



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

United Nations
Educational, Scientific and
Cultural Organization

Submission Form of 2018SEAMEO-Japan ESD Award Theme: Applying Local Wisdom for Environmental Conservation

The last day for submission of entries: 3September2018

- To participate in the 2018SEAMEO-Japan ESD Award, please submit the information of your school's project/programme on "Applying Local Wisdom for Environmental Conservation" 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 an email to: seameojapan.award@seameo.org.
- The **guidelines for submission of entries** and the **judging criteria** are detailed in page 11-13 of this document.
- Schools must ensure that the SEAMEO Secretariat receives their entries by **Monday, 3September 2018**.
- More information, please contact the SEAMEO Secretariat, Bangkok (telephone number: +66-2391-0144, fax number: +66-2381-2587 and email address: seameojapan.award@seameo.org)

PART I: Details of Your School

1. Name of your school:**Ayao-Iyao Elementary School**
2. Full address:**Ayao-Iyao, Lemery, Batangas**
3. Postcode:**4209**
4. Country:**Philippines**
5. School's telephone number (country code+city code+telephone number): ...**None**
6. School's fax number (country code+city code+fax number):**None**
7. School's email Address: **ayaoiyaoelementary@gmail.com/elementary.ayaoiyao@yahoo.com.ph**
8. Name of the Head Master/Principal/School Director:**Aireen V. Hernandez**
9. Name of the Teacher Coordinator:**Leopoldo N. Garcia**
10. Email address of the Coordinator:**leopoldo.garcia002@deped.gov.ph**
11. School website (if available):**None**
12. Educational level (Such as Kindergarten 1 to Grade/Year 9):**Kindergarten To Grade 6**
13. Total number of teachers in your school:**15**

14. Approximately number of teachers participated in this programme:15

15. Total number of students in your school:.....533

16. Approximate number of students participated in this programme:533

PART II: Information about the School's Programme

The information of part II from no.1 to 13 should be no longer than nine (9) pages long of A4 in total. The information should be written in Times New Roman font, 11-12 point size.

1. Title of the school's programme

I HOLD BIG (Intensifying Holistic and Organized Livelihood Development through Bio-Intensive Gardening)

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

I HOLD BIG is a school-initiated program of Ayao-Iyao Elementary School which is anchored in different nationally and even internationally implemented projects like BIG of the International Institute of Rural Reconstruction, Gulayan sa Paaralan Program (GPP), High Value Crops Development Program (HVCDP), School-Based Feeding Program and other Health, Environment and Nutrition Programs of the Department of Education in order to promote perspective of gardening and at the same time activities in school and community practicing environmental conservation.

The program is considered to be a holistic approach in which integration of different principles and practices can be perceived such as traditional school gardening, environmental awareness not just among the school children, parents and teachers but now intensified among the stakeholders and other members of the community and improvement of health among the learners themselves. I HOLD BIG primarily caters 533 learners and 15 teachers and benefited thousands of people in the community through its activities conducted all throughout the year pertaining to different fields.

I HOLD BIG is a strategic program which is feasible and projected to be sustained for 5 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 promotes protection of the environment like organic school gardening, conservation and preservation practices such as tree-planting, mangrove swamp preservation, waste management in and out the school and others. It links learners and teachers to different practices of localization in terms of utilizing locally available materials like seeds, crops and other resources which are according to principles of environmental protection.

Specifically, the locally available materials are also used to sustain the school garden, teaching-learning process, income-generating project of the school and other means. I HOLD BIG program also serves as a mean of resource mobilization of the school in sustaining and maintaining the productivity of the school garden itself. The mentioned program contributes in the realization of the school to infuse environmental awareness among the learners and at the same time teaching every learner and even other persons involved in the implementation to value wisely spending of resources for valuable concerns like environmental advocacies particularly gardening and tree planting. The school uses its local knowledge in organic farming practices to protect the environment. It also promotes local wisdom for environmental conservation as embedded in the school policies, improvement plans and other programs within the school.

Being one of the productive elementary schools in the Philippines in terms of sustainable gardening, I HOLD BIG program promotes organic means of growing the plants which is also low-cost since the school garden does not need use of chemical fertilizers and pesticides since across environmental protection, the school garden uses recycled materials like discarded plant materials and other organic matter. Through this, the school ensures healthy living among the people who consume the crops produced by the school.

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

For the last three years, an average of 15.17% students of Ayao-Iyao Elementary School was classified as undernourished (Wasted or Severely Wasted) based on their Health Status. The statistics shows that it is below the standard of 0% malnourished school children which became one of the priorities of the school in the delivery of its services.

The said issue pertaining to the learners served as the baseline of the school to create the I HOLD BIG Program focusing on organic school gardening. The program was established by the school to primarily stem prevalence of malnutrition in which production of high value and healthy crops served as part of the remedy to address the alarming problem.

On the other hand, the aggravating issue on the degradation on the awareness of the students, parents and other community members on the protection of the environment uplifted the creation and implementation of the I HOLD BIG Program. Since environmental resources are at risk for deterioration and even depletion and as part of the program, Ayao-Iyao ES enforces to include advocacy campaigns, integration of environmental protection wisdom to teaching-learning processes, strengthening partnerships and other relevant activities.

4. Objectives/goals of the programme

I HOLD BIG program primarily aims to address problem regarding health and nutrition of students through gardening and other related activities inclined with environmental protection. Specifically, it targets to:

- Establish school garden through intensified organic gardening practices
- Integrate local practices on gardening to teaching-learning process
- Strengthen income generating activities to sustain school gardening and
- Conduct innovative activities to increase awareness on environmental protection
- Capacitate other schools and other stakeholders
- Involve different stakeholders in the school gardening maintenance and other activities pertaining to environmental protection

5. Brief details about the local wisdom the school aims for within the programme and its values for environmental conservation

5.1 Brief information about the local wisdom that the school has applied in the programme

Local wisdom like local practices, myth and culture on gardening was integrated and applied in the I HOLD BIG program to become more relevant to the daily living of the school children and other members of the school and community. In the mentioned program, bio-intensive gardening which is also practiced in the community from generation to generation, became part of sustaining the school garden. Strategies in BIG such as deep dug raised bed and organic farming that are learned from the community preferably from local farmers are implemented in the school for more food production. The practices are also infused in the teaching-learning process which helped the students to become more knowledgeable and skillful in organic farming. The I HOLD BIG PROGRAM demonstrated innovative practices in promoting and integrating local wisdom for environmental conservation. In terms of myth, the locality/ barangay in which Ayao-Iyao Elementary School is situated, environmental protection can be perceived since historically the name of the barangay and the school came from the word “ayaw” (doesn’t like) which was misunderstood by the Chinese traders during the colonization period in the past. In that event, our ancestors didn’t like the fact that in exchange of goods, Chinese will trade shells and other sea products. For the people of Ayao-Iyao, they didn’t want to accept the Chinese were offering in exchange of the sea products since these came from sea and for them it can threaten the said environment if they will allow the trading to happen. This served as a lesson from the past which was carried out in the program and implemented in the school and community.

5.2 From 5.1, please explain its values for environmental conservation

Local practices infused in the program like bio-intensive gardening being religiously implemented in the school is a manifestation of environmental conservation since all resources preferably materials used to grow crops and sustain the garden itself are environment friendly, low cost and exemplify concept of re-use and recycling. In bio-intensive gardening, use of organic fertilizers rather than commercial enrichers help to make the crops healthier which bring good effects to consumers and at the same time to the environment. The myth and culture brought the wisdom of high awareness of the students of the present generation to have concern for the environment like activities to conserve and protect it.

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

The program has been started by the school since 2015. It has been intensified and enhanced as years passed by. This year's target is merely focus on widening its scope including on how the environment will be protected and conserved through applying local strategies which is best suited in the school locale and its capability to carry out all the activities.

7. Activities (Actions and strategies of implementation)

This part is important – please clearly explain all related strategies and activities that the school has implemented. Details of each activity can be attached as a part of attachments.

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:

- Planning and Policy Formulation – This is the preparatory stage in the establishment of the I HOLD BIG 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 implementation of the said program and involve stakeholders in the planning and other related tasks
- 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 gardening and other environmental protection acts.
- Health and Nutrition Service Delivery-This concern is more on the implementation of activities pertaining to the establishment and management of nursery and vegetable garden with infusion of environmental protection. The harvested crops from the garden are being innovated into healthy meals for School-Based Feeding Program.
- Financial Management-This includes income generating project in which the products from the school garden are utilized to generate funds and resources to sustain the production of foods from the garden itself. Funds are also used in the conduct of activities pertaining to environmental protection
- Advocacy-This ensures awareness of students and other stakeholders on Bio-Intensive Gardening and other activities pertaining to environmental protection. These activities are done through information dissemination campaigns like symposia.
- Sustainability Mechanism-This action improves and maintains the school garden through activities anchored in Bio Intensive Gardening like crop rotation and maintenance of the production of nursery and seed bank. Benchmarking of the best practices of other institutions is done by the school as part of the I HOLD BIG Program to enhance the existing activities.
- Integration of Environmental Protection-In the I HOLD BIG program of the school, there is an integration of concepts on environmental awareness and school gardening practices in the teaching-learning processes to enrich the competencies of the students. Other activities like the conduct of Science Investigatory Project (SIP) done by the school also focusing or

with integration of gardening and environmental protection awareness. The school also adheres to YES-O (Youth for Environment in School Organization) activities included in the I HOLD BIG Program like tree planting, mangrove swamp preservation, environmental camp and other related activities.

- 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 weaknesses 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 environmental awareness.

8. Teaching and learning approaches that the school has integrated the local wisdom(as identified in point 5) for environmental conservation.

Since the project is all about Bio-Intensive Gardening, it is merely observed outside the classroom. But It has been a practice in the school that the learnings should be internally and externally institutionalized in all aspects.

The following are evidences that the approaches in practicing Bio Intensive Gardening have been integrated in the teaching and learning process.

- Curriculum integration-Lessons delivered in Elementary Agriculture and even across other learning areas by the teachers have infusion of concepts and skills pertaining to local practices on Bio-Intensive Gardening and environmental conservation as reflected in the teachers' lesson plan. Myths and culture on gardening or environmental conservation are also included in teaching the lessons.
- Localized learning modules were provided for the pupils' resources.
- Science Investigatory Projects (SIP)-SIP being conducted by students and teachers pertains to topics on the preservation and sustainability of life including environment. If SIP produced are not totally tackling environmental protection, methodologies have integration of values on how to conserve and protect the environment.

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

In almost all activities included in the I HOLD BIG Program, the stakeholders in the community are always taking part in the planning and implementation process. From the start of the implementation especially in the formulation and finalization of the work plan for the program, the community such as local government units, government and non-government organizations, private individuals became the major cohort of the school. Specifically, there are members of the community that were tapped as part of the Technical-Working Group that leads in the creation, implementation, monitoring and evaluation of the said program.

The stakeholders from the community directly partake in the conduct of activities pertaining to I HOLD BIG program like preparation of school garden, implementation of harvesting crops in the garden vis-à-vis utilization of harvests in feeding program in preparation of meals for undernourished students without compromising environmental conservation.

In the YES-O activities under the program, the school works with the community like in tree planting, mangrove swamp preservation and other environmental awareness undertakings. Usually, the members of the community are directly involved in these activities either they are parts of the planning team, implementers, providers of the resources needed through donations and other means, monitors in the assessment process and even in the implementation of sustainability plan.

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
IIRR – International Institute of Rural Reconstruction	• Provides seeds and seedlings and garden tools • Provides technical assistance through monitoring, workshops
LGU – MENRO – Local Government Unit/ Municipal Environment and Natural Resources Office	• Provides mangrove trees • Mangrove Tree Planting partner
Rotary Club of Taal- Lemery Circle	• Provides trees • Tree Planting Partner
The Church of Jesus Christ of Latter day Saints	• Garden Maintenance
Barangay Officials	• Tree Planting Partners • Give assistance in garden sustainability
4Ps Beneficiaries	
Parents-Teachers Association	
TM They Care Inc.	• Nutrition and Feeding Program Partner

10. Activities that the school has contributed to the community related to the school programme and when

Every great teacher and every great school constantly work together towards creating holistic school-community environment and Ayao-Iyao Elementary School is not an exclusion. At the end of implementing all the innovative activities, the objectives set was highly achieved and the targeted goal was successfully attained.

The following are the innovations that show creativity of the program.

- Coastal Clean Up- started on September 21, 2013 (done annually)
- Seminar Workshop/Symposium on Plant Propagation-November 22, 2017
- Awareness Campaign (Project ACCESS)-SY 2015-2016
- Selling Recycled Products (Project SEREPRO Selling Recycled Products) – SY 2015-2016
- Environmental Camp-September 25-29, 2016
- GSP-YES O Community Clean Up Drive-SY 2015-2016
- Adoption of a Community-SY 2017-2018
- Adoption of a River and Mangrove Planting-SY 2017-2018
- Project Reach Out-SY 2017-2018
- Tree-Planting of the Rotary Club of Taal-Lemery Circle- SY 2017-2018
- AIES YES-O Tree Planting in Adopted Area-July 2015
- YES O and Science Club Tree Planting Activity-SY 2016-2017
- YES O and SPG Tree Planting Activity – SY 2016-2017
- AIES, YES O, PTA and Barangay Officials Mangrove Tree Planting-SY 2017-2018
- Project SEED-June 2015 up to present

*Supporting documents are provided for these activities.

11. Monitoring and evaluation mechanisms and summary of results

In terms of feedback mechanism system, checklist or feedback form on the perception on the transformation of students' and teachers' behavior on environmental awareness is an evidence-based tool to know the strengths and weaknesses of the program in terms of environmental protection.

In Ayao-iyao Elementary School, the school manager evaluated the impact of the project that deals with attitude, habits and behavior of learners and teachers towards environmental conservation. She actually used monitoring tool that catered all the necessary indicators to be evaluated. After collecting all the feedback forms, the result was consolidated as one of the

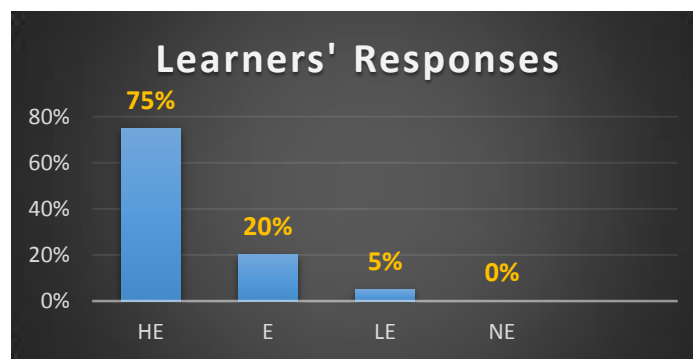
evidences that the implementation is indeed a huge success.

Summary of results:

Since the first year of implementation of the Project: I HOLD BIG 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 Ayao-iyao ES's best practices and to the community as well, as it needs to be nurtured and protected.

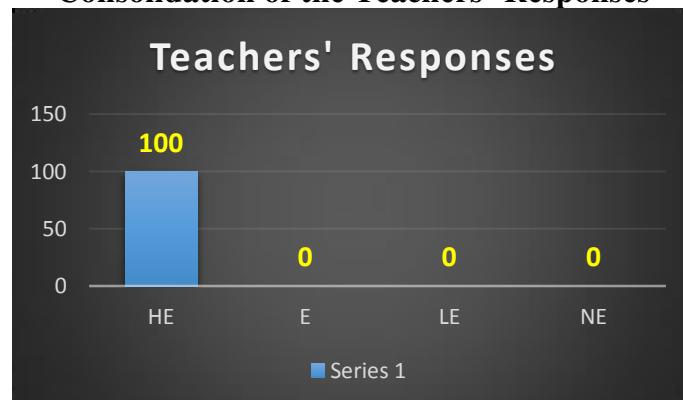
The graphs show the summary of the learners' and teachers' responses.

Consolidation of the Learners' Responses



It can be gleaned in the graph that out of 168 learners, 126 or 75% demonstrated highly evident perception towards environmental protection and conservation. On the other hand, 34 or 20% of the learners answered evident while 8 or 5% answered less 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 Ayao-Iyao 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 168 intermediate learners and 15 teachers as respondents, they have high regards as far as protecting the environment is concerned.

12. Resources used for programme implementation

The school has been aiming for a better result in implementing the I HOLD BIG project and utilizing proper resources are required to carry out the project task. Effective resource management forms the cornerstone of everything done in a project-driven program. For this very reason, implementing a solid framework for managing project resources is vital. Behind the huge success of the above mentioned project were resources with equal importance.

- Human Resources – The people involved in the implementation are the students, teachers,

school head, parents, NGOs, LGUs and other private individuals

- Financial Resources-Donated funds from external stakeholders like NGOs, LGUs and other private individuals and school funds like canteen funds, School-Based Feeding Program subsidies and Maintenance and Other Operating Expenses (MOOE) Funds

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 I HOLD BIG 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 environmental concerns. They learned how to maintain a clean and green environment through discipline, self-reliance, resourcefulness, cooperation, cleanliness and environmental awareness.
- The program created an effective and sustainable avenue for students' involvement, and enhance their environmental awareness.
- 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 and loving the environment. Positive changes on the behavior of teachers and pupils towards environmental awareness such as protection and conservation had increased in high level.
- Furthermore, the I HOLD BIG PROGRAM has engaged and contributed to the development of local community as the barangay adopted the school practices in gardening.
- In the Bio-Intensive Gardening activities vis-à-vis feeding program under the I HOLD BIG program, in the recent School Year 2017-2018, from 89 undernourished students in June 2017 it decreased to 42 or 52.81% improved to normal status in terms of health.
- The school had 752.5 kilograms of harvested crops (SY 2017-2018) and were allocated appropriately with the following
 - a. 4.51% or 33.5 kilograms were sold which the amount helped the school sustain the school garden and activities conducted pertaining to environmental protection
 - b. 95.49% or 786 kilograms were utilized in feeding activities that helped the school stem the prevalence of malnutrition among school children
- 37,358 leafy vegetables, root crops, fruit-bearing trees, legumes and other plants were planted in the school year which benefited the school and even the community
- 153 mangrove seedlings were planted that benefited the community of Barangay Palanas in Lemery, Batangas
- 128 mahogany trees were planted in Barangay Ayao-Iyao and other neighboring communities that helped in replenishment of the lost trees which are vital in prevention of floods during rainy season
- 70 districts and school conducted their benchmarking of practices which made the I HOLD BIG program of Ayao-Iyao ES beneficial to others.

These results, have revealed the effectiveness and benefits of the I HOLD BIG PROGRAM to students, teachers, parents and the wider communities.

The information, data, and model collection about local wisdom has been effectively compiled,

documented, and shared within the schools, among schools in one community, and at the broader provincial or national levels.

Sustainability of the program in the future ventures of the school and strengthening the weaknesses in the course of the program is expected.

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 I HOLD BIG program of Ayao-Iyao Elementary School has integrated different activities that are interrelated with the Sustainable Development Goals. These are localized activities that brought positive impact to students, teachers and community. Specifically, the sustainability and productivity of the school garden was able to address malnutrition (***SDG 2, Zero Hunger***) which improved health and nutrition among learners (***SDG 3, Good Health and Well-Being and SDG 6, Clean Water and Sanitation***).

On the other hand, the sustainable gardening of the school as anchored in the I HOLD BIG program became instrumental in the resource management and sustainability plan of the school since it was able to have an income generating activities (***SDG 8, Decent Work and Economic Growth and SDG 1, No Poverty***) that somehow tapped the awareness of the community people to succeed financially through gardening and other related activities.

The program itself is also playing a big role in the enhancement of the knowledge and skills of learners through integration of gardening and environmental protection in the teaching and learning processes (***SDG 4, Quality Education***) in which everyone not just students but also the teachers, parents, community people and others regardless of age, gender and status (***SDG 5, Gender Equality***) is involved in the advocacy.

With regards to linkage, the school's program was able to tap the involvement of the different stakeholders (***SDG 17, Partnerships for the Goals***) in the planning, implementation and monitoring of the activities.

(Please see attached documents for detail, **FILENAME: Conceptual Paradigm**)

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

Plan for sustainability and plan for scaling-up/expansion:

(Please see attached documents for details, **FILENAME: Sustainability and plan for scaling up and expansion**)

16. Achievements from the school's programme "Applying Local Wisdom for Environmental Conservation"

Ayao-iyao Elementary school received the following awards through its I HOLD BIG PROGRAM:

- 2015 Best GPP School Implementer (Traditional Gardening Method)
- 2016 Outstanding Gulayan Sa Paaralan Program School Implementer (Traditional Gardening Method)
- 2016 Most Sustained Gulayan Sa Paaralan Program (GPP) School Implementer (Traditional Gardening Method)
- Gawad Balisong Award – Best GPP School Implementer (Traditional Gardening Method)
- 2017 Most Sustained and Best Gulayan sa Paaralan Program School Implementer

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.

Document 1) Strategy-modality of implementation
Document 2) Innovation and Creativity
Document 3) Teaching-and-Learning-Approaches
Document 4) Teaching-and-Learning-Approaches-in-BIG
Document 5) Engagement of the Community-1
Document 6) Engagement of the Community-2
Document 7) Sustainability
Document 8) Sustainability and plan for scaling up and expansion
Document 9) Interrelationship with other Sustainable Development Goals (SDGs)
Document 10) Impact of I HOLD BIG PROGRAM
Document 11) Achievements

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



The students, teachers and other people in the community help in the preparation of the school garden according to standards and local practices of Bio-Intensive Gardening and environmental protection.



Integration of local wisdom in the teaching-learning process in terms of organic gardening and other related concerns in which the school garden is the ultimate resource or laboratory for learning.



Feeding program of the school has been influenced by the I HOLD BIG Program in which it positively affected the health and nutrition of learners through sustainable school gardening with concepts of environmental



Local government officials, Non-Government Organizations like Rotary Club and other members of the community partake in environmental protection activities conducted by the school like tree planting under the I HOLD BIG Program.



School members, parents and other private individuals partake in mangrove ecosystem preservation in Barangay Palanas, Lemery, Batangas which is part of an innovative YES-O activities under I HOLD BIG Program.

Guidelines for Submission of Entries

1. Schools can submit information about the school's programme/project/activity related to the theme "Applying Local Wisdom for Environmental Conservation" from 10 June to 3 September 2018.
2. The deadline of entry submissions is **Monday 3 September 2018**. (The schools must ensure that the SEAMEO Secretariat receives entries by 3 September 2018.)
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 2018SEAMEO-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.
5. Regarding the submission of information, 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) Brief details about the local wisdom the school aims for within the programme and its values for environmental conservation
 - 6) Period of time when the programme was/has been started
 - 7) Activities (Strategies, Steps, Activities for Implementation)
 - 8) Teaching and learning approaches that the school has integrated with local wisdom (as identified in point 5) for environmental conservation
 - 9) Participation with the community/roles of community
 - 10) Activities that the school has contributed to the community
 - 11) Programme 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 "Applying Local Wisdom for Environmental Conservation"
 - 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** photographs with captions written in English.)
9. Schools can submit the "Submission Form of 2018 SEAMEO-Japan ESD Award" and other supporting materials to the SEAMEO Secretariat by

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

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

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

10. All entries submitted to the SEAMEO Secretariat will be acknowledged. If the school has not received any acknowledgement of the receipt from the SEAMEO Secretariat within one week after the submission, please contact the SEAMEO Secretariat (Email: seameojapan.award@seameo.org).

Judging Criteria

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

1. Strategy/ Modality of Implementation

- Promotion of local wisdom for environmental conservation is emphasized and incorporated into school policies, management plans, and teaching and learning programmes within the school.
- The school has ensured the continuous evolution of local wisdom from one generation to the next, so as to help keep a practice alive and relevant to the communities or groups who practice it.
- The school has demonstrated clear effective strategies, steps, and activities in applying local wisdom for environmental conservation/protection.
- 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 local wisdom for environmental conservation.
- The school's programme has demonstrated innovative practices in integrating local wisdom 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 the preservation and promoting of local wisdom for environmental conservation.
- The school has embedded knowledge about local wisdom into subject disciplines and incorporated ESD principles and pedagogical methods to ensure that students are able to connect the practices in their community, in their local environment, materials and resources, and learn more effectively.

- The teaching and learning approaches has demonstrated the change or transformation of attitude, habits, behavior of students and teachers by applying local wisdom for environmental conservation.

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 local wisdom.
- 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 environment protection, human resource development, sustainable development, and etc.
- 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 local wisdom practices 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 14 (Life below Water) and 15 (Life on Land).

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 local wisdom 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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