

List of Wenhui Award (文暉) Winners and Honourable Commendations

Below is the list of Wenhui Award Winners and Honourable Commendations since 2010. To find out more about them, click on the hyperlinked titles.

2019: Promoting University and School Partnerships in Advancing the Education 2030 Agenda

Winners

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- [Service Learning as an Innovative Educational Initiative to Help Underprivileged Schools, Career Guidance Unit, Faculty of Science, University of Colombo, Sri Lanka](#)

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- [Mentor-Mentee Outreach Program: Promoting University and School Partnerships in Revitalizing STEM Education in Rural Secondary Schools, Nyet Moi Siew, Faculty of Psychology and Education, Universiti Malaysia Sabah, Malaysia](#)

2018: Innovations in School, Family and Community Collaboration for Quality Education

Winners

- [Organic Agriculture Integration in Basic Education through Student Field School, Julito Contado Aligaen, Iloilo Science and Technology University, Philippines](#)
- [Integrated Multicultural Education for Disadvantaged Youth along the Thai-Myanmar Border in Mae Hong Son, Ban Nai Soi Community Learning Centre, Thailand](#)

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- [UNIQUE Multi-Grade Teaching-Learning \(MGTL\) Model in Non-Formal Primary Education: Innovations in School, Family and Community Collaboration for Quality Education, Dhaka Ahsania Mission, Bangladesh](#)
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2017: Innovations in the Professional Development of Teachers

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- [GURO21: Gearing Up Responsible and Outstanding Teachers in Southeast Asia for the 21st Century, Southeast Asian Ministers of Education Organization Regional Center for Educational Innovation and Technology, Philippines](#)

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- [360 Approach to Teachers' ESD Professional Development, Regional Centre of Expertise on Education for Sustainable Development, Universiti Sains Malaysia, Malaysia](#)
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- [Specialised Schools for Students at Risk of Dropping Out, Institute of Technical Education, Singapore](#)
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2014: Innovation for Lifelong Learning: Bridging to the Future

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- [Local Content Children’s Books and Schoolbooks for Micronesia, Island Research & Education Initiative, Micronesia](#)

Honourable Commendations

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- [Financial Planning Awareness Programs, Malaysian Financial Planning Council, Malaysia](#)
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2013: Educational Innovation for Cultural Expression

Winners

- [Reviving Cambodia's Traditional Arts Master Teaching Program](#)
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- [Teaching of Traditional Bai and Traditional Government Structure in Ngerubesang, Ngerubesang Men's Club, Palau](#)
- [From Anthropology to Design – A Heritage Management Project in the New Silk Road, Nanci Takeyama, design for, Nanyang Technological University, Singapore](#)
- [iZ Hero Adventure: Fostering Citizenship in the 21st Century Digital Age, Yuhyun Park, Nanyang Technological University, Singapore](#)
- [Culturally Relevant Mother Tongue-based Bi/Multilingual Education, Foundation for Applied Linguistics, Thailand](#)

2012: Innovation in Education for Sustainable Development

Winners

- [Education for Sustainable Development in China, Beijing Association of Education for Sustainable Development, China](#)
- [Project Search \(Sensitization, Education and Awareness on Recycling for a Cleaner Habitat\), The Energy and Resources Institute, India](#)

Honourable Commendations

- [Voices for Change, Somaly Mam Foundation, Cambodia](#)
- [Green Chemistry: Approach Addresses Education for Sustainable Development, Mageswary Karpudewan, Universiti Sains Malaysia, Malaysia](#)
- [Innovation for a Green and a Low Carbon Society, Joseph Fisher, University of Papua New Guinea, Papua New Guinea](#)

2011: Education for Learning to Live Together

Winners

- [Education for Learning to Live Together: Mid-day Meal Feeding Programme, Jigme Losel Primary School, Bhutan](#)
- [Community Participation in Enhancing School Performance, Sekolah Kebangsaan Ulu Lubai, Malaysia](#)

Honourable Commendation

- [Mekong Youth Net, Development and Education Programme for Daughters and Communities Centre, Thailand](#)

Special Recognition for Lifetime Achievement

- [Lourdes R. Quisumbing, Founding President and Lifelong Honorary President of APNIEVE \(Asia-Pacific Network for International Education and Value Education\), Philippines](#)

2010: Reaching the Marginalized in Basic Education

Winners

- [Khmer Braille and Khmer Sign Language Creation, Krousar Thmey Foundation, Cambodia](#)
- [Xin Yu Project, Beijing Foreign Studies University, China](#)

Honourable Commendation

- [The Benchmarked Rural Smart School Programme, Multimedia Development Corporation, Malaysia](#)
- [Improving Education amongst Underprivileged Communities in Urban Poverty Zones of Western Uttar Pradesh, Grassroots India Trust, India](#)
- [Hole-in-the-Wall Education, Hole-in-the-Wall Ltd., India](#)

Winner: Building School-University Partnership for Students Benefit
Nazarbayev Intellectual Schools, Kazakhstan

High schools prepare students to enter universities, and universities nurture professional, competent individuals to contribute to the development of their country as well as to reinforce peace, mutual understanding and tolerance between countries and peoples. A well planned flow of education from high school to university will help to prepare students become valuable ambassadors of their country to meet these goals.

In 2008, Intellectual Schools were established in Kazakhstan to provide a platform to develop, implement and commend innovative educational models that include the best traditions of Kazakhstani education and advanced international pedagogical practices. Coordinated by an autonomous educational organization, the Nazarbayev Intellectual Schools (NIS) network currently comprises 20 schools that serve about 15,000 students from 7th to 12th grades, including children from rural areas and disadvantaged families who receive tuition-free education. Career consultants and psychologists are on hand in all NIS institutions to help students identify their potential career choice and university to pursue their course of study. Providing educational services that meet the best educational standards set by the Commonwealth of Independent States (CIS) International Accreditation, one school offers the International Baccalaureate programme and nineteen offer the NIS-Programme – developed jointly with the University of Cambridge – that is equivalent to the A-Level in the United Kingdom and the O-Level in Singapore.

Partnership with universities is one of NIS' strategies to support their graduates and recognize their achievements. As a result, NIS has been cooperating with leading universities in Kazakhstan to accept credit transfer and to develop accelerated undergraduate programmes for NIS graduates. Partnerships with universities in other countries were also established resulting in about 15 percent of NIS graduates enrolling in universities in Australia, China, Germany, Netherlands, Republic of Korea and the United Kingdom. NIS also cooperates with embassies of different countries to discuss admission and recognition policies.

The uniqueness of NIS' efforts lies in the initiatives it has taken to collaborate with universities in and beyond Kazakhstan, as well as embassies of different countries, to provide their students with opportunities to pursue their education. The Memoranda of Mutual Understanding between NIS and the various institutions and agencies ensure that the partnership is sustainable and beneficial to all parties.

Winner: Service Learning as an Innovative Educational Initiative to Help Underprivileged Schools
Career Guidance Unit, Faculty of Science, University of Colombo, Sri Lanka

For a nation to advance in science, technology and innovations, a proper base for teaching science in schools is essential. Unfortunately, many schools in remote areas lack the necessary human power and resources to teach science and IT. The University of Colombo is the oldest and one of the largest state universities in Sri Lanka where the Faculty of Science was set up in 1913. Recognising the importance of service learning, the Career Guidance Unit (CGU) was established in the Faculty in 2008 to develop graduates' multi-disciplinary knowledge, creative thinking and analytical skills together with a high degree of civic conscientiousness.

Aiming to contribute to Sri Lanka's development, the CGU has developed a programme for final year science undergraduates to carry out school-based projects with financial support from the corporate sector. Working in remote and underprivileged schools, the volunteer undergraduates teach science, mathematics, IT and English language in these schools. The programme also offers vocational training and other life skills to students to enhance their employability.

Specific projects included (i) empowering school children with IT (e-learning) and vocational education involving 20 schools island-wide; (ii) preparing school children for employment by grooming school leavers and job seekers for the workplace; (iii) promoting good food habits and combating malnutrition through awareness raising in four schools in Colombo; (iv) swim for safety to provide water safety skills involving about 70 students from Colombo.

Since 2012, the Service Learning programme has helped more than 16,000 school children in many parts of the country. The 'triple helix' initiative highlights the partnership between university, community/school and private sector.

Wenhui Award 2019: Promoting University and School Partnerships in Advancing the Education 2030 Agenda

Honourable Commendation: FABO

*College of Design and Innovation, Tongji University,
China*

STEAM (science, technology, engineering, arts, and mathematics) education emphasizes the integration of multiple disciplines to provide comprehensive, practical skills training and bottom-up learning. It has gained the attention of many countries seeking to move away from an examination-focused system. The global Fablab network, founded by MIT and the Fab Foundation and introduced to China in 2013, offers a dynamic approach for personal learning and experimentation, allowing students to actively explore real-world problems and challenges to acquire deeper knowledge.

The FABO team at Tongji University has established an integrated network of 20 Fablabs serving about 6,000 students from grades K-12 and universities. Incorporating digital and emerging technologies, such as 3D printing, programming and artificial intelligence, FABO has connected universities, schools, families, communities and companies through its programmes. Its STEAM-learning ecosystem includes the FABO playground for elementary schools and middle schools, FABO X for high schools and above, and the Fab Academy for educators and entrepreneurs. FABO has organized STEAM workshops for more than 6,000 students in 300 schools and 100 interdisciplinary open-night lectures for communities. It has trained more than 1,000 STEAM teachers, and connected tech companies such as Autodesk, Solidworks, Roland, Trotech, Intel and Alibaba to schools. FABO has helped to develop contents and mechanisms for second- and third-tier cities and remote locations where STEAM educational resources are insufficient.

**Honourable Commendation: Mentor-Mentee Outreach Program:
Promoting University and School
Partnerships in Revitalizing STEM
Education in Rural Secondary Schools**

*Nyet Moi Siew, Faculty of Psychology and Education,
Universiti Malaysia Sabah, Malaysia*

STEM education is an interdisciplinary approach to learning which integrates the study of science, technology, engineering and mathematics into a cohesive learning paradigm. The provision of STEM education and giving students opportunities to explore STEM-related concepts will equip them with 21st century skills such as critical thinking, problem solving, creativity, collaboration and communication skills. In Malaysia, efforts to encourage students to take up STEM subjects have risen, but student enrolments in almost every STEM subject area have continued to fall over the last decade. The situation is even more challenging in Sabah, an East Malaysian state where 72 percent of its schools are located in rural areas with basic utilities; limited infrastructures; inadequate teaching and learning materials; shortages of resources, computers and science laboratories.

Therefore, a STEM Mentor-Mentee outreach programme through university-school partnership was developed to address the gap in STEM education attainment between rural and urban schools in Sabah. The programme targeted Form Four students (aged 16 years) from 14 rural secondary schools to help them understand STEM by relating it explicitly to their local environment and to improve their STEM knowledge, attitudes and practices. In-service and pre-service teachers who assisted in the programme also gained mentoring and assessment skills to conduct STEM activities. From 2015 to 2019, a total of 632 students, 311 in-service and 99 pre-service teachers benefited from programme.

Winner: Organic Agriculture Integration in Basic Education through Student Field School

Julito Contado Aligaen, Iloilo Science and Technology University, Philippines

Some scientists think that the *science through education* approach has failed to address sustainable environment issues. Instead, they believe that the *education through science* pedagogy is more effective because it emphasizes experiential and discovery learning based on real-world socio-scientific issues.

With support from governmental agencies, organizations and university, the project, *Organic Agriculture Integration in Basic Education through Student Field School*, chose to integrate organic agriculture – which covers a broad range of topics including economy, environment, food safety and social justice – in three basic education subjects: Science, Mathematics and Languages. Developed by Mr. Julito Contado Aligaen from the University Iloilo in the Philippines, the project involved about 600 primary and secondary school students, 300 parents and 50 teachers in the Province of Davao del Norte in the Philippines.

Adopting the Student Field School platform, the team of facilitators comprised one parent-farmer, one teacher and one technical staff from the Department of Agriculture. The learning approach was highly interactive as students carried out organic composting, observed the relationship between prey and predators, used the Agro-ecosystem Analysis for monitoring, conducted action research on the issues encountered. They discussed and decided how to resolve problems such as pest management, plant growth deficiency and social issues within their groups.

It was evident that learning had taken place when the students, teachers and parents agreed that synthetic fertilizers and toxic pesticides are not necessary in agriculture – a significant turnabout of opinions. To scale up the results, the lesson plans that were developed for Science, Mathematics and Languages can also be used and adapted by teachers who were not trained by the project.

The project aimed to prepare a generation of youth who are capable of producing nutritious and clean food using safe and sustainable farming practices, and therefore fosters a vibrant, resilient and sustainable society. School administrators had recommended further integration of the Student Field School approach in Science, Mathematics and English or Mother Tongue Language in primary and secondary schools. Integration in higher education subjects in the context of Outcome-Based Education had also been proposed.

Winner: Integrated Multicultural Education for Disadvantaged Youth along the Thai-Myanmar Border in Mae Hong Son

Ban Nai Soi Community Learning Centre, Thailand

Many children of migrants and refugees living along the Thai-Myanmar border could not afford to attend school, and had to leave their families and villages in search of work in the cities. Some of them married early, worked as domestic help, construction workers, waiters and waitresses, and even ended up in the sex trade. Incidences of drug abuse and HIV/AIDs increased and affected many people in the communities.

Believing that if the children were able to receive more education, particularly to the high school level, they could have a better future, the Ban Nai Soi Community Learning Centre established the *Integrated*

Multicultural Education for Disadvantaged Youth along the Thai-Myanmar Border in Mae Hong Son programme. It provided educational activities such as classes for languages, computer skills, vocational training as well as ethics and other subject areas to disadvantaged youth aged 16-25 years as well as their families and communities.

Close relationships with various partners were built, including the Thai governmental departments, Karenni government officials, non-governmental organizations, as well communities in Thailand, Myanmar and other countries. These connections were useful for creating opportunities to enable the students participate in community activities and work on community development projects.

As a nationally certified high school, the Learning Centre helped to keep about 70 youth – who would otherwise have dropped out – in school. Students from 14 different ethnic groups have attended the Centre and had gained valuable community development skills; some of these students have founded their own community-based organizations.

In providing education to marginalized youth, including Myanmar migrants and refugees, residing in Thailand, the programme's aim was to break the cycle of poverty and disadvantage through education, enabling the communities to build a better future.

Wenhui Award 2018: Innovations in School, Family and Community Collaboration for Quality Education

Honourable Commendation: School of Leadership, Afghanistan (SOLA): An Innovative Boarding School Model for Girls in Afghanistan *School of Leadership, Afghanistan*

In Afghanistan, society traditionally limits women's visibility in the public sphere, and as a result, girls' education is often not a priority. Many families, particularly those in rural areas, ban their daughters from being educated by men, but Afghanistan's female teaching force is largely underqualified. The School of Leadership, Afghanistan (SOLA) was founded to give young Afghan girls the opportunity to receive a quality education and is the first and only private boarding school for girls in the country.

SOLA enrolls 70 students from 23 provinces in Afghanistan, and representing all of the country's major ethnic and religious groups. The majority of the students are in grades 6-8; a small number are older girls who attend high school in Kabul city but live on the SOLA campus. SOLA also supports a study abroad programme with 23 students attending high school and/or university in several foreign nations, including Bangladesh, Kyrgyzstan, the United Kingdom and the United States.

SOLA's mission to provide the students with an educational experience in a safe environment is unprecedented in Afghanistan. Its boarding school model for girls is unique in the country. The students live on the campus in Kabul throughout the March to December academic year, thus mitigating the risks inherent in traveling to and from school daily while also giving each girl the opportunity to live with, and learn from, a diverse community of classmates. A residential faculty provides round-the-clock guidance and supervision, and the students are exposed to rich extracurricular and leadership opportunities that are unavailable at home.

Honourable Commendation: UNIQUE Multi-Grade Teaching-Learning (MGTL) Model in Non-Formal Primary Education: Innovations in School, Family and Community Collaboration for Quality Education

Dhaka Ahsania Mission, Bangladesh

The Dhaka Ahsania Mission is a non-profit organization in Bangladesh with multi-dimensional programmes for improving the quality of life of the disadvantaged, poor and socially excluded people. It has developed close relationship working with communities, government, NGOs and corporate entities both at national and international levels.

The Unique Intervention for Quality Primary Education (UNIQUE) Multi-Grade Teaching-Learning initiative emphasizes a pedagogic approach that offers opportunities to improve the teaching-learning practices, particularly in small, scattered and remote rural schools. For a small village community or a remote rural area, grouping children of different grades together, with a single teacher, means it is possible to fund a small school. Children, who might otherwise be unable to travel to distant schools, are given the opportunity of an education.

The Unique Intervention for Quality Primary Education (UNIQUE II) programme provides quality non-formal primary education to out-of-school children and dropouts, widening their access to quality education through multi-grade classes. UNIQUE-II also promotes, facilitates and manages community involvement and participation at all stages of the project cycle. The Family Life Education for parents have helped mothers improve their knowledge on family issues and enhanced their life skills. UNIQUE schools are monitored by local community using specific indicators developed by them under the Community Collaboration umbrella, hence increasing the communities' ownership of school activities.

Honourable Commendation: Open School Programme

National Institute of Education, Sri Lanka

The National Institute of Education in Sri Lanka is mandated to design and develop curricula for general and teacher education, provide professional development of educational community, spearhead change through research and innovation. Although education has received significant attention since independence, the high number of school dropouts is a concern. These dropouts are likely to become the most disadvantaged and marginalized groups of society. The rigid nature of the formal school system at present has not helped to transform this group to creative and productive members of society.

The Open and Distance Learning (ODL) offers an alternative path to increase access to education for those who have not benefited from formal schooling, giving them the choice and freedom to learn. The National Institute of Education believes that the Open School Programme is a viable option using modern communication technologies and multi-channels of learning, operating parallel to the formal system at all levels, particularly for those who have not attained a recognized basic qualification, a crucial factor for furthering their education. It also helps learners to find jobs and enhance their professional knowledge.

The Open School is promoted through provincial awareness-raising programmes. Most of the participants are drawn from marginalized groups, for example women who have difficulties in accessing education, people with special needs, learners who dropped out of formal school and people who need vocational training.

Winner: Teachers' Professional Development—Rural Teacher Training Under Culture Management Course Educational Model

Zhao Geng, Deputy Director, Division of Teachers' Administration, Hubei Provincial Department of Education, China

Rural schools in China, as in many other countries, face a shortage of teachers. To mitigate and resolve this problem, the Rural Teacher Recruiting Program was established to recruit college graduates to teach in rural and remote schools. Every year, 4,000 graduates from 300 different colleges in China are recruited through this program. Before deployment, the provincial education departments provide some training to the recruits, but it is not enough. In addition to cognitive knowledge, the new teachers have to learn how to work in a challenging environment. To do so, they have to acquire other skills and attitudes, such as working as a team, accepting the rural students without any prejudices, and be able to teach with limited resources and under difficult conditions.

In response to a demand for innovative teacher training, Mr. Zhao Geng developed the Culture-Management-Course (CMC) model which aims to instill common cultural values, social consciousness and responsibilities with management skills to enhance rural teachers' competencies. The CMC design includes a series of learning communities and intensive courses in which every teacher is actively involved. The training is conducted during the summer vacation, using vacant student dormitories and classrooms of some universities.

Central to the CMC's philosophy that "everyone is a protagonist on and off the stage", the training enables every teacher to realize that they are the protagonists of their training and their unique life experiences, especially in rural education development. This sense of empowerment is passed on to the children in rural areas so that every child can increase his/her self-confidence to step onto the stage of life, and regard and respect everyone, everywhere, equally – a reflection of inclusive education.

In the past ten years, the CMC model has trained about 50,000 new rural teachers who were deployed to about 2,000 schools. The CMC model emphasizes the importance of strengthening teachers' identity, collective sense of belonging, the honor and responsibility of the teaching profession, quality education and teamwork. Social interactions are integral to the CMC model for building an equitable and harmonious society. Thus, the training process involves consensus, empathy and action. Co-curricular and extra-curricular activities utilizing local resource provide practical experiences to connect teachers, students and the local communities in building positive social relationships.

Unlike the traditional lecture format, the CMC model integrates culture and management elements to its training programs. These include (i) Movie Sharing Lecture and Cinematic Thinking for more vivid reflections on theories, ideas and methods; (ii) Joyful Presentation to provide a pleasant and positive atmosphere; and (iii) Picture Sharing Session that uses illustrations, pictures and text for discussions about education and life.

As a result, the newly recruited rural teachers, imbued with strong team spirit and values, social and inclusive consciousness, are able to co-operate and participate more effectively in rural education reform. According to a sample survey, 99.7% of the trainees indicated that the CMC training enhanced their professional identity, sense of honour and responsibility, and team cohesiveness. Evidently, the CMC training has improved the new rural teachers' professionalism, which in turn benefit the students in rural areas.

Winner: **GURO21: Gearing Up Responsible and Outstanding Teachers in Southeast Asia for the 21st Century**

Southeast Asian Ministers of Education Organization Regional Center for Educational Innovation and Technology, Philippines

Advanced and rapidly changing technology has made an impact in every aspect of our lives. Education has to adapt to these changes to be relevant. The Southeast Asian Ministers of Education Organization Regional Center for Educational Innovation and Technology (SEAMEO INNOTECH) was established to provide innovative and technology-oriented learning services and research-based solutions to address current and emerging needs and concerns of its member countries: Brunei Darussalam, Cambodia, Indonesia, Lao People's Democratic Republic, Malaysia, Myanmar, Philippines, Republic of Singapore, Thailand, Timor-Leste, and Viet Nam.

Given its mandate to develop, incubate and transfer e-Solutions to the SEAMEO member countries, SEAMO INNOTECH developed the GURO21 or Gearing Up Responsible and Outstanding Teachers in Southeast Asia for the 21st Century to cultivate an awareness of emerging needs and a willingness to participate in the process of discovery, sense-making, and problem-solving.

GURO21 is a menu of flexible learning courses to address teachers' needs in relation to the technological advances and changing educational trends of the 21st century. The courses were developed based on the Southeast Asian Region-validated Competency Framework for Southeast Asian Teachers of the 21st Century. GURO21 is open to all classroom teachers, teacher educators, and tertiary instructors or professors from SEAMEO member countries.

Prior to the actual delivery of a course, a Learning Needs Assessment (LNA) session with selected teachers and Department of Education staff is conducted to determine the needs of the target participants and their expectations on the course. The LNA also aims to re-validate, at the local level, the significance of the Competency Framework for Southeast Asian Teachers in order to better customize the implementation of the course.

The course is then delivered online via iFLEX or the SEAMEO INNOTECH's Learning Management System (LMS) via Moodle (Modular Object-Oriented Dynamic Learning Environment). The LMS contains the links to: (1) course modules, (b) required readings; (c) course journals; (d) videos; and (e) soft copy of the Learner's Guide. The learners spend approximately fifty-four training hours to complete the course. The learning materials are designed to be interactive and self-instructional. The participants join other teachers in a class of 10-15 learners and they meet online every week for the live, synchronous (or real-time) three-hour chat and asynchronous (or outside of real-time) discussion sessions for a total of four weeks. The online resources and interactions are effective in addressing spatial limitations, diverse geographical locations and time constraints of busy professionals.

Since its implementation, GURO21 was accessible to more than seven thousand teachers in the Philippines. The success of GURO21 in championing the pursuit of professional development can be attributed to its understanding of how individuals learn when they receive the right support.

Wenhui Award 2017: Innovations in the Professional Development of Teachers

Honourable Commendation: SeeBeyondBorders' Teach the Teacher Program

SeeBeyondBorders, Cambodia

SeeBeyondBorders, an international non-governmental organization in Cambodia, recognizes that quality education can help to alleviate poverty and make a significant impact on the lives of Cambodian families. One of SeeBeyondBorders' initiative is to train Cambodian primary school teachers who, in turn, use their skills to develop knowledge of their peers by building local communities of professional practice. Its Scaffolding Capability And Learning Experiences (SCALE) provides a 'scaffolded' approach that is unique in Cambodia, focusing on building teachers' conceptual and pedagogical understanding through the Core Teacher Training program, in tandem with the Mentoring program to provide ongoing support in their classrooms from trained Cambodian teacher mentors. Localized professional communities of practice are developed to ensure sustainability through the Transition program. Senior mentors are trained to run the teaching workshops on their own in the final Maintenance program.

SCALE is implemented in close collaboration with District Offices of Education and school principals to coordinate professional development activities and embed them into the district plans every year. This approach helps to develop the Cambodian education system as a whole and ensures sustainability is embedded from the start.

Wenhui Award 2017: Innovations in the Professional Development of Teachers

Honourable Commendation: 360 Approach to Teachers' ESD Professional Development

Regional Centre of Expertise on Education for Sustainable Development, Universiti Sains Malaysia, Malaysia

The professional development of teachers who are looking for innovative approaches to embed Education for Sustainable Development (ESD) into their subject areas often consists of one-day workshops and lectures, which are not sufficient to create much impact. In response, the Regional Centre of Expertise on Education for Sustainable Development (RCE Penang) hosted by Universiti Sains Malaysia, has developed a 360 approach to teachers' Professional Development program. The program offers continuous support by empowering teachers with ESD knowledge through a series of webinar workshops and development of resources; research on teachers' knowledge, attitude and practices in ESD; Schools Sejahtera Club as a platform for teachers to apply ESD in co-curriculum activities; and the Regional Sejahtera ESD Network for teachers, schools, NGOs, government institutions interested in championing ESD.

RCE Penang is one of the seven foundation RCEs of the United Nations University's UNDESD initiatives. It works with local and international education communities, engaging teachers in embedding sustainability principles in the school curriculum for over 10 years. RCE Penang has been promoting international partnerships with other RCEs, e.g., RCE Greater Western Sydney, RCE Greater Phnom Penh and RCE Southern Viet Nam.

Honourable Commendation: Training Local Teachers for Sustainable
Mother Tongue-based Multilingual
Education in the Southern Thailand
Conflict Zone

Yala Rajabhat University, Thailand

Yala Rajabhat University (YRU) was the first teacher training institution in Thailand's southern border provinces, where the majority of people are Muslim and speak the Patani Malay language. The region experiences separatist violence that has led to thousands of lives being lost, including those of teachers and school administrators. YRU, as the main source of professional education personnel for the conflict-ridden region for 83 years, aims to produce high quality teaching professionals with skills and knowledge to meet the needs of the people in the region.

Children speaking the Patani Malay language do poorly in the monolingual Thai government schools. Mother Tongue-based Multilingual Education (MTB-MLE), designed to empower and strengthen community identity and potential, has demonstrated significant success in advancing students' academic performance and confidence. YRU has mainstreamed MTB-MLE into the curriculum of pre-primary/primary teacher education. It also provides in-service training for teachers and administrators in MTB-MLE schools as well as MTB-MLE teaching internship program – the first of its kind in Asia. The project has helped to improve the educational outcomes in Thailand's Deep South, and can be replicated in other regions in conflict.

Winner: Parvarish – The Museum School

Organization for Awareness of Integrated Social Security (OASiS), India

Innovations in the Professional Development of Teachers

The education system in India has improved substantially but disparity between the rich and poor remains a huge concern. Children from well-to-do families are able to access the best and benefit from the system, but those from poor families often lack the education and training needed to enable them to become more than semi-skilled workers. The problem, however, lies not in the availability, but in the quality, of education provided to them.

To reduce the educational disparity between the rich and poor, the Organization for Awareness of Integrated Social Security (OASiS) identified an under-utilized asset in cities – museums (e.g., Science Museum, Natural History Museum, Arts Museum) with exhibits covering a variety of subjects that are suitable for all ages but are often marketed as tourist destinations rather than learning centres. Tapping into this niche resource, OASiS established the Museum School to bring quality education to the urban poor and underprivileged children with the museums providing an open learning space where children learn by doing, touching and observing models and artefacts.

OASiS also realized that the teacher training institutions located in urban areas have a large population of students who need practical training but have difficulties in securing placements in schools for their practicum. These teacher trainees could be recruited to conduct the educational programmes of the Museum School.

As a result, OASiS collaborated with the various museums, mapped their exhibits to match the school curriculum for different subjects, coordinated with teacher education institutions to train their students to use the museum exhibits as part of their practicum. Eight slum areas with a large number of children not going to school and school dropouts were selected for the project. An average of 50 new children between 5 and 10 years old are selected to join the programme each year based on their economic situation, with special preference for children who are working or begging. Girls from the same slum areas are also recruited and trained as teachers to improve the children's literacy skills. These girls eventually gain recognition and status among their communities, acquire new skills and confidence, and become counsellors for their communities.

The initial focus is on literacy, oratory skills and confidence building to help return dropouts to schools. In subsequent years, the children are taught concepts of various subjects through the museums, including soft skills and arts-based skills by paid artists and eminent volunteers. Adolescent students are taught vocational and entrepreneurial skills of their choice.

Innovative partnership is a key factor of the project as seen in the collaboration with the museums, teacher training institutions, volunteers, communities and other organizations such as iPartner UK, Sir Dorabji Tata Trust, NGO Eklavya Bhopal and CEFI Bangalore. The impact of the Museum School is clearly reflected by the performance of children who have joined mainstream schools (their school results are above average with better oratory skills) and in improvements to the lives of the students, their families and female Literacy Teachers.

Winner: Community Centres

Science of Life Studies 247 (SOLS 24/7), Malaysia

Education enables an individual, irrespective of how poor or disadvantaged, the ability to progressively chart his/her future. Deprived of education, people in poor and underserved communities are often unaware and/or unable to take advantage of opportunities that can help to improve their living conditions.

The Science of Life Studies 247 (SOLS 24/7) was first established as a small youth development centre in Malacca, Malaysia, to serve, educate and empower students from low- to middle-income families. Through a partnership between SOLS 24/7, Better Malaysia Foundation and Berjaya Cares Foundation, 70 community centres were set up throughout Malaysia offering free education and training programmes in English language, computing, life skills and community development. The programmes target housewives in the morning, children in the afternoon, and youth and adults at night, thus truly serving the entire community. The community centres are also used as hubs for the library programme (establish reading spaces), SOLS Tech (distribution of refurbished computers), SHIELD (provision of mental health services), and ngohub.asia (platform serving NGOs), and many more projects amplifying the impact on the community.

Students who successfully completed the programmes based on three pillars: (i) Science of Language (English Language programme), (ii) Science of Life, and (iii) Science of Technology showed significant improvement in their school results and performance at work. Adult students have benefitted from the programmes with 84% indicating that their ability to converse comfortably in English has enhanced their career growth, business opportunities or personal development.

Each community centre is managed by a manager who lives in the community for one to two years, thereby fostering better understanding and closer relationship with community members. SOLS 24/7 is able to offer its programmes for free by leveraging under-utilised existing facilities (e.g., local community hall), collaboration with stakeholders from the local community and the private sector, and by involving volunteers in delivering the services. Fast mobilisation, effective processes, large community outreach and vast experiences have resulted in the community centres being set up within less than one month upon confirmation from the community.

SOLS 24/7 began operations in other countries in 2000 with more than 220 training and boarding centres set up in Cambodia, East Timor, Laos, India, Malaysia as well as Thailand. Today, SOLS 24/7 has become the largest non-formal education provider serving poor and rural communities across Southeast Asia.

Wenhui Award 2016: Innovative Partnerships for Quality Inclusive Education

Honourable Commendation:

Youth Leading the World to Sustainable, Just and Peaceful Futures

Oz GREEN Global Rivers Environmental Education Network Australia Inc. (OzGREEN), Australia

Concerns about the environment, unhealthy lifestyles, excessive consumerism and other social issues have heightened the need for sustainable solutions. While many initiatives to address these problems are top-down, there is also increasing recognition that youth and local communities directly affected by the challenges may be better positioned to improve their own environment and lives.

Oz GREEN, an independent not-for-profit that operates in Australia and globally in South Asia, Timor Leste and Central America, embraces three pillars of sustainability: (i) equity for current generations, (ii) equity for future generations and (iii) biodiversity conservation. Its approach features sustainability education, transformative leadership and community innovation to teach people to think for themselves and become sustainability leaders for positive social changes.

The Youth Leading the World project (YLTW), one of Oz GREEN's many initiatives, is an eco-entrepreneurial, leadership programme for youth between 15 and 25 years old to individually and collaboratively design and undertake projects that improve the environment and drive change towards sustainability through workshops, mentoring and networks. The creation of a space for young people to express their passion, focus, drive and vision, in tandem with the provision of tools and training, is critical for their transformation in becoming leaders and active citizens in their communities. As part of an inclusive, tangible and scalable project, real-time-live-online Facilitator Training makes YLTW accessible even to remote communities.

YLTW has benefitted more than 100 regions, with over 750 facilitators trained, directly involving over 12,500 young people and indirectly reaching over 500,000 people through the outcomes of the process. Innovative partnership is the key to the success of YLTW, which is delivered in collaboration with local community organisations, business, government, schools, universities, environmental and youth organisations.

Wenhui Award 2016: Innovative Partnerships for Quality Inclusive Education

Honourable Commendation:

Educational Innovations for Quality Inclusive Education

Dhaka Ahsania Mission (DAM), Bangladesh

In Bangladesh where the distribution of resources is not equitable, poverty is pervasive. The high number of dropouts and out-of-school children attests to the unequal access to education, low quality education as well as various forms of discrimination.

The Dhaka Ahsania Mission (DAM) is a non-profit organization working to improve the quality of life of people with limited rights to education, health, livelihood, human rights and social justice. DAM's community-based multi-dimensional quality education programmes for children include multi-grade classes, remedial and preventive education services for slow learners of targeted government and registered primary schools, early childhood development and pre-primary education programmes. Community engagement is a key factor in enhancing local ownership with the aim of making the communities more resilient and vibrant.

DAM had reached around 24 million beneficiaries in 46 out of a total of 64 districts. Its inclusive education has benefitted 337,467 out-of-school children and dropouts, including indigenous children of Chittagong Hill Tracts in the hardest to reach areas in Bangladesh. It has provided remedial and preventive education services through 739 trained teachers to 84,400 slow learners, and established the Children City to house 10,000 abandoned street children aged 6-8 years old. Through its contributions to Bangladesh's non-formal system, 226,103 of its learners were mainstreamed into formal primary and secondary schools, with an increase in girl's enrollment and retention rate in secondary schools as well as a decrease in child marriages.

Such impressive achievements can be attributed to its strong partnership with a consortium of several NGOs and international agencies on the one hand, and with local communities on the other.

Wenhui Award 2016: Innovative Partnerships for Quality Inclusive Education

Honourable Commendation:

Specialised Schools for Students at Risk of Dropping Out

Institute of Technical Education, Singapore

Before 2007, students in Singapore who did not meet the academic requirements for entry into secondary schools had to re-sit the Primary School Leaving Examination until they attained the needed academic foundation or were old enough to take up vocational training. Unfortunately, some tended to drop out at this stage. Students who are unable to access secondary education can experience self-doubt and disappointment. Many of these students are also from disadvantaged homes, without strong socio-economic capital and family support. They often lack a sense of self-worth and aspirations in life. There is a social cost in the long run when these children leave the education system prematurely, or enter the workforce ill-equipped and become trapped in low-paying jobs.

In response, the Singapore Ministry of Education established two specialised schools (NorthLight School in 2007 and Assumption Pathway School in 2009) to provide these students with a customised three-year skills training programme. A consideration when setting up the specialised schools was that students should not feel inferior or disadvantaged when choosing to attend these schools. A deliberate selection process was made to recruit a cadre of like-minded professionals with a deep sense of mission to foster a caring and supportive learning environment. A "whole-school" approach was adopted to meet their learning needs, which include curriculum domains of character education, foundational education and vocational education.

The Institute of Technical Education's role includes the provision of input on policy guidelines, networks, infrastructure and resources, as well as the development and review of curriculum and assessment for vocational courses. Forging partnerships between ministries and education institutions was valuable in sparking new ways of thinking to address a pressing social need. By capitalising on networks and linkages with industries, corporations, schools, civic groups, community leaders and individuals, the partnerships have given a "second chance" to students to help them to become self-reliant and be equipped with life and employability skills.

Honourable Commendation: Youth Employment Solutions (YES)
Digital Ecosystem
Plan International in Asia, Thailand

The global youth unemployment rate sits at 14%. In East and South East Asia, the rate is lower at 12% while South Asia is pegged at 10%. The International Labour Organization (ILO) believes the youth unemployment rate remains stubbornly high, and is expected to increase in 2015. The emergence of Information Communication and Technology for development (ICT4D) offers a great potential for students to be deeply engaged in their learning experiences and easier for teachers to deliver the curricula.

Capitalizing on ICT4D's contribution to promote young people's economic security through quality education for decent work, Plan International developed the Youth Employment Solutions (YES!) Digital Ecosystem. As a system of interconnected ICT products that offer a "one-stop-eShop" to youth employment professionals and young people, it aims to make the design, implementation, and monitoring and evaluation of education and skills development programmes more cost-efficient, friendlier and accessible to both teachers and students.

The suite of tools includes the (i) Yes! Hub, the go-to platform for all the knowledge and resource needs of education for employment professionals; (ii) YES! Academy, a Learning Management System (LMS) for education and skills building for youth employment initiatives; and (iii) YES! ME, a monitoring system that can trace individual beneficiaries for up to five years' post-programme, and measure the impact the project at individual and aggregate levels.

The YES! Digital Ecosystem has been adopted in Indonesia, Philippines, Vietnam and India, and by Plan's partners including REACH, an NGO based in Vietnam, and the Saksham project in India. AIESEC, the world's largest youth organization, is set to conduct youth-driven market scans in India in 2016, utilizing the YES! Digital Ecosystem.

Partnership has played a significant role in the development and roll out of the YES Digital Ecosystem, with much of the success arising from the efforts and commitment of corporate and development partners such as Accenture, Save the Children, Asian Development Bank, and Plan's national offices and their respective partners.

Winner: The Afghanistan National Institute of Music

The Afghanistan National Institute of Music, Afghanistan

The Taliban's regime in the mid-1990s had severely affected Afghanistan's arts and culture heritage. Music was forbidden and many musicians were forced to flee the country. Believing that music can play a significant role in transforming the lives of young people and rebuild the country, Dr. Ahmad Sarmast, a visionary musician and the first Afghan to obtain a doctorate in music, established the Afghanistan National Institute of Music (ANIM) in 2006.

In ANIM, talented children – boys and girls, regardless of their ethnicity and socio-economic background are trained in traditional Afghan and Western classical music while obtaining a high quality academic and core education. ANIM has a special focus on supporting the most disadvantaged group – orphans and street children – to attain a vocation that will allow them to reach their full potential while raising their social and economic status and contributing to their emotional healing. Equal opportunities are also provided for girls through the ANIM Girls' Ensemble, formed in 2014, comprising more than 30 young female musicians led by the country's first female conductor.

The school curriculum follows Afghanistan's general education programme while the music programme, developed in association with the National College of Music in London, trained students from an early age in a wide range of Afghan traditional music and Western classical music. Students in the higher grades enrol in music business and entrepreneurship classes. They are also trained to be future music educators to sustain this intangible heritage in Afghanistan.

Working with local and international partners, ANIM has active outreach programmes including TV broadcasts, concerts and festivals. Through such activities, ANIM aims to be a microcosm of the future to rebuild Afghanistan into a peaceful, thriving, vibrant and dynamic society which embraces diversity and provides opportunities for all. Music is an excellent medium for fostering intercultural understanding and opening up of young minds to new ideas and opportunities.

As the only music school in Afghanistan, ANIM has a great responsibility to revive Afghan music after the decades of war. Given the healing power of music, ANIM provides a creative and emotional outlet for children and youth who have suffered unimaginably as they grow up in a difficult, insecure and violent environment. This project is a beacon of hope not only for Afghanistan but for the rest of the world.

Winner: Innovations in 3D Applied Technologies for Skills Development

Institute of Technical Education / Central College, Singapore

The Institute of Technical Education (ITE), a principal provider of Career Technical Education in Singapore and authority in developing Singapore's National Occupational Skills Certification and Standards, caters to the least academically-inclined 25% of the annual student cohort and equip them with skills for employment and progression. To better engage the students and develop them holistically, ITE adopts a "Hands-on, Minds-on, Hearts-on" approach which comprises 70% practical training and 30% theoretical lessons. The students are mainly 'digital natives' who absorb and process information differently. Having grown up in a highly sophisticated media and digital environment, they are internet savvy, have a positive

attitude towards technology and are keen to try new things. They learn more optimally by seeing and doing. The use of technology has therefore been a major enabler in creating rich learning opportunities for these students.

ITE initiated the 3D Virtual Reality (VR) and 3D Augmented Reality (AR) as unique pedagogic innovations for skills development. The 3D VR provides the 'hands-on' practice in a simulated setting allowing students to experience real world scenarios in a safe and conducive learning environment. The 3D AR brings virtual objects to life by injecting fun and mobility into learning and by simplifying abstract concepts to enhance students' understanding. The 3D technology promotes diversity of teaching methods; stimulates the kinesthetic and visual learners; improves learning retention of the students and sparks their career interests. More importantly, it enhances 21st century, transversal skills including their analytical skills, team work and communication.

Furthermore, 3D VR learning is applicable for (ii) out-of-bounds or restricted access work environments; (ii) training that could be dangerous or hazardous to the learners/trainees; (iii) working with large and high-cost equipment; (iv) medical training that shows human anatomy or parts; (v) 3D objects that animate a particular process or workflow; and (vi) repeated learning for revision at students' own pace.

Feedback from the students showed noticeable changes in their mindset, practices and behaviours. With decreasing costs for 3D technology, there is strong potential for replication. Different scenarios, environment and workflows can be created and developed, making the 3D VR-AR space highly applicable for skills development in diverse areas for future use. The applications are scalable as the developed apps can be deployed on different 3D platforms including mobile devices.

Wenhui Award 2015: Innovations for Skills Development for the Future

Honourable Commendation:

Taylor's University SHINE Award
Programme - A Commitment to Holistic
Development and Graduate
Employability
Taylor's University, Malaysia

The landscape of the 21st century marketplace creates a demand for individuals who are multi-skilled, possess a good grasp of multiple intelligences, and can rise up to meet the distinct needs and challenges of the contemporary workforce. In response to the pressing need to identify an approach that will enable students to acquire these skills effectively, Taylor's University, a private higher education institution in Malaysia, introduced the SHINE Award Programme to encourage the structured development of lifelong life skills via experiential learning.

As a holistic development of the students to augment academic learning with extra-curricular involvement and experiential learning, the programme is geared towards increasing graduate employability by encouraging self-directed learners to enhance the 5Cs of life skills – collaboration, critical thinking and problem solving, communication, creativity and innovation and cultural adaptation. Recognizing the students' extra-curricular involvement, both on and off campus, the Taylor's Second Transcript – a first in Malaysia and in the Southeast Asia region – complements and supplements the Academic Transcript. To date, over twenty companies including BMW, Ernst & Young, SHELL and Microsoft have endorsed the second transcript.

This programme has the potential to bring a paradigm change in Malaysia's higher education sector, and subsequently, by example, in other countries as well. The development of the students through extra-

curricular and experiential learning, and using their transcripts as part of the assessment system sends a strong message to policy makers and educators to expand the focus of grading beyond academic excellence, with further implications for trickle-down impact on other levels of education.

Wenhui Award 2015: Innovations for Skills Development for the Future

Honourable Commendation:

Developing Transversal Skills – An Engine to Sustainable Success

Gandolgor Purevjav, Ganabell Institute of Success, Mongolia

Ms. Gandolgor Purevjav established the Ganabell Institute to equip individuals and businesses with soft skills to help them compete successfully in the global market. In view of the high rate of college-educated but under-qualified workers in Mongolia, the project Developing Transversal Skills – An Engine to Sustainable Success was set up with two components: (i) the Entrepreneurial Education programme for unemployed individuals, especially unemployed youths, college and high school students, and women; and (ii) Soft Skills Development programme for business entities and young prospective workers.

The project has gained the support from a wide range of partners including government agencies and industries. The government has recognized the importance of transversal skills as a result of the project, with several Technical Colleges expressing interest in cooperating with Ganabell Institute to train their students in using innovative approaches such as the Vision Board, Time Management Planner, board games, simulations and role playing.

Wenhui Award 2015: Innovations for Skills Development for the Future

Honourable Commendation:

Developing and Enhancing ICT Skills of Marginalized and Disadvantaged Groups Working in Micro, Small and Medium Enterprises in Thailand and ASEAN

The Research Center for Communication and Development Knowledge Management, Sukhothai Thammathirat Open University, Thailand

The Research Center of Communication and Development Knowledge Management (CCDKM) was established in 2006 to bridge the digital divide and increase the social and economic impact of information and communication technologies (ICT) at the grassroots level and in marginalized communities in Thailand and the ASEAN region. Working with numerous partners, including government agencies, intergovernmental organizations, UN agencies, private sector – Microsoft, Intel and Google, foundations, non-governmental organizations and civil society organizations, CCDKM also promotes media development in the region.

CCDKM's activities on entrepreneurship have empowered disadvantaged youths with relevant knowledge and skills in e-commerce solutions, e-business strategies, and basic coding to promote logical problem solving, creativity and analytical skills that are essential in the context of the digital economy. CCDKM also developed the first Smart Glocal Academies for marginalized people, and provided online and offline training for about 50,000 senior citizens, women and girls, out-of-school youths, children and people with disabilities. Another area of work focuses on media and information literacy (MIL) for rural and

marginalized communities in Thailand, and together with several partners created the MILThailand.org, the first web portal and online academy on MIL, as well as the training curriculum for the Cyber Scout Program to raise awareness about the ethical and responsible use of ICT.

Winner: Innovating Multi-grade Teaching, Promoting Rural Education
Gansu UNESCO Association, People's Republic of China

China's rapid economic and social development brought about massive migration of the rural population to urban areas. As a result, the number of pupils in rural areas reduced substantially, accompanied by an increase in the number of small schools or teaching centres to cater to the needs of the children still living in those areas. The mountainous Lintao, a county in Gansu Province, is a typical example. With a population of only 540,000 people, it has 357 schools, of which 205 schools have fewer than 100 pupils.

Given that two-fifths of the total population of China live in mountainous regions, it is estimated that about one third of primary school pupils are found in rural and remote areas. Providing quality education to these children is a huge challenge, particularly taking into consideration the nine-year compulsory education policy implemented across the country. In most cases, teachers in rural schools and teaching centres resort to multi-grade instruction. Inadequate facilities and resources, shortage of teachers and low capacities have resulted in poor student performances and high drop-out rates.

The Gansu UNESCO Association was established in 2001 by Mr. Ma Peifang based on the successful implementation of the Joint Innovation Project on Raising the Achievement Level of Children in Primary Education (JIP) in the 1980s and 1990s. Under Mr. Ma's leadership, the JIP in Gansu became a role model for providing comprehensive educational innovations to meet the needs of local schools in disadvantaged areas. Focussing on multi-grade instruction as the best approach to increase enrolment rates and improve the quality of elementary school education, Mr. Ma and colleagues planned and implemented the following activities:

- A study on the Innovative Model for Multi-grade Classroom Instruction and Teacher Training
- Design and Operation of Participative and Research-oriented Teaching Model
- Teacher Training Projects for the Innovative Multi-grade Classroom Instruction Model
- The Small School Teaching Quality Enhancement Project in Lintao County

This initiative transformed the teacher-centred and passive learning attributes traditionally associated with multi-grade instruction into an active and dynamic teaching and learning environment. The teachers are able to teach and interact with pupils from different grades at the same time, while the pupils within the same grade and across different grades collaborate, explore and learn together within the same space and time in the classrooms.

The results are impressive: (i) the attitudes of parents, local leaders and education officers towards multi-grade teaching have changed dramatically, leading to expressions of great interest and strong support; (ii) pupils who dropped out of school started to return to classes; and (iii) the performances of the pupils have also improved significantly.

These achievements can be credited to Mr. Ma, school masters and teachers who combined local knowledge and wisdom with support from external agencies such as UNESCO, AusAID, Hong Kong Oxfam and Kuok Foundation to solve local problems. Other provinces in China have started similar projects to upgrade multi-grade teaching in their rural schools based on the success in Gansu.

Winner: Local Content Children's Books and Schoolbooks for Micronesia

Island Research & Education Initiative, Micronesia

A small nation with a population of just over 100,000 people, the Federated States of Micronesia (FSM) consists of hundreds of islands, each with its own indigenous cultures, traditions, languages and dialects. While this diversity is a source of national pride, it also presents a huge challenge to the education authorities. The small population, compounded by the multiple linguistic, cultural and geographical characteristics of individual islands, make it exceedingly difficult for state entities and private publishing companies to produce textbooks and educational resources. As a result, Micronesian students have been using educational materials from other countries which have been created for different contexts, settings and languages. Consequently, students have struggled to comprehend the core curriculum concepts, from mother tongue literacy to fundamentals of science and social studies because the books they have been using are not suited to the local curricula or relevant to Micronesia and the students' own background. This lack of locally relevant educational materials has been identified as one of the key reasons for students' low performance in elementary and secondary schools, leading to difficulties in pursuing higher levels of education in Micronesia.

To address this dilemma, the Island Research & Education Initiative (IREI), a not-for-profit non-governmental organization (NGO), decided to pursue a comprehensive, intensive and long-term project to develop local textbooks and educational materials which can be used in schools and at home to fill the gaps. Founded in 2005, IREI is made up of a group of educators, scientists, artists, linguists and other individuals who contribute time, experience and skills to achieve their common goal of protecting and promoting the cultural and environmental legacies of western Pacific islands and their people. Since 2009, working closely with the FSM National Department of Education and the four State Departments of Education, IREI has published over 100 titles in 19 different languages including children's picture books, exercise and activity books, colouring books, alphabet primers, fundamentals of reading and counting, illustrated traditional stories and legends, environmental education books, science books, geography primers and atlases. Most of the work – curriculum research, coordination, planning, writing, artwork development, graphics processing, layout, design – are performed pro-bono or on a volunteer basis by IREI members and collaborators, which reduces the production costs substantially. Nonetheless, the high quality of the products can match that of major publishers in developed countries. The books are printed in exact quantities as required by the schools, thus ensuring the costs are kept at a minimum and borne by the recipients. Once published, the books are delivered to the National and State Departments of Education who will manage the storage and distribution processes. These books are used as official textbooks in elementary and secondary schools and are generally the only locally-relevant books available to students. The support for the production of materials for the pre-primary children comes from international aid, foundations and private donors, and the distribution of the materials which are given out free of charge as gifts to children and their families is through partner networks on the Micronesian islands.

While the impact on school performance is beyond the scope of IREI's mandate, the enhanced interest in the written word, improved native tongue literacy and learning effectiveness are clearly evident. The reliance of a network of specialists, experts, curriculum developers, artists, individuals as well as the local distribution centres located across thousands of kilometres of ocean to reach remote rural communities have contributed to the success of IREI's efforts. IREI plans to create a comprehensive body of textbooks for all curriculum subjects, for all grade levels, and in different Micronesian languages so that they can be used, refined, and continued to be use indefinitely in schools and by generations of children in their homes and family settings throughout Micronesia. This ever increasing availability of books and resources ensures

that the overall beneficiaries of the project will also include the entire educational community, including parents/caretakers at home, educators in schools, curriculum developers and planners.

Wenhui Award 2014: Innovation for Lifelong Learning: Bridging to the Future

Honourable Commendation: Unique Intervention for Quality Primary Education Project II

Dhaka Ahsania Mission, Bangladesh

The Dhaka Ahsania Mission (DAM) was founded in 1958 by Khan Bahadur Ahsanullah, an eminent educationist, a social reformer and a spiritual leader to improve the quality of life of the disadvantaged, socially excluded people. The central focus of DAM has been to empower poor people through education and motivation, make them self-reliant through capacity development and livelihood support, thereby instil in them the confidence to live with self-respect and claim their rights and entitlement at all levels. One of the innovative approaches used is the Multi-grade Teaching Learning Technique which focuses on creating learning conditions that meet the needs of the individual learners in non-formal education settings, allowing the learners to follow the curriculum and textbooks adjusted to their capacities and at their own pace. The objectives of DAM's UNIQUE II project are to:

- provide primary and pre-primary education to 297,467 disadvantaged children from the targeted geographically susceptible upazilas (sub-districts);
- develop institutional collaboration and horizontal learning mechanisms between formal and non-formal primary education providers;
- impart quality education to out-of-school and drop-out children particularly from the disadvantaged group through the opening of complete multi-grade classes;
- provide remedial services to the slow learners of targeted government and registered primary schools;
- promote, facilitate and manage greater community involvement and allowing the local community to participate at all stages of the project cycle;
- create sufficient ownership of the local people with the aim of making more resilient and vibrant communities; and
- document and disseminate effective practices and lessons.

The project actively involved the local government representatives and communities in all areas of work and at all levels, including curriculum and material development, monitoring, evaluation and database management, organizing learning centres, human resource management, training management, testing and learning assessment, and financial management. From the experiences of the UNIQUE II project, it is evident that multi-grade teaching and learning has great potential in non-formal primary education, particularly for the out-of-school or dropout learners living in remote rural and less populated areas. The teachers have created an enabling learning environment where students become more proactive, take charge of their own learning to meet their educational goals. DAM has been providing specialized training (both foundation and refreshers) to teachers of UNIQUE II project, alongside follow up and on-the-job coaching/training support.

DAM has adapted innovative approaches for multi-grade teaching and child-friendly interactive teaching-learning package, participatory methods for course assessment as well as use huge number of non-formal teaching-learning materials, curriculum and teachers' training manuals. Its success can be seen from the recognition it receives: DAM is one of the largest NGOs in Bangladesh and ranks 76th among the Top 100 NGOs in the World by The Global Journal Switzerland in 2013. Over the years, it has expanded its programs to reach 43 districts and about 23 million beneficiaries.

Honourable Commendation: Financial Planning Awareness Programs
Malaysian Financial Planning Council, Malaysia

Planning and managing finances for personal and professional purposes is a lifelong process. Learning and acquiring the necessary skills to do so is invaluable. Unfortunately, the level of financial capability and financial literacy of Malaysians is alarmingly low. According to the Federation of Malaysian Consumers Associations 2011 Report, many of the Malaysians declared bankrupt due to credit card debt were under 40 years old and 72 percent of them had no retirement plans. The report also stated that 47 percent of young employees were in serious debt with monthly debt payment of 30 percent or more of their gross income and had, on average, savings to last only four months if they had to stop working. Similarly, the Central Bank of Malaysia found that 72 percent of the Employees Provident Fund (EPF) members who are at the pre-retirement age of 54 have savings of just RM 50,000 and below, which meant that 50 percent of retirees would have spent their entire EPF savings within 5 years. If left unchecked, this situation will have a serious impact on the individuals, their families and dependents, as well as on Malaysia's social and economic development.

Financial planning is a relatively new sector in Malaysia. The Malaysian Financial Planning Council (MFPC), set up in 2004, is a professional education organization entrusted by the Malaysian government to develop the financial planning profession and services. The MFPC has introduced several initiatives and projects to redress the lack of financial literacy of the Malaysian citizens.

The liberalization of the finance industry (Islamic and conventional) in Malaysia is expected to have a multiplier impact on the economy. This has resulted in a need to increase the pool of well-trained and professionally qualified financial practitioners to serve the emerging market and the general public. The MFPC's attempt to propagate financial planning knowledge has resulted in the Registered Financial Planner (RFP) and the Shariah Financial Planner (Shariah RFP) programs, targeted at practising financial planners, new entrants into the profession, university and college graduates, and school leavers intending to take up financial planning as a profession. The RFP, launched in 2002, is the first Malaysian program designed to be adopted as a common benchmark qualification in the financial planning industry, signifying the twin pillars of professional education and practice excellence. The Shariah RFP, launched in 2008, was a result of Malaysia's vision to position itself as an international hub for Islamic finance following the phenomenal growth of Islamic Finance and Banking in the international arena. One of MFPC's achievements has been the collaboration with 15 universities in Malaysia to introduce and embed the RFP and Shariah RFP into their curriculum. This provides students a better understanding and motivation to pursue careers in financial planning. Other initiatives include the partnership with Open University Malaysia to develop and offer Executive Masters in Financial Planning, as well as with University College Sedaya International to develop an Executive Masters program in Financial Planning and Management. The MFPC has also conducted workshops, seminars and talks to educate the MFPC members, civil servants, the public and young Malaysians about the importance of sound financial planning.

These programmes and activities initiated by MFPC are critical for filling the knowledge gap in financial literacy and planning, both in the short-term through workshops, seminars and meetings, and the long-term through mainstreaming financial planning and management in higher education curricula.

Honourable Commendation: **The Wide Horizons Community
Development Program**
Wide Horizons, Thailand

Wide Horizons was established in 2006 as a school where young professionals from Myanmar working in community-based organizations (CBOs) can develop their English language, computer and community development skills. By combining a student-centred, experiential learning approach with a curriculum that stresses group work, reflection, and critical thinking, Wide Horizons offers a unique package to future leaders eager to develop communities that are only just opening up after decades of civil war. Every year, a local network of community organizations along the Thailand-Myanmar border nominates employees for Wide Horizons. Ideal candidates have intermediate English skills, at least one year of work experience in an organization, and a dedication to developing their community. Out of these applicants, a multi-cultural cohort of 24 are selected through a competitive application process. Once admitted, students enter into an immersive residential learning environment in Mae Sot, Thailand, for 10 months during which they team up with organizations to learn about sustainable development, social entrepreneurship, renewable energy, pesticide-free and chemical-free agriculture, and sustainable building techniques. They will then return to their host organizations for a 1-year internship to build upon the skills they have learned at Wide Horizons.

The academic component of Wide Horizons emphasizes three core topic areas: English Language, Community Development, and Advanced Computer Skills in an environment of English language immersion. The community development curriculum takes the students through the entire project cycle and lets the students practice each step of the process in migrant communities in the area. The English curriculum introduces them to practical language and writing skills, such as persuasive report and speech writing, formal email writing, CV and cover letter writing, job interview techniques and other components that are essential in any professional environment. The computer curriculum provides the students with an advanced level of IT skills and familiarizes them with innovative information and communication technologies. By the time they graduate, they all have significant experience with building websites, using Adobe InDesign to create layout of reports and newsletters, and using social media to raise an organization's profile. The curriculum is also unique in being available in its entirety on a web platform accessible from anywhere at any time.

Almost 200 Wide Horizon graduates are now leaders in their communities helping to inspire improved healthcare, educational opportunities, and economic growth in some of the most underdeveloped communities in South East Asia. The institutional capacity building element of having students share their knowledge and experience with colleagues upon their return means that, rather than merely training 24 individual students each year, Wide Horizon is in fact aiding a wide network of local community-based organizations across Thailand and Myanmar.

Like many organizations working on the Thai-Burma border, Wide Horizon's funding has dropped significantly in recent years, with a serious funding shortage in the near future. A very modest annual budget is used to cover staff costs, room and board for the students for 10 months, school and medical supplies. Fund raising is a priority for the organization to ensure that it can continue to support vulnerable and impoverished populations in the region.

Winner: Reviving Cambodia's Traditional Arts Master Teaching Program

Cambodian Living Arts, Cambodia

Cambodia was home to abundant and diverse arts and culture in Southeast Asia, but the Khmer Rouge regime brought a devastating end to all of that. It is believed that 90% of Cambodia's artists were among the 2 million dead between 1975 and 1979. Following the fall of the Khmer Rouge, this human and cultural tragedy was compounded by two decades of severe economic hardship. The country was in danger of losing its artistic identity, memory and heritage.

The Cambodian Living Arts (CLA) was founded in 1998 by Arn Chorn Pond, a Cambodian artist and survivor of the Khmer Rouge regime, to recover and preserve Cambodian traditional arts. CLA established the Cambodian Master Performers Program which initially supported four surviving masters of traditional arts by helping to acquire instruments, rent teaching spaces and provide salaries for the masters to teach again and educate poor children about their cultural heritage. This traditional 'master method' which had previously ensured that Cambodia's rich cultural heritage was transmitted orally from generation to generation, is thus given a new lease of life. Since then, CLA has grown into an organization that builds the capacity of future arts leaders and creates jobs in the arts sector.

CLA offers students aged 10 to 35 years hands-on classes in the Cambodian performing art forms, such as Pin Peat orchestra, Smot poetry chanting and Yike opera, all taught by the country's last remaining master artists and the second generation teachers they have trained through a national network of classes. This includes having workshops in schools and collaborating with them to integrate arts into the classes. To be sustainable, CLA is working to have communities independently adopt, support and sustain these classes while the organization facilitates the start-up of classes in other under-served areas.

Through CLA's interventions, Cambodian arts are gaining fame internationally. In April 2013, the Season of Cambodia festival took 125 artists to New York City for a month-long programme of performing arts and exhibitions, which included partners such as the Metropolitan Museum of Art, The Guggenheim and Brooklyn Academy of Music.

CLA's efforts clearly reflect the theme of the 2013 Wenhui Award with its innovative approaches and achievements serving as a model for other societies.

Winner: Innovative Engaged Arts – Diverse Approach to Cultural Expression in the Community

Arts Education Society Penang (Arts-ED), Malaysia

Globalization is creating a dominant and homogenous culture in many countries, and arts education in formal education is often not a priority. The call to promote arts education is increasingly being answered by local community organizations to develop young people's creativity, promote culture and engender respect for local art and heritage values. As sanctioned learning takes place within school settings, community members, including artisans, remain untapped resources whose incorporation into formal and non-formal learning play a crucial role in cultural sustainability.

Arts-ED, a non-profit organization in Malaysia, specializes in innovative community-based arts and culture education for young people and adult communities. It focuses on empowering communities to develop awareness of their cultural assets through mapping, documentation, promotion and celebration of culture. Its vision is to help sustain local culture and diversity through creative hands-on approaches to education that emphasizes the relationship among arts, culture and life.

Working in collaboration with institutions, arts educators, artists and community activists to promote culture education at the local and regional levels, the Innovative Engaged Arts is a pedagogical approach that highlights the artistic process as a tool for observation, selection, composition and representation, thus enabling learning to take place. Such experiential learning relying on investigation, analysis and reflection/expression allows the participants to engage with their environment and community at a personalized level.

Examples of Arts-ED Innovative Engaged Arts programmes include:

- Friends of Heritage: a programme developed to complement the efforts of George Town World Heritage Inc. a Penang state government agency, in conserving and sustaining local cultural assets through exploration trails for school children and training programmes for volunteers and guides.
- Heritage in Penang: a social media campaign in partnership with thinkCITY, a federal government agency, to engage youth with the George Town Heritage Site using Facebook, Instagram and YouTube.
- Community-based Arts and Culture Education for Young People: a resource kit based on more than 12 years of innovative collaboration between Arts-ED, local communities and partners for organizing and delivering community-grounded creative programmes.

Arts-ED, led by Janet Pillai with a committee of six members, a team of two full time staff and a host of volunteers, has developed an innovative approach which has been emulated by other non-profit organizations in Malaysia, Viet Nam, Thailand and Indonesia.

Wenhui Award 2013: Educational Innovation for Cultural Expression

Honourable Commendation:

Sophiline Arts Ensemble (Khmer Arts Ensemble)

Sophiline Cheam Shapiro, Khmer Arts Academy, Cambodia

Cambodian classical dance has been passed from masters to apprentices for more than a thousand years. For most of its history, this art form and its accompanying music have served as symbols of power and authority among the sandstone temples of ancient Angkor, in the royal palace and within institutions of the Ministry of Culture and Fine Arts. Cambodia has struggled to perpetuate this tradition over the years, but the emergence of an artist-led independent cultural sector since the late 1990s has helped to revive an interest in the classical dance form. The Khmer Arts Academy, as one of these newly formed institutions, established the Sophiline Arts Ensemble (formerly Khmer Arts Ensemble) to foster the vitality of Cambodian dance across borders by developing well-rounded artists and compelling works of performance, and by participating in the global conversation of arts and ideas.

The Ensemble is a professional classical dance and music company, and the first independent dance company in Cambodia to offer fulltime employment and advanced training to its artists who come from a variety of backgrounds. Taking a three-pronged approach, the Ensemble teaches and restages works from the classical canon, researches and documents these dances, creates new works within the classical vocabulary and designs works that push the boundaries of the art form. Many of the Ensemble's original

dances examine societal challenges, including the accountability of leadership, the ambiguous relationship between women and traditional culture, and the dangers of extreme rhetoric and cycles of violence, thus contributing to important public cultural dialogues. Additionally, it publishes books, produces musical recordings and films, and has an archive which is open to the public. It recently started a training programme in classical dance and music for children from neighbouring villages. Partnering with numerous institutions and artists in Cambodia and other countries, the Ensemble has contributed substantially to make the Khmer Arts Theatre, where it is housed, a vibrant international centre for training, creativity, performance, research and exchange over the past seven years.

The Ensemble carries forward the legacy of master/apprentice instruction, which is designed and led by its Artistic Director Sophiline Cheam Shapiro, an internationally known choreographer, dancer, vocalist and educator.

Wenhui Award 2013: Educational Innovation for Cultural Expression

Honourable Commendation: Teaching of Traditional Bai and
Traditional Government Structure in
Ngerubesang, Melekeok, Palau

Jefferson Thomas, Ngerubesang Men's Club, Palau

Ngerubesang Hamlet is a small community of Melekeok State in the Republic of Palau. The men of this village have a unique traditional skill for building the Bai or Meeting Houses using local materials and endemic plants. The Bai is located in the centre of every tribal village in Palau serving as the meeting house for traditional chiefs of each village. It is the most sacred structure in Palauan culture. However, after being administrated by Spain, Germany, Japan and currently the United States of America, this tradition is at risk of being lost.

With help from an elder from Melekeok, members of the Ngerubesang Men's Club learned to build a structure in Koror State and in the Palau National Museum compound each that serves as the replica of the Bai. Since then, the Ngerubesang Men's Club has been contracted by chiefs of other Palau villages to construct their Bai. Known by its traditional name, Ngarchodichii, the Men's Club is the only organization in Palau that is knowledgeable and adept in building and restoring the landmark structure. Following tradition, the skills are handed down from elders to the younger men who learn by working alongside their elders. Currently, all senior Club members are knowledgeable and can ensure the transfer of their knowledge.

While Club members have learned to restore meeting houses throughout Palau, they have experienced difficulty in collecting materials for the roofing due to shortage of mature Nipa leaves. On average, about 10,000 woven leaves are needed to complete the entire roof a Bai. The supply of materials will be another challenge for the Ngerubesang Men's Club in addition to sustaining a traditional ritual under threat in the Small Island Nations in the Pacific.

Honourable Commendation:

From Anthropology to Design – A
Heritage Management Project in the
New Silk Road

*Nanci Takeyama, design for, Nanyang Technological
University, Singapore*

The project aimed to create holistic models for design partnerships with non-profit craft-based communities in Southeast Asia through products that preserve cultural integrity, enhance the quality of craftsmanship and consequently, improve the livelihoods of the artisans. Lao PDR was selected as the pilot project site because of its invaluable woven textiles.

Researching the ethnographic documentation of the Laotian culture helped to increase understanding and re-interpretation of the living culture of Laotian communities today through its most important symbol, the Cosmic Serpent. Believed to be a central animistic figure predating Buddhism, the Serpent has survived social upheaval in the country through the perpetuation of traditional Laotian crafts. Nonetheless, interviews conducted showed that a deeper understanding of the Serpent symbol has been lost. Re-discovering the many connections to the lives of the Laotians can help to revive the relevance of the Serpent, bringing its richness to a new generation of local and foreign audiences.

The project facilitated visual thinking and expression through word-based mind maps. Translation of abstract ideas and concepts into images and forms served to inspire the application and re-interpretation of the Serpent motifs in contemporary products. A workbook for a collaborative design workshop was produced for the Houey Hong Women's Vocational Centre, leading to the sharing of knowledge with a wider audience of weavers. The workshop focused on learning the meaning of the symbol through storytelling using multiple channels – words, images, drawing collages and photos. Participating weavers also created new designs based on their favourite stories, memories or tradition motifs which they integrated into their products. The Women's Vocational Centre produced and sold hand-woven fabric using these designs.

Traditions in the ancient Lao-Tai communities were passed down orally and written documents did not exist until recent history. Today, only a limited number of researchers and academics are able to explain the inter-connections between shapes and the meaning of the Serpent. A key question that arose from the project was how designers can help to bridge the knowledge gap among academics, artisans and communities. Exemplifying university engagement with communities, there are plans to explore the model based on research on meaning, design by making and sharing the outcomes with artisans and consumers to instil pride in their culture, skills and fostering of sustainable livelihoods.

Honourable Commendation:

**iZ Hero Adventure: Fostering Citizenship
in the 21st Century Digital Age**

*Yuhyun Park, Nanyang Technological University,
Singapore*

Technology has changed the world and created an over-abundance of information being transmitted across digital platforms like the Internet. Increasingly, children are exposed to unsafe digital pollutants called “infollution” (information pollution) that include obscene and violent contents, abusive language, sexual predators, cyber bullies, and technology addiction. Since youth media usage is closely associated with self-identity and character building process, infollution is a major social problem of our time.

21st century culture has to address these issues urgently. The iZ HERO Adventure is an innovative educational entertainment programme designed to provide a safe and fun interactive experience for children to learn about moral self-identity, empathy and critical thinking. Based on ground breaking research on infollution, Yuhyun Park, CEO and Co-Founder of infollutionZERO, created the iZ HERO digital game-based learning platform which includes a fictional storyline and animated characters. By running through a sequence of seven game stations, participating youth can enter the storyline plot and ultimately become iZ HEROs who defeat infollmons, i.e. infollution monsters that pollute the digital world.

The inaugural iZ HERO exhibition held in Korea in 2011 attracted over 1,000 children per day. Similarly, the Ministry of Education in Singapore hosted the next-generation iZ HERO Adventure in March 2013, providing an integrated multimedia learning experience, including a web game, online portal and comic book in addition to an interactive digital exhibition. More importantly, this initiative is being integrated into Singapore’s cyber-wellness infrastructure.

Other project outcomes include the iZ HERO website, a game-based social network for young children age 6-13. Plans are being developed to deploy the iZ HERO project in other Southeast Asian countries to adapt these technologies into the school curriculum. A one-hour documentary on the iZ HERO project is being produced by the National Geographic Channel for release in 2014. Talks are underway with the Nickelodeon/Universal Studios to assess the feasibility of a large-scale format for other family-friendly settings such as entertainment parks. Collectively, these partnerships with private and public entities are helping to expand the reach of infollutionZERO and the iZ HERO Adventure exhibition across the world.

Honourable Commendation:

**Culturally Relevant Mother Tongue-
based Bi/Multilingual Education**

Foundation for Applied Linguistics, Thailand

The UN Convention on the Rights of the Child supports the concept of mother tongue-based multilingual education (MTB-MLE) as an important tool in meeting the rights of ethnic minority children. In Thailand, the national Thai language is the main medium of instruction in the country’s education system. Children from communities who speak one of the many minority languages in rural and border areas face a school experience which is disconnected from their everyday life and environment.

However, since 2007, through the partnership of the Foundation for Applied Linguistics with Pestalozzi Children Foundation and the Thai Ministry of Education, children in the multilingual education project schools in Mon-, Pwo Karen- and Hmong-speaking communities have been able to start their schooling in a language they understand, supported by teaching assistants from the local community. A key characteristic of the project is the development and production of teaching and reading materials which are relevant to the lives of children in their settings in both ethnic and Thai languages. Key cultural themes and local challenges to sustainable environment and economic development are identified by community members through participatory approaches. Combined local cultural knowledge which includes ways of life and art forms are expressed in big cultural scenes, picture stories, children songs, and books.

The project has proven to be successful, having improved education outcomes. Students enjoy learning using these materials that are friendly to them. They are confident, participating actively in class and spending time reading whenever they have a chance. Working closely with the government has made a positive impact on increasing interest in MTB-MLE approaches, and as the programme expands, the need for culturally relevant materials continues to grow.

Wenhui Award 2012: Innovation in Education for Sustainable Development

Winner: Education for Sustainable Development in China

Beijing Association of Education for Sustainable Development, China

The Beijing Association of Education for Sustainable Development (BAESD) was established in 2004 to strengthen the organization, coordination and research of ESD in China. The BAESD involves a diverse group of people including researchers, professors, teachers, students, representatives from NGOs and enterprises. This is a key factor for the success of the broad range of activities undertaken by BAESD, such as research, development of ESD theories, conceptualization of ESD curriculum in schools, design of school and community ESD-related activities, provision of policy recommendations to the Ministry of Education and local governments, promotion of professional development of teachers, and establishment of a platform for international cooperation and exchange.

BAESD's efforts are clearly in line with the theme of the 2012 Wenhui Award, representing a well-thought out, well-planned and comprehensive model for ESD. It focuses on implementation, balances strategies with operations, includes many stakeholders and can be a benchmark for replication. It has high national impact with strong support from both the central and local governments and an extensive network that connects different parts of the populous country to promote ESD.

BAESD has taken on an international agenda and transformed it at the national and local levels, and its strategies and approaches could serve as a lighthouse for other countries aiming to scale-up their ESD agenda and impact.

Wenhui Award 2012: Innovation in Education for Sustainable Development

Winner: Project Search (Sensitization, Education and Awareness on Recycling for a Cleaner Habitat)

The Energy and Resources Institute, India

Project SEARCH initiated by the Educating Youth for Sustainable Development Division at the Energy and Resources Institute (TERI) in India is highly relevant to the theme of the 2012 Wenhui Award. It is a school ESD programme that has extended beyond the classroom walls and raised awareness amongst students, teachers, community and society at large on the issue of waste management. The project is implemented in 170 schools in various cities in India as well as in Dhaka, Bangladesh. This is another high-impact project with huge potential for replication.

The project incorporates a wide range of activities to impart knowledge and skills and to modify attitudes in the process of learning about sustainable waste management. Highlighting the linkages among multiple subjects – environment, health and social issue, the project activities tried to capture the imagination and interest of participants through innovative programmes, such as TRASH Festivals, radio jingles and use of popular media, Tale of My City painting competitions and so on. These activities are planned for both classroom settings as well as for non-formal situations engaging school leaders, communities, parents and families too.

The multi-stakeholder project has attempted to assess its impact on behaviours and attitudes with students encouraged to write articles, create blogs and Facebooks pages. With the support of many stakeholders, the project can be sustained even without TERI's involvement, although the TERI team has

many other innovative plans on the pipeline to expand the project to other cities and countries in South East Asia.

This is a low-cost, simple and transferable model that can be replicated by schools and communities in various settings and conditions.

Wenhui Award 2012: Innovation in Education for Sustainable Development

Honourable Commendations: **Voices for Change** *Somaly Mam Foundation, Cambodia *

The Voices for Change (VFC) education programme is an initiative of the Somaly Mam Foundation, established by Somaly Mam who was herself a victim of sexual slavery. The programme seeks to empower survivors of human trafficking to become part of the solution to modern-day slavery. It promotes human rights, an integral element that is concretely embedded within the values, mindsets and principles of ESD.

By taking a stand, the victims, in most cases women, have demonstrated the power of taking charge of their lives through the acquisition of knowledge and skills in English language, information technology, Khmer literature, public speaking, communication, leadership, management, community development and other vocational training.

VFC has proven it is influential by empowering survivors to advocate for change; innovative by being the first of such initiatives in Cambodia; and sustainable by educating and instilling skills to new generations of leaders to support the anti-trafficking movement. VFC has trained hundreds of law enforcement agents, government officials and community members to recognize and address human trafficking. The Somaly Mam Foundation and VFC have garnered much international media interest and publicity to support its programmes.

VFC is a highly visible project that challenges society's responses to human trafficking, bringing the concept of human rights and dignity – fundamental foundation of human civilization – to the forefront of the ESD movement.

Wenhui Award 2012: Innovation in Education for Sustainable Development

Honourable Commendations: **Green Chemistry: Approach Addresses Education for Sustainable Development** *Mageswary Karpudewan, Universiti Sains Malaysia, Malaysia*

Believing in the power of education in realizing sustainable development and promoting the capacity of people to address environmental issues and improve the quality of life, the project represents the efforts of one educator in integrating green chemistry experiments into the teacher education curriculum of Universiti Sains Malaysia in line with the university's strategy to address ESD.

Green chemistry is a laboratory-based pedagogy to provide future teachers with a positive message about what chemists are doing for the environment, and fulfilling their obligations and responsibilities of environmental stewardship. A manual consisting of 27 green chemistry experiments, reinforced with sustainable development concepts that are relevant to everyday life, was prepared. Reports of the project

published in many journals and assessment of the impact on student teachers have demonstrated that it is possible for educators to inculcate positive environmental values, and teach the skills and cognition necessary for active participation.

This project utilizing local resources and materials that are not harmful to the environment can be easily replicated and extended to other subject matters for pre-service teacher curriculum as well as secondary school curriculum.

Wenhui Award 2012: Innovation in Education for Sustainable Development

Honourable Commendations:

Innovation for a Green and a Low Carbon Society

Joseph Fisher, University of Papua New Guinea, Papua New Guinea

The threat of global warming and rising fuel costs are of great concern to the University of Papua New Guinea (UNPG). Electricity bills constitute a sizeable portion of the university's annual budget. Apart from financial implications, the need to reduce the carbon emission is of great importance in efforts to ensure sustainable development and reduce the negative impact of global warming.

UNPG has embarked on a mission to promote a green and low carbon campus through renewable energy and energy efficient technologies. An educator in the Environment and Energy Physics Division at UNPG has tailored class projects, postgraduate theses and research studies to reduce greenhouse gas emission. They include a study on wind power for Port Moresby, a project to use photovoltaic systems for lighting UNPG, and an energy audit for UNPG Science Buildings.

The studies and projects are very specific and scientific, highlighting the broad range of knowledge and skills needed to translate ESD concepts into practices. The studies can be easily replicated to suit local conditions and requirements. They also illustrate how individual efforts to be more energy conscious can make an impact.

Winner: Education for Learning to Live Together: Mid-day Meal Feeding Programme

Jigme Losel Primary School, Bhutan

The Jigme Losel Primary School's efforts underline its strong belief in the Educating for Gross National Happiness initiative. Through a practical and effective approach, the Mid-day Meal Feeding Programme manages to achieve its two-fold goals of (i) providing wholesome lunch to poor students and (ii) infusing desirable values in their students, teachers, parents and community members. The concept and design of the programme is easy to understand and replicate, and the implementation is facilitated by the buddy system and volunteerism. Since the amount of resources needed is minimal, the programme can be sustained with the support of parents and community members.

The school is a day school where students bring their lunches. However, some poor children either do not eat or have insufficient and/or non-nutritious food. These children are physically famished and academically withdrawn, with low self-esteem, shying away from active participation in the school activities. They are at high risk of dropping out of school. Through the feeding programme, some of these students are selected to receive regular mid-day meals through contributions from other students, teachers, parents and volunteers. The programme provides a platform where the community members learn to share and care for others less fortunate than themselves and build friendships. The feeding programme has evolved into a feeding club that engages in raising awareness about the nutritional values of food, preparation of healthy meals, water and sanitation.

Feeding projects in schools are found in many countries, but they are mainly the initiatives of governments or non-governmental organizations. In contrast, Jigme Losel Primary School's programme is a grassroots effort solidly grounded in the innovative Gross National Happiness concept. The school's Feeding Programme exemplifies the principle of learning to live together by pooling resources from the community to feed and care for the poorer students in the school.

Students learn best by example, and the highly visible programme has proven to be a powerful model for infusing values and cementing a cohesive community.

Winner: Community Participation in Enhancing School Performance

Sekolah Kebangsaan Ulu Lubai, Malaysia

Sekolah Kebangsaan Ulu Lubai is a remote rural school in Sarawak, Malaysia. Most of the community members are Ibans who still maintain their traditional lifestyles. They are highly dependent on the natural resources around them for their livelihoods. Residing in longhouses, the Ibans have a very strong sense of belonging to a community.

Harnessing the community spirit through the Parent Teacher Association (PTA) is the key to the achievements of the school. With the support of the parents, the school has implemented several programmes that reflected the Iban culture of living together, such as the "Ai Kitai" (Togetherness) programme; the knowledge huts cum learning centres which are used by students, parents and community; "Prokat" or class adoption programme in which longhouse parents are assigned to take care of

the classrooms, creating a welcoming and homely environment for the students; “ELIS” or English Language programme through which the children learn to master the English language.

The resources for all these programmes are minimal and are sourced locally. The impact of these efforts is evident from the class attendance records (more than 98%) and the examination results. By encouraging the students to stay in school and engaging them actively in the learning processes, the school reported 100 percent passes in the Primary School Assessment Test for several years. In recognition of these achievements, the school became the first rural school in Malaysia to attain the High Performance School status.

Sekolah Kebangsaan Ulu Lubai has attributed the improved school performance to the involvement of community members in all aspects of their lives before, during and after school hours. Thus, the school and community have successfully demonstrated the power of working and living together despite its remote location and the lack of modern amenities.

Wenhui Award 2011: Education for Learning to Live Together

Honourable Commendation: **Mekong Youth Net**
Development and Education Programme for Daughters and Community Centre, Thailand

This project addresses the serious problem of human trafficking for child labour and sexual exploitation across borders in the Greater Mekong Sub-region (GMS). The Mekong Youth Net was established in 2004 to train youth from the GMS to become leaders who are expected to implement community-based programmes to combat human trafficking and train a new generation of young people through their country projects. This initiative enhances the networks of local trafficking-prevention initiatives across the region under the umbrella of the Development and Education Programme for Daughters and Community Centre (DEPDC)’s Mekong Youth Union (MYU).

The project is designed to reach individuals most at-risk in remote areas, e.g., stateless, hill-tribe and ethnic minority communities. The Mekong Youth Net’s innovative approach of bringing minority youth from different areas of the GMS together and educating them on issues prevalent in their communities underscores the concept of learning to live together.

The MYN training programme makes use of local knowledge as much as possible. The cascading training model, which relies on the trained youth leaders to pass on their knowledge to their peers in their communities, facilitates the sustainability of the project. The national programmes are also sustained through community and organizational partnerships.

Wenhui Award 2011: Education for Learning to Live Together

Special Recognition for Lifetime Achievement: Lourdes R. Quisumbing
Founding President and Lifelong Honorary President of APNIEVE (Asia-Pacific Network for International Education and Value Education), Philippines

The Jury unanimously agrees to present Dr. Lourdes R. Quisumbing with a special recognition for lifetime achievement award for her dedication to education and for her role as the founding president of APNIEVE

and contribution to the publications of sourcebooks on the Four Pillars of Education for Teaching and Learning:

- Learning to Live Together in Peace and Harmony, in collaboration with UNESCO in 1998
- Learning to be Fully Human: A Holistic and Integrated Approach to Values Education Core Values and the Valuing Process, in collaboration with UNESCO in 2002
- Learning to Do: Values for Working Together, with support from UNESCO-UNEVOC in 2005
- Learning to Know, with support from UNESCO-APCEIU in 2010

The founding of APNIEVE in 1995 epitomizes Dr. Quisumbing's belief in the importance of education in building a culture of peace and international understanding through cooperation among UNESCO Member States in Asia and the Pacific.

Wenhui Award 2010: Education for Learning to Live Together

Winner: Khmer Braille and Khmer Sign Language Creation Project

Krousar Thmey Foundation, Cambodia

The Khmer Braille and Khmer Sign Language Creation Project of the Krousar Thmey Foundation was awarded the 2010 Wenhui Award for increasing educational opportunities for people with disabilities in Cambodia.

The conception of Khmer Braille and Sign Language is a significant development particularly since Khmer is a minor language group, garnering little interest in developing Braille and Sign Language to be used by people with visual and hearing impairments. These tools are necessary and effective to enable a marginalized section of the Khmer people to firstly receive an education within their national system and secondly to increase their engagement with local and global communities.

By facilitating integration and inclusiveness, this initiative is highly relevant, unique and sustainable. It is expected that the ground breaking innovation will continue to benefit people with disabilities who communicate in Khmer for years to come.

Wenhui Award 2010: Education for Learning to Live Together

Winner: Xin Yu Project

Beijing Foreign Studies University, China

The Xin Yu Project from the Beijing Foreign Studies University was awarded the 2010 Wenhui Award for its contribution in enhancing the development and delivery of education to the underprivileged in rural and remote communities in China.

Students in these areas are side-lined by many factors, among which is the shortage of funding, competent teachers and educational resources. They are isolated and uninformed about life beyond the boundaries of their communities.

Highlighting the importance of language in facilitating communication and therefore promoting inclusiveness locally and globally, the Xin Yu Project provides educational aid plans, teacher training programmes and volunteer teachers to reach the unreachable.

By helping to bridge the gap between marginalized communities and the outside world, the project has demonstrated the importance of university engagement with communities, setting an excellent example for using languages and intercultural communication to engage the marginalized and enable them to be members of the globalized community.

Wenhui Award 2010: Education for Learning to Live Together

Honourable Commendation: The Benchmarked Rural Smart School Programme

Multimedia Development Corporation, Malaysia

The Benchmarked Rural Smart School Programme's effort in pushing the information technology (IT) frontier and bridging the digital divide is praiseworthy.

By focusing on best practices in technology-enabled teaching, learning and school management, the project emphasizes the need for a new generation of teachers and school administrators who are IT literate and committed in reaching disadvantaged students through innovative tools and technologies. Other notable features of the project include the multiplier effect – a tiered approach for clustering and mentoring schools – and the buddy system that matches benchmarked schools with rural schools. The collaboration between the Ministry of Education and the Multimedia Development Corporation in this project provides a useful public-private partnership model that may be conveniently used by other countries at similar levels of development

Wenhui Award 2010: Education for Learning to Live Together

Honourable Commendation: Improving Education amongst Underprivileged Communities in Urban Poverty Zones of Western Uttar Pradesh

Grassroots India Trust, India

The Grassroots India Trust's project on Improving Education amongst Underprivileged Communities in Urban Poverty Zones of Western Uttar Pradesh to provide educational opportunities to girls in disadvantaged urban communities is laudable.

The integrated and holistic approach to education by involving key stakeholders and communities, utilizing locally available materials, resources and skills has yielded impressive results, notably in increasing access to education; enhancing the capacity of teachers and education officers; and changing the attitudes and behaviours of the minority families in recognizing the importance of education for girls.

Wenhui Award 2010: Education for Learning to Live Together

Honourable Commendation: Hole-in-the-Wall Education

Hole-in-the-Wall Ltd., India

The Hole-in-the-Wall (HiWEL) Project is commendable for its innovative and cost effective approach in using technology to empower disadvantaged groups through the provision of free and unrestricted computer access to children and community members in open unsupervised settings.

The HiWEL Learning Stations have become windows to education and information for the underserved constituencies – urban poor and remote rural populations, ethnic minorities, juvenile home detainees and children with special needs. The informal and unstructured environment has helped to increase their computer literacy and promoted their creativity, self-discovery and self-confidence.