

# SEAMEO-Japan ESD Award

Theme for 2019:

**Building Peace in Schools & Communities**

Submission Deadline: 2 September 2019

For information visit <http://bit.ly/2019SEAMEOJapanESDAward>



## Organisers



Southeast Asian  
Ministers of Education  
Organization



**MEXT**

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

## Supporting Partner



United Nations  
Educational, Scientific and  
Cultural Organization

**Bangkok Office**  
Asia and Pacific Regional  
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”.*

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

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## 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:<br>Indonesia, Lao PDR, Malaysia, Myanmar, Philippines, Thailand and Vietnam.   |
| 2013 | Values Education                                     | 126                            | 8 Countries:<br>Brunei Darussalam, Indonesia, Lao PDR, Malaysia, Myanmar, Philippines, Thailand and Vietnam.                        |
| 2014 | Fostering Global Citizenship for Sustainable Future  | 63                             | 9 Countries:<br>Brunei Darussalam, Indonesia, Lao PDR, Malaysia, Myanmar, Philippines, Singapore, Thailand and Vietnam.             |
| 2015 | Safeguarding our Cultural Traditions                 | 90                             | 10 Countries:<br>Brunei Darussalam, Cambodia, Indonesia, Lao PDR, Malaysia, Myanmar, Philippines, Singapore, Thailand, and Vietnam. |
| 2016 | Saving Energy  | 43                             | 8 Countries:<br>Brunei Darussalam, Indonesia, Lao PDR, Malaysia, Myanmar, Philippines, Singapore, and Thailand.                     |
| 2017 | Improving Health and Nutrition                       | 56                             | 8 Countries<br>Brunei Darussalam, Indonesia, Malaysia, Myanmar, Philippines, Singapore, Thailand, and Vietnam.                      |
| 2018 | Applying Local Wisdom for Environmental Conservation | 94                             | 7 Countries:<br>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 Mandela<sup>1</sup>*

In an increasingly 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.<sup>2</sup>

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 societies<sup>3</sup>.

**Peace education**, or an education that promotes a culture of peace, is essentially transformative<sup>4</sup>. 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 environment<sup>5</sup>. 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 humanity<sup>6</sup>.

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:

- Preventing bullying
- Conflict management and resolutions
- Violence reduction
- Non-discrimination
- Human rights
- Gender equality

<sup>1</sup> Project Peace for Schools, <http://www.thepeacecenter.org>

<sup>2</sup> Project Peace for Schools, <http://www.thepeacecenter.org>

<sup>3</sup> Loreta Navarro-Castro, and Jasmin Nario-Galace, Peace Education: A Pathway to a Culture of Peace, Center for Peace Education, Miriam College, Quezon City, Philippines, 2015.

<sup>4</sup> Loreta Navarro-Castro, and Jasmin Nario-Galace, Peace Education: A Pathway to a Culture of Peace, Center for Peace Education, Miriam College, Quezon City, Philippines, 2015.

<sup>5</sup> [https://en.wikipedia.org/wiki/Peace\\_education](https://en.wikipedia.org/wiki/Peace_education), 2019

<sup>6</sup> <http://www.edurite.com/blog/peace-education-importance-of-peace-education/7290/>, 2019

- Inter-cultural understanding
  - Interfaith
  - 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) 1<sup>st</sup> 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) 2<sup>nd</sup> Prize Winner

- USD\$1,000

#### 3) 3<sup>rd</sup> Prize Winner

- USD\$500

#### 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

All winning schools will receive a Plaque of Recognition and Certificate of Appreciation for teachers and students involved in planning and implementing the school's programme.

A representative from the winning schools will be sponsored to participate at the award presentation ceremony which will be held at the SEAMEO High Officials Meeting in Bangkok in November 2019.

All shortlisted schools will receive Certificate of Recognition for the school. The coordinators of shortlisted schools (Maximum of 2 persons) will receive the Certificate of Appreciation.

All participating schools that have submitted entries relevant to the theme will be recognised (name, project name and country) on the SEAMEO website and receive the Certificate of Participation.

## V. 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 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 peace education 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**".

The Submission Form can be downloaded from the SEAMEO website:

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

or requested from email address: [seameojapan.award@seameo.org](mailto:seameojapan.award@seameo.org).

5. Regarding the submission of entry, each school must adhere to the following format, as specified in the Submission Form:
  - a) Part I - Information about the school;
    - 1) School name and contact details
    - 2) Brief information about the school such as number of teachers and students and educational level
    - 3) Contact details of the coordinator
  - b) Part II - Information about the school's programme;
    - 1) Title of the school's programme
    - 2) Summary of the programme (one half-page of A4 sheet size)
    - 3) Background information or reasons why the school created the programme
    - 4) Objectives/goals of the programme
    - 5) Period of time when the programme was/has been started
    - 6) Key knowledge, skills, attitudes/values, and behaviors that you expect to develop from this programme
    - 7) Activities (Strategies, activities, or steps for implementation)
    - 8) Teaching and learning approaches/strategies that the school has integrated for peace education
    - 9) Participation with the community/roles of community
    - 10) Activities that the school, students, and teachers have contributed to the community
    - 11) Programme for monitoring and evaluation mechanisms and summary of results

- 12) Resources used for programme implementation
  - 13) Benefits/impacts/positive outcomes of the programme to students, school and the wider community
  - 14) Interrelationship of the school programme with other Sustainable Development Goals (SDGs)
  - 15) Plan for sustainability and plan for scaling-up/expansion
  - 16) Achievements from the school's programme "Building Peace in Schools and Communities"
  - 17) List of attachments such as a copy of the school operational plan, action plan, learning/teaching materials, lesson plans, samples of student worksheet, manuals, etc.
  - 18) Photographs related to the school programme (maximum of five photographs with captions written in English)
6. Information about the programme (Part II as above) **should not be over nine (9) pages of A4 in total**. The information should be written in **Times New Roman font, 11-12 point size**. (A half-to-one page A4 sheet size about the project overview should be included.)
  7. Information about the programme and the photo captions must be in English. The teaching and learning materials can be in local languages, however a brief translation in English should be provided.
  8. All submissions should include related photos. A maximum of **five (5)** photographs with captions written in English 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.**

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

## VIII. Important dates

|                                |   |
|--------------------------------|---|
| 10 June to<br>2 September 2019 | Period for submission of entries to the SEAMEO Secretariat by schools.  |
| <b>Monday 2 September 2019</b> | <b>The last day for submission of entries.</b><br>(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 Thailand   |
| April/May 2020                 | Study visit programme in Japan for the 1 <sup>st</sup> prize winner   |

## IX. Contact information

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|---|--|
| <p>For enquiry, please contact:<br/>Ms Piyapa Su-angavatin<br/>Coordinator<br/>SEAMEO-Japan ESD Award<br/>SEAMEO Secretariat<br/>920 Sukhumvit Road, Klongtoey District,<br/>Bangkok 10110, THAILAND.</p> | <p>Email: <a href="mailto:seameojapan.award@seameo.org">seameojapan.award@seameo.org</a><br/>Website: <a href="http://www.seameo.org">www.seameo.org</a><br/>Tel: +662 391 0144<br/>Fax: +662 381 2587</p> |
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