

SEAMEO-Japan ESD Award

Supporting Partner



BUILDING PEACE IN SCHOOL AND COMMUNITIES

“ESTABLISHING PEACE CULTURE IS THE WORK OF EDUCATION”

SAIM (SEKOLAH ALAM INSAN MULIA) JUNIOR HIGH SCHOOL

SURABAYA, EAST JAVA, INDONESIA

2019

PART I: Details of School

1. Name of school: SAIM (Sekolah Alam Insan Mulia) Junior High School
2. Full address: Jl. Medokan Semampir Indah No. 99-101, Surabaya, East Java, Indonesia
3. Postcode: 60119
4. Country: Indonesia
5. School's telephone number (country code+city code+telephone number):
+62 31 5920033
6. School's fax number (country code+city code+fax number): +62 31 5920033
7. School's email Address: info@saim.sch.id
8. Name of the Head Master/Principal/School Director: Kun Muchsinan, S.Si
9. Name of the Teacher Coordinator: Dwi Setyaningsih, M.Pd., M.Sc
10. Email address of the Coordinator: dwisetiya86@gmail.com
11. School website: saim.sch.id
12. Educational level: Junior High School
13. Total number of teachers in your school: 16 teachers
14. Approximately number of teachers participated in this programme: 16 teachers
15. Total number of students in your school: 132 students
16. Approximate number of students participated in this programme: 132 students

PART II: Information about the School's Programme

1. Title of the school's programme

Building Peace in School and Communities

"Establishing Peace Culture is the Work of Education"

2. Summary of the programme

SAIM as one of education institution aware that establishing peace culture is the work of education. For building peace in school and communities, SAIM have already conducted some programs which involved teachers, students and communities who have the same purpose promoting cultural peace through deep and touching activities in SAIM. These are some project peace conducted by SAIM:

1. Inclusive education

SAIM Junior High School provides inclusive education for all students, as a

means providing an appropriate education for general students and students with special educational needs and disabilities. In other words, inclusion can be defined as serving students with a full range of abilities and disabilities in the general education classroom, with appropriate in-class support. This program focus on education developments for students with special need education which sought to provide them with the same educational opportunities and choices as all other students. In the SAIM Junior High School, Students with special need learn together in the general education class, with the ratio 2 students with special need in the general class (approximately 17-20 students). From the classroom, the students learn to respect the differences and caring each other. Moreover, for giving appreciation for students with special need, SAIM has been conducted “inspiring expo” by showing all the creative projects products making by students with special educational needs and wonderful talents show of students. This program also providing inclusive education workshop from the experts’ collaboration for parents and communities.

2. Students exchange program

Student exchange program is a program in which students study abroad at institution’s partner school. In this case SAIM has sister school program with COMO Secondary College, Pert, Australia. Student exchange programs provide students with an opportunity to study in a different country and environment experiencing the history and cross culture understanding of another country, as well as meeting new friends to enrich their global perspective. Exchange students live with a host family or in a designated place such as a hostel. This is the effective ways to appreciate the cultures and customs of other countries. Moreover, in this year 11 SAIM students will go abroad to Yonggang Middle School of Korea. They will learn about Korean culture, immerse in learning process in the class and spend time together with foster parent. They also have the mission to promote Indonesian culture to the Korean people such as giving traditional dancing performance, using *batik* cloths and deliver presentation about wonderful Indonesia.

3. Peer counseling program

Peer counseling is a helping process that involves one-on-one interaction or interaction between members of a group students, who have several things in common. It is a way of relating, responding and helping students, aimed at exploring thoughts, feelings, issues and concerns, with the hope of reaching a clear understanding and make informed decisions. Peer counseling program should also involve students in expressing their own ideas, and cooperating with each other in order to solve conflict management

and resolutions, eliminate violence in students' lives and in communities. Peer counselor conducted in SAIM since 2017 was effective. The peer students are able to understand and relate to certain issues for helping other students manage their conflict. And as they are trained, peer counselors provide listening, support and alternatives to the students, while avoiding dishing out advice. With the training, a student should have certain qualities to become a peer counselor, such as active listening skills, without being intrusive; Empathy and sensitivity; They must keep the student's information confidential; Good communication skills and the ability to dig deep into a student's issues and nature.

4. Homestay program

Homestay program provides the student a unique opportunity which never experience in urban area. Helping the village people work in the gardening flower, farming and harvesting carrot, cultivating of dairy cow and sheeps and do some of their daily life in the village. Knowing deeper of Claket Village (Mojokerto, East Java, Indonesia) culture and its heritage. Homestay program is a sequence activities in bravery survival program of SAIM students. This program is unique and will give students experiences of village life and immerse them in real way of life. Stay amongst the family in the village sharing laugh, tough and also get fun with the local village people in their original environment. Through this program students will learn to respect, empathize and give the meaning how to learn to live together with others.

5. Let's Do 5S Habits in Greeting

Let's do 5S (*Senyum, Salam, Sapa, Salim, Santun*) habits in greeting is one of peace education program in SAIM that invites all school members to smile, greet one another and behave politely to everyone. "*Senyum*" means give your smile to everyone; "*Salam*" means give greeting to everyone sincerely; "*Sapa*" means give respect when you meet everyone; "*Salim*" means give respond to everyone by shaking hands (for the same genders) and by closing hands (for different genders) as a Muslim; "*Santun*" means speak and behave politely to everyone. These habits are conducted to embedded peace in students feeling, reduce violence, and preventing bullying among students and communities.

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

Peace education program of SAIM Junior High School students is the sequences programs for building peace culture in school and communities. One and others programs are the hold system to support each other's. Preceded by the desire to provide school activities that can be enjoyed by all students, both general students and students with special educational needs, no-discrimination, preventing bullying and reducing violence among students and communities, and promoting of inter cultural understanding as a part of global citizenship, SAIM conducted peace education program with the theme "Establishing peace culture is the work of education". All of peace education program in SAIM (such as inclusive education, students exchange program, peer counseling, homestay program and let's do 5S habits in greeting), through deep and touching activities of SAIM's students experiences are expected to instill a culture of peace of students who are part of the communities and global.

4. Objectives/goals of the programme

The objectives of peace education "Establishing Peace Culture is the Work of Education" are:

1. To raise awareness of peace education in schools and communities;
2. To share and exchange knowledge and best practices on peace education in schools;
3. To promote Inclusive Education as a part of peace education in school;
4. To support inter cultural understanding of students through Students Exchange program
5. To prevent bullying among students through Peer Counseling program
6. To raise empathize and non-discrimination of students through Homestay program.
7. To raise peace feeling of students through "Let's Do 5S (*senyum, salam, sapa, salim, santun*) Habits in Greeting" program.

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

The whole peace education program at SAIM has been carried out for years. Inclusive education has been carried out since 2006, along with the establishment of SAIM Junior High School. As well as the homestay program and "let's do 5S habits in greeting" have been implemented since 2006. Student exchange programs have been implemented since 2011. Peer counseling programs have been implemented in since 2017.

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

Each peace education program has key knowledge, skills, attitude and behavior, which are expected to be developed for students. First, Inclusive Education is expected to raise student's understanding about the character of students with special educational needs so they can be caring and respect the differences each other, without discrimination in education. Second, Student Exchange programs. Through this program students can learn about cross inter cultural understanding from other countries. They also enrich knowledge about Indonesian culture and deliver presentations about that to the foreign countries such as Australia and South Korea as the sister schools for SAIM's students exchange program. They also learn to give appreciation and respect of the differences of custom and cultures from other countries. Third, peer counseling program that provide students' knowledge about how to be good counselor, helping to manage conflict and preventing bullying among students. They are also equipped with communication skills, observation skills, active listeners and critical thinking skills in counseling activities. Fourth, homestay program, involving students in the real life communities. Provide students the ability to learn how to life with others in society, to empathy with other and to respect for each job of others. Fifth, "let's do 5S habits in greeting" equipping students with feelings of peace, love, respect for each other and communication skills of students to be a good person.

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

Peace education program of SAIM Junior high school;

1. Inclusive education

SAIM Junior High school provides inclusive education for all students, as a means providing an appropriate education for general students and students with special educational needs and disabilities, with appropriate in-class support. In the SAIM Junior High School, Students with special need learn together in the general education class, with the ratio 2 students with special educational needs in the general class (approximately 17-20 general students). Two students with special need in regular class will be companied by special guidance teacher (therapist teacher), so in one class provide two teacher; general teacher (based on the learning subject) and special guidance teacher who collaboration together in class. SAIM was applying moving class for learning processes based on the learning subject. Moreover, for giving appreciation for students with special need, SAIM has been conducted "inspiring expo" by showing all the creative projects products making by students with special educational needs and wonderful talents show of students. This program also providing inclusive education workshop from the experts' collaboration for parents and communities. This program were supported by university level academician (such as UNTAG, UNMUH and UNAIR) that sharing knowledge and skills for improving inclusive education

implementation in our school.

2. Students exchange program

Student exchange program is a program in which students study abroad at institution's partner school of SAIM. In this case SAIM has sister school program with COMO Secondary college, Perth, Australia. Exchange students live with a host family or in a designated place such as a hostel. This is the effective ways to appreciate the cultures and customs of other countries. This program was conducted approximately 10 days. Before participate in this program, students should follow some selection process provided by the teachers. Not only in Australia, in this year 11 SAIM students will conduct students exchange program with Yonggang Middle School of Korea. They will learn about Korean culture, immerse in learning process in the class and spend time together with foster parent. They also have the mission to promote Indonesian culture to the Korean people such as giving traditional dancing performance, using *batik* cloths and deliver presentation about wonderful Indonesia.

3. Peer counseling program

Peer counseling is a helping process that involves interaction between counselor and students. Peer counseling program involve social interaction skills to promote peaceful relations among people, between human beings and the natural environment. Learning to solve problems and to think critically regarding issues of conflict and violence. Peer counselor conducted in SAIM since 2017 was effective. The peer students are able to understand and relate to certain issues for helping other students manage their conflict. The peer counselors are trained every 2 weeks by the school psychology. And as they are trained, peer counselors provide listening, support and alternatives to the students, while avoiding dishing out advice. With the training, a student should have certain qualities to become a peer counselor, such as active listening skills, without being intrusive; Empathy and sensitivity; They must keep the student's information confidential; Good communication skills and the ability to dig deep into a student's issues and nature. So they will ready to help other students to make decision to solve their problems. The counselors also have sharing happiness program in which they share knowledge about 'how to be good friend' etc. to others students and then sharing food/snack that will eat together.

4. Homestay program

Homestay program was conducted every year in Claket Village, Mojokerto, East Java, Indonesia. Every two students will stay in the one family in such village along 5 days approximately. So there are many family villages that contributed in this program. This program provide the student a unique opportunity which never experience in urban area. Helping the village

people work in the gardening flower, farming and harvesting carrot, cultivating of dairy cow and sheeps and do some of their daily life in the village. Knowing deeper of Claket Village (Mojokerto, East Java, Indonesia) culture and its heritage. This program is unique and will give students experiences of village life and immerse them in real way of life. Stay amongst the family in the village sharing laugh, tough and also get fun with the local village people in their original environment. Through this program students will learn to respect, empathize and give the meaning how to learn to live together with others.

5. Let's Do 5S Habits in Greeting

Let's do 5S (*Senyum, Salam, Sapa, Salim, Santun*) habits in greeting is one of peace education program in SAIM that invites all school members to smile, greet one another and behave politely to everyone. "*Senyum*" means give your smile to everyone; "*Salam*" means give greeting to everyone sincerely; "*Sapa*" means give respect when you meet everyone; "*Salim*" means give respond to everyone by shaking hands (for the same genders) and by closing hands (for different genders) as a Muslim; "*Santun*" means speak and behave politely to everyone. These habits are conducted every day to embedded peace in students feeling, reduce violence, and preventing bullying among students.

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

For implementing peace education program in SAIM we have teaching and learning approaches/strategies that the school has integrated for peace education:

1. Inclusive education;

In this program, subject teacher and therapist teacher (guidance teacher for student with special need) make collaboration for teaching and learning process. The therapist teacher will give the information about the development of student with special need (including cognitive, psychomotor and affective developments), so the subject teacher can make learning media and resources for such student learning process. The therapist teacher also has a duty to accompany and observes the student with special need. For teaching and learning process, the teachers have to provide variation of learning method that make all of the students interest and enjoyable to study. Through learning together, the students will respect to everyone, no-discrimination in learning process, and they will learn how to respect to others.

2. Student exchange program;

After follow some selection processes of students exchange program (including academic and interview tests), the students that accepted to participate in such program will get short course in

every week. The course was conducted every week at the school, to improve English skills, information about custom and culture of decision countries, skill for deliver presentation of Indonesian culture and also skills for traditional dancing performance. Through this program the students are discussing the values and attitudes towards diversity, cultural differences, tolerance, and human dignity.

3. Peer counseling;

Peer counselor conducted in SAIM since 2017. The peer counselor students are trained every two weeks, in Friday, by the school psychology. The materials are included: how to be a good friend, applied positive psychology for students, how to improve students' confidence, how to reduce bullying etc. Peer counseling involves social interaction skills to promote peaceful relations among people, between human beings and the natural environment. Learning to solve problems and to think critically regarding issues of conflict and violence.

4. Homestay program

SAIM homestay program was conducted by involving many family villages from Claket, Mojokerto district, East Java, Indonesia. This program provide the student opportunities for helping the village people work in their daily life such gardening fruits and vegetables, farming rice and cultivating fishes. This program is unique and will give students experiences of village life and immerse them in real way of life. Stay amongst the family in the village sharing laugh, tough and also get fun with the local village people in their original environment. Through this program students will learn to respect, empathize and give the meaning how to learn to live together with others in real community.

5. Let's do 5S Habits in greeting

Let's do 5S (Senyum, Salam, Sapa, Salim, Santun) habits in greeting are held through welcome picket of students to give respect and greeting to the students who come to school, the student's parent who take their children, and teachers who come to school in the morning. The students with a welcome picket every day will be accompanied by a picket teacher. Let's do 5S habits in greeting is one of peace education program in SAIM that invites all school members to smile, greet one another, respect when meet someone, and behave politely to everyone. These habits are conducted every day to embedded peace in students feeling, reduce violence, and preventing bullying among students.

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

Peace education in SAIM is a series programs that kept exist with the support and participation of various parties. There are school and community work together in planning and implementing the peace education program.

For the inclusive education, SAIM embraces psychologists, therapy teachers, subject teachers and students parents to put together a learning plan and learning evaluation. The students' parents are involved in observing student progress of academically, attitudes, behavior and skills of students while at home. The teacher needs the data to find out student development especially for peace education program. In the same way to organize an 'inspiring expo' one of inclusive program, SAIM involves parents and expert psychologists and lecturers from university relations (UNTAG, UNMUH, UNAIR) to provide support in seminar activities with the theme of "Deep and Touching stories of SAIM's students".

SAIM'S student exchange program involves sister schools to plan projects learning together while studying in Como secondary college Australia and Yonggang Middle school Korea. For the example, the collaborative project that was carried out about urban farming by making hydroponics project. Then, peer counseling program was implemented with the support from Surabaya government of education by providing training to the peer counselor. This activity was also supported by psychologist lecturers from the Muhammadiyah University of Surabaya (UnMuh) through a community service program at SAIM Junior High School by giving students and teacher training for counseling.

Homestay program was conducted by the support of Claket villager. Before homestay activities was carried out, the school principal and teachers have visited to Claket Village to survey and discuss with the residents who were going to become students' families. The discussion process included "what activities students in the house family in Claket; who are the house family for students' etc. The Claket villagers also have the opportunity to assess the student activities and learning process in there. For the "let's do 5S habits in greeting" program, SAIM involves all school members to smile, greet one another, respect when meet someone, and behave politely to everyone.

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
Psychologists from UNTAG (17 August 1945 University)	Provide information about inclusive education and students with special need; to be the keynote speaker in SAIM workshop of inclusive education "inspiring expo" in SAIM.

Name of Partners	Roles and Contributions
Psychologists from UNAIR (Airlangga University)	Support inclusive education in SAIM; Psychology consultant in SAIM; to be the keynote speaker in SAIM workshop of inclusive education “inspiring expo” in SAIM.
Psychologists from UNMUH Surabaya (Muhammadiyah University)	Support peer counseling program by giving training and motivation for counselor students; and conducted community service program related to the implementation of peer counseling in SAIM junior high school.
COMO Secondary College, Pert, Australia	Sister school partnert of SAIM junior high school; collaboration on project based learning (science, social and culture); provide host family for SAIM’s students; provide inter cultural understanding among countries.
Yonggang Midle School Korea, South Korea	School partnert of SAIM junior high school; collaboration on project based learning (through learning process in the class); provide host family for SAIM’s students; provide inter cultural understanding among countries.
Surabaya Government of Education (Dinas Pendidikan kota Surabaya)	Support peer counseling program; giving training for peer counselor of SAIM students for building peace education in school
Claket Villager (Mojokerto district, East Java, Indonesia)	Become a host family for SAIM’s students in Claket village during carried out homestay program; helping for observing and assessing student’s learning process during homestay program.
SAIM Students Parent through FORSAIM (forum for SAIM students parent) and FORCLASS (forum for class of SAIM students)	SAIM Students Parent through FORSAIM and FORCLASS committee always support SAIM program especially peace education for building peace in school and community.

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

1. Inspiring expo is an activity organized by SAIM to appreciate the work of creative students with special needs as part of inclusive education. SAIM provides the same educational opportunities to all students and communities. As an educational institution SAIM provides inclusive education that give the same chances for all students in general and students with special needs to get the best education programs. This program focus on education developments for students

with special need education which sought to provide them with the same educational opportunities and choices as all other students. Through learning together, the students will respect to everyone, no-discrimination in learning process, and they will learn how to respect to others. In this activity "Inspiring expo, deep and touching stories" also held a workshop about inclusive education for parents and communitites. This program provides an opportunity for the communities to know the characters of students with special needs so that they can give good treatment to these students. From the workshop, the communities learn to respect the differences of children and caring each other. This is one of Saim's contributions to foster a culture of peace in the community, especially for children with special needs

2. In homestay activities (in Claket village), students experiences of village life and immerse them in real way of life. Through this program students will learn to respect, empathize and give the meaning how to learn to live together with others. As the contribution to the communities in Claket, SAIM also carries out community service activities by involving students to teach the kindergarten students. They also held coloring competitions for kindergarten children in the village. The students from kindergarden Claket were invited to follow such competition. SAIM students, teachers and villanger were happy together to accompanied kindergarden students coloring pictures based on their ideas and creatifities. Moreover SAIM students conducted social service by cleaning the environment in Claket cillage. They clean the village environment, such as cleaning the drains water, pulling the weeds, and sweeping the villager yards. As the as an expression of gratitude to hostfam, saim carried out house renovations to two claket residents who had inadequate house. SAIM also helps repair the mosque in the village as a means of worship for Muslims. This is part of saim's contribution to realizing a peacefulof Claket communities.
3. Through student exchange activities, students of SAIM have the opportunity to deliver presentation to the global communities about the wonderful culture and nature of Indonesia. They also showed a good personality as a reflection of Indonesian society. SAIM students who take part in student exchange activities carry the mission of introducing art, culture, and the peaceful culture of Indonesian society and the natural beauty of Indonesia. Student exchange programs contribute to the wider community how to introduce Indonesian culture and nature to the people of other countries, which indirectly attract the interest of communities from other countries to visit Indonesia. This activity teaches students and the community to love and pride to Indonesia as part of the world.
4. Peer counseling is a way of relating, responding and helping students, aimed at exploring thoughts, feelings, issues and concerns, with the hope of reaching a clear understanding and

make informed decisions. Peer counseling program should also involve students in expressing their own ideas, and cooperating with each other in order to solve conflict management and resolutions, eliminate violence in students' lives and in communities. This program provides opportunities for educators and communities to teach counseling skills to students from an early age, which indirectly teaches them good habits in dealing with personal problems and the problems of their friends. Related to counseling activities, SAIM holds parenting program to the students parents and communities on the themes of "how to educate children in the industrial era 4.0". This activity is a form of SAIM's contribution to the community to care the growth and education of children as the next generation.

5. Let's do 5S (Senyum, Salam, Sapa, Salim, Santun) habits in greeting is one of peace education program in SAIM that invites all school members to smile, greet one another and behave politely to everyone. These habits are conducted to embedded peace in students feeling, reduce violence, and preventing bullying among students and communities. In addition, the 5S habits in greeting program also teaches the wider community to implement peaceful habits in daily life. Good community habits with the ability to greet, smile and be polite will bring peace and harmony in society. As part of its contribution to society, SAIM also conducts positive psychology training to the community and educators to foster positive psychology to appreciate their strengths and develop the potential diversity of each individual. This is part of the development of a culture of peace in schools and communities.

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

Monitoring and evaluation mechanisms:

For monitoring and evaluation program, SAIM teacher have to make teacher journal about certain activities on peace education program. Moreover, the principal always supervise teachers and students performances during conducting peace education program, through observation and interview. The teachers also have to make an article, photo or video about information of students and teacher activities of certain program that be held by SAIM. Through this method, it is hope that the school can improve the quality of certain program.

Summary of results:

A series of peace education programs in SAIM, (including inclusive education, students exchange program, peer counseling, homestay program and let's do 5S habits in greeting) with the title "Establishing peace culture is work by education", have been implemented well and effectively.

Each program has specific goals and activities aimed at fostering a culture peace for students and communities. Based on the observations and interviews from several teachers, students and communities, peace education needs to be implemented continuously to foster education for sustainable development program.

12. Resources used for programme implementation

Involving human resources: Principal, vice principal, subject teachers, psychologists, therapist teachers, students, villager from Claket, student's parents, consultant educations, communities etc.

Facilities: includes all of the equipment and material facilities needed for the implementation of the peace education program.

The location and place of the activity is adjusted according to the type of program

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

Peace education program in SAIM junior high school is the media and resource to raise awareness of peace culture in schools and communities; sharing and exchange knowledge and best practices on peace education in schools; promoting Inclusive Education as a part of peace education in school; supporting inter cultural understanding of students through Students Exchange program; Preventing bullying among students through Peer Counseling program; Raising empathize and non-discrimination of students through Homestay program; and also raising peace feeling of students through “Let's Do 5S (*senyum, salam, sapa, salim, santun*) Habits in Greeting” program.

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 implementation of Peace education program in SAIM junior high school (“Establishing peace culture is work by education”) consisted of inclusive education, students exchange program, peer counseling, homestay program and let’s do 5S habits in greeting; has the interrelationship with other Sustainable Development Goals (SDGs) including:

1. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all;
2. Reduce inequality within and among countries;

3. Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build affective, accountable, and inclusive institutions at all levels.
4. Strengthen the means of implementation and revitalize the global partnership for sustainable development

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

Plan for sustainability:

1. Monitoring and evaluating the implementation of peace education programs in SAIM;
2. Open minded, considering the constructive criticisms and suggestions for the implementation of peace education programs in SAIM;
3. Taking the chances for improving the quality of peace education implementation through participate in workshop, seminar, training etc. of peace education.

Plan for scaling-up/expansion:

1. Developing skills and be open-minded to the application of peace education in SAIM;
2. Establishing interrelationship with schools abroad to improve cross intercultural understanding through the student exchange program;
3. Lifelong learning from various resources and the experts to develop school programs

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

SAIM trusted by the community members as the place of joy, of apprenticeship, to develop characters values, to develop students' information literacy, to develop students' diverse potential, through all of the peace education programs are the part of the achievements of the SAIM 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) (Video: Let's do 5S Habits in Greeting by SAIM)

<https://drive.google.com/file/d/1vigIoJgIEbFRqkpkYp6nTAUTCqd1WhcH/view?usp=sharing>

Document 2) (Student's Learning Program for inclusive education)

https://drive.google.com/file/d/1_ybRu4t23q8ITpN_EXkQSbUbNJoB2X-v/view?usp=sharing

Document 3) (Evaluation report of learning for student with special need)

<https://drive.google.com/file/d/1pwk-igCVUbQwOoLU2Ma-9b3fs5u3sY3w/view?usp=sharing>

Document 4) (Peer Counseling Report)

https://drive.google.com/file/d/1UVC63_Gnr0nHWUUmZEgFVoPSuT72eUFR/view?usp=sharing

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



Picture 1. Danang (as one of student with special need) deliver presentation about human digestive system in general class with his team.



Picture 2. Project discussion between SAIM and COMO secondary college students in students exchange program.



Picture 3. Student activity (raising dairy cows) with house family in homestay program



Picture 4. Discussion process with peer counselor



Picture 5. Student's respect when meet someone as the implementation of "let's do 5S habits in greeting"