



Republic of the Philippines
Department of Education
Region X
CAGAYAN DE ORO CITY DIVISION

Fr. William F. Masterson, S.J. Avenue,
Brgy. Upper Balulang, Cagayan de Oro City, 9000 Philippines



July 1, 2019



Division Advisory No. 52, s. 2019

CALL FOR ENTRIES IN THE 2019 SEAMEO-JAPAN EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD) AWARD

To : All Public Schools District Supervisors
All Public and Private Elementary and Secondary School Heads
This Division

The field is hereby informed in the 2019 SEAMEO-Japan ESD Award with the theme, "Building Peace in Schools and Communities." This competition aims to raise awareness of peace education and sustainable development in schools and communities in Southeast Asia and Japan; promote and share initiatives and good practices that support sustainable development through the integration of peace education into the holistic school program; and the school's contributions in improving/developing "culture of peace" in the communities.

The deadline of submission for all entries will be on or before September 2, 2019 through this link: <http://bit.ly/2019ESDAward-submission> or this email seameojapan.award@seameo.org. The prizes for the winning schools are as follows: 1st Prize-USD\$1,500 and study tour to Japan; 2nd Prize- USD\$ 1,000; 3rd- USD\$ 500; and Special Prize for the best activity carried out in small schools of less than 250 students- USD \$ 1,000.

Enclosed are the judging criteria, guidelines for submission of entries, contact information, and other resources for reference. For details, log on to <http://bit.ly/2019SEAMEOJapanESDAward> and for more queries, pls contact Dr. Joel D. Potane, Division ESP Coordinator, Curriculum Implementation Division (CID) through this telephone number:855-0048

For your information, guidance and compliance.

FOR:
~~JONATHAN S. DELA PEÑA, PhD, CESO V~~
Schools Division Superintendent

Encl.: Guidelines 2019 SEAMEO-Japan ESD Award
To be indicated in the Perpetual Index
Under the following subjects
SEAMEO Japan Award

Competence. Dedication. Optimism.

Telephone No.: (088) 855-0047 Telefax: (088) 855-0048 Website: depedcdo.com Email: cagayandeoro.city@deped.gov.ph



MEXT

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

SEAMEO-Japan ESD Award

Supporting Partner:



Bangkok Office
Asia and Pacific Regional
Bureau for Education

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

The last day for submission of entries: 2 September 2019

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

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



- The **guidelines for submission of entries** and the **judging criteria** are detailed in page 9-12 of this document.
- **How to Submit the Entry:** The schools should submit the completed Submission Form and/or maximum of 5 Supporting Documents to the following Google Link:

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

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

Note: To align with the ESD practices and to save the environment and energy, the Committee will not accept the entry in hard copies. **Only the submission of entry in digital file to the above google link is accepted.**

- More information, please contact the SEAMEO Secretariat, Bangkok: Tel. +66-2391-0144, Email: seameojapan.award@seameo.org.

PART I: Details of Your School

1. Name of your school:
2. Full address:
.....
3. Postcode: 4. Country:
5. School’s telephone number (country code+city code+telephone number):
6. School’s fax number (country code+city code+fax number):
7. School’s email Address:
8. Name of the Head Master/Principal/School Director:
9. Name of the Teacher Coordinator:
10. Email address of the Coordinator:
11. School website (if available):
12. Educational level (Such as Kindergarten 1 to Grade/Year 9):
13. Total number of teachers in your school:
14. Approximately number of teachers participated in this programme:
15. Total number of students in your school:
16. Approximate number of students participated in this programme:

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

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

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

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4. Objectives/goals of the programme

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

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

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

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

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

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

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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

(Please add more row if it is necessary)

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

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

Monitoring and evaluation mechanisms:

Summary of results:

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12. Resources used for programme implementation

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

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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>)

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

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

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

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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) (File name).....
Document 2)
Document 3)
Document 4)
Document 5)

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

Photo1

(Caption in English)

Photo 2

(Caption in English)

Photo 3

(Caption in English)

Photo 4

(Caption in English)

Photo 5

(Caption in English)

Guidelines for Submission of Entries

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

The Submission Form can be downloaded from the SEAMEO website:

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

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

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

6. Information about the programme (Part II as above) **should not be over nine (9) pages of A4 in total**. The information should be written in **Times New Roman font, 11-12 point size**. (A half-to-one page A4 sheet size about the project overview should be included.)
7. Information about the programme and the photo captions must be in English. The teaching and learning materials can be in local languages, however a brief translation in English should be provided.
8. All submissions should include related photos. (A maximum of five (5) photographs with captions written in English.)
9. All submissions can be attached with a maximum of five (5) supporting documents (Optional).
10. **How to Submit the Entry:** Schools can submit the completed "Submission Form of 2019 SEAMEO-Japan ESD Award" and maximum of 5 supporting documents/materials to the SEAMEO Secretariat by

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

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

Note: To align with the ESD practices and to save the environment and energy, the Committee will not accept the entry in hard copies. Only the submission of entry in digital files to the above google link is accepted.

If the school has difficulties in submitting the entry and documents to the above google link, please email to:

seameojapan.award@seameo.org

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

Judging Criteria

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

1. Integration of Strategies/ Modalities for Implementation

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

2. Innovation and Creativity

- The school's programme has demonstrated innovative practices in promoting culture of peace in the school and communities.
- The school's programme has demonstrated innovative practices in integrating peace education and current education system.
- The school has demonstrated innovative ideas for utilising available resources.
- The entry is a new idea or an improved/adapted version of existing activities.

3. Teaching and Learning Approaches

- The school has demonstrated effective teaching and learning approaches that have been applied to improve the culture of peace in its school and community environment.

- The school has embedded the proper knowledge, skills, attitudes, values, behaviors and daily practices into subject disciplines and incorporated ESD principles and pedagogical methods to ensure that students are able to connect the practices in their daily life, and community.
 - The teaching and learning approaches has demonstrated the change or transformation of attitudes, values, and behaviors of students and teachers.
- 4. Engagement of Community**
- The school has engaged community-level partners such as community stakeholders, experts, cultural bearers, elders, local leaders, practitioners and parents who provide information and guidance on peace education.
 - The school has engaged multi-sector partners such as education institutions, teacher-training institutions, schools, cultural institutions and professional associations to co-implement the school's programme.
 - The school's programme has strengthened students' involvement in the local community, especially for peace building.
 - Through the school's programme, the school has engaged and contributed to the development of local community, not just only parents.
- 5. Sustainability**
- The school has promoted peace education within the school management plan and teaching and learning activities across subjects for a long-term action strategy.
 - The school has demonstrated a clear future plan on how to sustain the programme.
- 6. Interrelationship with other Sustainable Development Goals (SDGs)**
- The school has demonstrated that the school's programme has integrated the improvement of other SDGs, not the individual pursuit of each SDG, but has interrelation with other SDGs. – Therefore, the school should make a clear statement in its application on how the school's programme connects with other SDGs apart from SDGs 10 (Reduce Inequalities) and SDGs 16 (Peace, Justice and Strong Institutions) a.
- 7. Impacts**
- Results, during/after implementation, have revealed the effectiveness and benefits of the school's programme to students, teachers, parents and the wider communities.
 - Information, data, and model collection about peace education has been effectively compiled, documented, and shared within the schools, among schools in one community, and at the broader provincial or national levels.

Contact Information

For enquiry, please contact:

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

Email: seameojapan.award@seameo.org

Website: www.seameo.org

Tel: +66-2391-0144

Fax: +66-2381-2587



2019 SEAMEO-Japan ESD Award

PDF file



Organisers



Southeast Asian
Ministers of Education
Organization



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

Supporting Partner



Bangkok Office
Asia and Pacific Program
Bureau for Education

“The Government of Japan has contributed and supported the organisation of SEAMEO-Japan ESD Award through the collaboration of MEXT and SEAMEO since 2012”.

- [Information Note of the 2019 SEAMEO-Japan ESD Award](#)
- [Submission Form and Guidelines](#)
- [Flyer](#)
- [Poster](#)

I. Introduction

In 2002, the United Nations General Assembly adopted Resolution 57/254 and declared the period 2005-2014 as the “United Nations Decade of Education for Sustainable Development” (DESD).

In its declaration, the United Nations General Assembly defined ESD (Education for Sustainable Development) as a “learning process (or approach to teaching) based on the ideals and principles that underline sustainability and is concerned with all levels and types of learning to provide quality education and foster sustainable human development – learning to know, learning to be, learning to live together, learning to do and learning to transform oneself and society.”

At the end of the DESD in 2014, the UNESCO World Conference held in Japan announced the Global Action Programme (GAP) on ESD aimed at generating and scaling up ESD actions at all levels and in all areas of education, training and learning to accelerate progress towards sustainable development to the post-2015 agenda.

While ESD is implemented worldwide under the GAP, in support of further promoting ESD in Southeast Asia, the Southeast Asian Ministers of Education Organization (SEAMEO) and the Ministry of Education, Culture, Sports, Science and Technology, Japan (MEXT), in cooperation with the UNESCO Asia and Pacific Regional Bureau for Education, have shown their collective commitment to promoting best practices in ESD in schools across Southeast Asia by organising the **SEAMEO-Japan Education for Sustainable Development (ESD) Award**. The award scheme has been held annually since 2012.

In 2015, the United Nations General Assembly adopted 70/1 Resolution which determined the Sustainable Development Goals (SDGs). Two years after the resolution, the United Nations General Assembly reaffirmed that ESD was an integral element of SDGs on quality education and a key enabler of all the other Goals (SDGs) in its Resolution 72/222. Against that background, significance of ESD Award will be recast in light of its contribution to achieving the SDGs.

The objectives of the SEAMEO-Japan ESD Award are:

1. To raise awareness of ESD in schools and communities across Southeast Asia;
2. To promote ESD best practices in schools and communities across Southeast Asia;
3. To share and exchange knowledge and best practices on ESD in schools across Southeast Asia and Japan;
4. To encourage networking among schools and communities which implement ESD practices in Southeast Asian countries and Japan; and
5. To support the Sustainable Development Goals (SDG) of United Nations.



*The Sustainable Development Goals (SDGs) consist of 17 integrated and interdependent global goals with associated 169 targets, which aim to shift the world on to a path towards sustainable and resilient development. <https://sustainabledevelopment.un.org/sdgs>

Since 2012, the Award has been conducted with the following themes and participated by the following number of participants.

Year	Theme	Number of Participated Schools	Participated Countries in Southeast Asia
2012	Education for Disaster Risk Reduction	69	7 Countries: Indonesia, Lao PDR, Malaysia, Myanmar, Philippines, Thailand and Vietnam.
2013	Values Education	126	8 Countries: Brunei Darussalam, Indonesia, Lao PDR, Malaysia, Myanmar, Philippines, Thailand and Vietnam.
2014	Fostering Global Citizenship for Sustainable Future	63	9 Countries: Brunei Darussalam, Indonesia, Lao PDR, Malaysia, Myanmar, Philippines, Singapore, Thailand and Vietnam.
2015	Safeguarding our Cultural	90	10 Countries:

	Traditions		Brunei Darussalam, Cambodia, Indonesia, Lao PDR, Malaysia, Myanmar, Philippines, Singapore, Thailand, and Vietnam.
2016	Saving Energy	43	8 Countries: Brunei Darussalam, Indonesia, Lao PDR, Malaysia, Myanmar, Philippines, Singapore, and Thailand.
2017	Improving Health and Nutrition	56	8 Countries Brunei Darussalam, Indonesia, Malaysia, Myanmar, Philippines, Singapore, Thailand, and Vietnam.
2018	Applying Local Wisdom for Environmental Conservation	94	7 Countries: Brunei Darussalam, Indonesia, Cambodia, Malaysia, Myanmar, Philippines, and Thailand.

II. Theme for 2019: “Building Peace in Schools and Communities”

“No one is born hating another person because of the color of his skin, or his background, or his religion. People must learn to hate, and if they can learn to hate, they can be taught to love, for love comes more naturally to the human heart than its opposite.” - Nelson Mandela¹

In an increasing diverse world, it is essential for students to learn about diversity and acceptance from one another at an early age. Fear of difference is often the root of bullying behavior, just as it is the root of discrimination and prejudice.²

Considering the increasing of conflicts and violence happened in our societies, the 2019 SEAMEO-Japan ESD Award selects the theme “**Building Peace in Schools and Communities**”

The most significant way of promoting a **culture of peace** is through **peace education**. **Peace education** does not simply mean learning about conflicts and how to resolve them carefully. It should also involve participation of young people in expressing their own ideas, and cooperating with each other in order to eliminate violence in our individual lives, in our communities, and in our societies³.

Peace education, or an education that promotes a culture of peace, is essentially transformative⁴. Peace education is the process of acquiring the values, the knowledge, and developing the attitudes, skills, and behaviors to live in harmony with oneself, with others, and with the natural environment⁵. With the help of peace education, people can learn to have mutual respect for each other, and celebrate each and every human being’s uniqueness and humanity⁶.

The objectives of this year’s award scheme are:

1. To raise awareness of peace education and sustainable development in schools and communities in Southeast Asia and Japan.
2. To promote and share initiatives and good practices that support sustainable development through the integration of peace education into the holistic school programme and the school’s contributions in improving/developing “culture of peace” in the communities.
3. To encourage schools to develop and improve current ESD activities and programmes.

Under the theme of “**Building Peace in Schools and Communities**,” the school entry should cover the following criteria:

1. The entry should be relevant to the theme, and provide details of “**Peace Education**” that the school has **applied for building peace in the school environment and in the community**.

The entry can be related to some of the following issues, but not limited to:

1. Preventing bullying
 2. Conflict management and resolutions
 3. Violence reduction
 4. Non-discrimination
 5. Human rights
 6. Gender equality
 7. Inter-cultural understanding
 8. Interfaith
 9. etc. which is related to building the 'Culture of Peace'
2. The entry should demonstrate how the school's programme can promote the culture of peace through **community engagement** that create mutual beneficial partnerships, deepen student learning experiences, support student growth, and sustain the society.
 3. The entry should demonstrate the **transformation** of "*knowledge*", "*skills*", "*attitudes/values*", "*behaviors*", and "*daily practices*" of students, parents and community after participating in the school's programme.
 4. The entry should demonstrate clear **information dissemination** on how the school transfers the knowledge or shares the practices to other schools, and to people in the communities for building the culture of peace.
 5. The school should clearly demonstrate the **integration of peace education in all schools' aspects** such as school policy, management plan, curriculum, teaching and learning practices, co-curricular and student activities, partnership efforts, community participation, and so on. (Please refer to the "Submission Form".)

III. All schools in Southeast Asian countries are invited to enter the competition

All public and private **kindergarten/elementary/secondary/vocational and technical schools** in 11 Southeast Asian countries – namely Brunei Darussalam, Cambodia, Indonesia, Lao PDR, Malaysia, Myanmar, Philippines, Singapore, Thailand, Timor-Leste and Vietnam – are invited to submit information about programmes, projects and activities that are related to the theme of this year's competition.

IV. Prizes

1) 1st Prize Winner

- USD\$1,500
- A study tour to Japan

(The organizer will sponsor the travel expenses for four to six persons, which includes round-trip airfares, accommodation for three nights, domestic transportation in Japan, interpreter, and visa fees).

2) 2nd Prize Winner

- USD\$1,000

3) 3rd Prize Winner

- USDS500

4) A Special Prize from the SEAMEO Secretariat for the best programme carried out in small schools of less than 250 students

- USD\$1,000

V. Judging criteria

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

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

2. Innovation and Creativity

- The school’s programme has demonstrated innovative practices in promoting culture of peace in the school and communities.
- The school’s programme has demonstrated innovative practices in integrating peace education and current education system.
- The school has demonstrated innovative ideas for utilising available resources.
- The entry is a new idea or an improved/adapted version of existing activities.

3. Teaching and Learning Approaches

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

4. Engagement of Community

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

5. Sustainability

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

6. Interrelationship with other Sustainable Development Goals (SDGs)

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

7. Impacts

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

VI. The judging committee

The Judging Committee consists of experts in the areas of education, education for sustainable development, and cultural development from Japan and the Southeast Asian region. The decision of the Judging

Committee is final and challenges/appeals are not allowed.

VII. Guidelines for submission of entries

1. Schools can submit information about the school's programme/project/activity related to the theme "Building Peace in Schools and Communities" from **10 June to 2 September 2019**.
2. The deadline of entry submissions is **Monday, 2 September 2019**. (Late submission will not be accepted.)
3. Each school can submit only one entry.
4. The submission of the school's programme must be done through the template "[Submission Form of 2019 SEAMEO-Japan ESD Award](#)" or requested from email address: seameojapan.award@seameo.org.
5. Regarding the submission of entry, each school must adhere to the following format, as specified in the Submission Form:
 - o Part I - Information about the school;
 - School name and contact details
 - Brief information about the school such as number of teachers and students and educational level
 - Contact details of the coordinator
 - o Part II - Information about the school's programme;
 - Title of the school's programme
 - Summary of the programme (one half-page of A4 sheet size)
 - Background information or reasons why the school created the programme
 - Objectives/goals of the programme
 - Period of time when the programme was/has been started
 - Key knowledge, skills, attitudes/values, and behaviors that you expect to develop from this programme
 - Activities (Strategies, activities, or steps for implementation)
 - Teaching and learning approaches/strategies that the school has integrated for peace education
 - Participation with the community/roles of community
 - Activities that the school, students, and teachers have contributed to the community
 - Programme for monitoring and evaluation mechanisms and summary of results
 - Resources used for programme implementation
 - Benefits/impacts/positive outcomes of the programme to students, school and the wider community
 - Interrelationship of the school programme with other Sustainable Development Goals (SDGs)
 - Plan for sustainability and plan for scaling-up/expansion
 - Achievements from the school's programme "Building Peace in Schools and Communities"
 - 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.
 - Photographs related to the school programme (maximum of five photographs with captions written in English)
6. Information about the programme (Part II as above) **should not be over nine (9) pages of A4 in total**. The information should be written in **Times New Roman font, 11-12 point size**. (A half-to-one page A4 sheet size about the project overview should be included.)
7. Information about the programme and the photo captions must be in English. The teaching and learning materials can be in local languages, however a brief translation in English should be provided.
8. All submissions should include related photos. A maximum of **five (5)** photographs with captions written in English can be attached in the Submission Form.
9. All submissions can be attached with a maximum of **five (5)** supporting documents (Optional).
10. **How to Submit the Entry:** Schools can submit the completed "Submission Form of 2019 SEAMEO-Japan ESD Award" and maximum of 5 supporting documents/materials to the SEAMEO Secretariat by

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

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

Note: To align with the ESD practices and to save the environment and energy, the Committee will not accept the entry in hard copies. **Only the submission of entry in digital files to the above google link is accepted.**

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

VIII. Important dates

10 June to 2 September 2019	Period for submission of entries to the SEAMEO Secretariat by schools.
Monday 2 September 2019	The last day for submission of entries. (The schools must ensure that the SEAMEO Secretariat receives their entries by 2 September 2019.)
1 November 2019	Announcement of the winning schools on the SEAMEO website
26-28 November 2019	Award presentation ceremony for the winners at the SEAMEO High Officials Meeting in Thailand
April/May 2020	Study visit programme in Japan for the 1st prize winner

IX. Contact information

For enquiry, please contact: SEAMEO-Japan ESD Award SEAMEO Secretariat 920 Sukhumvit Road, Klongtoey District, Bangkok 10110, THAILAND.	Email: seameojapan.award@seameo.org Website: www.seameo.org Tel: +662 391 0144 Fax: +662 381 2587
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X. Information/resources for reference

1. **Information about the 2019 SEAMEO-Japan ESD Award (Theme: Building Peace in Schools and Communities)**
 - [Details of the Award in English](#) (PDF)
 - [Submission Form](#) of 2019 SEAMEO-Japan ESD Award and Guidelines in English (Word Document)
 - [Announcement Poster in English](#)
 - [Flyer](#)
 - [Web banner](#) - Square (JPEG)
 - [Web banner](#) - Rectangle (JPEG)
2. **UNESCO-Japan Prize on ESD**
 - [2017 UNESCO-Japan Prize on ESD](#)
 - [2016 UNESCO-Japan Prize on ESD](#)
 - [2015 UNESCO-Japan Prize on ESD](#)
3. **Other relevant resources:**
 - [Project Peace for Schools](#)
 - [Peace Education: A Pathway to a Culture of Peace](#), Loreta Navarro-Castro, and Jasmin Nario-Galace, Center for Peace Education, Miriam College, Quezon City, Philippines, 2015.
 - Website: [Information on Education for Sustainable Development](#), UNESCO Bangkok
 - Publication: UNESCO Associated Schools and ESD (Published by the Japanese National Commission for UNESCO, 2012)
 - Publication: [Astrolabe: A Guide to Education for Sustainable Development Coordination in Asia and the Pacific](#) (Published by UNESCO Bangkok - Asia and Pacific Regional Bureau for

- Education, 2011)
- o Publication: Integrating Education for Sustainable Development: A Toolkit for Educators (Published by SEAMEO INNOTECH, 2011)

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