



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: 16 September 2019 (extension)

- 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 16 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](mailto: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](mailto: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](mailto: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](mailto:seameojapan.award@seameo.org).



*Peace Through Volunteerism*) is a project designed to promote volunteerism to help school realized its educational goal.

To promote and share initiatives and good practices that support sustainable development through the integration of peace education into the holistic programme and the school's contribution in improving/developing culture of peace in the communities the projects are **PROJECT ZERO-VIOLENCE POLICY** which reduced the cases of violence in school through integration of violence reduction in different learning areas. **PROJECT LOVE.COM** that aimed to educate the learners on how to resolve conflict through information dissemination. Another is **PROJECT RESPECT** which is carefully design to integrate human rights across the learning disciplines. An income generating project was implemented, **PROJECT EARN** that offered significant activities which enhanced learners' entrepreneurship skills at their young age and at the same time the spirit of collaboration. Crafts were utilized to educate the learners where written information were all about peace education.

WE ARE ONE primarily caters 2651 learners, 83 teachers and benefited thousands of people in the community through its activities conducted all throughout the year pertaining to different fields. It is a strategic program which is feasible and projected to be sustained through the years in which its effectiveness can still be expanded and enhanced to benefit groups of people from generation to generation for more years. It includes strategies or activities which promote the culture of peace in the school and community. It links learners, teachers and community to different practices which was based on the principle of peace education.

The program significantly contributed in eradicating some problems of the learners in terms of the performance indicators like drop-out rate due to the different conflicts and bullying cases in the school. Through the beneficial approaches, strategies and activities learners and school's performance were really transformed and became unparalleled.

Being one of the excellent elementary schools in the Philippines, **WE ARE ONE** program promotes unity, peace and love that encourage other schools and community which is instrumental in sustaining the legacy of excellence. Through this, the school became the center of peace and excellence in the country.

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

For the last three years, an average of 0.8% was the drop out rate of Lemery Pilot Elementary School. Reasons or factors were bullying and conflict based on interviews and anecdotal records kept in the guidance office. For these reasons, it became one of the priorities of the school.

The said issue pertaining to the learners served as the baseline of the school to create the WE ARE ONE Program focusing on establishing the culture of peace in the school and community. The program was established by the school for the learners to be in front liner as agents of peace. We believe that at their young age, they must internalize the value and significance of peace in a certain society. In that way peace and order will have the significant contribution in attaining and transforming the best place place for the people to live in.

On the other hand, the aggravating issue on the degradation on the awareness of the students, parents and other community members on the significance of peace and order uplifted the creation and implementation of the WE ARE ONE Program. To be able to live in a society with peace and order, Lemery Pilot ES enforces to include advocacy campaigns, integration of peace education to teaching-learning processes, strengthening partnerships and other relevant activities.

### 4. Objectives/goals of the programme

WE ARE ONE program primarily aims to establish a culture of peace in the school and community through educating the learners in providing them a quality education and enabling them to foster human development in order to achieve a peaceful community.

Establish and promote the culture of peace in the school and community.  
Integrate peace education in teaching and learning process.

Conduct different activities to address all the problems met by the learners.  
 Capacitate other schools and stakeholders.  
 Develop the spirit of volunteerism and unity to be able to observe the culture of peace in the school and community.  
 Strengthen the school and community partnership.

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

The program has been started by the school since 2017. It has been intensified and refined as years passed by. This year’s target is merely focus on widening its scope including on how the culture of peace can be observed and sustained through applying local strategies which is best suited in the school locale and its capability to carry out all the activities.

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

The following KSAs and behaviors are expected to be developed:

- strengthened pupils’ awareness on anti-bullying campaign and enhanced social, emotional competence of pupils, teachers and parents
- promoted mutual respect and harmonious relationship for all members of the school community to create a non-discriminating atmosphere that offered peace and non-violence.
- engaged learners in different activities to appreciate intercultural diversity in order to build a peaceful learning environment.
- promoted volunteerism to help school realized its educational goal.
- reduced cases of violence in school .
- educated the learners on how to resolve conflict.
- enhanced learners’ entrepreneurship skills at their young age and at the same time the spirit of collaboration.

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 brief information of each strategy/activity). Details of each activity can be attached as a part of supporting documents.

To ensure continuous evolution of local wisdom from one generation to the next and to sustain the program, the following strategies and activities were implemented:

**Improvement and systematization of the program**

**1. DIAGNOSIS**

ENTRY LEVEL PROBLEMS MET AND REASONS

**2. PLAN**

PROCESS THE PRIORITY IMPROVEMENT ON THE PROBLEMS MET DESIGN A PROJECT

**3. INTERVENTION**

IMPLEMENTATION OF THE PROJECT

**6. ROUTINIZATION MONITORING/RESULT**

REPLICATION UPSCALING ADVOCACY

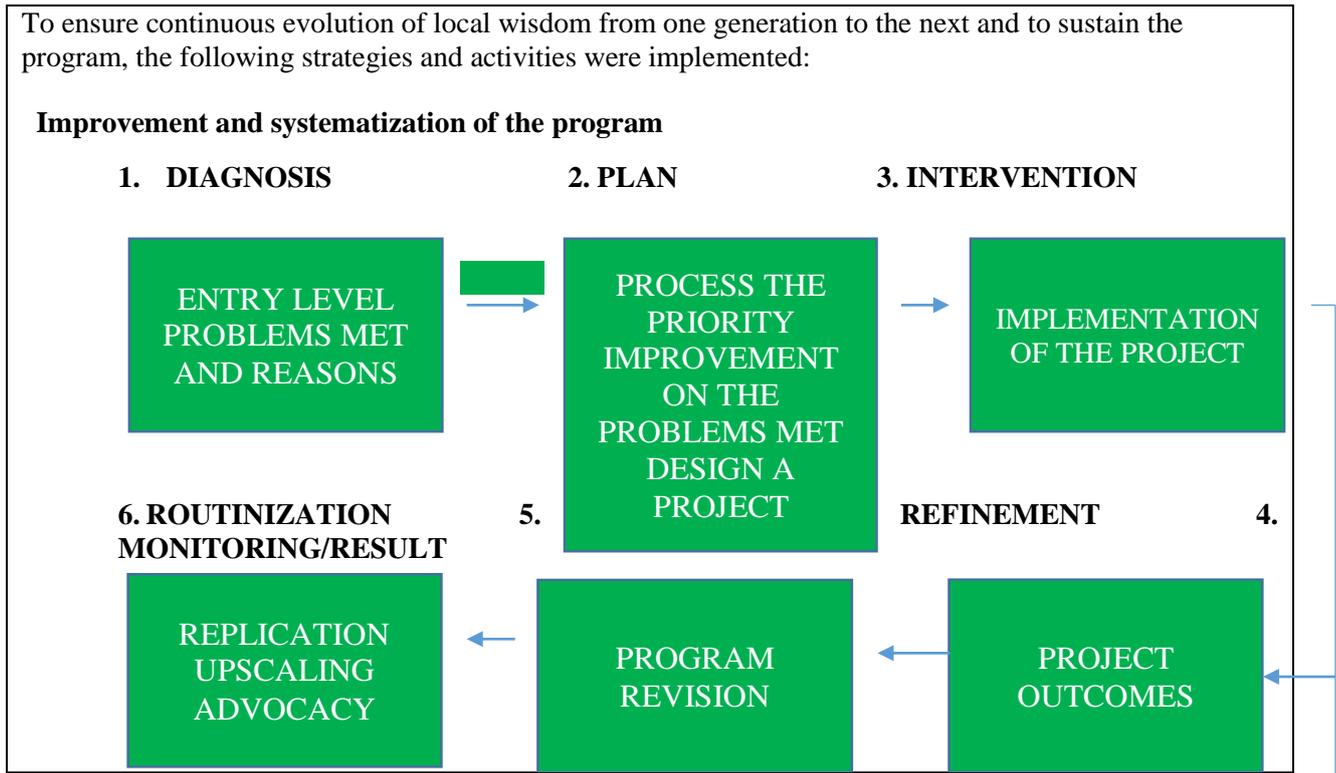
**5.**

PROGRAM REVISION

**REFINEMENT**

**4.**

PROJECT OUTCOMES



## DIAGNOSIS

- This is the entry level of which problems met and reasons were elucidated and consulted.

## PLANNING

- Planning and Policy Formulation – This is the preparatory stage in the establishment of the WE ARE ONE program in which planning conferences and partnership building are the activities incorporated on this strategy. This action aims to come up with an enhanced action work plan on the <sup>[L]</sup><sub>[SEP]</sub> implementation of the said program and involve stakeholders in the planning and other <sup>[L]</sup><sub>[SEP]</sub> related tasks <sup>[L]</sup><sub>[SEP]</sub>
- Staff/Human Resource Development-It focuses more on capability building to enhance the skills of the teachers, parents and other community people in the implementation of the program preferably on the conduct of activities on the promotion of culture of peace.

## INTERVENTION

- Program Implementation-This concern is more on the implementation of activities pertaining to the establishment and promotion of peace education that will be instrumental in developing peace as one of the authentic literacy skill of the learners.
- Financial Management-This includes income generating project in which the products are utilized to generate funds and resources to sustain the program and projects. Funds are also used in the conduct of activities. <sup>[L]</sup><sub>[SEP]</sub>

## MONITORING

- Monitoring and Evaluation-Mechanisms are implemented to monitor the implementation and effectiveness of the activities. Regular meeting with the persons involved is one of the mechanisms as well as the quality assessment on the strengths and development needs of the program implementation. In terms of feedback mechanism system, checklist or feedback form on the perception on the transformation of students' and teachers' behavior on the establishment and promotion of culture of peace.

## REFINEMENT

- Revision- This activity improves some parts of the program after doing the Monitoring and Evaluation Analysis. After identifying the strengths and development needs of the program different activities will be offered.

## REPLICABILITY/UPSCALING/SUSTAINABILITY/ADVOCACY

- Sustainability Mechanism-This action improves and maintains the different projects with significant activities. Benchmarking of the best practices of other institutions is done by the school as part of the WE ARE ONE Program to enhance the existing activities.
- Advocacy-This ensures awareness of students and other stakeholders on Peace. These activities are done through information dissemination campaigns like symposia and other forms. <sup>[L]</sup><sub>[SEP]</sub>

## 8. Teaching and learning approaches/strategies that the school has integrated for peace education.

1. 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.
2. The school has embedded the proper knowledge, skills attitudes, values, behaviors and daily practices into the 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.
3. The teaching and learning approaches has demonstrated the change or transformation of attitudes, values and behaviors of students and teachers

Executive Order No. 570 otherwise known as “Institutionalizing Peace Education in the Basic and Teacher Education” mandates the Department of Education (DepEd) to actively promote a culture of peace in the educational system, by incorporating peace education concepts, skills and values in the learning content of basic education.

In compliance with the provisions stipulated in EO 570, Lemery Pilot Elementary School as guided by its mission and vision to create meaningful opportunities for its members especially its pupils its curriculum management became parts of its priority since this is a framework of quality teaching-learning process. Lemery Pilot Elementary School is responsive to the development of integrating peace education in the teaching –learning process being entailed as one of the Top Performing School in the Philippines.

The following are evidences that the approaches in promoting peace education have been integrated in the teaching and learning process.

1. Regional Memorandum No. 233 S, 2016 entitled The 2C-21- 1R Pedagogical Approaches and as mandated by RA 10533, this Office reiterates the use of the 2C-21- 1R approaches (Constructivist, Collaborative, Inquiry -Based, Integrative, and Reflective) cum suggested strategies and underlying principles behind each pedagogical theory to better implement the Enhanced Basic Education Curriculum in all grade levels.
2. Collaborative and Reflective Approach were strictly implemented in LPES as part of promoting peace education.

The combination of cooperative learning and peace education offers the opportunity to use pedagogy to produce social transformation because it promotes the teaching of values throughout the teaching- learning process. LPES teachers promote non-violence in their classes draw upon the principles of cooperative learning. In their classes they set up democratic learning communities where students provide each other feedback and support so that they become proficient in techniques of group process. Such classes, based upon positive interdependence among group members, teach individuals to care for others.

A reflective approach to teaching involves changes in the way we usually perceive teaching and our role in the process of teaching. However, teachers engaged in reflective analysis of their own teaching report that it is a valuable tool for self-evaluation and professional growth. Teachers use Journal writing and commitment wall as a teaching strategy for reflective approach.

Journal writing is the process of recording personal insights, reflections and questions on assigned or personal topics. Here, students record their personal insights about their learning’s and their commitment in promoting peace education.

Every classroom has a commitment wall design for learners to write their pledge or commitment to make a big difference and to transform the society.

3. There are three main domains of learning and all LPES teacher are capacitated to use them in constructing the lesson. These domains are cognitive (thinking), affective (emotion/feeling), and psychomotor (physical/kinesthetic). It is hence important for teachers to ensure that the three (3) domains of learning which include cognitive (thinking), affective (emotions or feeling) and Psychomotor (Physical or kinesthetic) to be achieved. It is imperative to understand that there are different categories of learners who have varying needs and as such different methods must be adopted in the planning and delivery of lessons to ensure that such needs are addressed. The world of education has gradually adopted the strategy of ‘Every child matters’ structure that requires that all learners with different needs are counted. Through this students’ Multiple Intelligences were tapped. They were able to express their ideas in different medium like illustrating, acting, singing, dancing and writing.
4. Curriculum integration-Lessons delivered in Edukasyon sa Pagpapakatao and even across other learning areas by the teachers have infusion of concepts and skills pertaining to local practices on Peace Education as reflected in the teachers’ Daily Lesson Log. Localized Stories in promoting peace education are also included in teaching the lessons.
5. There are teacher researches about peace education.  
5.1 Factors that Led Students to Bullying in LPES: As Perceived by their Teachers
6. There is ALIVE Program (Arabic Language and Islamic Values Education) and LSEN’s (Learners with Special Educational Needs) Curriculum.

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

To be able to attain the set goal of the school, there must be a harmonious relationship between the school and the community. Knowing that in order to have a peace and order in a certain society the culture of shared responsibility must be developed. Each of us plays a significant role in achieving the culture of peace. In the system being designed by the school and community, it all started with FGDs and Meeting of minds. Each of them sees to it that all of the set activities were attainable and all of the members are favorable with the activities being offered.

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
Municipal Local Government	Provides job orders for 2 teachers to teach Arabic Language and Islamic Values Education (ALIVE) for Muslim Learners of Lemery Pilot Elem School
Philippine National Police	Provides information dissemination on how to prevent abuse and violence to learners
Pantawid Pamilyang Pilipino Program recipients	Partner with the school in the maintenance of a conducive and safe learning environment for the pupils
Taal- Lemery Medical Society	Provides medical services for LPES learners and lectures about Bullying and Learners Safety inside and outside the school premise
Barangay Officials	Render services and assistance to all the school's undertakings
Homeroom PTA Officers	
Alcazar Law Firm	Provides seminar about peace and order.

(Please add more row if it is necessary)

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

Believing in the importance of instilling the value of peace among the learners, teachers, other stakeholders and the community people, Lemery Pilot Elementary School took another milestone in conducting and implementing different activities anchored in the school's banner program in its desire to be an agent for building peace in the community.

The following are some of the innovations undertaken :

- Outreach Program for the Aeta Community- School Year 2017 up to present ( Done once a month)
- Literacy and Numeracy Program for the Muslim Community ( SY 2017- SY 2018)
- Gift Giving Activities for the less fortunate learners ( December 2017, December 2018)
- Gift Giving Activities for the underprivileged family at Brgy. Bagong sikat ( SY 2017)
- Conducted symposia relative to promotion of peace and order in the community
  - a. Gender and development
  - b. Violence Against Women
  - c. Anti- Bullying
  - d. Drug addiction
  - e. Responsible parenthood

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

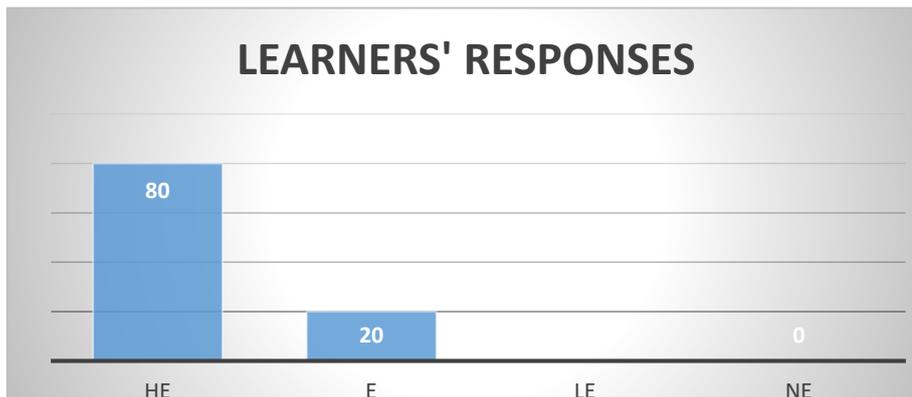
In terms of M & E mechanism system, checklist or feedback form on the perception on the transformation of students' and teachers' behavior on peace education is an evidence- based tool to know the strengths and development needs of the program.

In Lemery Pilot Elementary School, the school manager evaluated the impact of the project that deals with knowledge, skills, and attitude of learners and teachers towards culture of peace. She actually used monitoring tool that catered all the necessary indicators to be evaluated. After collecting all the M & E tool, the result was consolidated as one of the evidences that the implementation is indeed a huge success.

Summary of results: Since the first year of implementation of the Project: WE ARE ONE it is upgraded into something beneficial not only to the school but also to the environment as it is extended to other schools and they adopted the Lemery Pilot ES's best practices and to the community as well, as it needs to be nurtured and protected.

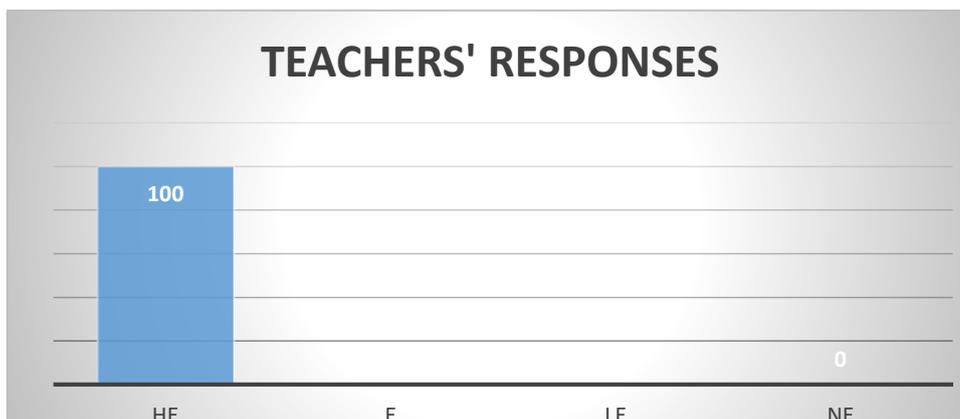
The graphs show the summary of the learners' and teachers' responses.

### Consolidation of the Learners' Responses



It can be gleaned in the graph that out of learners, 2120 or 80% demonstrated highly evident perception towards the importance of peace. On the other hand, 531 or 20% of the learners answered evident. This can be attributed from the positive behavior of the school manager and of the teachers towards work.

### Consolidation of the Teachers' Responses



It can be gleaned in the graph that 100% of Lemery Pilot ES teachers absolutely demonstrated a very positive behavior and collaboratively work towards common goal which is to protect and nurture the environment.

Based on the consolidated results, the great impact of the project is too evident. Reflected on the feedback forms answered by 2651 learners and 83 teachers as respondents, they have high regards in terms of the significance of the culture of peace.

## 12. Resources used for programme implementation

In order for a certain project to be successfully implemented, proper planning and management of resources are needed to carry out all the proposed activities and tasks. Behind the success of the abovementioned project were resources with equal importance

- Human Resources- The people behind the successful implementation of the program are the LPES learners, teachers, school head, parents, NGOs like Taal- Lemery Pediatric Circle, Taal- Lemery Medical Society, Rotary Club of Taal- Lemery, LGUs like the Municipal Social Development Office (MSWD), Bureau of Fire Protection (BFP), Philippine National Police (PNP) and barangay officials

- Financial Resources- Program We Are One was funded through donations coming from the LPES Alumni, private individuals, PTA Fund, Canteen Fund and School's Maintenance and Other Operating Expenses ( MOOE )

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

The best indicator to find out whether the school has succeeded in its venture or the other way around, better evaluate the impact of the project. As the school had been trying to find out what effect the project is having on people, organizations and external physical environment, assessment tool and narrative report were presented. Tracking down the record the first two years of implementing the project, it couldn't be denied that the school benefited much as reflected in the outcome of it. This year as the project evolved, generally, the aim of the school is not to gain from the community and other resources but what the community could gain from the project, but as the intention is good the school itself also benefited from the project.

From the WE ARE ONE PROGRAM being conducted in our school, the following impacts/ benefits were achieved:

The pupils, teachers, parents and the community had greater awareness and sharper understanding on the significance of an established culture of peace. They learned how to respect, be united, to love, and observe peace and order.

The program created an effective and sustainable avenue for students' involvement, and enhance their awareness in promoting peace in the school and community.

The stakeholders fostered a sense of cooperation and support within the school community.

The pupils, teachers and the community manifested transformation in their attitude and behavior towards caring, loving, respecting and helping other people. Positive changes on the behavior of teachers and pupils to other people had increased in high level.

Furthermore, the WE ARE ONE PROGRAM has engaged and contributed to the development of local community as the barangay adopted the school practices.

60 districts and school conducted their benchmarking of practices which made the WE ARE ONE program of Lemery Pilot ES beneficial to others. These results, have revealed the effectiveness and benefits of the WE ARE ONE PROGRAM to students, teachers, parents and the wider communities.

### 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>)

**We are One** as a banner program of Lemery Pilot Elementary School in promoting a culture of peace in schools and communities has integrated different activities that are interrelated with other Sustainable Development Goals (SDGs).

The program plays a vital role in the enhancement of the learners' knowledge, skills and attitudes through the integration of peace education in the teaching and learning processes in different learning disciplines (**SDG 4, Quality Education and lifelong opportunities for all**) as well as the conduct of symposia relevant to the promotion peaceful and harmonious relationship with one another whether they are Roman Catholic, Muslim, member of other religious sect or even one of the indigenous people (IP) like Aeta or Badjao (**SDG 16, Peaceful and Inclusive Societies**) in which everyone not just pupils but teachers, parents, other school cohorts and community people regardless of age, gender, cultural background and status actively took part in the school's advocacy (**SDG 4, Gender and Equality**).

Recognizing the immense contribution of this program, **Project We are One** was able to tap the support and involvement of different stakeholders (**SDG 17, Partnerships for the Goals**) which became active partners

of the school in the planning, implementation, monitoring and evaluation of the activities as well as in crafting plans for sustainability.

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

Plan for sustainability:

For sustainability, as it is observed that the school has developed a culture of shared responsibilities. The school together with external stakeholders crafted a monitoring and sustainability form in order to track the success and maintenance of the program with the sub projects with its strategies and activities. To sustain there is a time frame in performing all the suggested activities in promoting and sustaining the comprehensive management plan. The designed management plan is also open for refinement to offer the best activities to be able to hit the vision of having a peaceful community with people who forever love and respect each other.

Plan for scaling-up/expansion:

The program is designed for expansion of which all of the strategies and activities offered are worth and easy to be replicated. This program can be adopted by everyone even schools and communities with meager financial capacities because most of the resources can be performed by volunteers and public servant.

16. Achievements from the school’s programme “Building Peace in Schools and Communities”

DSWD Recipient of ZERO VIOLENCE SCHOOL  
Lemery District Child-friendly School

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) Management Plans with supporting mode of verifications
- Document 2) Teaching Materials, Slide Deck
- Document 3) Daily Lesson Logs, Leaflets, Posters
- Document 4) Student Worksheets, Outputs, Student’s Reflections
- Document 5) Manuals

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

Photo1



The school extended their services in order to know the culture and tradition of the Aeta. The activity was able to establish the culture of peace that resulted with a harmonious relationship

Photo 2



As part of the school's initiative to establish a good working relationship among the students, teachers, parents and other stakeholders and community people LPES enjoined them in the mangrove planting activity at Brgy Palanas, Lemery. The said activity also raised their awareness about environmental concern.

Photo 3



Philippine National Police (PNP) officers of Lemery partake peace education campaign and activities of the school under the "We Are One Program"

Photo 4



To develop a culture of peace and unity among our learners, peace education is incorporated in the teaching learning process in the different learning areas in all grade levels.

Photo 5



LPES holds a PEACEtival , an activity showcasing the talents of the diverse learners like dancing, singing acting and illustrating to promote peace and unity in the school community.

### 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 16 September 2019 (extension)**.
2. The deadline of entry submissions is **Monday, 16 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](mailto: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.)**

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**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](mailto: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

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