

Supporting Partner:



Submission Form of 2014 SEAMEO-Japan ESD Award
Theme: Fostering Global Citizenship for Sustainable Future

The last day for submission of entries: 15 September 2014

Fostering Global Citizenship for Sustainable Future

Part 1

Name of the School : Sekolah Rendah Sathya Sai (Sathya Sai Primary School)

Address: Batu 6, Off Jalan Klang Lama

Jalan Puchong, Puchong

58200, Kuala Lumpur

Malaysia

School Telephone number: 0374972714

School Fax Number:

School's email address: saischoolpuchong@gmail.com

Name of the Principal: Dr Suma Parahakaran

Name of Teacher Coordinator: Mr Subramaniam

Educational Level: Year 1 to Year 6

Number of Teachers : 12 teaching the formal program

Volunteer Teachers : 5

Number of Teachers who participated in this program: 14

Students : 164

Contact details: sumjayan@gmail.com, saischoolpuchong@gmail.com

PART II: Information about the School's Programme

1. Title of the school's programme

Education of the Head, Heart and Hands : A Global Transformational Approach

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

Sathya Sai Primary school has implemented Values based sustainable education since Jan 4th, 2002. The school mission is to develop human excellence through character and academic development.

The Primary school was started by educators and citizens who decided that there is a need to transform students to develop attitudes that are positive and can contribute to the growth of the communities they live in.

Innovative program: Advanced methods and practices are used in this “Head, Heart and Hands” Program. The theoretical perspective is partly based on a successful program implemented by Dr Art Ong Jumsai, an expert in values education and the present Director of Sathya Sai school, Thailand. His model for education is elaborated in the link provided (http://www.seameo.org/HVWSHE-Toolkit/img/nov29_humanvalues.html).

Education for the head, heart and hands

The program incorporates philosophical, theoretical and practical perspectives of academic education and life skills which will provide a world perspective. This includes respecting and valuing diversity by focusing on the unified vision underlying different philosophies and practices. The curriculum integrates elements that encourages and supports skills which help students to make a world which is more sustainable and peaceful and at the same time independent learners using critical thinking skills. Knowledge, concepts and skills are used to teach for transformational education through head, hearts and hands. Few are outlined below:

- Values education for intercultural and interreligious cohesion
- Respecting the elderly and caring for the needy through service learning
- Networking for positive partnerships and enhance academic education using innovative methods for global learning (Forums and e learning)
- Disaster risk management

For global citizenship the school includes exchange programs (from Thailand). Intercultural arts from Japan such as the Sadako Sudami were also incorporated into school activities. VIP's associated with nuclear disarmament and the Japanese envoy were invited in 2012 and the students presented a small donation in aid of the Japanese Tsunami fund.

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

The school policy includes the teaching and learning of head, heart and hands to nurture values for global citizenship. The crime rates and the lack of rising discipline problems in students in Malaysia and in many other countries prompted the implementation of the “Head, Heart and Hands” program. Teaching for the affective domain is in the hidden curriculum and has remained hidden because of the absence of the implementation of lessons combining for the affective and cognitive domains together (unity of head, hearts and hands) for our education of youngsters today. The program was implemented to transform students to develop faith in friendship and community partnerships through intercultural activities, socio cultural programs, environmental awareness and global citizenship. In addition, in order that students' understand social equity and develop compassion and peaceful attitudes, service learning was also included. This program is an effort which is successfully implemented from 2006 – 2014 through various activities and

motivational seminars.

4. Objectives/goals of the programme

Head, Heart and Hands Program

- Values education for intercultural and interreligious cohesion
- Respecting the elderly and caring for the needy
- Networking for positive national and global partnerships using innovative methods (International Forums, Webinar sessions and e learning)
- Disaster risk management
- Environmental awareness through respect and love for the environment

5. Core competencies of students (e.g. knowledge and understanding, cognitive skills, non-cognitive skills and behavioral capacities) that the school aims for within the programme.

Enhanced Cognitive skills: The skills include four days seminars on techniques of answering the Primary exams by experts who are recommended by Parents, educators. This includes all subjects such as English, Bahasa Malaysia, Science and Mathematics. Motivational programs on Mind Thinking, Brain based learning and Effective student sessions by Corporate trainers and Educators. Grooming skills, Goal setting and time management skills,

Socio Cultural Skills: Choir singing, Scout camps at different locations, educational trips to historical places, parks, camps for student motivation and fun learning activities. Science camps were also included in student activities. Intercultural skills are incorporated through activities such as Exchange programs with Thailand, pen pal skills with school in Switzerland and National Day Celebration in Malaysia. Students also develop communication skills through the e learning program facilitated locally but through an international program from Australia.

Socio equity and Personal skills: which includes critical thinking skills, Public speaking skills through an educate carnival competition day where students participate in interschool competitions. Sessions on Compassion and Peace which is extended through service projects which enhance understanding of economic management and social equity.

Environmental awareness and Cooperative learning Skills: Students also learnt how to learn through E learning as well as webinar sessions (Health and Risk project on Dengue; implemented by RECSAM) and forums with science experts. Visits to environmental venues such as FRIM, Go Green project and Recycling project.

Behavioural skills: Education in Human Values assessment is conducted to improve behaviours so that students are disciplined, committed, respect one another and are open minded. Mechanisms are incorporated through E learning forums to improve interpersonal as well as cooperative learning skills.

6. Period of the time when the program was or has been implemented

2006-2014

7. Activities (Actions and strategies of implementation)

The program incorporates philosophical, theoretical and practical perspectives of academics and life skills which will provide a world perspective. This includes respecting and valuing diversity by focusing on the unified vision underlying diversified philosophies and practices. The curriculum integrates elements that encourages and supports skills which help students learn to make a world which is more sustainable and peaceful and at the same time independent learners using critical thinking skills. Knowledge, concepts and skills are used to teach for transformational education through head, hearts and hands.

Head, Heart and Hands Program from 2006-2014

Year	Strategies of implementation	Activities	Involving Parents
2006	06.5.2006	Motivation program by Mr Kamalanathan sponsored by a school Parent	Parent driven activity
	29.5.2006-2.6.2006	Four day seminar on techniques of answering exam questions on core curricular subjects such as Bahasa Malaysia, Science, English and Mathematics	Seminar for Students
	8.7.2006	Grooming seminar for year 4, 5, 6 (Ms Predhar Sunway college)	Non Academic
	17.7.2006	Goal setting and time management seminar for Year 4, 5,6	Education for Sustainable development :Personal Development
	November	Overnight camp at Port Dickson for year five and six students	Student camp
2007	24.2.2007	Seminar on learning by Mrs Tay Siok Yen	Seminar
	19.3.2007	Exam seminar for English and Science by Pn Santhi and En Shawn	Seminar
	March 23	Day trip to visit University Malaya	
	28.4.2007	Seminar for year 6 by National school Mathematics coordinator , Mrs Tan	
	19- 20 May	Scouts overnight camp at school	
	August	School choir presented at Pure Life 50 years of Nationhood Program	Values based Program
	27.10.07	Scouts camp at Sg Chongkak for year 4, 5, 6	
	28.10.07	Special program for girls, "The joy of being a girl" by Mrs Geetha	Education for Sustainable development :Personal Development
	September 22	Educational tour to Malacca on Historical places	
	29.9.07	Sports clinic for 3-6 students	
	28.7.2007	Values based camp for 38 year 1, 2, 3 children at Bukit Kiara Park	Values based Program
	3.11.07	Year 1- 6 students had a science expo in school classrooms	
	1.11.2007	Choir program for the community	Values based Program
	Sept – Nov 2007	Counselling sessions for selected students by Save and Protect the Children	Education for Sustainable development :Personal Development
2008	16.2.2008	80 school students went for space adventure to Putra Jaya for the Malaysian International space adventure	Education for Sustainable development :Personal Development

	29.3.2008	Service projects by 30 students year 4, 5, 6 for the Susila Home Care for the aged	Service Learning activity
	19-20 April	Overnight Scout camp Mr Chan and school teacher for year 4, 5, 6 students	
	24.6.2006	Motivation program by Dr Murali (Multimedia University) and Dr Maniam	
	30.6.2007	Motivation program by Mr Vasuthevan on Values education	Values based spiritual education
	20 - 21 . 9. 2008	Std 5, 6 students went on a fun educational trip to Cameron	
	19.11.2008	Std 1, 2 students presented a Malay cultural dance	Intercultural activity
2009	6.3.2009	Compassion in action: Talk by Mr Mahendran on the service project conducted at Myanmar	Education for Sustainable development :Community Development
	16.3- 16.6	Seminar for all subjects	
	24.7.2009	Seminar by external body from the University	
	30.7.2009	Dr Vicenswar from the UK spoke to year 5, 6 students on Mind dynamics	Education for Sustainable development :Personal Development
	4.10.2009	A values program and games activities conducted at the home of one of our volunteer teachers	Education for Sustainable development :Personal Development
2010	14.1.2014	Indian Festival celebration	Cultural awareness
	11, 18 th	Seminar for all subjects and motivation by Mr Jackson Ng	
	25.2.	Chinese New Year celebrations	Cultural awareness
	17.4	Sai School students participation in Public speaking the State Educare Carnival Celebrations	Education for Sustainable development :Personal Development
	12- 13 th June	Joy of Scouting Camp organized by the school scout movement	
	30.8.2010	National Day Celebrations with song, dance, choir, pantun, role plays and drama for patriotic devotion	Intercultural activity
2011	18.2	Mandatory health check for year 1, 2 students	
	22.3	Visit to Prime Ministers Residence at Putra jaya	
	5-6 June	Year 4, 5, 6 camp at Eagle Ranch Resort Port Dickson in English camp.	Treasure Hunt program by UITM Lecturers, Singing sessions, role plays and drama, telematch games Parent appreciation session conducted by Dr Maniam
	26.11.	Educare Carnival for public speaking	
	11.7	Story telling sessions by Judy Shaik for Year 1, 2,3	Education for Sustainable development :Personal Development
	18.7	For year 4, 5, 6	
	13.8.2011	Remembrance day held at a Public event to remember Tsunami disaster and prayers for them.	School children prepared paper cranes as symbols of peace. Choir items, choral speaking and special Japanese dance prepared for this event
	23.9.2011	Science camp organized for year 6 students	
	8.10.11	Awareness program for year 4, 5, 6 for girls by Ms Jaya and team from the Klang community centre	
	13-14 th 10	A two day public speaking workshop for year 4-6 and story telling workshop for year 1-3 by Ms Chandrika Nair	Values based Education
	15-16 th Oct	Scout camp organized for year 4, 5, 6	

	17.10	Spelling Bee contest for year 1-6	
	2-9 Nov	Story telling and Public speaking competitions for year 1-6	
	11..11	Goal setting seminar for year 4- 6 by Mr Ng Wai Kit	
2012	10.1	Motivation seminar by Dr Maniam	
	11.2	School EHV evaluation program	
	13.2	Motivation program for year 4, 5, 6 by En Josen	
	16.2	Green Project talk by Mr Moorthy for year 4, 5, 6	Education for Sustainable development :Environmental Development
	18.2	Dialogue session for year 3-6 Parents on school program and EHV evaluation	Community based activity
	10.3	Official launch of Go green project with Community, Parents and Students	Community based activity
	March – November	Recycling project at school	Education for Sustainable development :Personal Development
	April	Year 2 carry out cleaning school program	
	20.5.2012	Canteen day Social event for community participation	
	14.7	Ten students from school participated in story telling competition organized by the Soroptimist International and won prizes	Education for Sustainable development :Personal Development
	21.7	Competition in Public speaking and Action song for year 1, 2, 3	
	16.7	Learning styles for year 4, 5, 6 rendered free by you tube Kumar	
	5.10	Science camp for year 6 by Dr Meenakshi	
	11.10	30 year six students excursion trip to Putra Jaya	
	1.11	Visit to Old Folks Home by year six	Service learning
2013	10.1.2013	Visit by Education Officials	
	15.1	Exchange program by Thai educators and students Intercultural shows from both schools	International Partnership building
	1.6	Educare Carnival	Values based Public speaking and Action songs Interschool competition
	1.1- 1.7	Seminars and Motivation programs by Educators from Universities	
	8 th August 2013	School Choir at Beyond Concert – International Concert	Beyond Concert at Wisma MCA. This was a public programme held by a Christian Organisation which invited young teenagers and youth from America, Singapore, Indonesia and other countries to sing on stage.
	Merdeka Celebrations – August 2013	National Day Celebrations	Throughout the month, the school carried out a patriotism drive through quiz, drawing of posters, singing of patriotic songs by students, colouring, stories of national leaders (T.A. Rahman etc)
	Sai School Parentcare - 21 st September – 26 th October 2013	Parentcare sessions for the community	Parent care module for Sai school parents was carried out successfully headed by Sis Sitpa, Bro Chandra Mohan and the Parentcare team
	September to	Special programmes were held for year	Visit to A Formosa (Melaka)

	November 2013	six students after their examination.	<p>a)Visit to TM museum</p> <p>b) Service learning at Old Folks Home</p> <p>c) Service learning at school (repairing & washing school mats, tables & chairs, cleaning up school compound etc)</p> <p>d) Post UPSR motivation on goals & vision by Ms Jayanthi</p> <p>e) Post UPSR seminar on goals by Sis Vijaya</p> <p>f) A Talent Show had an exciting array of items like magic show, speeches, poetry recital, story- telling, a musical recital (with tabla, drum and organ) and a hip dance by boys and girls (separately).</p> <p>g) Drama for the school annual Speech Day on a play based on the Ramayana.</p>
	November exam results	Success rate	<p>UPSR 2013 Results.</p> <p>The UPSR results were released on 14th November. The percentage of passes were 94 % and above with English passes at 100 %. Only two students fared badly. The results were above the national level.</p>
	June – November	Education for Sustainable development programs	<p>School Green Project which is on-going under the charge of our school master Mr Subramaniam.</p> <p>The Newspaper recycling is another on-going project to create recycling awareness. The proceeds of the project are used to fund the Old folks home seva.(partly)</p> <p>Another interesting programme started this year was the Self Transformation programme by Bro G. Reddy in September 2013. All teachers and office staff are keenly following this programme.</p>
2014	Seminars	Six seminars by experienced teachers and motivational leaders	
	26.2	Puppet making	
	21.1.2014	Spiritual and service learning trip for teachers	Service learning education
	7.3.2014	Webinar session	International Project : Forum on “Disaster Risk Reduction For Sustainable Development at the 9 th Regional Congress Search for SEAMEO YOUNG SCIENTISTS Values based learning
	13.3	Visit to Kidzania	
	19.3	Talk on service learning project	Ceiling on desires by SS3 centre
	3.4.	Interschool netball match	
	16.4	Football tournament	
	24.4	Service at old folks home	Sai school children brought dry provisions and contributed to the Susheela home in Puchong. Students performed a dance and sang songs on Mother on this day.
	1.5	Educare Carnival	12 students took part and 7 won awards

	23.5	Volunteer appreciation lunch	Appreciation Day
	19-20 th June	Educare Conference University Malaya and Sathya Sai Council	Collaborative Partnerships
	June 4-11	International training conference on Values education	Teachers, Volunteers took part and presented at the conferences on the research based findings on the implementation of Values education
	July	Dato and Datin Jegadeesan Value songs and motivational talk for whole school	Values based Education
	August	Core subjects , motivation	
	August	Gotong Royong / Cleaning up school	Year 4, 5
	16.8	AGM with PIBG/ PTA Members	
	20.8	Visit to Orphanage Agathiar's home	Year 4, 5 Service Learning
	August 23-29	National Merdeka celebrations	Intercultural activity

8. Teaching and learning methodologies that the school applies for promoting the core competencies as identified in number 5

The Four Teaching Pedagogies

When implemented practically in education the philosophy of Human Values requires pedagogies, which are “experiential, transformational and integral”. In the Human Values Program, teaching pedagogies encompass techniques that include activities for the “body, mind and spirit”. These are silent sitting, Universal prayers, storytelling and music. These teaching pedagogies were formalised by the Sathya Sai Organisation after the implementation by Sri Sathya Sai Baba in informal value lessons he provided between 1969 and 1970 (Sri Sathya Sai World Foundation, 2007, p. 9).

Human Values Integrated Instructional Model (HVIIM) (See attachment 1)

- ***Cooperative Learning/Collaborative Approaches***
- Cooperative learning is one of the major principles in the model. Lessons using theme teaching and collaborative approaches are conducted and these are termed integrated lessons (Jumsai, 2003).
- ***Educare (Integration and elicitation of human values)***
- ***Role Modelling***

9. Partnership, community participation and international connection (Details of partners, their roles and activities that they have involved)

Thailand

Trainers from Thailand to train teachers on how to integrate values in subjects and transformational learning

Exchange program: Thailand Students visit to Malaysia, Cultural exchange and social partnerships with students from Thailand

India

India: Values educators visit to the Primary school

Training provided through motivational talks

RECSAM : Penang

RECSAM : Research conducted by RECSAM researcher for an international project using advanced learning

modes such as webinar sessions and evaluation of student participation.

Australia

E learning conducted by Australian specialist for slow learners and evaluation on such learning mechanisms have been conducted. The name of the local company facilitating this innovative learning is Genashtim.

www.genashtim.com

Switzerland

Students exchanged art and drawing with friendship messages to Sathya Sai Primary school

10. Monitoring and evaluation mechanisms and summary of results

Monitoring and evaluation mechanisms:

Transformational Learning

An assessment system was established to monitor the progress of students
School Based intervention

The intervention used here included an ongoing evaluation of student attitudes and behaviors'. It was pertinent that teachers evaluated students on their daily actions and behaviors' related to academic settings and their responses to the ideal expectations of the mission and goals of the school.

Summary of results:

Findings from School Climate Survey

Findings from interviews of Parents were very positive regarding the school climate (Appendix attached). Fifty two surveys were returned after sending eighty surveys to Parents from Primary two to six. Parents of Standard one student were not provided the survey as they were new to the school.

Fifty of the eighty parents generally agreed that they school has a calm and peaceful atmosphere while Forty five parents generally agreed that the Principal, Administrators and Teachers helped students. Four parents were neutral to this statement. For the statement "*All members of the school work together to achieve the shared vision/ goals*" it was found that seven Parents of the fifty two in the sample had responded as neutral while thirty eight agreed positively to the statement. The survey also revealed that thirteen Parents found that a few teachers did not treat students equally. Generally all other statements revealed that Parents perceived the school climate as positive or very positive.

Interviews from Students, Teachers and Parents

A response on Parents experience of their children from Sekolah Rendah Sathya Sai

As a Parent I have seen several interesting changes in my children. Firstly every night before they go to bed they must utter prayers and they will utter prayers for world peace.When we actually ask them they said where they learnt from.. we are encouraged by our teachers.....so that the very next day they start fresh.. secondly I have witnessed a very interesting change...they become more aware of the people in need.. For example when I took my children to India they felt very very sad when they saw the young children begging for food and immediately they said.. They said Papa please give some money for the kids.. They get this quotation on a daily basis.. every day in the school they are required to recite the quotations. Definitely there are positive changes I noticed as a Parent of children of Sekolah Rendah Sathya Sai.

11. Resources used for programme implementation

Community : Health officials, Educators, Academicians, Parents, Teachers and Alumni
Posters related to health, School resources such as tables, cupboards, charts etc
Values based education

<p>Quotations</p> <p>Stories from online and books</p> <p>Computers (6)</p> <p>Intercultural activities</p> <p>Costumes from Parents, Teachers as resources</p> <p>Sports</p> <p>Items donated by Parents and Community members</p> <p>International</p> <p>Trainers (Volunteers)</p> <p>National Resource</p> <p>Use of Public venue and Universities to help students learn</p> <p>Funding for camps</p> <p>Language camps: RM 15000 Berjaya cares</p> <p>Go Green Project</p> <p>Parents, Community, Pure Life grounds</p> <p>Total cost : RM 1000</p>

12. Benefits/Impacts/ positive outcomes of the programme to students, school and community

<p>Interviews were conducted to seek outcomes of the program implemented in SRSS. Responses from interviews are provided below:</p> <p>Community member's response</p> <p><i>As we see the results of the school is very very good academically and morally .. committee members will continue help supporting the school.. I come to school and help with the gardening.. the children come around and say uncle uncle.. that is very heartwarming.. As I said earlier, beside the academic excellence we would like the school for teachers to teach.. for academic excellence and human values as well.. respect for parents</i></p> <p>An ex- student stated the following</p> <p><i>I enjoyed Sai school in 2008 .. I carry a lot of moral values which I learnt . from Sai school. I still do some service for the school.. we had gardening project.. year 6 all of us contributed for this project. I learnt to take care of plants.. how to be friendly with them.. we also learnt how to do the gardening project.. teaching was very good. The teachers here were very kind, caring and they treated us as their own child.. we treat them as our role models.. I would say that "always love Sai school.. continue all the quotations you learnt in this school.. after this I will visit Sai schoolwhere I can get involved and do my best".</i></p> <p>Year 6 student stated..</p> <p><i>"I like this school because teachers are friendly there are also many friends.. I have studied to be more calm.. I have also learnt the five values.. that is love truth non violence and right conduct .. I am determined to practice the five values.."</i></p>

13. Plan for sustainability and plan for the future

Plan for sustainability:

Implications for Directions for Educational Practice

- Long term and short term assessment of teachers' perceptions on values based pedagogies and their challenges in implementing new innovative techniques
- In depth observation of student behaviors and their responses to the new implementation.
- Ongoing evaluation of Parents perceptions of changes in students attitudes and behaviors
- Teacher training and Parent Training as an important aspect precedent of assessment and measuring their conceptual understanding of the school mission and goals

Activities

- Community partnerships
- National and International programs through forums, e learning, webinar sessions
- Intercultural activities both at National and International level
- Cooperative learning activities through Service learning for contribution to community
- Socio cultural programs involving both national and international participation

14. List of attachments such as a copy of the school operational 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) HVIIM Human Values Integrated Instructional Model (Dr Jumsai, 2003)
Attachment 2) Preparation of Evaluation Instrument
Attachment 3) Learning and Teaching materials (sample provided)
Attachment 4) Student worksheets
Attachment 5) Project approach
Attachment 6) School Operational Plan

15. Photos related to the activity/programme (Maximum of 6 photos with captions in English)

Photo1



COMMUNITY PARTICIPATION: GO GREEN PROJECT

E learning / Webinar sessions: International Project



INTERNATIONAL WEBINAR SESSION : PROJECT RECSAM MALAYSIA : MARCH 2014

Photo 3



EXCHANGE PROGRAM MALAYSIA –THAILAND AT SRSS PUCHONG, KUALA LUMPUR 2013

Photo 4



INTERNATIONAL EXCHANGE PROGRAM 2013

Photo 5



SERVICE LEARNING: COMMUNITY PROJECT AT AGATHIAR'S CHILDRENS' ORPHANAGE

Photo 6





Supporting Partner:



Guidelines for Submission of Entries

1. Schools can submit information about the school's programme/project/activity related to the theme "Fostering Global Citizenship for Sustainable Future" between 25 May to 15 September 2014. The deadline of entry submission is on **Monday 15 September 2014**. (The schools must ensure that the SEAMEO Secretariat receives their entries by 15 September 2014.)
2. Each school can submit only one entry.
3. The submission of the school's programme must be done through the template "**Submission Form of 2014 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.
4. 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) Contact details of the coordinator
 - b) Part II - Information about the school's programme;
 - 1) Title of the school's programme
 - 2) Summary of the programme (An half page of A4)
 - 3) Background information or reasons why the school created this programme
 - 4) Objectives/goals of the programme
 - 5) Core competencies of students (e.g. Knowledge and understanding, cognitive skills, non cognitive skills and behavioural capacities) that the school aims for within the programme
 - 6) Period of time when the programme was/has been started
 - 7) Activities (Actions and strategies of implementation)

- 8) Teaching and learning methodologies that the school applies for promoting the core competencies as identified in number 5
 - 9) Partnership, community participation and international connection (Details of partners, their roles and activities that they have involved in the programme.)
 - 10) Programme monitoring and evaluation mechanisms, and summary of results
 - 11) Resources used for programme implementation
 - 12) Benefits/impacts/positive outcomes of the programme to students, school and community
 - 13) Plan for sustainability and plan for the future
 - 14) List of attachments such as a copy of the school operational plan, action plan of global citizenship programme, learning/teaching materials, samples of student worksheet, manuals, etc.
 - 15) Photographs related to the school programme (maximum of 6 photographs with captions in English)
5. 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.)
 6. 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.
 7. All submissions should include related photos. (Maximum of 6 photographs with captions in English)
 8. Schools can submit the "Submission Form of 2014 SEAMEO-Japan ESD Award" and materials to the SEAMEO Secretariat by

a) Email: seameojapan.award@seameo.org and/or

b) Send a **Compact Disc (CD) or handy drive containing the digital files of submission form and supporting documents to the following address by post**. To avoid that the CD may be damaged, the printed version of the submission form should be included in the mailing package.

SEAMEO-Japan ESD Award
SEAMEO Secretariat
920 Sukhumvit Road
Klongtoey District,
Bangkok 10110, THAILAND.

9. All entries submitted to the SEAMEO Secretariat will be acknowledged. If the school has not received an acknowledgement of receipt from the SEAMEO Secretariat within one week after the submission, 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

- Promotion of global citizenship is emphasized and incorporated into school policies, management plans, and teaching and learning programmes within the school.
- The entry indicates that the school has promoted/encouraged the development of global citizenship competencies that contribute to the promotion of sustainable development.
- The school has demonstrated the use of participatory processes – involving students, teachers, parents and/or communities – in planning and implementing the programme.
- Appropriate and effective methods and resources are used to implement the programme.
- 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's programme has demonstrated innovative practices in promoting global citizenship competencies for sustainable development.
- The entry is a new idea/concept or an improved/adapted version of existing activities.

3. Teaching and Learning Methodologies

- Core competencies, as identified in the entry, have been integrated into subjects and the curriculum.
- The school has demonstrated effective teaching and learning methodologies that have been applied to instill global citizenship core competencies such as participatory teaching and learning methodologies, and the use of effective ICT or other multi-media technologies within the programme.

4. Partnership, Community Participation and International Connection

- The school has demonstrated a determined effort to create a mechanism of networking and partnership with different partners within the community and/or among other communities to co-implement the school programme.
- The school has demonstrated a mechanism to create a linkage for an international connection, such as an association with other schools in different socio-cultural contexts, or in other countries.
- The school has shown that the programme has strengthened student involvement in local and international communities.

5. Sustainability

- The school has demonstrated a clear future plan on how to sustain the programme.
- The school has integrated the concept of global citizenship within the school management plan and teaching and learning activities across subjects for long-term actions.

6. Impact

- Results, after/during implementation, have revealed the effectiveness and benefits of the school programme to students, teachers, parents and the wider community.
- The programme implemented by the school has had a positive effect on the surrounding areas and communities.

Contact Information

For enquiry, please contact:

SEAMEO-Japan ESD Award

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