



MEXT

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

SEAMEO-Japan ESD Award

Theme for 2012: Education for Disaster Risk Reduction

Supporting Partners:



Bangkok Office
Asia and Pacific Regional
Bureau for Education



Bank of Tokyo-Mitsubishi UFJ

Submission Form of SEAMEO-Japan ESD Award

The last day for submission of entries: **25 August 2012**

- To participate in the SEAMEO-Japan ESD Award, please submit the information of your school's activity/programme on Education for Disaster Risk Reduction in English language by using this Submission Form.
- The digital format of this Submission Form can be downloaded from the SEAMEO website: www.seameo.org or requested by sending an email to the email address: seameojapan.award@seameo.org.
- The guidelines for submission of entries and the judging criteria are detailed in page 13-15 of this document.
- Schools must ensure that the SEAMEO Secretariat receives their entries by **25 August 2012**.
- More information, please contact the SEAMEO Secretariat, Bangkok (telephone number: +662 391 0144, fax number: +662 381 2587 and email address: seameojapan.award@seameo.org)

PART I: Details of Your School

1. Name of your school: NOORUL EILM ACADEMY, INC
2. Full address: National Hi- way Inug ug, Pikit Cotabato
Philippines
3. Postcode: 9409
4. Country: Philippines
5. Telephone number (country code+city code+telephone number): +639175213010
6. Fax number (country code+city code+fax number): none
7. Name of the Head Master/ Principal/ School Director: Mr. Sahid C. Ali
8. Name of Teacher Coordinator: Mr. Montaser G. Nor
9. Email address: nooruleilmacademy@yahoo.com
10. School website (if available): none
11. Educational level (Such as Kindergarten 1 to Grade/Year 9): Kindergarten1 to Grade v,

Technical vocational

12. Number of teachers in your school: 15

13. Number of students in your school: 291

14. Please provide the name of teachers and students who were/have been involved in the planning and implementation of this school activity/programme on Education for Disaster Risk Reduction.

Teachers:

- a) Nocri Palalisan
- b) Jalaludin Pagalad
- c) Monina Balasama
- d) Norhata Malik
- e) Faiza Radzak

Students:

- a) Oaimer Bansao
- b) Benjamin Mamalangkak
- c) Suhadnan Sawil
- d) Abubakar Pendatun
- e) Aladin Bacar

PART II: Information about the School's Activity/Programme on Education for Disaster Risk Reduction

The information of part II from no.1 to 11 should be no longer than **eight** pages long (A4 type, Arial font, size 11 point). A half to one page A4 of the project summary should be included.

1. Title of the school's activity/programme on Education for Disaster Risk Reduction

DISASTER RISK REDUCTION ADVOCACIES THROUGH EDUCATION TOWARDS INCOME GENERATING ACTIVITIES

2. Summary of the activity/programme (a half to one page A4)

Globally, Climate change has always been a topic in forum and gatherings this was due to the calamities that confront us with no restriction or boundaries whether you are of rich or poor countries . Both Government and Non- Government Organizations locally and internationally are advocating for risk reduction approaches in their own respective capacities and areas. The school activities on this matter are continuing starting from activities inside the campus like giving an information to the pupils and parents on the causes of disaster, hazard, Man made and natural calamities and many more topics coupled with simulation drills to let them be aware of the situation.

The school was also in activities like expressing solidarity with other people like when we participated in the Japan solidarity project where we conduct an activity with our students showing them calamities that took place in our area like flood, typhoon, earthquake then we also show and highlighted to them the tsunami that hit Japan last year . With that activity the school showed its condolence to the families greatly affected by the tsunami in both those who loss lives and properties. This was relayed to the Japanese people through our message sent in a way of online communication with the facilitation of ASP net of the UNESCO Associated Schools. Another activity was when the typhoon Sendong hits Northern Mindanao last December 2011 some of the students together with the teachers of the school went to the area to deliver and distribute some relief goods and conduct psychosocial activities to the children that were traumatized by the super typhoon. This was conducted through the assistance of the Global Fund for Children. We have also activities like tree planting aiming to contribute to soil erosion for no more roots holding the soil when heavy rain strikes because of logging in our mutinous areas. There are also in our activities that contribute to avoiding flash and stagnant flooding with emphasis on livelihood where we use the water hyacinth as raw material for handicrafts activities. By way of utilizing and removing the water hyacinth in the rivers or any bodies of water free flow current of water that results avoidance

of flooding . This activity of the school gave opportunity residents to earn a little from getting the water hyacinth and let it dry and it will be paid by the school as raw material for the handicraft then our train parents mostly women do the production of the items. Their produce items were sold to customers that let them earn .

3. Background information or reasons why the school initiated this activity/programme

Aside from the fact that disaster strikes anywhere which Philippines or Mindanao island was not free of it and the directive from the Department of Education to conduct activities or even impart in the curriculum disaster risk reduction modules to be taught to the students . Awareness and preparedness are key reasons why the school initiated the activities for even a very simple interventions like understanding of the segregation process of garbage using the 4Rs approach is already a good start to being participating in disaster risk reduction advocacy . Aside from being reactionary on being aware and knowledgeable on initial steps in case disaster happen what`s important in the conduct of activities will be to mitigate or contribute in the preservation of the environment that causes of disasters. What really motivated us like on our water hyacinth handicraft aside from contributing to DRRM it also served as another venue for income generation particularly the women sector that only dependent on their husband on income sourcing. When President Benigno Aquino III pronounce that his administration seriously look on the problem on disaster in the country by pushing to policies that reduces disaster and made mention that he instruct the line agencies both local and national to find ways that water hyacinth that only serve as cause of flood must be utilized as raw material for income generating activity like handicraft. That makes us much motivated to initiate the project. Our terrain also motivated us to concentrate on the project which water hyacinth are abundantly found for we are near a marsh and a river. We would like to boost the moral of the people particularly the women that they can contribute to their family towards obtaining additional income even they are only at their homes utilizing indigenous raw material with a contribution on caring for our environment.

4. Objectives/goals of the activity/programme

The objectives / goal of the activities were to show gesture of solidarity to the victims of the Tsunami and the super typhoon Sendong that as human being regardless of race , belief and culture we are ready to lend a helping hand to those in need of help particularly those victims of calamities.

To capacitate the students and communities in general on the current realities on climate change and contribute on the preservation of the environment even in a simple way . Reduction of situation that causes disasters because of eco-system balancing like tree planting , cleaning of water way by not dumping waste materials through utilizing the water hyacinth that that grows tremendously that causes clogging of water channels resulting to perennial flooding . With these getting the water hyacinth it became a good raw material for handicraft that serve as income generating activity to the people.

So in general the overall objective of the project are both environmental care , community awareness on DRRM and income generating avenue for residents in the area prioritizing the parents of our pupils that rather that just doing nothing . in this project they will earn which can augment their family income.

5. Period of time when this activity/programme was/has been implemented

Aside from our regular classroom instruction on topics related to environmental degradation

activities like our solidarity initiative with the people of Japan whose greatly affected by the recent tsunami was conducted when the UNESCO – ACCU through the Associated School network ASP net was invited to participate even it`s just a simple message exchange but it really contribute on the recovery process of the affected particularly on emotional aspect. Our water hyacinth handicraft production still continuous to operate and every day it grows by many people who would want to learn to the process of doing it.

6. Activities (Short-term actions and strategies of implementation of the short-term actions)

In our short term actions or activities it`s still on an activity based but as an organization our human resources capabilities on enhancing skills on DRRM are continuous like attending to seminars related . The latest of which were our staff attended the training workshop organized by the Community and family Services International CFSI on Education in Emergencies with emphasis on the climate change. In this training we re echo it to our students. The recent of which was when I attended the 2012 ESD- COE Meeting in Bangladesh where we got an opportunity for a deeper look on what`s happening in their country particularly on cyclone that periodically hit them its causes and possible remedies . Meaning among these activities were those seminar , forum , dialogue and other similar activities. In such activities participants learned about community based disaster risk mapping where they got to learn their areas status whether vulnerable or what. The teachers were also taught on how to integrate climate change to ECCD, Basic education and higher education . They were also imparted with ideas basic concept in disaster risk management such as hazard . They were also imparted on ideas on identifying the connection of hazard, disaster , capacity, vulnerability and risk. On the water hyacinth of course they also pass n training on risk reduction then followed by training on technology transfer on handicraft using the water hyacinth our strategies of implementation flows on training and production which their produce items were being paid by the school then the school will look for buyers to sell the products.

7. Resources used for implementing the activity/programme

The implementation of the activities varies on the program and partner like for instance our relief and psychosocial activity in the typhoon Sendong victims had an allocation of 2000 USD with the financial support coming from the Global Fund for Children GFC. On the Japan solidarity project we utilize local funds of the organization because minimal expenses on took place like materials for workshop and snacks for the students. On the water hyacinth handicraft project resources comes from the Technical Education and Skills Development Authority TESDA were utilized in both initial capitalization and trainings conducted. Many agencies got interested in supporting our project like the Provincial government of North Cotabato . No less than the Governor invited us for a product showcase at her office and she was much inspired and offered us for one slot to go to Manila for a more intensive training to a famous handicraft maker in Pasig City which is the Villar Foundation to further enhance the quality of our products to acquire a much wider market.

8. Monitoring and evaluation mechanism and results

On the monitoring and evaluation of the project in its short term activities the awareness were seen the foremost result that the activities obtain. Knowledge learned in both prevention and response in times of calamities. As part of the monitoring learning by doing and what the students, teachers and parents like observing cleanliness and tree planting activities even only at their own backyard that will contribute in our campaign for Disaster Risk Reduction. Results of the activities were the teachers equip with knowledge on how to conduct, facilitate such activities while the students and

parents together with the communities were familiarized on the real situation pertaining to climate change.

On the water hyacinth activity monitoring were in close contact with the school considering that it still needs support and guidance for it has not yet take off properly towards being a stable venture. While on the evaluation mechanism used was output and feedback . While on the result it was observed that it was like a growing infant which day by day it grows going into its betterment. It was noticed on recognition and opportunities open up by the activity like contributing into the disaster risk reduction campaign and it also serve as income generating activity to the residents.

9. List of partners, local government bodies, companies or development agencies who participated in the planning and implementation, including their roles in the activity/programme.

Name of Partners	Roles or contributions
a) The Global Fund for Children GFC	Financial assistance – relief and psychosocial
b) ACCU- ASPnet	Linking to Japan - networking
c) Technical Education and Skills Development Authority TESDA	Capability building –Human resource development and capitalization
d) Community and Family Services International CFSI	Capability building- human resource development
e) Civil Society Network for Education Reform . E-Net Philippines	Trainings
f) Provincial Government of North Cotabato	Skills training and market linkage
.....	

10. Benefits/impacts of the activity/programme to teaches, students and the community

The benefits / impact of the activity to the teachers were. The teachers became first hand promoter or advocates by re- echoing to the students and parents aside from they also became knowledgeable of the current trends on climate change , disaster risk reduction approaches. It also serves as their exposure like when we conduct activity to the victims of the typhoon Sendong that hey saw the real situation, the suffering of the people who were affected by the calamity. To the students aside from they were imparted with knowledge they also learn to share to one another particularly victims of the calamity like the Japan solidarity project. In the community the benefits and impact were they are now starting to conduct and activities like tree planting, clean up drive, waste segregation and others. On the water hyacinth handicraft benefits were both contributing to DRRM as flood control mechanism letting the free flow of water as a result of heavy rain and livelihood income generating to the residents. The optimum benefits that the participants earned were the realization and their understanding that even though natural calamities are the Devine creator activity but the chain reaction of the people like rampant cutting of trees, every where dumping of garbage had a great contribution in the worsening of calamities. With their conclusion that they can do a lot as contribution in reduction of disaster.

On the water hyacinth activity benefits to the communities were first they contribute to reduction of disaster through removing the water hyacinth in the water ways that causes flooding . They were also benefited by having opportunity in obtaining additional income . Impact of the activity to the lives of the involved they were now aware on DRRM. They become productive which even in a little they were earning on their .

11. Plan for sustainability and plan for the future

Plan for sustainability:

Considering that even globally actions towards DRRM are now strongly initiated we in the local particularly in our school will sustain such initiatives through curricular integration as what the Department of Education mandated to every school in the Philippines aside from having a regular program on environmental care that will strengthen community awareness and participation on activities that promotes disaster risk reduction. The activity on water hyacinth handicraft will be sustain by continuous sharing of opportunities to other people by training them and upgrading of products so that it will be exposed widely

Plan for the future: To institutionalize DRRM as regular program of the organization in th campus catering our students and parents and the communities that we serve considering that weare near the Rio Grande De Mindanao River, Mt. Apo and the Liguasan (marsh) , Pulangi Dam and PNOC geo- thermal plant that instead these areas will provide as livelihood and if not to be handled properly it will be disastrous to residents near by the sites.

Plan activities for the future includes community awareness both inside and outside of the campus ,tree planting activities, campaigns, through the use of media such as broadcast , print , E-media and lobbying for policy development that will support the initiatives in the local level. The water hyacinth handicraft as a way of flood control through removing it in the water ways and being utilized as raw material for production of products like picture frame, certificate frame , bag, slippers, decoration and many more will continue and getting good now a days for we gain support from other institution both in skills techno- transfer and financial support.

Our plan will be reaching more people to be train and acquire additional income or even make this activity as their main source of income.

12. List of attachments such as a copy of learning/ teaching materials, samples of student worksheet, manual, etc.

- | | |
|-------------------------------------|--|
| Attachment 1)(File name)..... | Materials being used were in hard copies such as modules |
| Attachment 2) | , books and CDs |
| Attachment 3) | |
| Attachment 4) | |
| Attachment 5) | |
| Attachment 6) | |

13. Photos related to the activity/programme (The school can provide the related photos as many as you can)

Photo1

Simulation drill with the students when earthquake comes



(Caption in English)

Photo 2

Pupils on the role play on the disadvantage brought about by cutting of trees



(Caption in English)

Photo 3
Parents workshop on hazard mapping



(Caption in English)

Photo 4



(Caption in English) Products out of water hyacinth

Photo 5



(Caption in English) Basket making out of water hyacinth

Photo 6



Dry stalk of Water hyacinth as raw material for handicraft



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Guidelines for Submission of Entries

1. Schools must ensure that the SEAMEO Secretariat receives their entries by **25 August 2012**.
2. Each school can submit up to a maximum of two entries (1 submission form for each entry).
3. The submission of the school Disaster Risk Reduction activity/programme must be done through the template "**Submission Form of SEAMEO-Japan ESD Award**". The Submission Form can be downloaded from the SEAMEO website: www.seameo.org or requested by sending an email to the email address: seameojapan.award@seameo.org.

The details for submission are as follows (See more details in the submission form):

- a) Part I - Information about the School;
 - 1) School name and contact details
 - 2) Brief information about the school such as number of teachers and students and educational level
 - 3) Details of the team members
- b) Part II - Information about the School's Activity/Programme on Education for Disaster Risk Reduction;
 - 1) Title of the school's activity/programme on Education for Disaster Risk Reduction
 - 2) Summary of the activity/programme
 - 3) Background information or reasons why the school created this activity/programme
 - 4) Objectives/goals of the activity/programme
 - 5) Period of time when this activity/programme was/has been implemented
 - 6) Activities (Short-term actions and strategies of implementation of the short-term actions)
 - 7) Resources used for implementing the activity/programme
 - 8) Monitoring and evaluation mechanism and results
 - 9) List of partners, local government bodies, companies or development agencies who participated in the planning and implementation, including their roles in the activity/programme.
 - 10) Benefits/Impacts of the activity/programme to teachers/students and the community
 - 11) Plan for sustainability and plan for the future

12) List of attachments such as a copy of learning/ teaching materials, samples of student worksheet, manual, etc.

13) Photos related to the activity/programme

The information of part II from no.1 to 11 should be no longer than eight pages long (A4 type, Arial font, size 11 point). A half to one page A4 of the project summary should be included.

4. Information on the school's activity/programme and photo captions must be in English.
5. Teaching and learning materials, manuals, and student worksheets can be submitted in PDF format or in the original copy. The teaching and learning materials can be in local language; however a brief translation in English should be included.
6. All submissions should include related photos.
7. Schools can submit the "Submission Form of SEAMEO-Japan ESD Award", and materials by
 - a) Email: seameojapan.award@seameo.org and/or
 - b) Post to:
SEAMEO-Japan ESD Award
SEAMEO Secretariat
920 Sukhumvit Road
Klongtoey District,
Bangkok 10110, THAILAND.
8. All entries submitted to the SEAMEO Secretariat will be acknowledged. If the school has not received the acknowledgement of receipt from the SEAMEO Secretariat within one week, please contact the SEAMEO Secretariat (Email: seameojapan.award@seameo.org).

Judging Criteria

The judging committee will consider the following criteria in selecting the winning schools:

1. Innovation and creativity

- The school team has developed innovative activities for Disaster Risk Reduction.
- The entry is a new idea/concept or an improved/adapted version of an existing activity, implemented by the school.

2. Strategy/ modality of implementation

- Education for Disaster Risk Reduction is incorporated in the school management plan and policy.
- Goals/ objectives of Disaster Risk Reduction are clearly stated in the plan.
- Appropriate and effective methods and resources are used to promote the Disaster Risk Reduction to teachers, students and communities.
- Disaster Risk Reduction is integrated into the curriculum or teaching and learning activities
- Monitoring and evaluation mechanisms are clearly stated as part of the activity/plan.

3. Reliability

- Results, after implementing the activity/plan, have shown the effectiveness and benefits of the Disaster Risk Reduction activity/ programme
- Monitoring and evaluation of the plan or activities verifies the reliability.

4. Sustainability

- The school has received support from stakeholders, local government and communities such as financial or in-kind support.
- The school has a plan to sustain the Disaster Risk Reduction activity/ programme of the school.
- The school has fully integrated the Disaster Risk Reduction activity and plan in the school management plan and teaching and learning activities across subjects for long-term actions.

5. Impact

- Results of the evaluation have shown benefits that the teachers/students/communities gained from the implementation of the Disaster Risk Reduction activity/plan.
- The Disaster Risk Reduction activity/plan has changed the attitude and behavior of students/ teachers and communities.

6. Applicability

- The Disaster Risk Reduction activity/plan can be applied or replicated in other communities and with other natural disasters.

Contact Information

For enquires, please contact:

SEAMEO-Japan ESD Award

SEAMEO Secretariat

920 Sukhumvit Road, Klongtoey District, Bangkok 10110, THAILAND

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