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Southeast Asian Ministers of Education Organization

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

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2025 SEAMEO-Japan ESD Award

Theme: Fostering Schools and Surrounding Communities' Resilience through the Revitalisation of Local Wisdom in Disaster Risk Reduction

SUBMISSION FORM

The submission deadline is 15 August 2025
Full Information: https://link.seameo.org/ESD2025

- To participate in the 2025 SEAMEO-Japan ESD Award, please submit the information of your school's programme on "Fostering Schools and Surrounding Communities' Resilience through the Revitalisation of Local Wisdom in Disaster Risk Reduction" by using this template of Submission Form on or before 15 August 2025.
- This **Submission Form** can be downloaded from the SEAMEO website: https://link.seameo.org/ESD2025 or request through email: seameojapan.award@seameo.org
- The **guidelines for submission** and the **judging criteria** are detailed in page 8-10 of this document.
- **How to Submit the Entry**: Please send the completed submission form of 2025 SEAMEO-Japan ESD Award and a link of 3-minute video clip together with supporting documents to the following Google Form:

https://link.seameo.org/ESD2025/Submission

- Important Note: to align with the ESD practices and to save the environment and energy, the Committee **WILL NOT** accept the entry in hard/printed copies.
- For more information, please visit: https://link.seameo.org/ESD2025 or contact the SEAMEO Secretariat's email: seameojapan.award@seameo.org or Tel. +66-2391-0144.

PART I: DETAILS OF YOUR SCHOOL

1. Name of your school **SMA Al Huda Boarding School Tuban**
2. Full address **Jalan Letda Sucipto, No. 108, Perbon, Tuban, East Java, Indonesia**
3. Postcode **62310** 4. Country **Indonesia**
5. School's telephone number **+62356-8833799**
6. School's Email Address **smaalhuda01@gmail.com**
7. School website (if available) **https://www.sma-alhuda.sch.id/**
8. Approximate number of teachers participated in this programme **25 Teachers**
9. Approximate number of students participated in this programme **131 Students**

PART II: INFORMATION ABOUT THE SCHOOL'S PROGRAMME

The information of part II from no.1 to 14 should not be over five (5) pages long of A4 in total. The information should be written in **Times New Roman/Calibri font, font size 11**.

1. Title of the school's programme

MANGU = ***M****elestarikan* ***A****lam dan* ***N****ilai Lokal untuk* ***G****enerasi* ***U****nggul dan Tangguh*
"Preserving Nature and Local Values for a Resilient and Excellent Generation"

2. Summary of the programme (maximum of 300 words)

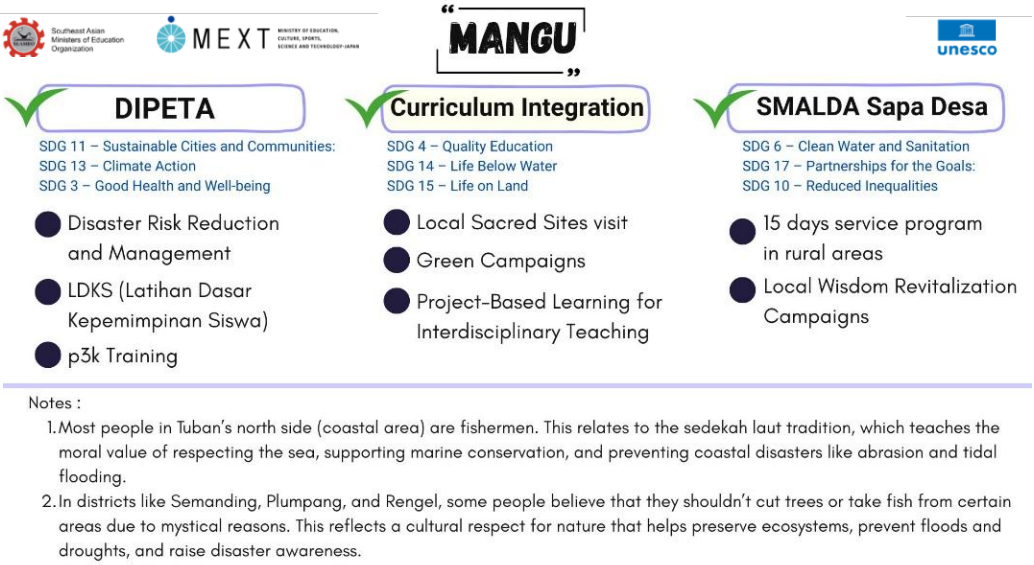

Figure 1. Chart of Mangu Programs

MANGU is an environmental education program by SMA Al Huda Boarding School that places local wisdom at its heart. Rooted in the community's cultural heritage, MANGU revives traditional ecological knowledge—such as sacred site protection, bans on tree-cutting, and rituals like sedekah laut—as the foundation for resilience and sustainability.

The program addresses pressing environmental issues—seasonal floods, droughts, and coastal abrasion—by integrating these ancestral values into disaster preparedness, sustainability education, and community service. Through DIPETA, in partnership with BPBD Tuban, PMI, and the Fire Department, students gain practical skills in disaster risk management, first aid, and leadership, enabling effective responses to floods, earthquakes, volcanic eruptions, and fires.

Curriculum Integration embeds environmental themes and local beliefs into subjects like Biology, Geography, and Languages. Students explore sacred springs, document conservation taboos, plant mangroves, and conduct project-based research on issues like water scarcity and waste reduction, linking science with cultural heritage.

Through Smalda Sapa Desa, a 15-day rural service program in villages such as Jadi, Sumurgung, and Tunah, students live alongside residents, promote environmental literacy, and learn directly from elders about traditions that safeguard nature. This reciprocal exchange revitalizes cultural values while addressing current ecological challenges.

By reconnecting youth with their roots, MANGU transforms local wisdom from passive heritage into active, living practice. It builds strong partnerships with families, village governments, and environmental organizations, ensuring that sustainability efforts are shared, culturally grounded, and long-lasting. MANGU not only preserves the past but also equips a new generation to face the future—resilient, informed, and deeply connected to the land they call home.

3. Objectives/goals of the school's programme

The objectives are detailed below:

1. **To Revitalize Local Wisdom for Sustainability and Disaster Resilience**
   Promote traditional ecological values—such as protecting sacred springs, forests, and marine ecosystems—as a foundation for environmental conservation and disaster risk reduction.
2. **To Empower Students through Environmental Education and Leadership**

Integrate sustainability and disaster preparedness into the curriculum and extracurricular activities, while fostering student leadership, empathy, and innovation through hands-on learning and service programs.

3. **To Strengthen Community Collaboration for Greater Impact**
   Build strong partnerships with local governments, schools, families, and organizations to expand the reach of environmental actions and ensure long-term, community-based change.

4. Period of the time when the programme has been started

The MANGU program began in 2018 with LDKS at the Mangrove Center Tuban, marking the start of the DIPETA and Green Campaign by planting Mangrove. In the same year, Project-Based Learning (PjBL) was introduced, embedding environmental and local wisdom themes into interdisciplinary projects.
In 2023, the school launched Smalda Sapa Desa, a 15-day rural service program where students conduct environmental outreach and engage with local residents.

5. Activities (strategies/activities of implementation, and brief information of each activity)

1. DIPETA (Disaster Preparedness Training)

This pillar builds students' disaster resilience and leadership through practical training, with support from local agencies such as BPBD Tuban (Disaster Management Agency), PMI (Indonesian Red Cross), the Tuban Fire Department (Damkar), and BMKG (Meteorology, Climatology, and Geophysics Agency Jenu). Key activities include:

- Disaster Risk Reduction and Emergency Simulations: Students and surrounding communities practice fire drills, earthquake, and flood responses and learn how to read weather data, understand early warning systems, and anticipate climate-related disasters.
- LDKS (Latihan Dasar Kepemimpinan Siswa): Annual student leadership camp with environmental service projects like mangrove planting (locations include Mangrove Center Tuban, Pantai Kelapa, and Banyulangse).
- First Aid (P3K) Training: Hands-on sessions with PMI Tuban to equip students with life-saving skills.

2. Curriculum Integration

Environmental and sustainability topics are embedded across subjects such as Biology, Geography, Islamic Studies, and Languages Subjects. Strategies include:

- Project-Based Learning (PjBL): Cross-curricular student projects addressing real-world issues like plastic waste, water source protection, disaster prevention and anticipation, or coastal degradation.
- Local Sacred Sites Visit: Students visit culturally protected areas (e.g., sacred springs in Bektiharjo and Jadi villages) to explore how traditional beliefs contribute to ecosystem preservation.
- Green Campaigns : Waste segregation, plastic reduction, and eco-awareness activities across the school and broader community. Supported by DLH Tuban (Environmental Agency), Religion Ministry of Tuban Regency, and the Parents Association (Paguyuban Wali Santri).

3. Smalda Sapa Desa

A 15-day rural service-learning program where students live in villages such as Jadi, Tunah, and Sumurgung to promote environmental literacy and engage in community-based learning. Activities include:

- Volunteer Teaching and Environmental Campaigns: Students deliver lessons in local schools (e.g., SDN Sumurgung 1, MI Futuh, SD BAS, SMP BAS) and lead clean-up efforts in rivers and public spaces.
- Revitalization of Local Wisdom: Students interact with village elders and cultural leaders to learn practices like *sedekah laut* (sea thanksgiving ceremony) and forest/taboo conservation beliefs in areas like Semanding and Rengel. We also document oral histories, create multimedia presentations, and organize intergenerational dialogues where elders, youth, and local leaders discuss how these traditions can be adapted to address current environmental challenges. This exchange strengthens cultural identity while fostering collaborative solutions for sustainability.

6. Teaching and learning approaches/strategies that the school has integrated into the programme

The MANGU programme integrates environmental education and local wisdom into multiple subjects through interdisciplinary Project-Based Learning (PjBL) and student research groups (Kelompok Ilmiah Remaja – KIR):

- **Biology:** Students conduct biodiversity surveys and water quality testing at sacred springs in Bektiharjo and Ngerong caves, linking ecosystem health to local conservation beliefs. They also participate in mangrove planting and coastal restoration.

- **Geography:** Lessons are contextualised through field mapping in flood-prone and drought-affected areas, integrating local wisdom such as tree-cutting bans near water sources. Students analyse environmental risks and propose solutions.
- **Bahasa Indonesia, English, and Javanese**: Language subjects are used to document and communicate environmental findings. In Bahasa Indonesia, students write scientific reports and persuasive texts for green campaigns. In English, they prepare presentations and posters for competitions and exchanges. In Javanese, students interview elders and record oral histories of traditions such as sedekah laut and sedekah bumi. These works are often showcased in multimedia formats
- **Pendidikan Agama Islam (PAI)**: Students explore Islamic perspectives on environmental stewardship, linking Qur'anic values of khalifah fil ardh (guardianship of the earth) with practical conservation actions. This reinforces moral responsibility in sustainability projects.
- **KIR (Kelompok Ilmiah Remaja):** KIR serves as a research hub where students from different disciplines collaborate on environmental innovation projects. Many of these have reached national and university-level competitions, demonstrating the programme's ability to combine science, culture, and creativity in tangible outputs.

7. Engagement with the community and sharing of school practices to the community

Engagement of partners in community and their roles/contribution

Name of Partners	Roles and Contributions
BPBD Tuban (Regional Disaster Management Agency)	Provides training and simulations for students as part of the DIPETA program. They facilitate earthquake, flood, and fire drills and deliver disaster risk education. Their role strengthens student readiness and links school preparedness with district-level disaster risk reduction efforts.
PMI Tuban (Indonesian Red Cross)	Delivers first aid training (P3K) and supports health-related disaster simulations. They also assist students in learning basic emergency medical response skills used during DIPETA and Smalda Sapa Desa.
DLH (Environmental Agency) of Tuban	Supports Green Campaigns and tree planting initiatives. They provide technical guidance and environmental data for student projects and help the school align its eco-activities with district environmental goals.
Paguyuban Wali Santri (Parents' Association)	Collaborates in environmental activities like Zero Plastic Campaign and eco-workshops. They help reinforce sustainability values at home and mobilize parent participation during community programs such as clean-ups and school fairs.
Village Governments of Jadi, Tunah, and Sumurgung	Provide local access, permissions, and cultural guidance during Smalda Sapa Desa. These communities host students for 15 days, enabling them to engage in volunteer teaching and environmental actions like river clean-ups and local wisdom documentation. They also serve as co-learners and co-implementers in local revitalization projects.
Local Schools (SD BAS, MI Futuh, SMP BAS, SDN Sumurgung 1)	Partner with SMA Al Huda. Students serve as volunteers, deliver environmental education, and share knowledge gained from MANGU projects. These schools benefit from shared teaching resources and sustainability-themed activities.
Mangrove Center Tuban & Community Leaders in Bektiharjo	Support mangrove planting, ecological research, and conservation learning. Community leaders also share oral history and traditional knowledge related to sedekah laut and forest taboos, which are integrated into the students' project-based learning and local wisdom studies.
Tuban Fire Department (Damkar)	Assists in disaster simulations (fire evacuation drills) under the DIPETA pillar. They also offer equipment and personnel to demonstrate fire safety practices and support students in applying emergency response procedures.
BMKG Jenu Tuban	Assist in disaster prevention and anticipation.

8. Monitoring and evaluation mechanisms

Aspect	Method/Tool	Responsible Parties	Purpose/Outcome
Activity Implementation	Observations, checklists	Teachers, Program Coordinators	Ensure activities are conducted as planned

Student Reflection	Daily journals (esp. during Smalda Sapa Desa), class discussions	Students, Teachers	Reflect on learning, behavior change, and social impact
Documentation	Photos, videos, reports	Teachers, Student Committees	Archive evidence and support evaluation discussions
External Feedback	Partner evaluations (e.g., simulations by BPBD, PMI, DLH)	BPBD Tuban, PMI, DLH, Fire Dept.	Assess student skills, realism, and community collaboration
Academic Assessment	Rubrics for PjBL and KIR presentations/reports	Subject Teachers	Measure scientific reasoning, creativity, and relevance
School Coordination	Monthly/quarterly meetings	Head of School, Teachers, OSIS	Review progress, identify challenges, plan improvements
Community Feedback	Verbal input during village visits, post-program reflection	Village leaders, Parents, Partner Schools	Ensure relevance and mutual benefit in Smalda Sapa Desa and outreach activities
Program Review	Evaluation reports, improvement plans	Teacher Team, OSIS, Paguyuban Wali Santri	Adjust strategies for future cycles and ensure program sustainability

9. Measurable achievement of the school's programme to students, teachers, parents, and wider community

The initiative has earned numerous achievements that blend science, culture, and creativity. Highlights include first place at UGM (2017) for eco-paper from peanut shells, multiple finalist spots in the CYS with projects such as carbon footprint calculation and the local wisdom of Gua Ngerong, and a UNESA finalist project on a crab shell bio-battery (2019). Other accomplishments include Top 30 nationally in LKIP IPB, finalist in Semen Indonesia's 3D Wall Magazine competition, third place as Tuban's Anti-Drugs Ambassador, and first place in a national short movie competition. The team also won Tubernova (2024) after placing second runner-up in 2020, secured second place in the NUT Research competition at UNESA, and received recognition as Duta Gemarikan. These successes show their commitment to scientific innovation, environmental stewardship, and cultural values.

10. Plan for future

To strengthen and expand the impact of the **MANGU** program, SMA Al Huda Boarding School has outlined several future plans focused on sustainability, innovation, and broader community involvement.

1. **Expanding Smalda Sapa Desa**
   The school plans to extend *Smalda Sapa Desa* from a 15-day program to a full 1-month rural service experience. This will allow students to dive deeper into environmental and educational outreach while building stronger bonds with partner villages.
2. **Enhancing Monitoring through Digital Tools**
   The school will adopt digital tracking systems to monitor outcomes such as the number of trees planted, waste reduced, and student participation. This ensures better documentation, transparency, and easier progress reporting.
3. **Strengthening Partnerships with Universities and NGOs**
   Collaborations with universities and environmental NGOs will be pursued to support research-based projects, offer mentorship, and provide scholarship pathways in sustainability fields.
4. **Publishing a MANGU Best Practices Booklet**
   The school plans to compile a MANGU documentation and best practice booklet to be shared with other schools, educational forums, and stakeholders both locally and regionally, promoting replication and scale-up.

11. Interrelationship of the school's programme with other Sustainable Development Goals (SDGs) (Please refer to page 2 in the Information Note or https://sustainabledevelopment.un.org/sdgs)

SDG 4 – Quality Education
Goal: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.
How MANGU supports this:

- Integrated Project-Based Learning (PjBL) in Biology, Geography, etc., focused on environmental and cultural themes. And also, KIR (Kelompok Ilmiah Remaja) guides students in conducting real-world research (e.g., bio-batteries, carbon calculators).
- Collaborative teaching during Smalda Sapa Desa in partner schools such as SDN Sumurgung 1, MI Futuh, SD BAS, and SMP BAS.
- Mentorship and evaluation from teachers, DLH Tuban, and Mangrove Center Tuban support students' learning experiences.

SDG 6 – Clean Water and Sanitation

Goal: Ensure availability and sustainable management of water and sanitation for all.

How MANGU supports this:

- Local traditions—such as prohibitions on tree-cutting near water sources—are highlighted in curriculum.
- Collaboration with village governments (Pemdes Jadi, Sumurgung, Tunah) to revitalize traditional water protection practices.

SDG 11 – Sustainable Cities and Communities

Goal: Make cities and human settlements inclusive, safe, resilient, and sustainable.

How MANGU supports this:

- DIPETA program includes earthquake, flood, and fire simulations in collaboration with BPBD Tuban, PMI, and the Tuban Fire Department.
- Students and communities are trained in disaster preparedness and basic first aid.
- Promotion of eco-friendly behavior through Green Campaigns.

SDG 13 – Climate Action

Goal: Take urgent action to combat climate change and its impacts.

How MANGU supports this:

- Students plant trees and mangroves to reduce erosion and absorb CO_2 (e.g., in Jenu, Palang, and Mangrove Center Tuban).
- Campaigns supported by DLH Tuban encourage plastic reduction and responsible consumption.

SDG 14 – Life Below Water

Goal: Conserve and sustainably use the oceans, seas, and marine resources.

How MANGU supports this:

- Students join Sea for Life coastal clean-up campaigns in Jenu, Kingking, and Palang.
- Activities supported by local community leaders and the Mangrove Center Tuban.

SDG 15 – Life on Land

Goal: Protect, restore, and promote sustainable use of terrestrial ecosystems.

How MANGU supports this:

- Educational visits and research at Goa Ngerong (Rengel) and sacred forests where traditional taboos prohibit tree cutting and fishing.
- Activities coordinated with village elders, Pemdes, and local conservation groups.

SDG 17 – Partnerships for the Goals

Goal: Strengthen the means of implementation and revitalize the global partnership.

How MANGU supports this:

- Active partnerships with BPBD Tuban, PMI, DLH, Mangrove Center Tuban, and Paguyuban Wali.
- Collaboration with village governments and local schools during Smalda Sapa Desa.

SDG 3 – Good Health and Well-being

Goal : Ensure healthy lives and promote well-being for all at all ages.

How MANGU supports this:

- First Aid (P3K) Training with PMI equips students and community members with life-saving skills, improving health outcomes in emergencies.

SDG 10 – Reduced Inequalities

Goal : Reduce inequality within and among countries.

How MANGU supports this:

- Smalda Sapa Desa bridges rural–urban gaps by providing volunteer teaching, environmental education, and disaster awareness in underserved villages like Jadi, Tunah, and Sumurgung.

12. Link(s) to the information of school's programme in social media platforms such as facebook, website, youtube

https://youtu.be/Ig7-P154ikc?si=VlihqjLBMLY0uZsB

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

Figure 2 : Disaster Preparedness Training and First Aid Simulation

Figure 3. MANGU students and teachers take action—planting mangroves, cleaning rivers, etc.

Figure 4: Curriculum Integration in MANGU links learning to action—researching sacred sites, raising disaster awareness, serving communities, and practicing sustainability.

Figure 5. SMALDA Sapa Desa Activities

Figure 6. Achievements of SMA Al Huda's Students and Teachers related to Mangu Program

GUIDELINES FOR SUBMISSION OF ENTRIES

1. The sharp deadline of entry submissions is **15 August 2025.** Late submission is not accepted.
2. Each school can submit **only one (1) entry**.
3. The school that has been shortlisted or won the SEAMEO-Japan ESD Award within the past five (5) years (2020-2024) is not considered.
4. Schools must submit the following requirements to the SEAMEO Secretariat:
   A. A completed **submission form of 2025 SEAMEO-Japan ESD Award** which have to be made in .docx or .pdf format, maximum file size is 10 MB. The submission form can be downloaded from the SEAMEO website: https://link.seameo.org/ESD2025 or request through email: seameojapan.award@seameo.org

   B. **A 3-minute video clip** presents the school's programme in English. If it is produced in local language, please add subtitles so that the judging committee can understand it. Please upload your video to YouTube or other video-sharing sites and submit the video link through the google form as detailed in No.9
5. The information about the school's programme (in Part II as follows) **should not be over five (5) pages of A4 in total**. The information should be written in **Times New Roman/Calibri font, font size 11**.
   A. Part I - Information about the school;
      1) School's 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 (maximum of 300 words)
      3) Objectives/goals of the school's programme
      4) Period of time when the programme has been started
      5) Activities (strategies/activities of implementation, and brief information on each activity)
      6) Teaching and learning approaches/strategies that the school has integrated into the programme
      7) Engagement with the community and sharing of school practices to the community.
      8) Monitoring and evaluation mechanisms
      9) Measurable achievement of the school's programme to students, teachers, parents, and wider community
      10) Plan for future
      11) Interrelationship of the school's programme with other Sustainable Development Goals (SDGs)
      12) Link(s) to the information of school's programme in social media platforms such as Facebook, website, and Youtube

6. All submissions should include related photos. A maximum of **five (5) photos** with captions written in English can be attached with the submission form.
7. (Optional) All submissions can be attached with a maximum of **two (2) supporting documents** which can be written in local language. However, a brief translation in English should be provided.
8. Only specific file types of supporting documents are accepted which are .docx, .pdf, .xlsx, and .ppt. If the supporting documents are made in .docx or .pdf, it should be less than or equal to **twenty (20) pages** each.
9. **How to Submit the Entry**: Please send the completed submission form of 2025 SEAMEO-Japan ESD Award and a link of 3-minute video clip together with supporting documents to the following google form:

   https://link.seameo.org/ESD2025/Submission

   Note: To align with the ESD practices and to save the environment and energy, the Committee will **NOT accept the entry in hard/printed copies.**
10. After submitting the google form, you will receive a copy of your responses via the responder's email immediately. Your responses can be edited after submitting by clicking the 'Edit response' button in the responder's email where you receive a copy of your responses.

JUDGING CRITERIA

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

1. Strategy/Modality of Implementation

- The school has demonstrated clear school's plans and policies, effective strategies, and programme components/activities on how to implement the school's programme.
- Appropriate and effective methods and resources are used to implement the programme.
- Monitoring and evaluation mechanisms or processes are identified to ensure the immediate and long-term outcomes.
- The school has demonstrated the use of participatory processes – involving students, teachers, parents, community stakeholders and partners – in planning and implementing the programme.

2. Teaching and Learning Approaches

- The school has integrated disaster risk reduction and community engagement into teaching and learning practices and school's programmes to ensure that students are able to connect the practices into their daily life, the local environment, and community.

3. Innovation and Creativity

- The school's programme has demonstrated innovative practice in relation to the theme that can be replicated.
- The school has demonstrated innovative ideas for utilizing available resources.

4. Engagement with Community

- The school has engaged community partners such as neighbouring educational institutions, local government authorities and parent associations to programme highlighting local wisdom.
- The school's programme has increased public awareness and action to promote disaster risk reduction through community engagement to create a more sustainable future.
- The school's programme has strengthened student involvement and contribution to improve sustainable development and effectively promote disaster risk reduction through the engagement of local communities.

5. Impact and Sustainability

- Results of the school's programme have revealed the effectiveness and benefits of the school's programme to students, teachers, parents, and the wider community.
- The school has demonstrated a clear future plan on how to sustain or scale up the initiative.

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.

CONTACT INFORMATION

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