently, there are 20 member schools and Nasinuanpittayasan School often applies knowledge management about teaching methods, results, problems and solutions.

Step 7: Post-test for Thinking Skills of Students

Statistics found that more than 80 per cent of students could be successfully developed.

**Knowledge Management for an evaluation about the project** - Nasinuanpittayasan School invited parents, teachers, education committee, local philosophers, hospital members, lecturers from Maharakham University, primary school teachers and students for knowledge management sessions. These people expressed pride about the students’ achievements and developments and they expressed feedback that they found the project and new knowledge about the local herbs interesting. Therefore, it is planned to have a local herb curriculum.

**9. Teaching strategies or pedagogies used for teaching values in the school**

The project-based learning method for improving a student’s thinking skills has been integrated across all subjects such as Thai language instruction, mathematics, science, English, art and social science at all classroom levels – both junior and senior secondary levels. In particular, every teacher has integrated the theme of local herb knowledge and traditional treatments into lesson activities.

In the classroom, the teacher acts as a friend, philosopher, guide, parent and facilitator.

The teacher should:

- 1) Consider the students' backgrounds and expectations of them;
- 2) Allow students to apply learning by doing teamwork;
- 3) Motivate students to think by using thinking tools such as key questions, six thinking hats, pair cause and effect diagram, round table discussions, etc; and
- 4) Evaluate by giving continuous feedback, avoiding negative criticism, providing continuous feedback through informal discussions, and publicly offering praise promptly after students perform well in order to boost their self-esteem.

Outside the classroom, the teacher often meets with the Professional Learning Community team for knowledge management on the teaching results, problems, solutions and the teaching methods of the PLC Group. The individual person responsible for this project is an expert and facilitator of the PLC Group in creating the PLC network, the leader of PLC in creating the 3PBL curriculum, and member of the "Local Learning Enrichment Network" and the "Professional Learning Community" in Mahasarakham province as well as the "Quality Learning Foundation".

The school ran this project by cooperating with students, teachers, parents, the education committee, local philosophers, hospital members, lecturers from Mahasarakham University, researchers and the primary school.

## 10. Monitoring and evaluation mechanisms and summary of results

### 1) Programme monitoring and evaluation mechanisms:

Evaluation Item	Date	Responsible entity
<b>Planning</b>	November 2011	Committee
Teacher's ability to make research tools	December 2 011	Teacher and expert
Quality of the research tools		
<b>Thinking skill pre-test</b>	January 2012	Academic section
Students' satisfaction with activities	March - June 2012	Responsible man
Students who participated in creating the herbal learning centre and the herbs encyclopaedia	July 2012	Academic section
Exhibition that displays and shares students' projects to network members	February 2013	Academic section
Students' satisfaction with learning through the traditional knowledge on	February 2013	Academic section



Evaluation Item	Date	Responsible entity
herbs		
<b>Thinking skill post-test</b>	February 2013	Academic section
Evaluate completed project and submit report	February 2013	Responsible man

2) Summary of results:

The main outcome was that students who were treated this way have acquired “thinking skills” – one of the 21<sup>st</sup> century skill sets. Statistics reveal that more than 80 per cent of students could be successfully developed. In addition, these students were the second runner up in the 2012 Competition of Youth Research Projects. Nasinuanpittayasan School has also developed strong learning networks among students, teachers, parents, the education committee, local philosophers, hospital members, researchers and lecturers from Mahasarakham University in order to preserve the traditional knowledge about local herbs in the school’s forest.

## 11. Resources used for programme implementation

- 1) Local sources: Nasinuanpittayasan School and community.
- 2) Human resources: Nasinuanpittayasan’s teachers, community philosophers, parents, the education committee, hospital members, sub-district leader, chief executive of the SAO, lecturers from Mahasarakham University, teachers from the Professional Learning Community in Mahasarakham province, lecturers from Mahasarakham University, researchers from the Regional Centre for Geo-informatics and Space Technology in Northeast Thailand and advisors from the Quality Learning foundation (QLF.)
- 3) Funding:
  - 200,000 Baht from Quality Learning foundation (QLF), Thailand.
  - 6,180 Baht from Regional Centre for Geo-informatics and Space Technology.
  - 5,000 Baht from Nasinuanpittayasan School.
- 4) Social networks:
  - Forest Herbarium – BKF ([www.facebook.com/ForestHerbarium](http://www.facebook.com/ForestHerbarium))
  - Local Learning Enrichment Network at Mahasarakham Province ([www.facebook.com//llenmsu](http://www.facebook.com//llenmsu))
  - Mrs Pensri Jaikha from Chiangyuenpittakhom School ([www.facebook.com/groups/124593160956113/](http://www.facebook.com/groups/124593160956113/))
  - Professional Learning Community ([www.facebook.com/groups/260473274089899/](http://www.facebook.com/groups/260473274089899/))
  - Tomoki Sando ([www.facebook.com/tomoki.sando](http://www.facebook.com/tomoki.sando))

**12. List of partners and their roles in the programme.**

<b>Name of Partners</b>	<b>Roles or contributions</b>
1) Parent	Members
2) Education committee	Expertise and resource persons
3) Mr Prom Polsiri, Mr Samrong Lelad and Mr Serm Inthawut	Expertise and resource persons
4) Leader of communities	Advisor
5) Leader of Local Administration	Advisor
6) Hospital	Expertise and resource persons
7) Mrs Pensri Jaikla from Chiang Yuen Pittayakhom School	Member
8) Local Learning Enrichment Network, Mahasarakham (LLEN Mahasarakham)	Advisor
9) Professional Learning Community (PLC), Mahasarakham	Expertise and resource persons
10) Quality Learning Foundation (QLF.)	Expertise and resource persons
11) Regional Centre for Geo-informatics and Space Technology, Northeast Thailand	Sponsor and advisor
12) Lecturer and researcher from Mahasarakham University	Expertise and resource persons
13) Lecturer from Rajabhat Mahasarakham University	Co-worker

**13. Benefits/impacts of the programme to teachers, students, parents and the wider community**

Benefits for teachers:

The opportunity to learn new teaching techniques, new evaluation methods, teamwork and to use the herbal learning centre for teaching.

Benefits for students:

The main outcome is that students who were involved in this project have acquired 21<sup>st</sup> century skills: thinking, writing, drawing, teamwork, learning, information technology, health, social, leadership, character education and a love for the forest and the local land. Statistics show that more than 80 per cent of students could be successfully developed. In addition, they were the second runner up in the 2012

Competition of Youth Research Project and the winner of the 2013 Green Globe Award.

More importantly, students developed group processes, communication skills, positive attitudes towards learning and a volunteer spirit to spread the knowledge about herbs to other communities and become part of a strong learning network to preserve the traditional knowledge on herbs in the school's forest. Students also received the opportunity to use the herbal learning centre.

#### Benefits for parents:

They said they felt especially proud of their children's achievements within the herb project and acquired knowledge about how to treat themselves when they got sick and how to make medicine from local herbs. The school's forest also provides them with an alternative food and medicine source. Parents can also use the herbal learning centre. Moreover, the project strengthens the relationship between students and their parents and between the parents and the school.

#### Benefits for the community:

- 1) Medicine source: Community members can use the school's forest herbs to treat illnesses.
- 2) Food source: They can find food from the school's forest for cooking or for sale. Mushrooms can especially make good money. (Ex: Mushroom, bamboo shoot, cicada, *Adenia viridiflora Craib*, *Cratoxylum formosum* (Jack) Dyer, *Cissampelos pareira* L., butterfly lizard, lizard, cricket)
- 3) Conservation of cultural heritage: Because of the drastic changes in people's lifestyles, many of the young generation are oblivious of their past cultures. (Ex: Leafs of *Morinda eliptica*. used for auspicious ceremonies in the Northeastern region of Thailand). In addition, community members become more informed about the history of their village because their village names are often associated with plant names. (Ex: Tan village where Tan means monkey apple).
- 4) Health skills: Students educated their parents about herbs and how to use them for treatments; students expanded the project at school and in the village.
- 5) Local source for education: the community can use the school's forest to learn about plants, herbs, art, mathematics, history, science etc.
- 6) The centre for problem-based learning for schools under the Mahasarakham Provincial Administrative Organization and other schools in Mahasarakham.
- 7) A good relationship between the school and the community.

#### **14. Proof of achievement from students, teachers and the community**

On March 2010, the director of Nasinuanpittayasan School sent the head of the science department to meet with a group of researchers under the project: Local Learning Enrichment Network at Mahasarakham University at Mahasarakham province. After the meeting Nasinuanpittayasan School decided to join this group because we believe it is a meaningful project that touches upon the school's education policy and strategy.

During the planning process, we created a network at Nasinuanpittayasan School with five department heads participating in this project. We collaborated with the following members of the network: students, teachers, parents, the education committee, local philosophers, hospital members, researchers, and lecturers from Mahasarakham University. A major outcome is that students were able to develop their thinking, writing, communication and cooperative skills, including character education and other skills that enhance student efficiency.

During the implementation process, we believe in the need to continue developing student abilities, but due to a lack of budget, our school needs financial support from other organisations. Therefore, we submitted a proposal to the Quality Learning Foundation (QLF), who approved a 200,000 baht budget for this project. We have also received financial support from the Regional Centre for Geo-informatics and Space Technology. We are especially proud of our students who are the second runner up in the national competition.

After students have completed their project, we organised exhibitions in two locations to show and share student projects to network members. At the school, the guests included students, teachers, parents, the education committee, local philosophers, hospital members, lecturers from Mahasarakham University, and primary school teachers and students. At Phochai Temple, Phomee Village, students expanded their knowledge on how to administer self-medication and how to make medicines from local herbs. Students also provided free herbal medicines and Thai massage treatments.

We collaborated with students, teachers, parents, the education committee, local philosophers, hospital members, lecturers from Mahasarakham University, researchers for KM and PLC Mahasarakham in the PLC Mahasarakham Group. Ms Pensri Kanuman is a teacher, head of the science department, and an expert with PLC Mahasarakham. After the success of the problem-based learning style, she and her co-workers in the PLC group created the 3PBL curriculum for students in primary and secondary schools at Mahasarakham. We have created a project-based learning centre to disseminate the 3PBL curriculum to about 20 schools under the Mahasarakham Provincial Administrative Organization.

## **15. Plan for sustainability and plan for the future**

### Plan for sustainability:

The Development Thinking Skill Process by Project-Based Learning on Traditional Knowledge of Local Herbs in the School's Forest uses the traditional knowledge of herbs to create a learning process that develops thinking skills. It also creates awareness among students, teachers, parents and the community to preserve the traditional knowledge of local herbs in the school's forest and expands this knowledge to support a stronger community in herbal education.

Plan for the future:

For classroom and school activities, we are still using the 3PBL for student learning and are receiving continued support from the Regional Centre for Geo-informatics and Space Technology, Northeast Thailand as well as PLC Mahasarakham. At the same time, we have asked for assistance from the community, including parents, local philosophers, the village leader, and the leader of the local administration. We have created a project-based learning centre to spread the 3PBL curriculum to about 20 schools under the Mahasarakham Provincial Administrative Organization by collaborating with Mahasarakham University and the Mahasarakham Provincial Administrative Organization.

**16. List of attachments**

Annex A: Photos Related to the Programme

## Annex A: Photos Related to the Programme



Participate in the planning process.



Survey herb in the school forest with local experts .



A local expert giving a lecture on local herbs



A local expert giving a lecture on local herbs



Students working on the project



Students interviewing the local experts on herbs



Students learning how to make herbal balls



Students learning to make antiseptic mouthwash from herbs



Presentation of students



Sharing of Students' projects to community



Student's exhibits about their projects



Students disseminating the project results to the nearby communities

# Appendix



# Appendix I:

## List of Entries

The followings are the list of 124 entries from schools in Brunei Darussalam, Indonesia, Lao PDR, Malaysia, Myanmar, Philippines, Thailand, Vietnam and 1 entry from India. The good practices and projects on Values Education of the schools participated in this 2013 competition are shared on the SEAMEO website ([www.seameo.org](http://www.seameo.org)).

School Name	City/Province	Project Title	Edu. Level	Number of Students
<b>Brunei Darussalam</b>				
1. Chung Hua Middle School	Kuala Bunga Rambai	Guidelines for Good Behavior	Kindergarten to Secondary Level	975
2. Rimba 2 Primary School	Rimba	SR Rimba 2 School Radio Programme	Pre-school to Year 6	630 and 37 Special need students
3. SM Sayyidina Ali	Kampong Pandan	SCPHRR (Es-Se-Fer)	Year 7 to Pre-university	1,358
4. SM Sayyidina Hasan	Mukim Kilanas	Environmental Awareness - 3 R to 6 R	Year 7 to 11	1,395
5. SR Masin	Masin	School Leadership Program - School Based Practise	Pre-school to Year 6	234
6. SR Merangking	Kampong Meranking	The Future of Merangking	Pre-school to Year 6	20
7. SR Saba Darat	Saba Darat	Care and Love for Environment and Nature Program (C.L.E.a.N program)	Pre-school to Year 6	265
8. Sufri Bolkiah Secondary School	Bukit Bendera	Implementation of School Core Values for Students	Secondary Level	797
<b>Indonesia</b>				
1. Gagas Ceria Primary School	Bandung, Jawa Barat	Pekan Budaya Jawa Barat (West Java Culture Week)	Primary 1 to 6	306
2. Immanuel Christian School	Pontianak, Kalimantan, Barat	Ecofriendly School	Senior High School from Grade 10 to 12	755
3. SD Negeri 003 Balikpapan Selatan	Vientiane	The Implementation of Moral and Character Values Education in SD Negeri 003 Balikpapan Selatan in Realizing the Qualified Human Resources for Religion, Family, Society, Environment, and Country	Primary 1 to 6	942
4. SDN Perak Barat	Surabaya, East Java	Adiwiyata Programme	Primary 1 to 6	1,023
5. SMA Negeri Bali Mandara	Kabupaten Buleleng, Bali	Composting for Green School	Senior High School from Grade 10 to 12	221
6. SMA 3 Semarang (Senior High School)	Semarang, Central Java	Live In: Living Together, Learning Together	Senior High School Grade 10 to 12	1,200

School Name	City/Province	Project Title	Edu. Level	Number of Students
7. Universitas Padjadjaran	Jatinangor	Orkestra Padjadjaran	n/a	n/a
<b>Lao PDR</b>				
1. Pasathipathai School	Luang Prabang	Value of Education of Learning - Teaching foreign Languages (English, French...)	Primary and Secondary Level	714
<b>Malaysia</b>				
1. Cluster School Seremban 2 B	Negeri Sembilan	Exemplary Stars in the Making	Primary Grade 1 to 6	948
2. Johor Bahru Religious National Secondary School	Johor Bahru, Johor	Conversation of Nature Planning Project (CNPP)	Secondary Form 1 to 5	584
3. Keningau Vocational College	Keningau, Sabah	VIVA (Very Intereesting Vocational Activities) Camp	Pre-Diploma and Diploma	882
4. Kolej Datu Patinggi Abang Haji Abdillah	Kuching, Sarawak	The Green Movement by Pals	Secondary Level	793
5. Kolej Tun Datu Tuanku Haji Bujang	Miri, Sarawak	Programme Rantau Kasih (PRK) - Peer Care Programme	Secondary Form 1 to 6	1,021
6. La Salle Secondary School. (Kota Kinabalu)	Kota Kinabalu, Sabah	The La Salle Mud Balls Love our Drains Programme	Secondary Form 1 to 6	1,275
7. Lutong Secondary School, Miri	Lutong, Sarawak	Fiesta - Auspicious Cultural and Religious Festivals in Malaysia	Secondary Level	2,304
8. Methodist Secondary School	Sibu, Sarawak	Transformation for Excellent Education Mechanism (TEEM)	Secondary Form 1 to 6	2,343
9. SBP Integrasi Pasu (Kubang Pasu Integrated Residentail School)	Bukit Kayu Hitam, Kedah	Peers Group Biodiversity Camping Programme (PGBioCaP)	Secondary Form 1 to 5	576
10. SBP Ntegrasi Jempol	Negeri Sembilan	Mastery of Chess	Grade 7 to 11	598
11. SJK (T) Ringlet	Cameron Highlands, Pahang	Gratitude towards Mother Nature	Pre-school to Year 6	102
12. SJKT Kangkar Pulai	Johor Bahru	Aqua Bicycle	Primary and Secondary Level	879
13. SK Bukit Damansara (Bukit Damansara Primary School)	Bukit Damasara, Kuala Lumpur	Planet Protector	Year 1 to 6	1,100
14. SK Canossian Convent	Segamat, Johor	Easy Smart Pillow/ Cushion	Year 1 to 6	134
15. SK Damansara Jaya 2	Petaling Jaya, Selangor	"Go Green" Environmental Education for Sustainability	Year 1 to 6	106
16. SK Jalan 3	Bandar Baru Bangi, Selangor	Values Education for Sustainable Environment- We Learn, We Care, We Practice	Pre-school to Year 6	1,807
17. SK ST Francis Convent	Kota Kinabalu, Sabah	My Beloved School, My Eco-Footprint	Year 1 to 6	709
18. SM Jenis Kebangsaan Chio Min	Kulim, Kedah	Encapsulate Values though Music (EVTM)	Secondary Form1 to 6	2,492
19. SM Raja Perempuan	Ipoh, Perak Malaysia	Go Green Students' Camp- Youth and Environment Sustainability	Secondary From 1 to Pre University (Year 13-19)	1,258
20. SM Sains Alam Shah	Kuala Lumpur	Humanitarian Mission 2013	Grade 10 to 11	565

School Name	City/Province	Project Title	Edu. Level	Number of Students
21. SMK Abdul Rahman Talib	Kuantan, Pahang	Turtle Adoption Programme	Year 7 to 12	1,200
22. SMK Agama Al-Irshad	Kepala Batas, Penang	2Bs Program: I'm a Buddy, Not a Bully	Secondary Form1 to 5	1,026
23. SMK Bandaraya Kota Kinabalu	Sabah	We Shower You With Love (WSYWL)	Secondary Form 1 to 6	2,750
24. SMK Benoni Paper	Paper, Sabah	The REACT Project	Secondary School	1,014
25. SMK Dato' Onn Butterworth	Butterworth, Penang	Eco-Rangers	Year 13-18	1,056
26. SMK Ibrahim	Kedah Darul Aman, West Malaysia	School Without Bell- Towards Enhancing Students' Self-Discipline & Academic Performance	Secondary Form 1 to 6	1,245
27. SMK Iskandar Shah	Melaka	Save Energy for a Better Tomorrow	Secondary School	1,115
28. SMK Putrajaya Presint 11 (1)	Putrajaya	Early Morning Culture	Grade 7 to 11 Form 1 to 5	734
29. SMK Raja Jumaat	Negeri Sembilan	Save Electricity - Save Earth	Year 9 (Form 3)	1,288
30. SMK Sultan Budlishah	Kulim, Kedah	Quality Human Capital	Secondary Form 1 to 6	1,444
31. SMK Taman Molek	Johor Bahru, Johor	Tiket Sayang Programme	Secondary Form 1 to 5	1,982
32. SMK Tok Sera	Kuantan, Pahang	Tok Sera High's 3R Programme	Secondary School	573
33. SMK Tunku Abdul Rahman, Kuching	Kuching, Sarawak	We are Global Citizens	Secondary Form 1 to 5	1,387
34. St Michael Secondary School	Penampang, Sabah	We care, We Clean and We Green for a Better Tomorrow	Secondary From 1 to 5	865
35. Sultan Ibrahim School (Secondary)	Johor Bahru, Johor	Go Green to Safe Green	Year 7-13	875
<b>Myanmar</b>				
1. No1 Basic Education High School	Kyauk Pyu	The Honest, Qualified, Outstanding Students with Better Education in Their Life	Kindergarten 1 to Grade 9	1,721
<b>Philippines</b>				
1. Alabat Island National High School (AINHS)	Quezon	AINHS Greening the Campus Program	Grade 7 to 4 <sup>th</sup> Year High School	1,599
2. Assemblyman Segundo Moscoso Memorial School	San Jose, Antique	Essential Health Care Program	Kindergarten to Grade 6	873
3. Banilad Centre for Professional Development (BCPD)	Cebu City	Nurture the Dream Program	1 <sup>st</sup> and 2 <sup>nd</sup> Year of Technical & Vocational Education	220
4. Bataan National High School	Balanga City	Paglilingkod (Community Service)	Grade 7 to 12	4,483
5. Benigno V. Aldana National High School	Pozorrubio, Pangasinan	Project ACT (Actions Can Teach)	High School Grade 7 to 10	2,288
6. Bernardo Lirio Memorial National High School	Tanauan City, Batangas	Project Citizen	Grade 7 to 4 <sup>th</sup> Year High School	1,796

School Name	City/Province	Project Title	Edu. Level	Number of Students
7. Binuni-Demologan National High School	Bacolod, Mindanao	Values Formation Program of Binuni-Demologan National High School	Grade 7 to 4 <sup>th</sup> Year High School	468
8. Bonuan Buquig National High School	Dagupan City, Pangasinan	Hand & Hand for a Better Tomorrow	Secondary Level (1 <sup>st</sup> to 4 <sup>th</sup> Year)	n/a
9. Britech College	Cebu City	Towards Being an Extraordinary Professional (XOP)	1 <sup>st</sup> to 4 <sup>th</sup> Year College	416
10. Carolina National High School	Naga City	Values Integration on Environmental Sustainability through NARRA GERMINATION 2016	Grade 7 to 10	827
11. Central Luzon State University	Nueva Ecija	Values Formation Program for Villa Floresta Elementary School Pupils	High School, College	11,000
12. CITE Technical Institute, Inc	Cebu City	Industrial Technician Program (ITP)	TVET - Post Secondary	1,140
13. Culiati High School	Quezon City	CHS- School Ko, Love Ko	1 <sup>st</sup> to 4 <sup>th</sup> Year High School	2,888
14. Francisco G. Nepomuceno Memorial High School	Angeles City	Mabuting Tao (On Good Manners and Right Conduct)	Grade 7 to 4 <sup>th</sup> Year High School	5,819
15. Holistic Education and Development Centre (HEDCen) - The Little Farm House	Taytay, Rizal	Tungtong River Conservation Project	Grade 1 to 12	446
16. Iligan City East High School-Sta. Filomena	Iligan City	Respect, Punctuality, Cleanliness and Leadership: Food for Life	Grade 7 to 4 <sup>th</sup> Year High School	2,087
17. Iligan City East High School- Hinaplanon	Iligan City	Values Education: Leads for Peace and Sustainable Development	Grade 7 to 4 <sup>th</sup> Year High School	835
18. Iliranan Elementary School	San Carlos City, Negros Occidental	Iliranan Elementary School Values Education Program (IVEP)	Kindergarten 1 to Grade 6	452
19. J Marquez Elementary School	Cotabato City	School of Peace	Kindergarten to Grade 6	1,879
20. Lamon Bay School of Fisheries	Gumaca, Quezon	Honesty Store	Grade 7 to 4 <sup>th</sup> Year High School	396
21. Ligao National High School	Ligao City	Follow-up and Assistance System for Teens (FAST)	Grade 7 to 4 <sup>th</sup> Year High School	4,267
22. Luis Palad National High School	Quezon	Building a School of Character	Grade 7 to 4 <sup>th</sup> Year High School	4,795
23. Numancia Integrated School	Numancia, Aklan	Numancia Integrated School Promotes a Child-Friendly Environment	Kindergarten to Grade 10	1,959
24. Oriental Mindoro National High School	Calapan City, Oriental Mindoro	Touching Lives	Grade 7 to 10	4,720
25. Pedro E. Diaz High School	Muntinlupa City	Filipino Values are Worth Living For Our "Warm" Practices	Grade 7 to 10	6,871
26. Philippine Normal University-Institute of Teaching and Learning	Manila	Do a Good Deed Today	Kindergarten to Grade 10	498

School Name	City/Province	Project Title	Edu. Level	Number of Students
27. Puerto Princesa Pilot Elementary School	Puerto Princesa, Palawan	Be a Nature-Lover for a Better, Greener and Safer Tomorrow	Kindergarten, Grade 1 to 6	3,454
28. Rosario Central School	Rosario, Northern Samar	Implementation of Essential Health Care Program	Kindergarten to Grade 6	938
29. San Antonio National High School	Makati City	Project Marangal (Marangal-Personal Integrity)	Grade 7 to 10	2,600
30. San Antonio National High School	Tabaco City	VE a Blessing Program	Grade 7 to 4 <sup>th</sup> Year High School	1,249
31. San Miguel National High school	San Miguel, Northern Luzon	Mitigating Climate Change Impacts Through Weather Monitoring and Blogging	Grade 7 to 4 <sup>th</sup> Year High School	6,374
32. Sampaloc Elementary School	Pantabangan, Nueva Ecija	EcoScout Movement	Kindergarten to Grade 6	254
33. Sinit National High School	Sinit, Ilocos Sur	Arte Ko (My Art) Regalo Ko (My Gift) Edukasyon Mo (Your Education)	High School	2,274
34. Singapore School Manila	Makati City, Manila	Civics/Moral Education	Kindergarten to Year 12	252
35. South Hill School, Inc.	Los Banos, Laguna	Gold Mines: Mine, Refine, Forge	Pre-school to 4 <sup>th</sup> Year	604
36. Southville International School and Colleges	Las Pinas City	The EQ/ACT/ Focused Values Program (Emotional Quotient/ Achieves Core Training)	Kindergarten to Grade 12	1,527
37. St. Paul University Dumaguete	Dumaguete City	Enriching Positive Values through the SPUD Integrated System for Sustainable Development	Basic Education to College	2,765
38. STA.. Lucia High School	Pasig City	Urbanidad Teens	Grade 7 to 4 <sup>th</sup> Year High School	4,419
39. Sta. Rita Elementary School	Capas, Tarlac	Instilling Values Through School - Community Collaborations	Kindergarten to Grade 6	367
40. Tambo National High School	Buhi, Camarines Sur	K na K (Kabataang Naglilingkod Sa Kabataan), Silag Kabataan Radio Programming	Grade 7 to 4 <sup>th</sup> Year High School	733
41. Tulawas Integrated School	Pagadian City, Zamboanga Peninsula	Tree Growing is Life Saving	n/a	152
42. Zamboanga Del Sur National High School	Pagadian City, Zamboanga Del Sur	ZSNHS- The Good Samaritan (Alay Kapwa) Program	1 <sup>st</sup> to 4 <sup>th</sup> Year High School	3,913
<b>Thailand</b>				
1. Ban Hue Wow Nong Naree School	Sisaket Province	Development Environment in the School as a Learning Environment to Cultivate Students Behavior and Conduct Themselves According to the Philosophy of Sufficiency Economy	Kindergarten to Grade 9	260
2. Bankhaocha-ang Khomklong School	Rayong Province	13 Values Education Activities of Bankhaocha-ang Khomklong School	Kindergarten to Grade 9	263

School Name	City/Province	Project Title	Edu. Level	Number of Students
3. Bannabon School	Kalasin Province	Children Preserve Forest Project	Kindergarten to Grade 9	501
4. Banrai Pittayakhom School	Sukhothai Province	"Clean Body, Clean Mind, Acquire Good Disciplines, Eager in Learning, and Giving Good Care to our Communities" (CCAEG Model)	Grade 7 to 12	626
5. Bantatoke School	Lampang Province	Support Values Education for Students Programme	Kindergarten to Grade 6	58
6. Bovorn Witthaya 2 School	Ayutthaya Province	Cultivating and Promoting Moral Ethics and Desirable Values	Kindergarten to Grade 9	630
7. Chalermkwansatree School	Phitsanulok Province	How to Promote Student's Identity of Chalermkwansatree School Towards Sustainable Character	Secondary Level	3,243
8. Chiang Khong Wittayakom School	Chiang Rai Province	CK Ranger and Waste Segregation System	Grade 7 to 12	1,144
9. Doisaenjai School	Chiang Rai Province	Conversation of Natural Resources and Environment Project: Preserving 'Mae Fah Luang Crab'	n/a	n/a
10. Dongmafaiwittaya School	Sakon Nakhon Province	Promoting Morality Management Plan (PMMP) and Activities of Dongmafai Wittaya School in Sakon Nakhon Thailand	Grade 7 to 9	639
11. Jirasart Witthaya School	Ayutthaya Province	W.A.T.C.H	Kindergarten to 9	3,684
12. Kamphaengphet Pittayakom School	Kamphaengphet Province	The Green World Project	Grade 7 to 12	2,851
13. Kritsana Wittaya School	Nakhon Ratchasima Province	Developing Students' Achievement and Virtue Through Implementing Lifelong Learning and Sufficiency Economy Programme	Grade 7 to 12	189
14. Mahajaroen School	Sakaeo Province	The Project of Encouragement and Development of Students to be Disciplined and Eager to Learn	Kindergarten to Grade 9	873
15. Nasinuanpittayasan School	Maha Sarakham Province	The Development Thinking Skill Process through Project-Based Learning Using Traditional Knowledge of Local Herbs in the School's Forest	Grade 7 to 12	139
16. Nongwang Wittayakom School	Mukdaharn Province	To Cooperate and Create Three Parts of Our Social for Community's Voluntary Mind	Grade 7 to 12	266
17. Phuwieng Wittayakhom School	Khon Kaen Province	The Development Mathematics Instructional Model A Sustainable Towards Application of Sufficiency Economy Philosophy for High School	Grade 7 to 12	2,522

School Name	City/Province	Project Title	Edu. Level	Number of Students
18. Piyajatpattana School under the Patronage of HRH Princess Maha Chakri Sirindhorn	Nakhon Nayok Province	Ethics and Values for Students of Piyajatpattana School	Grade 7 to 12	882
19. Rajavinit Bangkhen School	Bangkok	R.N.B Judo Club	Grade 7 to 12	2,523
20. Rajinibon School	Bangkok	Neo-Classical Thai Lady Curriculum: The Development of Thai Ladies' Characteristics Toward Sustainability for Basic Educational Level Student in Rajinibon School, Bangkok, Thailand	Kindergarten 2 to Grade 12	3,419
21. Sarakham Pittayakhom School	Maha Sarakham Province	CAS: Creativity, Action, Service	Grade 7 to 12	3,900
22. Sathaporn Witthaya School	Nakon Pathom Province	Bette Quality of Life for All Students: Applying Sufficiency Economy Thinking Through School-Based Agricultural Programme	Primary to Secondary Level	290
23. Sathya Sai School	Lop Buri Province	Education in Human Values Programme (EHV)	Kindergarten to Grade 12	350
24. Srivikorn School	Bangkok	Awareness of Eco-friend Programme	Kindergarten to Grade 12	1,020
25. Suraolumnaiso School	Bangkok	Animal Welfare Programe	Kindergarten to Grade 6	299
26. Wachirawit Primary school	Chiang Mai Province	The Little ASEAN Wachirawit Project, Academic Year 2010-2014 Wachirawit School, Primary School Sector	Pre-Kindergarten to Grade 7	272
27. Wat Matchantikaram school	Bangkok	The Preliminary Animal Welfare Project	Kindergarten to Grade 9	607
28. Watpapradoo School	Rayong Province	Moral and Ethical Development Programmes of Watpapradoo School	Grade 7 to 12	2,886
29. Wattasai(Dittanukroh) School	Suratthani Province	Promoting Desirable Ethics and Value	Primary to Grade 9	726
30. Yangkampittaya School	Khon Kaen Province	Promoting Morality, Contributing the Reading Behavior, and Anti-Drugs	Grade 7 to 12	379
<b>Vietnam</b>				
1. Nguyen Truong To School	Hanoi	First Concepts in Animal Welfare (FCAW)	Grade 6 to 9	350
<b>Other Countries beyond Southeast Asia</b>				
1. St John High School	Chandigarh, India	Reach Out Programme	Kindergarten to Grade 12	2,050

# Appendix II:

## Judging Committee of the 2013 SEAMEO-Japan ESD Award

### Chair:

Dr Witaya Jeradechakul  
Director, SEAMEO Secretariat

### Members:

#### 1. Expert on ESD from Japan

- Prof Dr Kazuyuki Mikami  
President  
Miyagi University of Education, Sendai, Japan

#### 2. Expert on ESD from Southeast Asian Region

- Dr Prapatpong Senarith  
Former Deputy Permanent Secretary of Education, Ministry of Education,  
Thailand  
Chairman, Wat Khemampirataram School Committee  
Academic Advisor, Bangkok Thonburi University  
Member, Bangkok Metropolitan Vocational Institute Council  
Member, Executive Board, National Scouts Organization of Thailand

#### 3. Representative from the Ministry of Education, Culture, Sports, Science and Technology (MEXT), Japan

- Mr Yoshiaki Sato  
Director for Overseas Cooperation  
International Affairs Division  
Minister's Secretariat, MEXT, Japan

#### 4. Representative from UNESCO Asia and Pacific Regional Bureau for Education (Bangkok)

- Mr Danilo Padilla  
ESD Programme Coordinator and Liaison Officer  
UNESCO Asia and Pacific Regional Bureau for Education (Bangkok)

#### 5. Representatives from SEAMEO

- Dr Handoko  
Deputy Director (Programme and Development), SEAMEO Secretariat
- Dr Tinsiri Siribodhi  
Deputy Director (Administration and Communications), SEAMEO Secretariat

Coordinators: Ms Piyapa Su-angavatin, SEAMEO Secretariat, Thailand  
Ms Yuriko Kawakubo, MEXT, Japan  
Ms Ai Chuman, MEXT, Japan



## Appendix III: Organisers and Partners



In 2002, Japan proposed at the World Summit on Sustainable Development that the ten years from 2005 be established as the “Decade of ESD (DESD)”. This proposal was adopted unanimously by the UN General Assembly in the same year.

In addition, MEXT proposed ESD as one of the important educational principles in Japan in the government’s Basic Plan for the Promotion of Education. Moreover, this principle was incorporated into revised courses of study in order to enable elementary, lower secondary, and upper secondary schools throughout Japan to provide education in line with the concept of ESD.

MEXT and the Japanese National Commission for UNESCO consider UNESCO Associated Schools<sup>1</sup> as the base for ESD promotion and they are making determined efforts to increase the number of member schools (705 member schools as of April 2014).

Moreover, guidelines for UNESCO Associated Schools were drawn up in August 2012 in order to ensure the quality of these schools.

Furthermore, UNESCO and the Government of Japan will co-organize the UNESCO World Conference on Education for Sustainable Development (ESD) in Nagoya City, Aichi-prefecture, and Okayama City in November 2014 – the final year of the DESD.

[www.mext.go.jp/english/](http://www.mext.go.jp/english/)



The Southeast Asian Ministers of Education Organization (SEAMEO) is a regional intergovernmental organization established in 1965 among governments of Southeast Asian countries to promote regional cooperation in education, science and culture in the region.

Its 11 Member Countries include Brunei Darussalam, Cambodia, Lao PDR, Indonesia, Malaysia, Myanmar, the Philippines, Singapore, Thailand, Timor Leste and Vietnam. It embodies 8 Associate Member Countries: Australia, Canada, France, Germany, the Netherlands, New Zealand, Spain and United Kingdom; and three Affiliate Members, namely the International Council for Open and Distance Education (ICDE), the University of Tsukuba, Japan and British Council.

Over the past four decades, SEAMEO has developed 20 specialist institutions throughout Southeast Asia which provide regional leadership in human resource development and diverse expertise that they offer in education, health, environment, and agriculture and natural resources.

As an organization that has continued to nurture human capacities and explored the peoples’ fullest potential, the SEAMEO maintains its work and aspirations for development with peoples of the region to make lives better in quality and equity in education, preventive health education, culture and tradition, information and communication technology, languages, poverty alleviation and agriculture and natural resources.

[www.seameo.org](http://www.seameo.org)

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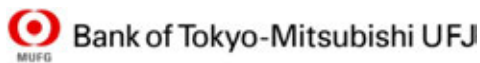
<sup>1</sup>UNESCO Associated Schools are schools that have been certified by UNESCO because they offer education in international understanding and environmental education in order to realize UNESCO’s key principles.



Since 1961, UNESCO Bangkok, the Asia-Pacific Regional Bureau for Education and Cluster Office for the six “Mekong” countries, Thailand, Myanmar, Lao PDR, and Singapore, and indirectly through UNESCO country Offices in Hanoi and Phnom Penh, promotes peace and human development through education, sciences, culture, communication and information.

UNESCO Bangkok works closely with Governments, National Commissions and other governmental and non-governmental partners on making development sustainable and profitable for everyone in a culture of peace and human rights. As Regional Bureau for Education, UNESCO Bangkok provides strategic expertise, advisory, monitoring and evaluation functions to Member States, other UNESCO Field Offices and UN Country Teams in the area of Education. As Cluster Office, UNESCO Bangkok covers all UNESCO mandates: education, sciences, culture, communication and information.

[www.unescobkk.org/](http://www.unescobkk.org/)



As a company supported by its customers and society, the Bank of Tokyo-Mitsubishi’s programme is “enhancing and nurturing society’s next generation” and “addressing global environmental issues” in its corporate social responsibility activities. BTMU is promoting ESD as one of the key areas in “nurturing society’s next generation” and it is conducting two projects in cooperation with the National Federation of UNESCO Associated in Japan as follows:

1) Supporting UNESCO Associated Schools

This project supports UNESCO Associated Schools’ effectiveness to utilise and promote ESD.

1.1 UNESCO Associated Schools ESD Assist Project

A fund to cover the purchase of educational materials for ESD education activities is provided to UNESCO Associated Schools in Japan.

1.2 ESD International Exchange Programme

This programme provides the opportunity for more intensive ESD learning through educational entries

exchanges at overseas educational facilities. UNESCO Associated School students are sent on foreign study trips so that they can increase their ESD knowledge base through interaction with foreign students and teaching staff and learning at overseas educational institutions.

2) Save Our Common Treasures of the Earth

This programme aims to nurture young people’s sustainable sensitivities through activities that introduce them to nature, within the confines of ESD policy, so that they can pass onto future generations the common heritage of mankind. To achieve this, the following projects have been created:

2.1 Provision of Educational Materials on the Environment

The supply of ESD educational materials to schools helps students learn about environmental issues in a more fun and productive way.

2.2 Painting competitions

Staging painting contests under the theme of nature is a creative and effective approach to increasing environmental awareness. This facet of ESD education has been staged for over thirty years.

2.3 Planting Activity around the Shirakami Mountains World Heritage Site

One hundred thousand trees have been planted over the last five years at the Shirakami Mountains World Heritage Site. The aim of this activity is to pass onto future generations an area of natural beauty that also adheres to ESD principles such as the prevention of soil erosion and the absorption of detrimental carbon dioxide.

[www.bk.mufg.jp/english/](http://www.bk.mufg.jp/english/)

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