



MEXT

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

SEAMEO-Japan ESD Award

Theme for 2012: Education for Disaster Risk Reduction

Supporting Partners:



Bangkok Office
Asia and Pacific Regional
Bureau for Education



Bank of Tokyo-Mitsubishi UFJ

Submission Form of 2013 SEAMEO-Japan ESD Award

Theme: Values Education

The last day for submission of entries: 16 September 2013

- To participate in the 2013 SEAMEO-Japan ESD Award, please submit the information of your school's project/programme/practice/activity on Values Education in English language by using this Submission Form.
- The **digital format of this Submission Form** can be downloaded from the SEAMEO website: www.seameo.org or requested by sending a request to email address: seameojapan.award@seameo.org.
- The **guidelines for submission of entries** and the **judging criteria** are detailed in page 15-17 of this document.
- Schools must ensure that the SEAMEO Secretariat receives their entries by **16 September 2013**.
- More information, please contact the SEAMEO Secretariat, Bangkok (telephone number: +662 391 0144, fax number: +662 381 2587 and email address: seameojapan.award@seameo.org)

PART I: Details of Your School

1. Name of your school: **Keningau Vocational College** (current name starting 2013)
Formerly known as **Keningau Technical Secondary School** (during 1981-2011) and **Keningau Vocational Secondary School** (during 2012)
2. Full address: **Keningau Vocational College, Locked Bag No.4, 89009, Keningau, Sabah, Malaysia**
3. Postcode: **89009**
4. Country: **Malaysia**
5. Telephone number: **60+087+331091**
6. Fax number: **60+087+335451**
7. Name of the School Director: **Madam Siti Aisa Hj. Maidin**
8. Name of Teacher Coordinator: **Mr. Mohd Al Khalifa bin Mohd Affnan**
9. Email address: **counter_sk8@hotmail.com**

10. School website (if available):

- a. **www.kvkeningau.com** (official website)
- b. **www.facebook.com/kvkeningau** (Official Facebook Fan Page)

11. Educational level:

1. Pre-Diploma (Semester 1 & 2)
2. Diploma of Vocational Malaysia (Semester 3 to 8)

12. Number of teachers in your school: **140** (74 Males & 66 Females)

13. Number of students in your school: **882** students

14. Please provide the name of teachers and students who were/have been involved in the planning and implementation of this school activity/programme on Values Education.

Teachers:

All teachers are involved with the implementation of the camp. However, the full members of the workforce is attached together with this document under the file named ***VIVA Camp committee.pdf***

Students:

All students from the first year are involved directly with the camp.

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

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

1. Title of the school's programme

VIVA (Very Interesting Vocational Activities) Camp

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

VIVA Camp, as the acronym suggests being a Very Interesting Vocational Activities, is a fully prepared programme caters for the junior (freshman) of the school where it is carried out each year after the new students' enrolment. The camp first started on 1996 after a year Madam Siti Aisa (the current director) joined the workforce in 1995. The camp fundamental is to produce students that can practice good moral values and able to achieve excellency in life while contributing towards the peace and serenity of the society and nation through various physical activities, team building challenges, spiritual awakening (according to their religions), and also through series of seminars and talks from several government and non-government organisations (NGO). The venue of this programme varies from year to year, but during the recent years, it has been done steadily at the Teacher Training Institute, Keningau to support the Malaysia's Government suggestion in utilising the Government premises in handling any event or programme.

Until now (2013), the camp has successfully instilled many positive values among students and teachers alike and not to forget, the communities involved with the camp. The camp has changed its name from Motivational Camp (1995 to 2012) to VIVA Camp (2013) parallel to the Malaysia's government education policy to upgrade the school learning system to a Vocational based college education, and Keningau Vocational College, is one of the chosen schools to take part in the vocational transformation. VIVA camp activities never astray from its original fundamental even though it has been carried out since 1996, albeit there are some variations in activities to suit the current students' attitude and affairs.

Each year, almost 350 to 450 of year one students will be enrolled in this camp compulsorily (except those who have special medical condition) after a few months having familiarized with the college timetable and lifestyle. Together with the counseling teachers as the backbone of this camp, most of the teachers are required to participate as the camp committee members as it strengthens the bond between co-workers in this friendly college community. The camp would last from the duration of 4 days to 1 week, and it usually starts with a briefing two weeks earlier by the camp commander before the actual implementation. Some of the reminders to the students include bringing only the basic necessity for the survival such as sports attires, stockings, and shoes for the purpose of teaching them the modesty that one should have in life. Nobody among these hundreds of students is allowed to be treated special as all rewards and punishment will be given fairly and reasonably. The students are learning on how to survive in a difficult situation from day one until the end, while learning all the good values and ethics simultaneously, despite having all their luxury and comfort been taken away. Usually at the early stage of the camp, students would be exposed to series talk, and team-building activities that challenge the mind and problem solving skill. As the camp entered its second stage of the programme, more challenging and mind blowing activities that would test their physical, spiritual and emotional state are carried out. Humbleness and discipline are two of the many values that are taught during this stage and to ensure that the students capture the gist of this programme, feedback form is given and post-mortem is carried out at the end of this camp.

In conclusion, VIVA camp is one of the kind programme cater to bring out the best positive values in students, teachers and community involved around them. It is guarantee that this camp is a rare gem in Malaysia as no other school in the country has ever committed this far on a large scale of first year students to participate and experience the challenging yet educative camp for the entire week. It is needless to say that this camp is an innovative idea of a boot camp, spiritual camp, and education seminar with a little bit of extra creativity with the way it has been implemented throughout the year, all with the sole purpose of instilling **Values Education** in the heart of each students.

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

The school has created this programme a year after the prestigious director; Madam Siti Aisa entered the school. The history of the college is not as excellent as it appears to be now, because during the previous years of the school establishment, it has been considered as a school for the weak achiever. Those days, parents would not send their children here as it was underachieved, underrated and full of discipline problems. It was a last resort for students to be enrolled in due to the fact that the requirement to enter the

school was very low, or none at all. Keningau Vocational Secondary School, during those days, (1990s till 2000) was not a favorable school. Parents prefer to send their children to Daily Secondary School, Technical School, Science School or the prestigious Full Fledge Boarding School and making use the best of the system hoping for their children to be successful in the future.

This negative perception about this school has what made Siti Aisa changed her mind to fully transform the school to be the best. On 1996, together with a handful of idealistic teachers, she has created the Motivational Camp (now formerly known as VIVA camp) aimed for the year one students who have just entered school. The reason is to instill all the positive values at the very beginning before they venture further into secondary education. Like one of the famous Malay proverbs, '*if you want to bend bamboo, do it while it is green*'. Although the students have low results before they entered this school, the teachers here were willing to sacrifice time and effort with this camp to ensure that students here were well endowed with positive values benefitted from this camp.

4. School vision, mission and core values

School Vision:

Striving to establish an organization that have good competency in management and administration for the excellency of the school's community in various fields parallel to the nation aspiration and demand.

School Mission:

To produce excellent student in the field of academic, co-curricular and personality in harmonious environment through systematic and efficient management culture.

School Core Values:

Each individual of the school must strive to create a wonderful, astonishing and interesting school environment to produce a suitable atmosphere for the process of teaching and learning while increasing academic performance and instilling values education.

5. Objectives/goals of the programme

1. To ensure that the students realised that they have potential to become excellent individual and a good leader.
2. To help students in solving learning problems
3. To help students knowing and understanding themselves and the others in order to develop a positive individual growth.
4. To develop the sense of atonement for the secluded case students so that they will not be involved with social problem that can damage their future.
5. To transform student that have good value, to be even greater in respecting the school rules and obtaining excellent result in examination.
6. To produce a well-endowed student that follows discipline, have a good insight and quality, and also well refined in cultural differences.

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

1. **Modesty** – Through the physical appearance that the students are wearing and things that they are bringing to the camp. It also being instilled in the experience that they will go through. Everybody wears the same type of clothes, eat the same food and share the same bed regardless of their status quo.
2. **Faith** – In the camp, there are times where students from different religious background (in this case, it is Christian and Muslim) go to their own respective religious group to listen and comprehend their own belief so that their faith will become stronger.
3. **Respect** – Students must refer their own teachers as Sir or Madam, and they must respect the camp rules no matter how simple it is. They will also been taught on how to respect their leader and know who is in charge of the current activity so that they will not blindly follow people around without knowing what is right or wrong. Lots of activities inside the camp, such as the team building activity, teach on respect towards others.
4. **Cooperation** – The students are of course, will be taught about cooperation through lots of team building activities. During time like this where every resources are limited, every students are being tested to see which team is the best in overcoming challenges.
5. **Honesty/Truth** – The value of honesty or truth is being taught when the students keep their 'treasure' safe from the teachers who have been assigned to seize the 'treasure' away with various methods. It is to teach the students on how to answer honestly within their activities.
6. **Love** – Love is instilled when the relationship between their friends in team building activities is being

tested. They will be put through in a series of challenge in order for them to learn about love and in the camp, there is a session where students is being exposed to a non-visual drama (sort of like a radio drama) about family and love.

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

The VIVA camp has been carried out every year since **1996** up until **2013** and will be continuing every year. The camp duration is **5 days**, according to the situation on the given year.

8. Activities (Actions and strategies of implementation)

As mentioned before, there are slight changes in activities from year to year of implementation in this camp to suit the resources and students' background on each year. So here are the action and strategies of implementation taken from 2011, 2012 and 2013 respectively. Please refer to *VIVA Camp tentative.pdf*

Day 1

- **'Ice Breaking' session** – to instill LOVE among the students and teachers who acted as facilitator. This activity required students to do lots of introduction activities such as the *birthday game* to make them familiarized with their own friends' birth date and place. Take note that this is a large scale group so there will be 30 groups of 13-15 students in each. Getting to know everyone with this activity was surprisingly effective.
- **Faith sharing activity** – This was done every day during the dawn or during the praying time from 6 p.m. to 8 p.m. It served the purpose for the Christian and Muslim to understand their religion and faith better under Malaysia National Principles. It is important because in Malaysia, we live in a diverse cultures and religions.
- **Group Activity 01** – 'Name on a Chain' activity. This activity required students to sit in a circle. Starting from the facilitator, he needs to introduce himself to the group by telling his real name, his hometown, hobbies, interest and ambition. After he has finished, the next person on the right would continue by saying the facilitator's name, and introducing himself. The next person would continue by saying all the persons' name that have introduced themselves and followed by his own. This activity ends when the last person managed to get the entire names right.

Day 2

- **National Civics session** insight by the National Civics Bureau, Malaysia – It taught the students the essence of tolerance among the diverse culture in Malaysia. This half hour session is being done every day starting from Day 2 until Day 5.
- **Group Activity 02** – 'BINGO'. To strengthen the bond of Love between group members. Everyone needs to understand that although the person appears differently, he or she might have the same interest as you. The gameplay is like bingo where each player needs to match the same pre-prepared interest with their friend. The game ends when a player managed to fill the bingo boxes with friends' signature of the same interest.
- **Talk 01 'Attitude affects life'** – A talk by a lecturer from a well-known local university in Sabah. This talk provides necessary information and realization towards the students' attitude about life. It is important as lots of values can be taught formally during this session and the students well aware of the process happened during the talk. This talk lasted for one and a half hour.
- **Talk 02 'Students involvement against crime'** – This talk is usually given by the Officer from the Keningau Police Department. It has lots of visual aids to enable students to get a clear picture of what are crimes and the bad effect of crimes in this peaceful community.
- **Group Activity 03** – 'My Team'. This activity instill lots of values educations such as Love, Cooperation and respect as this activity is what made the group stays together. It requires students, as a group, to complete a little project about their team. This includes creating their team name, logo, ethics, motto and their very own flag. At the end of the session, each chosen groups would be asked to present their project to everyone.

Day 3

- **Recruit training (Commando style)** – One of the famous activities that challenge the students physical and mental to the optimum level. This activity involved creating controlled tension and extrinsic motivation to everyone involved through a series of physical activities to overcome obstacles. Several check points have been set up across the small jungle behind the camp site. Alongside the challenge, there will be some teachers who are assigned to be the 'bad man' or antagonist of the activity, with the purpose of creating pressure to the team. This would teach them on how to be cooperative and loyal to the people around them. The activity lasted around 6 hours.
- **Nightfall adventure** – This is also one of the famous activities that keep the spirit of the VIVA camp alive. Suitable with its name, it is done during the night time and the track is slightly astray from the Recruit training during the day. Every group, together with the facilitator, would be assigned torchlight

to guide them during the journey. Maintaining the same concept and to make sure that their safety is the ultimate priority, checkpoints have been set up and there will always be security to observe every inch of their movement, from afar. At the checkpoint, each of the team will be tested with unrealistic order and weird instructions. All with the purpose of instilling them with respect and determination. The activity lasts for around 6 hours too.

Day 4

- **Group Activity 04** – ‘Post Mortem Nightfall Adventure’. This is just a wrap up of the activity that they have gone through the night before. It is similar to the revision technique that the teacher is practicing in the classroom. Students are being asked about their feeling, and their reaction of the various obstacles that they had to encounter the entire night.
- **Group Activity 05** – ‘Marching’. Students are being taught to march like a recruit by the camp commander. It is compulsory for the students to participate and march until every student able to move simultaneously without errors. This usually takes around 3 hours to instill discipline among them.
- **Group Activity 06** – ‘Cultural Night’. The night of cultural exchange where students from different background are required to showcase their talents to everyone about their culture. As this is a group activity, students need to choose a culture that resembles the unity of the group, parallel to the vision of the Prime Minister to cultivate the spirit of 1Malaysia among citizens. Activity includes short sketch, cultural dance, a brief history of certain culture, and the singing of traditional song.
- **Talk 03 ‘Recall Session’** – Usually the signature activity of the whole VIVA camp. On that night, several teachers will be assigned to act as the actor, and students would be gathered at the assembly point. The activity must be done at night time as it is more efficient to instill the sense of repent and regret among students. The script that will be acted out were carefully chosen and discussed beforehand among the counseling teachers, so that it would have the most impact, touches the heart and dampen the spirit even the most stubborn student. Usually, the script is about a family and the students would imagine themselves to be the son or daughter of that family. It reaches its climax when the students cried over the parents ‘death’ or ‘sorrowfulness’, as acted. After the recall session end, floor would be opened to any students who want to share their family story. Normally, most of the students would cry and teachers would have to comfort them.

Day 5

- **Closing ceremony** – Award giving ceremony and the closing speech by the director to signify the end of the camp. This is to ensure that every activities and people involved in this camp will be appreciated. Extrinsic motivation in the form of hampers and certificates were given unswervingly to boost up the level of values in everyone’s heart.

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

There are lots of pedagogies approaches that have been used in teaching values in school. In general, every subject that teachers teach in school is also a fragment of teaching values. Here are the details of each teaching strategies or pedagogies use in larger scale:

1. **Moral & Islamic Studies** – classroom learning of values. The students have 2 hours a week to learn about values, faith and belief. Sometimes there will be physical activities at the hall to make learning more interesting. For the muslim, there will be practical approach at the praying room so there is a hands-on experience.
2. **5S teaching strategy**– 5S is a workplace organization that uses a list of five Japanese Words: *Seiri, Seiton, Seiso, Seiketsu, & Shitsuke*. This is a very good teaching strategy especially to discipline the students and teachers alike to be organized, neat, systematic & clean. The school has implemented 5S officially in all of its premises and protocol starting 2011. They need to clean up their classroom everyday 15 minutes before the start of the first lesson and 15 minutes before the end of the last lesson. It has also been implemented in the school vocational workshops, labs and special assigned rooms. This teaching strategy has also been used in the camp.
3. **Productive pedagogies** – A teaching approach use to teach the students to be creative and innovative. It is applied when some of the teachers held certain event like an act or musical performance to showcase the students’ talents. It also teaches them to be modest and brave on stage. This is applied many times in VIVA camp as most of the times, chosen random students are required to stand up and speak.
4. **Team Building Module** – this module is solely used during the VIVA camp each year. The module is distributed (after being improvised) among the facilitators to teach the students on how to discover themselves and the people around them. Although it sounds simple and direct, module is needed for outsider to evaluate the effectiveness of the system. (*refer to VIVA camp TB module.pdf*)

10. Programme monitoring and evaluation mechanisms and summary of results

Programme monitoring and evaluation mechanisms:
 It has been done as a standard operation procedure namely **before (pre), during (while) and after (post)** programme.

Pre programme monitoring –

1. Series of meetings for the teachers to ensure everything is well prepared.
2. Briefing and health examination for the students to ensure they are free from hazardous risk.
3. Checklist of equipment, modules, activities and campsite by the camp commander and teachers in charge to ensure the safety of people involved.

Mid programme monitoring –

1. Constant checking on students health level to ensure their safety
2. Every checkpoints of any physical challenges, has been prepared a document for facilitator to record all 30 groups to ensure their safety.
3. Briefing of the programme before any activity starts.
4. Constant observation by the Civil Armed Force (Kadet Pertahanan Awam) and security.

Post programme monitoring –

1. Ensure that 5S method is practice throughout the entire camp.
2. Evaluation form for the students and teachers to get their feedback.
3. Post mortem meeting for the teachers for reflection and report purposes.

Evaluation mechanism: feedback form is prepared for students and teachers to be filled up on the last day of the camp. Feedback form is attached together with this document for reference.

Summary of results: As translated from the counseling yearly report book of this programme, *‘this camp brings a lot of impact to the participants. Almost 98% percent of the students stated that they are satisfied with the activities. After participating with the programme, they feel to be more disciplined and know themselves better. All of the participants said that they are becoming more patience, hardworking, more confident and have the urge of improve themselves on their own. Besides that, they feel that their relationship with friends and teachers are becoming closer.’*
 There are also lots of weaknesses that need to be improved from time to time and each year it is improving drastically after the post mortem. *(refer to VIVA camp evaluation form)*

11. Resources used for programme implementation

This is the estimate cost and resources used during the programme implementation:

Item	Cost (Malaysia Ringgit RM)
1. Meals for the facilitators and members of the workforce	RM 3000.00
2. Equipment for the workforce members	RM 400.00
3. Hampers for participants	RM 240.00
4. Equipment for group activity	RM 200.00
5. Documentation	RM 40.00
6. Miscellaneous (others)	RM 200.00
GrandTotal: RM4080.00	

*Note that this programme is under school activity, so students’ meals and such is being provided the hostel dining hall supplier.
 **At the site, the students stayed in a tent provided by the school and teachers gone back home to cut the cost. On duty teachers stayed at the site small hut.

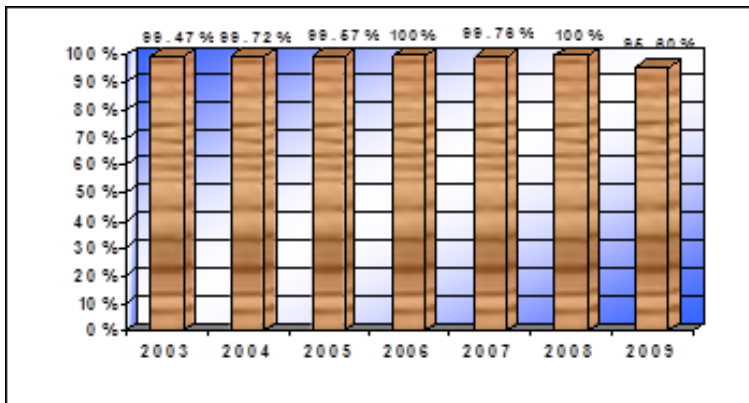
12. List of partners, local government bodies, companies or development agencies who have participated in the planning and implementation, including their roles in the activity/programme.

Name of Partners	Roles or contributions
a) Keningau Police Department	Talk on ‘students involvement against crime’
b) University of Malaysia, Sabah	Talk on ‘attitude affects life’
c) Civil Defense Force, Keningau	Securing the camp perimeter
d) Teacher Training Institute, Keningau	Providing place for VIVA campsite
e) Open University Malaya (during 2006)	Talk and seminar during the camp
f) Keningau Government Hospital	Health talk and seminar
g) National Civics Department	National Civics Session

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

Teachers – Becoming more productive, hardworking and determine to teach the students after knowing their personalities during the VIVA camp.
Students – As mentioned before, becoming more disciplined, patience, hardworking and confident. They are not afraid to take risk and more outstanding than before.
Parents – Interested to take more part in helping their children to receive the best education from the system. Willing to give permission for their children to participate and becoming more trustworthy of the school.
Community – Interested to sponsor and involved more in the school activity. Started to recognize the school as no longer a dumping ground for the weak. The bar (quality of the school) has been raised.

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



Passing level of SPM (Malaysia Education Certificate) of the second year students from 2003 until 2009. Almost 100% passing rate compared to before the camp.



Translated – Some of the school achievements:

- Quality Achievement from the Ministry of Education National Level in 2000
- Safety, Cleanliness and Environmental Beauty Awards National Level in 2001
- 1st place on Sabah Landscape Award in 2004
- 1st place on Technical School Excellency Award in Science Lab organization National Level in 2003
- Excellence Library Award Regional Level in 2004
- 3rd place in Excellence Library Award National Level in 2006
- 1st place in Excellence School Award National Level in 2007
- 2nd place in Quality Financial Management, Ministry of Education National Level in 2009
- Audit without Query certificate – Excellent Financial Management in 2010
- 1st place in Malaysia Independence Day award National Level in 2010
- Recognition certificate of Quality Environment 5S practice in 2011 by the Malaysian Productivity Corporation (MPC)

15. Plan for sustainability and plan for the future

Plan for sustainability:

This programme will be held every year without failure for the first year student. This is to ensure the newly enrolled students to have good values and ethics. VIVA camp will be highlighted every year during the yearly annual school (now college) meeting. Suggestions from the community will be taken seriously to ensure that this camp for the school is sustained throughout the upcoming years.

Aids and sponsors from various private sectors will be maximized as more funding will mean more impact to the VIVA camp. Infrastructure can be added and improve at the campsite, and the school can expand their network to various institutions for students' future prospect.

Plan for the future:

Based on the post mortem meeting and feedback from the people involved, VIVA camp will be done with greater impact and with more interesting method to suits the current trend of students. The use of Information Technology will be implemented in the upcoming years.

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

- Attachment 1) VIVA camp committee.pdf
- Attachment 2) VIVA camp tentative.pdf
- Attachment 3) VIVA camp TB module.pdf
- Attachment 4) VIVA camp evaluation form.pdf

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

Photo1



Students are waiting for the briefing from the camp commander before the start of the VIVA camp 2013

Photo 2



Students are setting up their own tents for the camp

Photo 3



One of the activities in a checkpoint during the **Recruit Training**

Photo 4



One of the activities in a checkpoint during the **Nightfall Adventure**

Photo 5



Activity during **recall session**. The student is reading an extract left behind by his 'mother'

Photo 6



The camp will not forget those who celebrate their birthday today!

Photo 7



The girls are being punished for not following orders

Photo 8



The best flag winner!

Photo 9



KOLEJ VOKASIONAL KENINGAU | BEG BERKUNCI NO.4, 89009, KENINGAU, SABAH

Picture of the whole first year students after the closing ceremony has ended.



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Theme for 2012: Education for Disaster Risk Reduction

Supporting Partners:



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Guidelines for Submission of Entries

1. Schools can submit information about the school's project/programme/activity/practice related to the theme "Values Education" between 1 May to 16 September 2013. The deadline of entry submission is **Monday 16 September 2013**.
2. The school project must have been completed or continued within the past three years.
3. Each school can submit only one entry.
4. Any school project related to the Education for Disaster Risk Reduction will not be considered as this area was the theme of the 2012 SEAMEO-Japan ESD Award.
5. The submission of the school's programme must be done through the template "**Submission Form of 2013 SEAMEO-Japan ESD Award**". The Submission Form can be downloaded from the SEAMEO website: www.seameo.org or requested by sending an email to the email address: seameojapan.award@seameo.org.
6. Details about the submission of information about the school must adhere to the following format as in the Submission Form:
 - a) Part I - Information about the school;
 - 1) School name and contact details
 - 2) Brief information about the school such as number of teachers and students and educational level
 - 3) Details of the team members
 - b) Part II - Information about the School's Values Education programme;
 - 1) Title of the school's programme
 - 2) Summary of the programme
 - 3) Background information or reasons why the school created this programme
 - 4) School vision, mission and core values
 - 5) Objectives/goals of the programme
 - 6) Values that the school aims for within the programme and/or definitions
 - 7) Period of time when the programme was or has been implemented
 - 8) Activities (Actions and strategies of implementation)
 - 9) Teaching strategies or pedagogies used for teaching values in the school
 - 10) Programme monitoring and evaluation mechanisms and summary of results
 - 11) Resources used for programme implementation
 - 12) List of partners, local government bodies, companies or development agencies who have participated in the planning and implementation, including their roles in the school programme

- 13) Benefits/impacts/positive outcomes of the programme to teachers, students, parents and the community
 - 14) Proof of achievement from students, teachers, and the community
 - 15) Plan for sustainability and plan for the future
 - 16) List of attachments such as a copy of the school plan, learning/ teaching materials, samples of student worksheet, manuals, etc.
 - 17) Photographs related to the project (maximum of 10 photographs with captions in English)
7. Information about the school programme (Part II as above) **should not be over nine (9) pages of A4 in total**. The information should be written in **Times New Roman font, 11-12 point size**. (A half-to-one page A4 sheet about the project overview should be included.)
 8. Information about the school project and the photo captions must be in English. The teaching and learning materials can be in local languages, however a brief translation in English should be provided.
 9. All submissions should include related photos. (Maximum of 10 photographs with captions in English)
 10. Schools should provide permission to use the submitted information, including photographs for publication purposes.
 11. Schools can submit the "Submission Form of 2013 SEAMEO-Japan ESD Award" and materials to the SEAMEO Secretariat by
 - a) Email: seameojapan.award@seameo.org and/or
 - b) Send a **CD with digital files** or printed documents by post to:

SEAMEO-Japan ESD Award
SEAMEO Secretariat
920 Sukhumvit Road
Klongtoey District,
Bangkok 10110, THAILAND.
 12. All entries submitted to the SEAMEO Secretariat will be acknowledged. If the school has not received acknowledgement of receipt from the SEAMEO Secretariat within one week, please contact the SEAMEO Secretariat (Email: seameojapan.award@seameo.org).

Judging Criteria

The judging committee will consider the following criteria in selecting the winning schools:

1. Strategy/ modality of implementation

- Values are emphasised and incorporated into school policies, management plans and teaching and learning programmes across subjects.
- The school has a clear plan for the development, implementation and promotion of school value systems.
- Clear teaching strategies for the effective teaching of values to students, both in and outside classrooms, are emphasised and applied by teachers.
- Appropriate and effective methods and resources are used to implement the programme to teachers, students and communities.
- Monitoring and evaluation mechanisms or processes are identified to safeguard the immediate and long-term outcomes of the programme.

2. Innovation and creativity

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

3. Reliability and achievement

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

4. Participatory and inclusive

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

5. Sustainability

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

6. Impact

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

Contact Information

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