



MEXT

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

SEAMEO-Japan ESD Award

Supporting Partner:



Bangkok Office
Asia and Pacific Regional
Bureau for Education

Submission Form of 2019 SEAMEO-Japan ESD Award Theme: Building Peace in Schools and Communities

The last day for submission of entries: 2 September 2019

- To participate in the 2019 SEAMEO-Japan ESD Award, please submit the information of your school's project/programme on "Building Peace in Schools and Communities" by using this Submission Form by Monday 2 September 2019.
- The **digital format of this Submission Form** can be downloaded from the following link/QR Code or requested by sending an email to: seameojapan.award@seameo.org.

<http://bit.ly/2019SEAMEOJapanESDAward>



- The **guidelines for submission of entries** and the **judging criteria** are detailed in page 9-12 of this document.
- **How to Submit the Entry:** Schools can submit the completed "Submission Form of 2019 SEAMEO-Japan ESD Award" and maximum of 5 supporting documents/materials to the SEAMEO Secretariat by

Option 1: By Google Link (Teacher should have a gmail email account.)

Submitting the application and 5 supporting documents to the following GOOGLE LINK:

<http://bit.ly/2019ESDAward-submission>

If the school has difficulties in submitting the entry and documents to the above google link, please email to: seameojapan.award@seameo.org

Option 2: By Email

Submitting the completed "Submission Form of 2019 SEAMEO-Japan ESD Award" and maximum of 5 supporting documents to the SEAMEO Secretariat by email:

seameojapan.award@seameo.org

- Important Note: To align with the ESD practices and to save the environment and energy, the Committee will not accept the entry in hard copies.
- More information, please contact the SEAMEO Secretariat, Bangkok: Tel. +66-2391-0144, Email: seameojapan.award@seameo.org.

PART I: Details of Your School

1. Name of your school: SJKC MING CHIH
2. Full address: No 5, Jalan Hijauan 2, Horizon Hills, Iskandar Puteri, 79100 Johor Bahru, Johor.
3. Postcode: 79100
4. Country: Malaysia
5. School's telephone number (country code+city code+telephone number): 6072391273
6. School's fax number (country code+city code+fax number): 6072391273
7. School's email Address: mingchih_0024@yahoo.com
8. Name of the Headmaster/Principal/School Director: Ms Phang Oi Mei
9. Name of the Teacher Coordinator: Ms Ng Bee Guat
10. Email address of the Coordinator: beeguatng1011@gmail.com
11. School website (if available): -
12. Educational level (Such as Kindergarten 1 to Grade/Year 9): Grade/Year 1-6
13. Total number of teachers in your school: 54
14. Approximately number of teachers participated in this programme: 54
15. Total number of students in your school: 1127
16. Approximate number of students participated in this programme: 1127

PART II: Information about the School's Programme

The information of part II from no.1 to 13 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

Love is Everything Project

2. Summary of the programme (one half to 1 page of A4 sheet size)

'Peace is the most basic starting point for the advancement of humankind.'

Daisaku Ikeda, President of Soka Gakkai International.

Our school strongly believes that nothing is more precious than peace. SJKC Ming Chih initiated '*Love is Everything*' Project since January 2016. In fact, peace education has been instilled in the students since year 2015, when a non government organisation, Soka Gakkai Malaysia introduced peace education by implementing the first exhibition, '*Everything You Treasure*' in the school. This exhibition aroused the school community's realisation on how crucial a peaceful life is, and every human being, especially children, deserve the right for a safe and secure life. Therefore, a committee for '*Love is Everything*' Project was set up in 2015 and series of programmes for the upcoming years were planned.

The programmes initiated under '*Love is Everything*' Project emphasis on creating a harmonious and sustainable development within the school environment and community. SJKC Ming Chih started its operation in Year 2010. The school is located at the heart of Iskandar Puteri, which is noted for its iconic education hub under the National Key Economic Area (NKEA). Currently, there are 1127

enrolment in the school where the students originated from different countries, for instance, Singapore, Russia, The Philippines, Thailand, Eurasians, Indonesia, and indigenous such as Ibans and Bidayus. Parents from the local Indian and Malay communities also send their children to this school. Undeniably, running an education system for students who come from different walks of life is challenging. However, despite our distinctive identity, we managed to eliminate inequality by bringing students and parents one step closer under '*Love is Everything*' Project.

There are three core values that this project is focused on, mainly:

1. Promoting Equity

We strongly believe that equity in education is essential. We need to ensure that poverty and social circumstances are not obstacles for children to be educated. We realised that despite the decrease in conflict and warfare worldwide, there are still a number of fragile families in the community who live in poverty. Therefore, we initiated '*We Share, We Care 1.0*' Programme in year 2018. The main activity in this programme is helping the poor and needy. Old clothes, toys and books were gathered from the parents and local community and donated to the aboriginal village. During the first visit, our students and school members realised that the children are living in such poverty-stricken environment. We watched in disbelief how the indigenous children struggle and fight to survive each day. Thus, following that, '*We Share, We Care 2.0*' Programme was launched where this time, we aimed to provide health care necessity to the targeted children and families. We believe that good health and well being are essentials in life. '*Little Bun Programme*' and '*Food Bank*' were also held to give support to the poor students and families living around the community as we hope we can help hard core poor families, especially school going children break out of poverty cycle. It is strongly believed that with our initiative in reducing the gap differences caused by social, races and economic status, we are able to create a peaceful and harmonious learning environment for our students.

2. Promoting peaceful development

We have also introduced peace education in our school programmes. With the increase in social problems and discipline cases in the society, there is a need to create a non-violence education environment for our students. In 2017, students in the school were encouraged to join Run For Peace (RFP) programme. RFP is a biennial run organised by Soka Gakkai Malaysia (SGM) towards the support of abolition of nuclear weapons and raise awareness of peace and harmony. It is an event to raise awareness that peace begins with individuals. Since 2017, more students, parents and teachers from the school registered for RFP. Students also participated actively in the school programme organised by SGM, '*Peace Starts With Me*'. Instilling peace is vital as it helps students recognise various forms and causes of violence and promotes essential values and skills required to live peacefully in our multicultural and races setting.

3. Sustainable Development Education

Everything on Earth is shared among every living thing on the planet, what happens in one area will affect every other things no matter how far away. Our mother earth has been badly polluted by our own kind. The most severe impact to us are the air and water pollution which are the most essential elements in our daily lives. Recently, the most hazardous pollution has taken place in Pasir Gudang district due to irresponsible dumping of chemical waste to Kim Kim River that sickened the students in Johor town. This tragedy served as an awakening lesson for us to ponder upon our actions and responsibility to our environment. We need to educate our students well to take care of the environment. We strongly promote the value of green environment such as recycling and reducing waste in the school. In 2017, we initiated '*School Greening Project*' and '*Together We Grow and Share*' where a series of continuous programmes were planned to green the school, reduce the waste on earth, and innovative competitions were held to redesign the waste into useful resources to be placed in the school compound. We also constantly encourage the benefits of planting. As the saying goes 'one man's trash is another man's treasure'. No resources are wasted in our school as students were taught to appreciate the delicate balance of nature. Our ecological programmes helped to decrease vandalism as students learn mutual respect and ownership of the school compound. Besides, students were taught to sow the seeds and take care of their crops. They were trained to recycle green and kitchen waste to produce organic compost as fertilisers. The entire tending process provides a platform for students to reconnect with the natural world thus helping them

to inculcate the value of responsibility and increasing their understanding about living peacefully not only among their own kind but as well as with their surrounding environment.

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

In 2014, there were 11 number of discipline cases in the school. Students were reported vandalising the school facilities, disrespectful and dishonest towards the teachers. This data was alarming hence triggered the school authority to plan a series of measures to curb the issue. Not only that, recent pollution issues such as air pollution-haze, water pollution and overwhelming heat are affecting our children's learning environment. We felt that we have a strong urge to better the social environment that our students live in. Hence, to maintain a peaceful coexistence, the activities implemented in the school were aimed to motivate the students to take accountability of their every action and behaviour, handle conflict resolution and make good sustainable choices in our environment. In year 2017, we started our School Greening Programme. We believe that healthy indoor and outdoor air quality can contribute directly to enhanced teachers and students performance. In 2019, Eco Gallery was launched where students contributed their part by creating furniture and decorative items to beautify the school. When students utilise the furniture made by themselves and their parents, they realised how much effort has been put into the process, and begin to treasure the things around them so they will use every facility in the school in a responsible manner.

Since the operation of the school, the number of students enrolled is increasing drastically. Most of the parents migrated from China, Russia and other countries and working in neighbouring country, Singapore would send their children to our school. With students coming from all walks of life, it is vital to instill the spirit of comradeship between them. Our school also strongly supports *Racial Integration & Malaysian Unity Programme* (RIMUP) initiated by The Ministry of Education Malaysia which is aimed to improve the racial relationship between students. We believe that the seeds of unity are best sown from a young age. So, our teachers always ensure activities involving academic and extracurricular are joined by students from different races to form strong bonds between them.

4. Objectives/goals of the programme

- 4.1 To improve social condition of poor students and less fortunate community to break out of poverty cycle.
- 4.2 To inculcate the love towards the environment and the importance of ecobalance for sustainable development.
- 4.3 To encourage students to be active and contribute their knowledge, skills and support by taking part in activities involving peace within and outside the school.
- 4.4 To promote healthy lifestyle and well-being between the students and local community.
- 4.5 To engage more parents and local communities as volunteers for school progress, development and betterment.

5. Period of the time when the programme was/has been started

This project began from January 2016 until present.

6. Key knowledge, skills, attitudes/values and behaviors that you expect develop from this programme.

Through the diversified activities, we aim to develop students' multiple intelligences, as we believe that learning does not constrain to knowledge provided by textbooks and classroom compound. We always strive to provide students the sense of accomplishment by giving them the 'hands on' learning experiences through various projects varied from art to gardening. Our teaching and learning approaches aimed to instill the culture of peace by teaching students to treat others without prejudice and even the tiniest living things on earth should be treasured. Not only that, we also hope we can reach for the community around us by leading our students to lend a hand to the needy. We hope we can inspire our students to learn the importance of non-discrimination and compassion.

Among the core values that we expect to develop from 'Love is Everything' Project are:

- 6.1 Develop students with peaceful, happy personality and positive attitude
- 6.2 Appreciate and respect the uniqueness of each individual
- 6.3 Good, sustainable habits and morality
- 6.4 Justice, strong will and equality in education

7. Activities (Strategies, activities, steps for implementation)

This part is important – please clearly explain all related strategies and activities that the school has implemented and breir information of each strategy/activity). Details of each activity can be attached as a part of supporting documents.

Name of Programme	Strategies, Activities, Steps for Implementation
We Share, We Care (Since 2018)	<p>The school carried out this activity to raise awareness among the students and the local community on the values of ‘<i>giving back to the society</i>’. It is also a programme to support poverty reduction and zero hunger. In this programme, we encourage students and local community to donate clothes, toys and school necessity to the needy. One of our beneficiaries are the children living in the aboriginal village in Gelang Patah. Students and parents joined the trip to the village. During our visit to the village, our students witnessed how suffered and unfortunate the indogenous children are, and their living conditions are extremely unhygienic that we could not bear to see. Not to mention the language barrier that impedes them from communicating with the outside world. It left an indelible memories in our heart as we realised how our little action leaves an impact on someone’s life. Hence, ‘<i>We Share, We Care 2.0</i>’ was held consecutively in 2019. This time, we aimed to provide health care necessities to the children and family. We extended our beneficiaries to another aboriginal village in Perling, Johor. We received overwhelming support from the public and even members outside the school volunteered to join us as volunteers. We also had ‘<i>Little Bun Programme</i>’ where members from the Parents Teachers Association gathered bread from the local stores and donating them to the nearby old folks home on a weekly basis. We hope that through our programmes, we can encourage our community, especially our students to strengthen their involvement and contribution to the society.</p>
School Greening Programme (Since 2017)	<p>This programme was inspired by the goal of ‘<i>Life on Land</i>’. There are a few related projects being carried out in the school. They are:</p> <p>7.1 The Wall of Art: In this project, students learnt to give recyclable materials a new life by transforming them into picture frames, spreading message about love, peace and care towards the environment. The artwork produced were being used to decorate the walls of the staffroom. Students’ awareness on 3R (reuse, reduce, recycle) was injected into their mind and heart.</p> <p>7.2 Creeper Crawly: Creeper plants attached to strings were being hung around the school canteen to reduce the heat and extreme sunray. Students eventually understand the advantages of having a harmonious life with the natural and being aware that they are parts of our lives. Students learn to take good care of the plants and joining the greening projects in school. Responsibility towards their every little act is grown as they learn to sustain life.</p> <p>7.3 DeFENCEr Programme: Previously, the increased population of crows that flown and surrounded the canteen had caused hygienic problems for the food provider and even students who were having their meals. Some would have opted for crow shooting but we did not want to harm the animals. Hence, ‘<i>DeFENCEr Programme</i>’ was held to create a sustainable environment without harming the living creature. In this programme, our school members worked hand in hand to tie strings and fishing threads around the canteen to prevent crows from flocking in. This is an innovative way of creating hygienic surrounding without harming the ecosystem. This project had raised awareness among the students towards the importance of protecting the natural ecosystem without bringing harmful damages to every single living thing on earth.</p> <p>7.4 Save The Energy: We have been generating electricity from solar energy to light the dimmed corridor and reuse collected rainwater to lower the temperature of students’ activity and waiting area. As safety issue is</p>

	<p>always our priority, solar energy is also used for lighting the school at night. Besides, collected rainwater is also used in greening project <i>'Together We Grow and Share'</i> to water the plants. This is to encourage affordable and clean energy by supporting the ideal energy conservation. Students are aware that energy saving is part of the duty of every human being. We are glad that we are able to nurture green lovers and this is definitely a great start to save the world.</p>
<p>Eco Gallery (2019)</p>	<p>One of the greatest issues being concerned by the world is environmental problem. Therefore, this programme was implemented to help the school members and parents, even the community to raise awareness on environmental problems that our mother earth is facing.</p> <p>7.5 Eco Gallery was set up at the corridor beside the school hall to raise awareness on spreading love and war free nation. Students and members of the school filled the corridor with furniture and decorative items using recyclable and unwanted materials. Old furniture, used tyres, paint buckets, oil barrels were given new lives. The fence around the Eco Gallery was built using glass bottles, plastic bottles and wood pieces. The process of making these facilities had created a great bond between school members and parents.</p> <p>7.6 The Web of Love is a sunshade wall made by unwanted CD-roms. Students and parents decorated used CDs with photos and filled the empty space of the CDs with their aspirations towards the country and their promise of becoming a good student. These CD-roms were then being hung and connected together to create a gigantic sunshade at Eco Gallery.</p>
<p>Peace Starts With Me Programme (Since 2015)</p>	<p>In 2015, a non government organisation, Soka Gakkai Malaysia introduced peace education by implementing the first Peace Exhibition, <i>'Everything You Treasure'</i> (EYT) in the school. Over 600 students attended the exhibition in the school hall. EYT is an antinuclear exhibition to spread awareness on human security and sustainability. Pictures of the impact and catastrophic of war and violence were shown to the students. Students realised how important life without war and violence is, and everyone should learn to count their blessings.</p> <p>In conjunction with the event, students were trained to become peace exhibition narrators. The exhibition was opened to all the students and teachers as well as parents of the school. As a continuation to uplift peace education, a peace poster competition was held in the following year. The theme was <i>'Towards a Peaceful World'</i> and it was opened for all students to participate.</p> <p>Following that, we organised a series of peace activities particularly by playing <i>'Friendship'</i> and <i>'Misunderstanding'</i> themed videos for the students. Local community was also invited to join the activities. Additionally, students were selected to share their views and impressions after viewing the videos in their quest for a better world.</p> <p>In 2019, we invited SGM youth division to the school to conduct a talk entitled <i>'Peace Starts with Me'</i>. The talk covered the introduction of world movement in abolishing nuclear weapons actions and promoting the Sustainable Developments Goals in our community. The talk inspired students to contribute their actions in complementing the 17 SDGs.</p>
<p>Together We Grow and Share (Since 2018)</p>	<p>Our school initiated <i>'Zero Food Waste'</i> in conjunction with <i>'Love is Everything'</i> Project. The event is aimed to inculcate the attitude of nurturing the environment among students by reducing food waste. During school days, students are always encouraged to finish all their food. On the other hand, food sharing is also promoted in order to put into practice on sharing among one another.</p> <p>The students were given opportunities to do gardening inside the school compound in order to encourage team-building and mutual respect among students. Students with multi-races were divided into groups. They were required to build brick fences at the selected area in the school compound. Besides that, preparation of garden bed and suitable soil were also carried out successfully with the cooperation within teammates in each group</p>

	<p>respectively. Not forgetting the food waste, which was then composted to enrich the soil. Students learnt how to select the crops and plant them with care. To protect the environment and keep us healthy, we enhanced the usage of eco enzyme in planting. Growing plants without using chemical fertilizers can make a barren land fertile. Eco enzyme can also be used to repel pests without using pesticides. When students learnt to nurture the plants they grow by watering them frequently, eco enzyme is being used. By spraying the mixture of eco enzyme with water will reduce insect and it is a natural herbicide. No pest, no worries! As a result, plants will get more nutrients and their roots can absorb more air. In addition, ozone, which is emitted by eco enzyme, can help plants grow better and faster. Students from Year 1 to Year 6 took turn to participant in this programme within a year. The students were then given opportunities to cook the vegetables they grew and harvested. Throughout the cooking activity, students shared their ethnic differences in dietary patterns. From there, they will indirectly form a peaceful and harmonious learning environment by culture sharing and showing respect towards other races and cultures.</p>
<p>Run For Peace (Since 2017)</p>	<p>Our school has been supporting Run For Peace event since 2017, as we strongly believe that this run is a proof that we can build a culture of peace in our community. A huge number of students, parents and teachers participated actively in this meaningful peace event. The astounding figure clearly shows that peace must begin within our community itself and from us, the educational institution, regardless of age and ethnic groups. Our school fully supports RFP to bring a peace message to young children and community. The message is loud and clear- we endorse peace, and we are all envoys of peace. RFP is supported by the Malaysia federal government and Johor State Government. The event attracted more than 10k, 11k and 12k participants respectively in 2015, 2017 and 2019. In conjunction of RFP, students (led by their parents) signed the peace petition to support Malaysia Government's efforts towards the abolition of nuclear weapons including ratifying the Treaty on the Prohibition of Nuclear Weapon in United Nation. Also, we represented our school to connect with other peace-loving people from our community. We also visited the awareness exhibition i.e. Sustainable Developments Goals outside the school which focuses on transforming our world into a non-nuclear weapon era.</p>
<p>Little Apple's Wish (Since 2016)</p>	<p>The school community realised how significant accessibility to quality education is. There are a number of children in our school who deprive from school necessities such as proper school attire and even their lunch. They are malnourished and lack of proper care. It is unbearable to see them suffer from poverty and we believe they deserve a better and equal life as other school going students as well. Hence, we initiated '<i>Little Apple's Wish</i>' programme since 2016. This programme was sponsored by an NGO in which school essentials are supplied to the needy and unfortunate students every year. The donation includes school uniforms, shoes, bags and food supply. 40 students from the school receive the donation annually. Students who come from single-parent and low-income families are the beneficiaries of this programme. The NGO makes the '<i>Little Apple's Wish</i>' programme a mission to ensure that school-going children will have equality in accessing up-to-standard education. This motivates the students to excel and work harder.</p>
<p>Co-curricular Activities (Since 2010)</p>	<p>Good health and well-being are the keys to achieve quality education. It is compulsory for all students to participate in co-curricular activities. The importance of co-curricular in education is to strengthen all aspects of human self in a balanced and harmonious manner. Co-curricular activities help to enhance the unity and integration among students from different races.</p> <p>Besides, we believe that health and academic success are intertwined. However, young people generally become overweight or obese due to the lack of physical activities. One cannot access quality education if they</p>

	are not healthy and fit. Therefore, SJKC Ming Chih implemented ‘ <i>Keep Fit Not Fat</i> ’ programme every morning for students who have high Body Mass Index (BMI) score. There are 22 students involved in this programme and they have to perform physical activities such as push ups and obstacles run for 30 minutes. Through this programme, students’ physical health has improved and they are one step closer to access quality education.
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8. Teaching and learning approaches/strategies that the school has integrated for peace education.

According to (Johnson & Johnson, 2003c, 2005c, 2006), *peace education is aimed at teaching individuals the information, attitudes, values, and behavioral competencies needed to resolve conflicts without violence and to build and maintain mutually beneficial, harmonious relationships.* In our school, we have integrated peace education in order to build the long-term positive relationships needed to institutionalize peace.

All non-Muslim students from Year 1 to Year 6 are compulsory to learn Moral subject. Whereas Muslim students attend Islamic education where students learn good values of life. Non-Muslim students learn theoretical knowledge about moral values in the classroom. There are 14 moral values and themes in the teaching content of Moral subject such as believe in God, kindness, responsibility, gratitude, lofty morality, respect, benevolence, justice, courage, honesty, diligence, cooperation, moderation and courtesy. Teachers will plan the lesson well and carry out Cooperative Learning strategy to cultivate the moral values among the students. Students are guided to practice those moral values in real life.

History is one of the subjects in the curriculum for Year 4, 5, 6 students. History education develops the moral values among students. There will be discussions about the historical incidents and the values which the students can learn from. During discussion sessions, reflective approach is carried out in teaching and learning process in order to let the students analyse and ponder their peaceful and harmonious life after the war period.

Besides, Civics Education is included in the curriculum in order to instill good moral values in students from preschool until tertiary level.

Civic Education is important to educate the students about both their rights and duties to the people, country and the society. In Civics Education, students learn four main themes namely *love, mutual respect, responsibility and happiness.* Teachers plan the lesson well by preparing all required teaching aids to enhance their teaching. Students are always curious and sensitive about the topics discussed in the class. Furthermore, sample videos according to the civics themes are also displayed during teaching and learning process. Teachers will always integrate their teaching with the elements of peace and harmony.

9. A) Participation with the community (How the school and community work together in planning and implementing the school programme)

Without the involvement of the community and parents in planning and executing the programme, all the ideas suggested to promote peace and sustain the environment will end on paper only. As the saying goes, ‘Unity is strength’. The local community were informed about our monthly programmes as students spread the message to their parents at home and also through social media. Also, our school welcomed people from all walks of life to join us as volunteers on a weekly basis. Hence, with tremendous support from PTA members and local community, we were able to carry out peace education and greening programme successfully. We worked hand in hand with the parents to introduce the local community the correct way of greening and composting methods. The vegetables harvested were also given to the volunteers. Besides, with the strength and support from these individuals, we worked together to bring hope to the less fortunate. Undoubtedly, interaction and cooperation between the community with our school increase our capabilities and power to enhance the level of peacefulness in our land.

B) Engagement of partners in community and their roles/contribution (Please provide the name of your partners in this programme and their roles/contributions)

Name of Partners	Roles and Contributions
Parent-Teacher Association	<ul style="list-style-type: none"> - Organise Charity Jogathon and Charity Day to enhance the unity and improve the relationship among the parents and students - Promote Food Bank to teach students about sharing and not wasting food - Give red packets to the students of different races to share the blessings and Chinese culture
Ministry of Education Malaysia (MOE)	<ul style="list-style-type: none"> - Provide free education for all Malaysians regardless of race to ensure full enrolment of all children from preschool through upper secondary school level - Provide free food to the poor students to make sure they gain enough nutrients (The Supplementary Food Programme) - Provide free textbooks and exercise books to all the students (The Textbook Loan Scheme) - Implant Moral education, Islamic education and civic education to teach students about peace, tolerance, and to care about their environment, show respect for the materials, pets, plants, and other children - Provide fund to the poor students in the early years to reduce the burden of parents (Early Education Scholarship)
Alkoh Marketing SDN BHD	<ul style="list-style-type: none"> - Provide filtered drinking water to ensure the students can drink clean water
Rotary Club of Puteri Lagoon Johor Bahru	<ul style="list-style-type: none"> - Donate fund to the poor students to ensure they can receive a quality education and study better without any distractions
Little Apple's Wish	<ul style="list-style-type: none"> - Donate school necessities such as school bags, shoes, uniforms to the poor students to ensure that students will have equality in accessing up-to-standard education
A group of Philanthropists	<ul style="list-style-type: none"> - Donate fund to the poor students to reduce the burden of low-income families.
The Canteen Caterer	<ul style="list-style-type: none"> - Provide halal food for Muslim students - All the food provided are beef-free for Indian students - Provide food at a cheaper price to make sure all students are able to afford their meals <p>Promote healthy eating and nutrient to ensure students have good health and strong bodies</p>
Malaysian Chinese Association	<ul style="list-style-type: none"> - Promote 'School Loving' Project to create a happy learning environment for students so that they can learn in a happy mood and learn effectively
Soka Gakkai Malaysia (SGM)	<ul style="list-style-type: none"> - Promote peace by introducing their activities in school such as peace exhibition, peace talk and RFP
Ministry of Health Malaysia	<ul style="list-style-type: none"> - Give vaccination to Year 1 and Year 6 students to ensure good health - Provide free teeth checking for all the students
Horizon Hills Developer	<ul style="list-style-type: none"> - Provide a land for the construction of school to ensure the children staying around Horizon Hills can receive quality education <p>Perform fogging for school area to prevent mosquitoes breeding</p>

(Please add more row if it is necessary)

10. Activities that the school, students and teachers have contributed to the community

A visit to the local old folks' home was held in 2017. The visit was participated by 40 students and accompanied by two teachers. This visit was conducted in order to educate and guide the students by instilling moral values such as sympathy, empathy, love and concern towards the old folks, giving new experience to the students by being close with these old folks and cheering the lonely old folks. Students

had a chance to have an interaction session where they were able to talk with the old folks personally, give food to them and perform interesting performances such as singing and dancing. The students were able to learn how to serve the community by taking care and showing their concerns towards these unlucky people. By then, the students will know how to appreciate and respect the people around them. It was hoped that this visit can reduce the old folks' loneliness and make them happy. Furthermore, we hope to bring a change by introducing our Greening Programme to the Horizon Hills residents. Now, they are more concerned and conscious about proper treatment of waste and harvesting homegrown vegetables. Making positive changes in their mindset towards the importance of saving the earth, especially the environment is quite challenging but we managed to make them realised that every little effort can even bring a major change to the betterment of the earth.

11. Programme for monitoring and evaluation mechanisms and summary of results

Monitoring and evaluation mechanisms:

Our school has been conducting many activities to build a peaceful, conducive and quality environment in our school. We hope to deliver positive messages to the students about our school efforts in promoting a better community. They can witness our school efforts through their own eyes and photos sharing. All the programmes were being monitored by the school authority and also MOE. Besides, postmortem on strengths and weaknesses are also carried out every time we implement the activities. This is a way to make sure that the activities will be carried out smoothly in the future.

The canteen operators are seen preparing the food attentively by taking account of balanced nutrients for students. Every kid has the right to be served with healthy food, provided with essential school going necessities and considering each student's differences so that they can learn in a conducive and peaceful environment.

Summary of results:

Through a series of programme, students are able to portray the value of peace within themselves and the environment. The school has been transformed into a sustainable learning place, and students are healthier now with reduced cases of obesity. The number of discipline cases is reduced to zero now. We hope that we can become a good example and role model for our students and even the society. We hope to instill positive habits and good personalities among students since young. The power of education is unimaginable. With the light of unity of school communities and all related authorities, we strongly believe that our students will grow better in all aspects of life and become a good, loving and peaceful person.

12. Resources used for programme implementation

In order to make 'Love is Everything' Project a success, we worked hand in hand with parents and the local community. It is undeniable that without their help and support, the programmes would not have been carried out smoothly. The whole process of planning involved the entire teachers and it indeed required a strong teamwork. Once the committee members were formed, the teachers and school committee members encouraged students and parents to take part in various projects involving peace education and sustainable development programmes. Social media also played an important role. Our school has a committed ICT team where great videos and animations were produced. These videos were then posted online to draw the public's attention and support towards school activities. It received great response from the public and many joined the school activities as volunteers.

Apart from the fund allocation provided by MOE, Parents Teachers Association provided us with funding to carry out the activities as well. Now, the school is well-equipped with sufficient space, learning aids and equipment to carry out quality education.

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

Students have benefited the most from 'Love is Everything' project. Initially, they were ignorant of the harm humans brought to the environment. During recycling campaign, ecological life lessons and peace education were introduced, students and the local community showed great support to the programmes. They were concerned about the rubbish being disposed every day and start to make the most of them. We even influenced the wider community to join us as eco warriors by demonstrating to them how to make eco enzyme and tending the vegetables.

'We Share, We Care' Programme gained positive outcome as well. The chief village responded to us that the indigenous residents have proper clothes to wear now and more concerned about their hygiene.

Also, after joining series of 'Peace Starts With Me' programme, students realised how important peace is and they also influenced their parents and family to join them in RFP event and exhibitions. Students are well behaved now, learn to be humble and less disciplinary issues are being reported.

14. Interrelationship of the school programme with other Sustainable Development Goals (SDGs)

(Please refer to page 2 in the Information Note or <https://sustainabledevelopment.un.org/sdgs>)

The 16th goal of SDGs, which is peace, is fundamental for everything include other SDGs goals. Hence, peace education is introduced in the school. The SDGs seek to generate virtuous cycles in which progress made towards one goal enables progress on multiple other fronts. For example, if progress is made in securing safe sources of water (Goal 6), this will lead to a reduction in the number of people suffering from infectious or other diseases (Goal 3). We always promote clean water by making sure that we provide filtered water to the students. Also, 'We Share, We Care' Programme cared about the poor students by making the community possible to escape extreme poverty (Goal 1) and enabling their children to attend school (Goal 4).

This approach is known as the Nexus Approach with aims to discover the interconnections among the 169 targets across the 17 areas that comprise the SDGs and to realize simultaneous progress towards their achievement. Hence, we believe the 16th goal of peace serves as the platform to achieve other SDGs goals.

15. Plan for sustainability and plan for scaling-up/expansion

Plan for sustainability:

Overall, 'Love is Everything' Project is found to be effective based on students' achievement, their conduct in the school and the involvement of the local community. Therefore, we hope that we will keep up with the current programmes implemented under this project. All programmes received good responses from the society and we believe this is an encouraging factor for us in making sure the programmes will be continued now and in the future.

Plan for scaling-up/expansion:

It is planned that more students will take part in RFP and 'Peace Starts With Me' programmes. Achieving peace is a fundamental factor in creating a war-free nation.

Also, we plan to expand the gardening area so that more students and even the local communities can involve in this beneficial activity. We will construct a greenhouse so that we can harvest more fresh green vegetables and fruit. We plan to involve the residents around the school, Horizon Hills so that they can learn about the benefits of eating naturally grown and chemical free vegetables. The construction of aquaponic will also begin soon. Aquaponic is a system of aquaculture in which the waste produced by farmed fish or other aquatic creatures supplies the nutrients for plants grown hydroponically, which in turn purify the water. This is one of the ways to achieve the objectives targeted by 'Love is Everything' project.

16. Achievements from the school's programme "Building Peace in Schools and Communities"

Iskandar Puteri Energy Conservation Award, 2013 -Fourth Place
Nomination of 'Malaysia Caring School' Award, 2017 -Recognition Prize
Participation in Run For Peace -Johor Bahru District

17. List of supporting documents such as a copy of the school operational plan or school management plan, action plan, learning/ teaching materials, lesson plans, samples of student worksheet, manuals, etc.

If the supporting documents are in the local language, please provide a brief description in English language.

A maximum of 5 Supporting Documents are required can be submitted to the provided google link.

Document 1) *'Love is Everything'* Organization Chart

Document 2) Discipline Statistic from 2014-2018

Document 3) *'We Share, We Care'* Report

Document 4) The Web of Love Report

Document 5) Keep Fit Not Fat Report

18. Photos related to the activity/programme (Maximum of 5 photos with captions in English)

Photo1



'We Share, We Care 1.0'. Donated items such as old clothes, toys and school necessities were given to the less fortunate. In *'We Share, We Care 2.0'*, staple food, medicines and health care products were given to the poor families to sustain life.

Photo 2



School Greening Project. Creeper plant surrounding the canteen to reduce the extreme heat. Students and parents filled the walls with used Compact Discs as reflection, appreciation towards their life and inspiration for the country. Eco Gallery decorated with furniture made by recyclable items. Every resource on earth was fully treasured and made into good use.

Photo 3



'Peace Starts With Me' Programme

Photo 4



Teachers, students and parents took part in the RFP event in year 2017.



We have collected our Run For Peace T-shirt for year 2019

Students, parents, teachers and community took part in Run For Peace organized by Soka Gakkai Malaysia.

Photo 5



By tending the vegetables, cooperation and responsible virtues can be instilled.



TOGETHER WE GROW & SHARE!

Gardening process that boosts team-building and mutual respect among students of different races.

Students share their ethnic differences in dietary patterns.



Students learn to cook the vegetables they grew and harvested with friends under teachers' supervision.

Students of different races took part in 'Together We Grow and Share' Programme actively.

Guidelines for Submission of Entries

1. Schools can submit information about the school's programme/project/activity related to the theme "Building Peace in Schools and Communities" from **10 June to 2 September 2019**.
2. The deadline of entry submissions is **Monday, 2 September 2019**. (Late submission will not be accepted.)
3. Each school can submit only one entry.
4. The submission of the school's programme must be done through the template "**Submission Form of 2019 SEAMEO-Japan ESD Award**".

The Submission Form can be downloaded from the SEAMEO website:

<http://bit.ly/2019SEAMEOJapanESDAward>

or requested by sending an email to the email address: seameojapan.award@seameo.org.

5. Regarding the submission of entry, each school must adhere to the following format, as specified 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 (one half-page of A4 sheet size)
 - 3) Background information or reasons why the school created the programme
 - 4) Objectives/goals of the programme
 - 5) Period of time when the programme was/has been started
 - 6) Key knowledge, skills, attitudes/values, and behaviors that you expect to develop from this programme
 - 7) Activities (Strategies, activities, or steps for implementation)
 - 8) Teaching and learning approaches/strategies that the school has integrated for peace education
 - 9) Participation with the community/roles of community
 - 10) Activities that the school, students, and teachers have contributed to the community
 - 11) Programme for monitoring and evaluation mechanisms and summary of results
 - 12) Resources used for programme implementation
 - 13) Benefits/impacts/positive outcomes of the programme to students, school and the wider community
 - 14) Interrelationship of the school programme with other Sustainable Development Goals (SDGs)
 - 15) Plan for sustainability and plan for scaling-up/expansion
 - 16) Achievements from the school's programme "Building Peace in Schools and Communities"
 - 17) List of attachments such as a copy of the school operational plan, action plan, learning/teaching materials, lesson plans, samples of student worksheet, manuals, etc.
 - 18) Photographs related to the school programme (maximum of five photographs with captions written in English)

6. Information about the 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 size about the project overview should be included.)
7. Information about the programme 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.
8. All submissions should include related photos. (A maximum of five (5) photographs with captions written in English.)
9. All submissions can be attached with a maximum of five (5) supporting documents (Optional).
10. **How to Submit the Entry:** Schools can submit the completed "Submission Form of 2019 SEAMEO-Japan ESD Award" and maximum of 5 supporting documents/materials to the SEAMEO Secretariat by 2 options:

Option 1: By Google Link (Teachers should have a gmail email account.)

Submitting the application and 5 supporting documents to the following GOOGLE LINK:

<http://bit.ly/2019ESDAward-submission>

If the school has difficulties in submitting the entry and documents to the above google link, please email to: seameojapan.award@seameo.org

Option 2: By Email

Submitting the completed "Submission Form of 2019 SEAMEO-Japan ESD Award" and maximum of 5 supporting documents to the SEAMEO Secretariat by email.

Email: seameojapan.award@seameo.org

Note: To align with the ESD practices and to save the environment and energy, the Committee will not accept the entry in hard copies.

11. All entries submitted to the SEAMEO Secretariat will be acknowledged. If the school has not received any acknowledgement of the 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. Integration of Strategies/ Modalities for Implementation

- Implementation of peace education is emphasized and incorporated into school policies, management plans, and teaching and learning programmes within the school.
- The school has demonstrated clear effective strategies, steps, and activities in applying peace education for building the culture of peace in school and communities.
- The school has demonstrated the use of participatory processes – involving students, teachers, parents, communities' stakeholders and partners – in planning and implementing the programmes.
- Appropriate and effective methods and resources are used to implement the programmes.
- Monitoring and evaluation mechanisms or processes are identified to ensure the immediate and long-term outcomes of the programmes.

2. Innovation and Creativity

- The school's programme has demonstrated innovative practices in promoting culture of peace in the school and communities.
- The school's programme has demonstrated innovative practices in integrating peace education and current education system.

- The school has demonstrated innovative ideas for utilising available resources.
- The entry is a new idea or an improved/adapted version of existing activities.

3. Teaching and Learning Approaches

- The school has demonstrated effective teaching and learning approaches that have been applied to improve the culture of peace in its school and community environment.
- The school has embedded the proper knowledge, skills, attitudes, values, behaviors and daily practices into subject disciplines and incorporated ESD principles and pedagogical methods to ensure that students are able to connect the practices in their daily life, and community.
- The teaching and learning approaches has demonstrated the change or transformation of attitudes, values, and behaviors of students and teachers.

4. Engagement of Community

- The school has engaged community-level partners such as community stakeholders, experts, cultural bearers, elders, local leaders, practitioners and parents who provide information and guidance on peace education.
- The school has engaged multi-sector partners such as education institutions, teacher-training institutions, schools, cultural institutions and professional associations to co-implement the school's programme.
- The school's programme has strengthened students' involvement in the local community, especially for peace building.
- Through the school's programme, the school has engaged and contributed to the development of local community, not just only parents.

5. Sustainability

- The school has promoted peace education within the school management plan and teaching and learning activities across subjects for a long-term action strategy.
- The school has demonstrated a clear future plan on how to sustain the programme.

6. Interrelationship with other Sustainable Development Goals (SDGs)

- The school has demonstrated that the school's programme has integrated the improvement of other SDGs, not the individual pursuit of each SDG, but has interrelation with other SDGs. – Therefore, the school should make a clear statement in its application on how the school's programme connects with other SDGs apart from SDGs 10 (Reduce Inequalities) and SDGs 16 (Peace, Justice and Strong Institutions) a.

7. Impacts

- Results, during/after implementation, have revealed the effectiveness and benefits of the school's programme to students, teachers, parents and the wider communities.
- Information, data, and model collection about peace education has been effectively compiled, documented, and shared within the schools, among schools in one community, and at the broader provincial or national levels.

Contact Information

For enquiry, please contact:

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