

# SEAMEO-Japan ESD Award

Supporting Partner:



## 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](http://www.seameo.org) or requested by sending an email to: [seameojapan.award@seameo.org](mailto: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](mailto:seameojapan.award@seameo.org))

### PART I: Details of Your School

1. Name of your school: Huaynamhomwittayakan School
2. Full address: 118 Moo 6, CHUM TA BONG, CHUM TA BONG, NAKHON SAWAN
3. Postcode: 60150
4. Country: THAILAND
5. School's telephone number (country code+city code+telephone number): +6656293056
6. School's fax number (country code+city code+fax number): +66-56-293119
7. School's email Address: huaynamhom30@gmail.com
8. Name of the Head Master/Principal/School Director: Dr. Chalermchai Songsri
9. Name of the Teacher Coordinators: Mrs. Wanna Siriwatapong and Mrs. Alisa Veeranoi
10. Email address of the Coordinator: wanna.siri7969@gmail.com, kru\_alisa@yahoo.com
11. School website (if available): www.namhom.ac.th
12. Educational level (Such as Kindergarten 1 to Grade/Year 9): Grade 7 to 12

13. Total number of teachers in your school: 58 Teachers
14. Approximately number of teachers participated in this programme: 58 Teachers
15. Total number of students in your school: 1,111 Students
16. Approximate number of students participated in this programme: 1,111 Students

## **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

HNW E-Protection Scheme
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2. Summary of the programme (one half to 1 page of A4 sheet size)

Huaynamhomwittayakan School came up with a scheme using their schedule of "Reduced Learning Time" that was allotted by the Office of Basic Education on August 28, 2015, and must be used for extra co-curricular activities that could be beneficial to the students, as well, satisfying the 4H - Head (intellectual), Heart (emotional), Hand (development of skills and talents), and Health (physical) despite the purpose of reducing the learning time. After the discussion and workshop headed by Mr. Punyawee Yodthong, Vice-Director, Academics Department, fast track preparation was completed with full cooperation from the teachers, students and the support units. Every week each level have two to four hours for the programme so the Each group of teachers then submits record of their activities, the progress of their area, with pictures and videos to support their claim to the senior assistants with the help of the coordinators, and are then confirmed later by the Head of the Programme reported to the Deputy and then in turn updates the Chairman. As support to the environmental care campaign of the government the school got indulged in the following projects under the HNW E-PROTECTION SCHEME:

1. Plant a Tree, Save a Life - for the production of a tree that will be source of clean air in the future, hold the soil to avoid flashfloods or soil erosions, and absorber of carbon dioxide that could be detrimental to the environment since it could outweigh the other important gases like oxygen.
2. Green Thumb - This project is focused on planting organic vegetables using the old way and not using commercialized fertilizers and chemicals that could be dangerous to one's health and also our environment. Natural fertilizers and pure water are used in raising the plants. Then some of the plants are use to produce juices for sale at the school's "ร้านน้ำสมอง" (Juice for the Brain Store), where some students are can earn money by helping in the preparation and selling on their free time.
3. Construction of Compost Pit - This project is done to produce the natural fertilizers that is used in the planted vegetables. No chemicals or commercialized products will be used to raise the plants.
4. The care and raising of organic animals:
  - 2.1 Poultry - the chickens will be raised organically without giving them feeds that are produced commercially, they will be fed with natural foods produced using local wisdom long time ago. The chicken dung will saved as fertilizers of the plants.

2.2 Fishery - fish that are for consumption will be cared and raised using organic foods for them as practiced time immemorial.

2.3 Raising of Frogs and Toads - it will also be fed with organic foods as practiced locally by our forefathers.

5. Zero Waste Management - this are all done manually and don't use machineries that can give off hazardous smoke.

5.1 Recycled Plastic Containers - they are made as attractive pots for flowers and decorations.

5.2 Recycled non-biodegradable containers - they are made like decorations, some are recycled for avant garde fashion.

5.3 Recycled Scrap Papers - they remake papers out of scrap papers.

6. Bricks Making - The Science Department came up with making bricks out of decomposed sugarcane stalks as it is abundant around the community.

7. Forest Fire Prevention and Forest Expeditions - The school joins the program of the local government as campaign against forest fires and clearing/making forest lines near the school.

8. Arts and Culture - This project is focused on the campaign of Environmental Care, students painted the parts around the school as a reminder to everyone about the project of the school, to raise awareness every time they see the paintings, students are also encouraged by their music teacher to compose songs about the environment to have response from the youth about the environment's speedy need of attention.

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

The Kingdom of Thailand, one of the fast industrial growing countries in South East Asia, has faced increasingly serious environmental degradation as follows: 1) Climate Change: flooding, drought, higher temperature, and sea level rise. 2) Intensive Farming: pesticide, herbicide, fertilizer, and irrigation. 3) Water Pollution: urban runoff, ship transport, untreated sewage, septic tank, animal dung, manure spreading, acid rain, and eutrophication. 4) Air Pollution: transportation, factories, burning forest, air plane, petrol station, smog, slash and burn. 5) Resource Depletion: overfishing, deforestation, water crisis, land degradation, soil desertification, habitat destruction, and biodiversity loss. 6) Waste Generation: e-waste, medical waste, household waste, industrial waste, marine debris, river dumping, and landfill. As we can see, widespread environmental problems influence the lives of Thai people every year. Environmental degradation has been an enormous challenge for Thai government. In order to raise public awareness of environmental protection in Thailand, Thai Government should spend more money on educating Thai people and providing classes in environmental literacy because public education is always the most effective tool to arm people with knowledge about the ways of how to protect environment. In order to tackle the challenges of environmental degradation and achieve greener and cleaner environmental goal, Thai people should rethink of the emergency of environmental protection and make green lifestyle choices start from rethinking, reducing, reusing, recycling to responsible. The youth is believed to be the best group to start with so the school authorities tied up with different support unit starting from the school employees and parents.

#### 4. Objectives/goals of the programme

The main goal of the programme is to prepare air for the coming generation by going green and using natural fertilizers and feeds, reducing, reusing and recycling. The objectives are: (1) to instill with the young generations the awareness of environmental degradation; (2) to go back with the long time ago agricultural practice that is not harmful to the environment; (3) to help in the ZERO waste management; (4) to encourage survival of the fittest ways to the technologically-oriented generation of today. With these goal and objectives the school has projected an environment-friendly and or eco-school. They will need proper planning as to encourage support unit for the provision of local knowledge and the things needed aside from the full implementation of the project. It aims to awaken the youth of today that local wisdom are still in for the better future not only the fast technological advances that could be unfavorable to the nature.

#### 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

The school used the compost pit, it is a local practice since time immemorial, the school used the leaves of the trees and grasses the students collected they piled it first then some chicken dung from the poultry. The animals are fed with natural foods like banana barks, leftover foods, grass which are learned locally. The Science Department came up with making of bricks using decomposed sugarcane stalks believed to be an idea long time ago also. The making of papers out of scrap papers, it is also a modified local idea, using only grinder, water and the sun for drying.

##### 5.2 From 5.1, please explain its values for environmental conservation

The use of compost pit as fertilizers for growing organic vegetables will minimize the air and water pollution brought by insecticides now mostly used in farming. Not using commercialized feeds are part of the anti-pollution drive, too. It will lessen the use of commercialized cements as this are produced using big equipments that causes pollution. It does not use large machineries to produce papers so it will not be again dangerous to the environment.

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

The preparation of the project was started in 2015 although planting of trees for reforestation has already began in the early years, the project was modified for expansion and is in full implementation since 2016 and is improving as the sustainability is being carried out with more community participation.

#### 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.

##### Stage I –Drafting

- Formulation of the Organizational Chart with the key persons
- Workshop and Preparation of the Varied Schemes
- Scouting and Receiving of Support Unit
- Visiting of Schools and Communities within the locality, province and or region and knowing their Environmental Care Program so as to choose a model for the school.
- Preparation of the area to be utilized.
- Joining of training/workshop and related activities in Organic Gardening and Raising Animals
- Implementation of the early undertakings in the areas of responsibility.

## Stage II – Establishing and Maintaining Each Project

### 1. Plant A Tree for Reforestation

- Coordinating with the local government unit.
- Acquiring the trees to be planted.
- Clearing the areas targeted.
- Scheduling the plan.
- Regular monitoring of the different entities who usually sponsors and or conducts tree planting.

### 2. Green Farm

- Completion of the school organic garden
- Collecting of decomposing weeds and leaves of the trees
- Establishment of seedling beds and construction of compost pit.
- Planting of indigenous vegetables
- Regular monitoring of the harvest and handling

### 3. Raising Animals

- Coordinating with the support unit.
- Acquiring of the animals to be raised.
- Completion of the area for raising animals like the coops, fishponds and the like.
- Exploring the nearby areas for natural foods.
- Regular monitoring of handling

### 4. Zero Waste Manangement

- Coordinating with the support units.
- Collecting of plastics and or non-biodegradable containers, scrap papers, decomposed sugarcane stalks.
- Researching for new ideas on recycling..
- Teaching the students and giving them hands-on sample
- Supervising the students to do it by their own.
- Regular monitoring for innovative ideas.

### 5. Prevention of Forest Fires and Forest Expedition

- Coordinating with the support units.
- Preparation/Making of colorful posters and paintings for the parade.
- Preparation for the activity of clearing and making fire lines along the mountains near the school , the fact that the school is at the foot of the mountain.
- Listen and follow to instructions properly to avoid accidents.
- Supervising the students to do it by their own.
- Regular monitoring of activities in and out of the school or district.

### 6. Arts and Culture

- Coordinating with the support units.
- Teaching the children about composing songs by their lyrics.
- Teaching the students painting strokes.
- Supervising the students to think and compose lyrics and melody
- .Final writing of the result, then submission
- Research for new ideas for the campaign..

## 2. Stage III – Post Production

- Evaluation of the impact of the E-Protection activities not only inside the school but within the community.
- Regular monitoring and evaluation of varied projects.
- Harvesting and packaging

## Stage IV – Expansion

- Planning for Scaling-up of the programme
- Meeting with the District Supervisor, Municipal Mayor and Barangay Chairmen and other entities public or private.
- Formation of Technical Working Committee for Expansion
- Meetings/Trainings/Seminars/Workshops related to any of the projects within the school's programme.
- Selling products in the market to raise funds for maintenance of the program and other projects.

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

In agriculture subject, the plants are grown using natural fertilizers from prepared compost pit, the making of the compost pit is taught and done during their subject. In regards to the care of animals, they are fed with banana barks, corns, leftover foods, and other natural food avoiding the commercialized feeds as the production of such uses big machineries that causes pollution and endangers the environment and the people.

In Science Department, they included the production of bricks using decomposed sugarcane stalks and the production of new papers out of scrap papers by using local wisdom, so there is no need for machineries that can produce hazardous smokes.

In other subjects like English Language, the students are taught with vocabularies regarding Environmental Care, and they are encouraged to lend a hand in the programs of the school, the community and the government. They are asked to share their views on how are they helping or how can they help in the environmental care.

In Arts and Culture, they were able to come up with painting using non-toxic paints and composing songs about environmental care so as to amplify awareness among the young ones about the need to save the world from total destruction. In addition, the students are taught to make decorations out of plastic bottles and some non-biodegradable containers that can't be processed for reusing.

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

The school administration have contacts with the community organizations and government organizations by presenting to them the on-going projects so they could integrate it with their on-going environmental care projects also, so the said government and private organizations and or individuals invites some representative students and teachers to join trainings and seminars, one of it is the seminar on care of and growing animals organically. The Agriculture and Reforestation Government Unit enjoins the school children during campaign parades against forest fires the students usually makes the parade colorful to attract public eyes along the roads, cleaning and making fire lines in the mountains near the school to avoid forest fires with the help and under the instruction of police and military men, planting trees during special occasions especially in commemoration of the 9th King of Thailand usually with the presence of the Head of the District and or the Head of the Province. The Fishery Government Unit also shared some fishes to the school that they maintain, some community organization donated loads of decomposed sugarcane stalks. The parents of the students usually come to monitor the plants of the children and share many other sources, actually the students brought some seeds from their homes for growing in the flat beds they prepared by themselves with the instruction of the teachers in-charged for seedlings. The Provincial and District Government, Agriculture and Fisheries Department, The Police and Military Department, Wildfire Protection Unit, other Private Organizations/Units, School Heads, parents, teachers, students and the community as a whole cooperates in their own special ways.

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
Chum Ta Bong District Government Chum Ta Bong Police and Military Department (Chum Ta Bong, Nakhon Sawan)	They usually support our program by enjoining the school with technical seminars and trainings conducted in the locality sponsored by the national, provincial or district government and or private sectors. They provide other sources and or coordinates with other government units in behalf of the school, and many other ways at times they can be present financially or voluntarily doing some manual labor for the school.
Provincial Fisheries Office (Nakhon Sawan City)	They provided the fishes for the fishpond, and they come to monitor it, they provide local wisdom knowledge about the care of fishes where we don't need to feed them with commercialized feeds.
Wildfire Control Unit (Huai Kha Khaeng National Park Chapter) (Lansak, Uthai Thani)	They provided the school with trees to plant, they help supervise the clearing of the mountains near the school and make forest fire lines, they organize parade in campaign of prevention of forest fires.
Kaoliao District Agricultural Nursery (Kaoliao, Nakhon Sawan)	They provided the school different varieties of trees for planting every occasion the school sets an activity for planting trees.

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

<p>The Campaign Against Forest Fires - every year the school joins the parade, attends the wild life protection lecture, clearing the mountains nearby and making forest lines.</p> <p>Tree Planting - Occasionally during the birthday of King Rama 9, birthday of Thailand's Queen</p> <p>Big Cleaning Day - December 29, 2016, every semester</p>
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11. Monitoring and evaluation mechanisms and summary of results

<p>Monitoring and evaluation mechanisms:</p> <p>The Deputy Chairman requests for monthly progress report about each project being implemented so as to see the problems that can be encountered and come up with a solution at once so as not to jeopardize the sustainability projection. The need for the submission also of the end of the semester report for the "Reduced Learning Time..." activity as required by the OBEC is also used as evaluation method so the maintenance of the project will be definite, there will be no worries that the teachers and students will lose enthusiasm specially of they are encountering laybacks and lost the future expansion of the program.</p> <p>Summary of results:</p> <p>The programme has engaged the students with activities that depicts their awareness of environmental care, the students are coming up with more ideas on how to recycle non-biodegradable things, the programme gives more ideas on creating things out of natural ingredients or things that can avoid using commercialized ones as to lessen the production that causes air and water pollution. It has also awoken the participation from the community as it engrossed the parents of the students so they were also been supporting the project, even come to school to help monitor the plants of their children. It has also started to gain contributions from many parts of the province. Some students were able to earn money from the selling of their products.</p>
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## 12. Resources used for programme implementation

We have first the local wisdom that is learned from the community's group of elders, then the video lessons and PowerPoint presentations of teachers and partners, the funds from different entities and materials such as trees, fish, toads, chicken, decomposed sugarcane stalks, decomposing grasses, the seeds, and the like. We also used human resources who are agriculturist, wild fire forest guards, parents, teachers, students, government employees. The lesson plans and other teaching materials for this programme which originated from the Reduced Learning Time Boost Academic Performance program of the government.

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

The school's programme "HNW E-PROTECTION SCHEME" helped improved the students' involvement in the environmental care program advocate of the government. The plastic waste are being utilized and students are into their most loved arts, it has increased the affection of the school children for organic gardening, it has built their pride of producing their own organic vegetables the fact that they are on their first year in Middle School. The students parents are being persuaded by their children to try organic gardening more. The youth are getting more involved to community's programme's especially the planting of trees as the government has forest restoration project for a better Thailand environment. The children of today valued the long time ago practices in order to save the world for their own future. There is an initiation with 100 % cooperation from the students, teachers and other school employees, parents community and other support units where some are private sectors.

## 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 HNW E-Protection Scheme is actually very interrelated with the SDG goals:

1. No poverty, zero hunger and decent work and economic growth, where making recycled products can generate income for basic needs like food and clothing.
2. Good health and well-being, the organic way of raising animals and vegetables for consumption can ensure good health and well-being as it will not use toxic chemicals that can cause health problems when absorbed by our body.
3. Clean water and sanitation, as it promotes use of products not made using machines that can cause water and air pollution.
4. Sustainable Cities/Communities and Responsible Consumption and Production, as it promotes the raising of animals and vegetables that can sustain the community, there will be production of foods and other things with environmental care awareness.
5. Partnership for the goals, as many institutions are supporting the school's programme, and other related Sustainable Development Goals.



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

Plan for sustainability: The schools preparation for sustainability are the following:

1. To raise more awareness by encouraging all teachers to integrate in their subjects the importance of environmental care, example English Communications can input vocabularies regarding environmental care and come up with conversations on how youth can have their share in it.
2. Present the project not only to government entities but also to private entities to gain more support unit for its sustainability.
3. Conducting more trainings and workshops for further planning and modifications for more successful results of the programme.
4. Proper monitoring (weekly, monthly and yearly) of the progress of each project.
5. More hands-on activities for each project must be done involving not only the teachers and students but also the parents.

Plan for scaling-up/expansion: The school is planning for producing products (vegetables, fish, frogs, chickens, eggs, decorations, bricks, reproduced papers, juice from plants) that will be sold in the market for sustaining the project and other programs like helping the students who are in dire need of financial support. The recycled decorations, the reproduced papers, the bricks, the organic vegetables and animals will be for market, the products will be registered as HNW's produce. In the future the students are also expected to conduct "Environmental Care Shows" in the different villages in order to raise more awareness, and continue with the Anti-Forest Fires Campaign activities.

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

The school's Science Department were able to get an award for the Making of Bricks/Blocks in the PTT sponsored Youth Greenovation Awards 2017 in Bangkok, Thailand.

The Zero Waste Management joins in the yearly Recycled Clothes Competition in Naresuan University, Phitsanulok, Thailand.

The School is being visited by other schools and or school heads taking it as a model for their project in their own schools, the school is commended and appreciated by district government heads, Area 42 Secondary School heads whenever visiting our school.

## 17. List of supporting documents such as a copy of the school operational plan or school management plan, action plan, learning/ teaching materials, lesson plans, samples of student worksheet, manuals, etc.

If the supporting documents are in the local language, please provide a brief description in English language.

Document 1) HNW E-Protection Project Proposal

Document 2) Project Organizational Chart

Document 3) Lesson Plan Excerpt

Document 4) Reduce Learning Time Report - This is the report regarding the activities that took place in their Reduced Learning Time Group, the name of teachers in the group, the nature of activity, the knowledge provided, the methods/ processes use, then the pictures during the activity.

Document 5) Certificates from Competitions

Document 6) Memorandum for the Greenovation Award 2017 and Recycled Clothes Competition

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

Photo1



The Organic Fish Pond it is visited by a guest during the joint celebration Science Day and ASEAN Day.

Photo 2



The Recycled Avant Garde Fashion in Naresuan University, Phitsanulok.



Photo 3



The Bricks/Blocks made from decayed sugarcane stalks.

Photo 4



The poultry, toads/frogs and fishpond local wisdom knowledge



Photo 5



The Growing of Seedling in a Local Way and Making of Compost Pit

## 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](http://www.seameo.org) or requested by sending an email to the email address: [seameojapan.award@seameo.org](mailto: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](mailto: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](mailto: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**

For enquiry, please contact:

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