



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

SEAMEO-Japan ESD Award

Supporting Partners:



Bangkok Office
Asia and Pacific Regional
Bureau for Education



Bank of Tokyo-Mitsubishi UFJ

Submission Form of 2013 SEAMEO-Japan ESD Award

Theme: Values Education

The last day for submission of entries: 16 September 2013

- To participate in the 2013 SEAMEO-Japan ESD Award, please submit the information of your school's project/programme/practice/activity on Values Education 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 a request to the email address: seameojapan.award@seameo.org.
- The **guidelines for submission of entries** and the **judging criteria** are detailed in page 15-17 of this document.
- Schools must ensure that the SEAMEO Secretariat receives their entries by **16 September 2013**.
- 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: SMK Abdul Rahman Talib
2. Full address:
SMK Abdul Rahman Talib
Jalan Alor Akar, 25250 Kuantan. Pahang. Malaysia
3. Postcode: 25250
4. Country: Malaysia
5. Telephone number (country code+city code+telephone number): +6 09 5602244
6. Fax number (country code+city code+fax number): +6 09 5679250
7. Name of the Head Master/ Principal/ School Director: Mr. Bahtiar B. Sanusi
8. Name of Teacher Coordinator: Madam Genga Devi Rasiah
9. Email address: genga15@yahoo.com
10. School website (if available): smart.edu.my
11. Educational level (Such as Kindergarten 1 to Grade/Year 9): Year 7-12
12. Number of teachers in your school: 105

13. Number of students in your school: 1200

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 Values Education.

Teacher:

a) Madam Genga Devi Rasiah

Students:

1. Koh Pei Qin
2. Chen Hui Bing
3. Ong Li Chean
4. Andy Wong Jie Wen
5. Wong Jia Ying
6. Dhanushiya Maniam
7. Nor Fazira Nordin Manan
8. Ooi Shi Yi
9. Yap Hui San
10. Ng Ju Mi
11. Ou Kel Lon
12. Hee Ching Mun
13. Kanaga Villi Boomibalan
14. Siti Zulaika bt Zulkiflee
15. Nor Syahdina Ikhlas bt Sariman
16. Danica Chloe Rajakumar
17. Shatish Jaganathan
18. Mugilen Saravana Murugan
19. Sanggeeta Suriakumar

PART II: Information about the School's Values Education Activity/Programme

The information of part II from no.1 to 14 should be no longer than nine (9) pages long of A4 in total. The information should be written in Times New Roman font, 11-12 point size.

1. Title of the school's programme

Turtle Adoption Programme

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

Values permeate and undergrid educational processes at all levels from the macro-level through education policies, through the meso-level of curriculum development and management and to the micro-level of classroom interactions. Emphasis on the development of a holistic individual is incorporated in the Malaysia Education Blueprint. This includes the integration of values in the school system through the curriculum, co-curricular activities and management level.

The topic of conservation transects the Malaysian curriculum and is stated explicitly in the Biology and English Language syllabus. The Turtle Adoption Programme was chosen as it is an innovative and creative teaching strategy for the topic of conservation with values infused in it. The aim was to provide an experiential and participatory approach for facilitating values formation and at the same time to pioneer a Turtle Adoption Programme. The objectives of this programme was to create awareness on the importance of conservation for all threatened and critically endangered species, using the leatherback turtle, *Dermochelys coriacea* and the green sea turtle, *Chelonia mydas* as examples. The Turtle Adoption Programme was started in the year 2004 and is now in the 10th year of implementation. Teachers, students and family members were allowed to adopt a nesting turtle for RM 50.00. This money collected was used for the maintenance of the Turtle Sanctuary at Cherating. The main part of the sponsorship programme was carried out from 2004 – 2010 while other components of community service and teaching and learning are still being carried out until today. The awareness programme covered ecosystem biodiversity, species biodiversity and genetic biodiversity and the role of students in protecting biodiversity. The participants were administrators, teachers, students, family members and the local community. The implementation included a launch during the school's assembly, dissemination and display of information, individual and group sponsorship of nests, activities at school and at the turtle sanctuary, which included the release of turtle hatchlings.

This programme provided an excellent contextual approach for the topic of conservation with values being inculcated and infused in the process.

3. Background information or reasons why the school created this programme

Values are inherent in the topic of conservation. Turtles are a critically endangered species in Malaysia. Records indicate a decimation of nesting sites. There is a natural turtle nesting site at Cherating, Kuantan. The state of Pahang has set up a Turtle Sanctuary at Cherating, Kuantan. This centre is an hour's drive from my school. Conservation is a topic that transects the curriculum through the Biology and English Language syllabus of Year 10 and Year 12. Thus, the Turtle Adoption Programme was created to provide a contextual and hands-on teaching and learning approach for the topic of conservation with the infusion of values both explicitly and implicitly. Implementation and monitoring of the programme was feasible and manageable as the whole school and local community were able to participate.

4. School vision, mission and core values

School Vision: Excel in education and development of outstanding human capital

School Mission : To provide a holistic education in order to produce an outstanding human capital with values and 21st century skills through smart partnership

School Core Values: environmental citizenship, respect, responsibility, consideration, honesty

5. Objectives/goals of the programme

- a) To protect, preserve and conserve the natural environment
- b) To promote students understanding and knowledge of values
- c) To increase awareness on the threats faced by sea turtles
- d) To increase our knowledge on turtle biology
- e) To help in the conservation efforts of sea turtles.
- f)

6. Values that the school aims for within the programme and/or definitions

- a) Appreciating our biodiversity
- b) Environmental awareness
- c) Environmental citizenship
- d) Personal responsibility
- e) Interpersonal skills through teamwork and cooperation

7. Period of the time when the programme was or has been implemented

From 2004 until the present time

8. Activities (Actions and strategies of implementation)

Actions:

- a) Organisation chart and working committee
- b) Strategic Planning
- c) Estimated Budget requirement
- d) Networking procedures
- e) Implementation & Monitoring
- f) Evaluation & Sustainability

Strategies for implementation of activities

- a) Launch during the school assembly to brief the students on the aim and objectives of the programme
- b) Display of information through the Biology Bulletin board
- c) Individual and group sponsorship of nests
- d) Campaign during assembly
- e) Announcement of the names of sponsors
- f) Day visit to the Turtle Sanctuary at Cherating, Kuantan
- g) Night visit to the Turtle Sanctuary to release turtle hatchlings
- h) Info-search on sea turtles
- i) Multimedia competition of sea turtles
- j) Essay competition on 'The future of sea turtles'
- k) Display banners outside the school's compound – to disseminate information to the surrounding community
- l) Distribute flyers through students for distribution to family members and their surrounding neighbourhood.

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

- a) Field Trips to the Turtle Sanctuary
This serves as an outdoor contextual approach for teachers to teach the topic of conservation of turtles at the sanctuary itself. It shows the interrelatedness of nature and global values that ties every man with every other man with respect to the impact of man's activities on the biosphere.
- b) Research Projects
By gathering data on a yearly basis, students were able to chart the number of nesting turtles, the number of eggs laid per turtle and the number of hatchlings. This enabled the students to conduct a

research project on the turtles at Cherating and relate it to the importance of conservation and environmental stewardship. Thus Biology projects provide an excellent platform for the integration of scientific, moral and environmental values.

- c) Brainstorming sessions provides an avenue for the exploration of values as it incorporated open-mindedness, critical evaluation and decision-making processes. Values issues can be examined through probing questions or statements.
- d) Cooperative learning groups
Topics given by the teacher required students to cooperate and work as a team in order to discuss and do classroom presentations on the threats faced by sea turtles and ways to overcome it. This strategy serves as an opportunity for team building, group cohesion and shared leadership.
- e) Thematic essay writing
Thematic essay writing on conservation was held according to the yearly lesson plan.
- f) Thematic ICT competition
Every field trip to the sanctuary was accompanied with an ICT competition in the form of a power-point or movie presentation and the best presenters were recognized and rewarded with a certificate.
- g) Inductive method
Some teachers used the inductive method of approach by using turtles as a specific example and then extending it to other species in general. Values embedded in a specific example are easily extended to other situations.
- h) Deductive method
Other teachers used the deductive method by starting with a general concept on conservation and then moved on to a more specific one. Values embedded in a general situation can easily be applied to a context specific one.

10. Programme monitoring and evaluation mechanisms and summary of results

Programme monitoring and evaluation mechanisms:

- a) A timeline and checklist was created to monitor the progress.
- b) Each activity conducted was accompanied by a report and documented.
- c) Evaluation forms were distributed to get feedback on the programme
The questions covered all 3 domains, cognitive, psychomotor and affective,
- d) On-site evaluation through observations
- e) Assessments which focused on values

Summary of results:

Qualitative aspect : greater awareness on the impact of human activities on biodiversity as values was the main focal point.

Quantitative aspect : all donations from the Turtle Adoption Programme was donated to the sanctuary for improvement of the hatchery site .

11. Resources used for programme implementation

- a) Human resource : expertise from the Turtle Sanctuary
- b) Internet resource
- c) Reference Books
- d) Database information on turtles in Malaysia from the Fisheries Department
- e) Posters
- f) Buntings & Banners
- g) Display boards
- h) Allocation of talk time on 'values' during Monday's school's assembly

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

Name of Partners	Roles or contributions
a) Parents-Teachers Association	Participant & moral support
b) Fisheries Department of Pahang	Planning & implementation stage

c) Department of Environment, Pahang	Planning stage
d) State Education Department	Approval of programme
e) District Education Department	Approval of programme
f) Local community	Moral support and participation

13. Benefits/Impacts/ positive outcomes of the activity/programme to teachers, students, parents and the community

- a) More awareness on the importance of conservation was created among students, teachers and the community
- b) Students obtained more knowledge on turtle biology
- c) Students were more aware of the various threats faced by sea turtles
- d) Students and the local community realized the importance of protecting the nesting sites
- e) Students and the local community realized the importance of in-situ conservation of turtles
- f) This programme generated a lot of interest on conservation of biodiversity among students
- g) This programme improved students' soft skills such as interpersonal skills, communication skills, leadership skills and teamwork skills .
- f) This programme helped students to improve their critical and creative thinking skills.
- g) This programme served as a nucleus for the infusion of values, both explicitly and implicitly.
- h) This programme acted as a stimulus for the launch of other programmes such as the Tree-planting activities, Green Corridor Project, Reducing paper wastage using the 3R methodology and the Rainwater Harvesting System.

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

- a) Total amount of money donated to the sanctuary: RM10,012.00 to maintain the sanctuary.
- b) Community service was carried out by the students at the Turtle Sanctuary on a yearly basis.
- c) Turtle Adoption Programme was highlighted as one of the programmes for the Malaysian State – Level ‘Sustainable School Competition’ 2009 – 2010 and 2011 – 2012.
- d) As the coordinator of this programme, I represented my school at an International Conference held in Malaysia and presented a paper on ‘ Best Practices in the integration of values in Mathematics and science education’ in the year 2010.
- e) As the coordinator of this programme, I participated in the Project Earth 2012 World Environment Day : United Nations Conference on Sustainable Development. I submitted 3 projects online, one of which was the Turtle Adoption Programme.
- f) My students participated in the Project Earth 2012 World Environment Day : United Nations Conference on Sustainable Development. They submitted 3 projects online.
- g) This programme created a lot of awareness among teachers, students, parents and the local community. It was highlighted in the school's annual magazine.

15. Plan for sustainability and plan for the future

Plan for sustainability:

- a) A blueprint been drawn up for the ‘Turtle Adoption Programme’ and other projects in the school's management plan for environmental projects.
- b) As the teacher advisor for the Biology and Environmental Society, the Turtle Adoption programme will continue to be part of the school's programme.
- c) Students weekly spot - talk covers the topic of turtle conservation.
- d) The topic of values is and will always be part of the agenda during the school's weekly assembly

Plan for the future:

- a) Using the technology of virtual learning environment , I will disseminate information regarding the ‘Turtle Adoption Programme . Based on the information, teachers will be able to plan and implement similar activities with the incorporation of values. The underlying core values can be extracted and contextualized according to each school's environment.
- b) Through networking among teachers, this programme can be shared with others.

- c) Values education will be incorporated into the student's planner (diary), as it is an important component in the context of building character.
- d) More activities will be focused on infusion, implementation and assessment of values

16. List of attachments such as a copy of the school plan, learning/ teaching materials, samples of student worksheet, manual, etc. If the attached materials are in the local language, please provide a brief description in English language.

- Attachment 1) File name : Certificate 1: Paper Presentation –International level :Integration of values in Mathematics and Science Education
- Attachment 2) File name: Certificate 2 : Participant of the State level ‘Sustainable School programme’
- Attachment 3) File name: Certificate 3: Participant of Project Earth 2012 competition
- Attachment 4) File name: Book : Documentation of sustainable school programmes –Environment Award
- Attachment 5) File name :Brochure1 : Turtle Sanctuary
- Attachment 6) File name :Brochure2 : Turtle Sanctuary
- Attachment 7) File name :Brochure3 : Turtle Sanctuary
- Attachment 8) File name :Brochure4 : Turtle Sanctuary
- Attachment 9) File name :Brochure5 : Turtle Adoption Programme
- Attachment 10) File name :Brochure6 : Turtle Adoption Programme
- Attachment 11) File name: School plan 1
- Attachment 12) File name : School plan 2
- Attachment 13) File name : Sample: Student's Essay
- Attachment 14) File name : Sample: Student's Essay
- Attachment 15) File name : Sample : Student's Mind Map
- Attachment 16) File name : Sample: Teaching Material -Syllabus
- Attachment 17) File name : Sample: Teaching material - Question module 1
- Attachment 18) File name : Sample: Teaching material - Question module 2

17. Photos related to the activity/programme (Maximum of 10 photos with captions in English)



A group of students outside the Turtle Sanctuary at Cherating.



A nesting *Chelonia mydas* laying eggs at the Cherating beach



A turtle ranger transferring the turtle eggs into a pit at the hatchery site.



Students recording information at the hatchery site



Turtle hatchlings waiting to be released into the sea



A close-up of a turtle hatchling



Each student was given the opportunity to release a turtle hatchling into the sea



Students with the turtle hatchlings



A close- up view of a turtle hatchling



A turtle hatchling's instinct leads it towards the sea.

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

Guidelines for Submission of Entries

1. Schools can submit information about the school's project/programme/activity/practice related to the theme "Values Education" between 1 May to 16 September 2013. The deadline of entry submission is **Monday 16 September 2013**.
2. The school project must have been completed or continued within the past three years.
3. Each school can submit only one entry.
4. Any school project related to the Education for Disaster Risk Reduction will not be considered as this area was the theme of the 2012 SEAMEO-Japan ESD Award.
5. The submission of the school's programme must be done through the template "**Submission Form of 2013 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.
6. Details about the submission of information about the school must adhere to the following format as 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 Values Education programme;
 - 1) Title of the school's programme
 - 2) Summary of the programme
 - 3) Background information or reasons why the school created this programme
 - 4) School vision, mission and core values
 - 5) Objectives/goals of the programme
 - 6) Values that the school aims for within the programme and/or definitions
 - 7) Period of time when the programme was or has been implemented
 - 8) Activities (Actions and strategies of implementation)
 - 9) Teaching strategies or pedagogies used for teaching values in the school
 - 10) Programme monitoring and evaluation mechanisms and summary of results
 - 11) Resources used for programme implementation

- 12) List of partners, local government bodies, companies or development agencies who have participated in the planning and implementation, including their roles in the school programme
 - 13) Benefits/impacts/positive outcomes of the programme to teachers, students, parents and the community
 - 14) Proof of achievement from students, teachers, and the community
 - 15) Plan for sustainability and plan for the future
 - 16) List of attachments such as a copy of the school plan, learning/ teaching materials, samples of student worksheet, manuals, etc.
 - 17) Photographs related to the project (maximum of 10 photographs with captions in English)
7. Information about the school programme (Part II as above) **should not be over nine (9) pages of A4 in total**. The information should be written in **Times New Roman font, 11-12 point size**. (A half-to-one page A4 sheet about the project overview should be included.)
 8. Information about the school project and the photo captions must be in English. The teaching and learning materials can be in local languages, however a brief translation in English should be provided.
 9. All submissions should include related photos. (Maximum of 10 photographs with captions in English)
 10. Schools should provide permission to use the submitted information, including photographs for publication purposes.
 11. Schools can submit the "Submission Form of 2013 SEAMEO-Japan ESD Award" and materials to the SEAMEO Secretariat 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.
 12. All entries submitted to the SEAMEO Secretariat will be acknowledged. If the school has not received 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. Strategy/ modality of implementation

- Values are emphasised and incorporated into school policies, management plans and teaching and learning programmes across subjects.
- The school has a clear plan for the development, implementation and promotion of school value systems.
- Clear teaching strategies for the effective teaching of values to students, both in and outside classrooms, are emphasised and applied by teachers.

- Appropriate and effective methods and resources are used to implement the programme to teachers, students and communities.
- Monitoring and evaluation mechanisms or processes are identified to safeguard the immediate and long-term outcomes of the programme.

2. Innovation and creativity

- The school programme has demonstrated instructive and innovative practices in promoting values to teachers, students, parents and communities.
- The entry is a new idea/concept or an improved/adapted version of an existing activity, implemented by the school.

3. Reliability and achievement

- Results, after implementation, have shown the effectiveness and benefits of the school programme to students, teachers, parents and the wider community.
- Proof of other achievements by students, teachers or the school is demonstrated.

4. Participatory and inclusive

- The school has demonstrated the use of inclusive, consultative and participatory processes with students, teachers, parents and local communities in planning and implementing the values education programme.
- The school has demonstrated the relationships that exist between parents, teachers, students, school leaders, local communities, local education authorities and other organizations to support the school's programme.
- The school has shown that the programme has strengthened student involvement in local communities and local voluntary organizations.

5. Sustainability

- The school has received financial or in-kind support from stakeholders, local government and communities.
- The school has fully integrated values education and practices in the school management plan and teaching and learning activities across subjects for long-term actions.

6. Impact

- Results of the evaluation identified positive transformation and attitudinal change that teachers, students and parents have all gained from the implementation of the programme.
- The school has demonstrated that the programme has changed/improved the behaviour of students, teachers and parents.
- The programme implemented by the school has had a positive effect on the local surrounding area and communities.

Contact Information

For enquires, please contact:

SEAMEO-Japan ESD Award

SEAMEO Secretariat

920 Sukhumvit Road, Klongtoey District, Bangkok 10110, THAILAND

Email: seameojapan.award@seameo.org

Website: www.seameo.org

Tel: +662 391 0144

Fax: +662 381 2587