The First
Princess Maha Chakri Award
Forum

25-29 April 2017

Bangkok, Thailand

The Princess Maha Chakri Award

The Princess Maha Chakri Award is established on the auspicious occasion to celebrate the 60th birthday anniversary of HRH Princess Maha Chakri Sirindhorn in 2015. Teachers eligible for the Princess Maha Chakri Award are teachers that the general public collectively acknowledges and acclaims their teaching career dedication with the recognized evidence of creating as well as nurturing development changes in the lives of their students. These changes are not only reflected upon the students but have also inspired other fellow teachers. Citizens at all levels will be integral to the search and selection processes for these exceptional teachers worthy of such notable honour.

The Princess Maha Chakri Award selection processes should adhere to the following four approaches:

1. Consolidation of national mechanisms that promote and honour outstanding teachers. The selection processes should mobilize and augment existing mechanisms to foster understanding of the general public and acceptance that the awardees are justifiably commendable of such celebrated honour.

2. Participation from all sectors of society. This is to enhance widespread public appreciation of the pivotal value of teachers and impact on student development through extensive participation in transparent selection processes and other contributions.

3. Promotion campaigns at all levels of society. Nomination of teachers from all levels should be encouraged, e.g. communities, selection by area-based mechanisms, government agencies, professional organizations. This would enable promotion of local and nationwide campaigns as well as public awareness and participation to ensure transparency of the selection process.

4. Evidence of developmental changes to students and inspiration to fellow teachers. Empirical evidence on changes and inspiration that are direct results of endeavours of the Award recipients should be sought, highlighted and celebrated .

1st Princess Maha Chakri Award Forum

25-29 April 2017 Bangkok, Thailand

Date	Time	Descriptions
Tuesday 25th April 2017	16.00 -18.00	Audience with HRH Princess Maha Chakri Sirindhorn
Wednesday 26th April 2017	09.00-10.30	Opening Ceremony Opening Speech by H E Dr Teerakiat Jareonsettasin, Minister of Education, Thailand Performance by students from Klong Toey Community School (โรงเรียนศูนย์รวมน้ำใจ คลองเตย)
	11.00-12.30 (Plenary Session)	Panel Session [P1] STEM education with Mr.Zainuddin Zakaria, Malaysia; Mr.Herwin Hamid, Indonesia and Mr.Chalermporn Pongteerawan, Thailand
	13.30-15.00 (Plenary Session)	Panel Session [P2] Special Education and Educational Support for Low-progress Learners in Mainstream Schools with Mrs.Ratanawati binti Haji Mohammad, Brunei Darussalam and Mrs.Wang-Lim Ai Lian, Singapore
	15.30-17.00 (Concurrent Sessions)	Show and Share Session [S1] Ms.Yee Mon Soe, Myanmar
		Show and Share Session [S2] Ms.Tauch Bundaul, Cambodia
		Show and Share Session [S3] Mr.Julio Ximenes Maidera, Timor-Leste
		Show and Share Session [S4] Mr.William Moraca, Philippines
		Special Show and Share Session [SS1] Professor Gaudelli, Teachers' College, Columbia University, USA
Thursday 27th April 2017	09.00-10.30 (Plenary Session)	Panel Session [P3] Rural Area Education with Mr.Julio Maidera, Timor Leste and Mr.William Moraca, Philippines
	11.00-12.30 (Plenary Session)	Panel Session [P4] Basic Education with Ms.Yee Mon Soe, Myanmar and Ms. Tauch Bundaul, Cambodia
	13.30-15.00 (Concurrent Sessions)	Show and Share Session [S5] Mrs.Ratnawati binti Haji Mohammad, Brunei Darussalam
		Show and Share Session [S6] Mrs.Khamsoy Vongsamphanh, Lao PDR
		Show and Share Session [S7] Mrs.Tran Thi Thuy Dung, Vietnam

Date	Time	Descriptions
	15.30-17.00 (Concurrent Sessions)	Show and Share Session [S8] Mrs.Wang-Lim Ai Lian, Singapore
		Show and Share Session [S9] Mr.Zainuddin bin Zakaria from Kuala Lumpur, Malaysia
		Show and Share Session [S10] Mr.Herwin Hamid, Indonesia
		Show and Share Session [S11] Mr.Chalermporn Pongteerawan, Thailand
Friday 28th April 2017	09.00-10.30 (Plenary Session)	Panel Session [P5] School Administration with Mrs.Khamsoy Vongsamphanh, Lao PDR and Mrs.Tran Thi Thuy Dung, Vietnam
	11.00-12.30 (Concurrent Sessions)	National Education Issues [N1] Holistic Approach to Education and School Readiness (Singapore) Mr.Leslie Toh Pee Li. Senior Education Support Officer, Education Support Branch, Curriculum Planning and Development Division
		National Education Issues [N2] SPN21 and Entrepreneurship in Education (Brunei Darussalam) Ms. Halimahtun Saadiah Pehin Dato Sulaiman, Entrepreneurship & Business Unit, Curriculum Development Department, Ministry of Education
		National Education Issues [N3] - Request sent to Indonesia. To be confirmed. Smart Indonesian (Indonesia)
		National Education Issues [N4] 2025 Malaysia Educational Blueprint and Targeted Skills (Malaysia) Dr. Ahmad Rafee Che Kassim, Deputy Director of Educational Planning and Research Division, Ministry of Education National Education Issues [N5] Human Resource Development Plan in Education in Vietnam Ms. Nguyen Thi Hao, Chief of Higher Education and Vocational Education, the Vietnam Institute of Eduational Science, MOET
	13.30–15.00 (Concurrent Sessions)	Wrap up and general discussion among PMCA Recipients
		Presentation of Supports from the Thai Business Sector to the Thai PMCA Recipient / General Discussion of the Invited Thai Teachers
Saturday 29th April 2017	09.00-17.00	Field trip for PMCA Forum participants (Optional)

การประชุมวิชาการรางวัลสมเด็จเจ้าฟ้ามหาจักรี ครั้งที่ 1

1st Princess Maha Chakri Award Forum

วันที่ 25-29 เมษายน พ.ศ. 2560 ณ โรงแรมสุโกศล กรุงเทพมหานคร ประเทศไทย

วันที่	เวลา	รายการ
อังคารที่ 25 เมษายน พ.ศ.2560	16.00-18.00	ครูรางวัลสมเด็จเจ้าฟ้ามหาจักรี พ.ศ.2558 เข้าเฝ้า สมเด็จพระเทพรัตนราชสุดา สยามบรมราชกุมารี
พุธที่ 26 เมษายน พ.ศ.2560	09.00-10.30	- พิธีเปิด โดย ฯพณฯ นายแพทย์ธีระเกียรติ เจริญเศรษฐศิลป์ รัฐมนตรีว่าการกระทรวงศึกษาธิการ - การแสดงจาก โรงเรียนศูนย์รวมน้ำใจ คลองเตย
	11.00-12.30 (ประชุมห้องใหญ่)	การอภิปรายช่วงที่ 1 [P1] หัวข้อ: STEM Education โดยครูรางวัลสมเด็จเจ้าฟ้ามหาจักรี พ.ศ.2558 - Mr.Zainuddin Zakaria จากประเทศมาเลเซีย - Mr.Herwin Hamid จากประเทศอินโดนีเซีย - นายเฉลิมพร พงศ์ธีระวรรณ จากประเทศไทย
	13.30-15.0 (ประชุมห้องใหญ่)	การอภิปรายช่วงที่ 2 [P2] หัวข้อ: Special Education and Educational Support for Low-progress Learners in Mainstream Schools โดยครูรางวัลสมเด็จเจ้าฟ้ามหาจักรี พ.ศ.2558 - Mrs.Ratanawati binti Haji Mohammad จากประเทศบรูไน - Mrs.Wang-Lim Ai Lian จากประเทศสิงคโปร์
	15.30-17.00 (ประชุมแยกห้องย่อย)	การสัมมนาเชิงปฏิบัติการ Show and Share ลำดับที่ 1 [S1] โดย Ms.Yee Mon Soe จากประเทศเมียนมาร์
		การสัมมนาเชิงปฏิบัติการ Show and Share ลำดับที่ 2 [S2] โดย Ms.Tauch Bundaul จากประเทศกัมพูชา
		การสัมมนาเชิงปฏิบัติการ Show and Share ลำดับที่ 3 [S3] โดย Mr.Julio Ximenes Maidera จากประเทศติมอร์เลสเต
		การสัมมนาเชิงปฏิบัติการ Show and Share ลำดับที่ 4 [S4] โดย Mr.William Moraca จากประเทศฟิลิปปินส์
		การสัมมนาเชิงปฏิบัติการ Show and Share พิเศษ โดย Professor Gaudelli, Teachers' College, Columbia University, USA

วันที่	เวลา	รายการ
พฤหัสบดีที่ 27 เมษายน พ.ศ.2560	09.00-10.30 (ประชุมห้องใหญ่)	การอภิปรายช่วงที่ 3 [P3] หัวข้อ: Rural Area Education โดยครูรางวัลสมเด็จเจ้าฟ้ามหาจักรี พ.ศ.2558 - Mr.Julio Maidera จากประเทศติมอร์เลสเต - Mr.William Moraca จากประเทศฟิลิปปินส์
	11.00-12.30 (ประชุมห้องใหญ่)	การอภิปรายช่วงที่ 3 [P3] หัวข้อ: Basic Education โดยครูรางวัลสมเด็จเจ้าฟ้ามหาจักรี พ.ศ.2558 - Ms.Yee Mon Soe จากประเทศเมียนมาร์ - Ms.Tauch Bundaul จากประเทศกัมพูชา
	13.30-15.00 (ประชุมแยกห้องย่อย)	การสัมมนาเชิงปฏิบัติการ Show and Share ลำดับที่ 5 [S5] โดย Mrs.Ratnawati binti Haji Mohammad จากประเทศบรูไน
		การสัมมนาเชิงปฏิบัติการ Show and Share ลำดับที่ 6 [S6] โดย Mrs.Khamsoy Vongsamphanh จากประเทศลาว
		การสัมมนาเชิงปฏิบัติการ Show and Share ลำดับที่ 7 [S7] โดย Mrs.Tran Thi Thuy Dung จากประเทศเวียดนาม
	15.30-17.00 (ประชุมแยกห้องย่อย)	การสัมมนาเชิงปฏิบัติการ Show and Share ลำดับที่ 8 [S8] โดย Mrs.Wang-Lim Ai Lian จากประเทศสิงคโปร์
		การสัมมนาเชิงปฏิบัติการ Show and Share ลำดับที่ 9 [S9] โดย Mr.Zainuddin bin Zakaria จากประเทศมาเลเซีย
		การสัมมนาเชิงปฏิบัติการ Show and Share ลำดับที่ 10 [S10] โดย Mr.Herwin Hamid จากประเทศอินโดนีเซีย
		การสัมมนาเชิงปฏิบัติการ Show and Share ลำดับที่ 11 [S11] โดย นายเฉลิมพร พงศ์ธีระวรรณ จากประเทศไทย
ศุกร์ที่ 28 เมษายน พ.ศ.2560	09.00-10.30 (ประชุมห้องใหญ่)	การอภิปรายช่วงที่ 3 [P3] หัวข้อ: School Administration โดยครูรางวัลสมเด็จเจ้าฟ้ามหาจักรี พ.ศ.2558 - Mrs.Khamsoy Vongsamphanh จากประเทศลาว - Mrs.Tran Thi Thuy Dung จากประเทศเวียดนาม

วันที่	เวลา	รายการ
	11.00-12.30 (ประชุมแยกห้องย่อย)	การสัมมนา National Education Issues ลำดับที่ 1 [N1] เรื่อง Holistic Approach to Education and School Readiness (ประเทศสิงคโปร์) โดย Mr.Leslie Toh Pee Li. Senior Education Support Ofcer, Education Support Branch, Curriculum Planning and Development Division
		การสัมมนา National Education Issues ลำดับที่ 2 [N2] เรื่อง SPN21 and Entrepreneurship in Education (ประเทศบรูไน) โดย Ms.Halimahtun Saadiah Pehin Dato Sulaiman, Entrepreneurship & Business Unit, Curriculum Development Department, Ministry of Education
		การสัมมนา National Education Issues ลำดับที่ 3 [N3] - เรื่อง Smart Indonesian (ประเทศอินโดนีเซีย) โดย (รอการยืนยันจากกระทรวงศึกษาธิการ อินโดนีเซีย)
		การสัมมนา National Education Issues ลำดับที่ 4 [N4] เรื่อง 2025 Malaysia Educational Blueprint and Targeted Skills (ประเทศมาเลเซีย) โดย Dr.Ahmad Rafee Che Kassim, Deputy Director of Educational Planning and Research Division, Ministry of Education
		การสัมมนา National Education Issues ลำดับที่ 5 [N5] เรื่อง Human Resource Development Plan in Education in Vietnam (ประเทศเวียดนาม) Ms. Nguyen Thi Hao, Chief of Higher Education and Vocational Education, the Vietnam Institute of Eduational Science, MOET
	13.30–15.00 (ประชุมแยกห้องย่อย)	สรุปผลและอภิปรายทั่วไป กลุ่มครูรางวัลสมเด็จเจ้าฟ้ามหาจักรี การมอบการสนับสนุนจากภาคธุรกิจเอกชนแก่ครูรางวัลสมเด็จเจ้าฟ้ามหาจักรีประเทศไทย และ การสรุปผลและการอภิปรายทั่วไป กลุ่มครูประเทศไทย
เสาร์ที่ 29 เมษายน พ.ศ.2560	09.00-17.00	กิจกรรมทัศนศึกษาสำหรับผู้ร่วมประชุมวิชาการจากต่างประเทศ

Mrs. Hajah Ratnawati binti Haji Mohammad
Brunei Darussalam

Mrs. Wang-Lim Ai Lian
Singapore

Mrs. Khamsoy Vongsamphanh
Lao PDR

Ms. Yee Mon Soe
Myanmar

Mr. Julio Ximenes Madeira
Timor Leste

Ms. Tauch Bundaul
Cambodia

Mr. William Moraca
the Philippines

Mrs. Tran Thi Thuy Dung
Vietnam

Mr. Chalermporn Pongteerawan
Thailand

Mr. Zainuddin Zakaria
Malaysia

Mr. Herwin Hamid
Indonesia

These are the Faces
of passionate teachers
who go the extra mile
for their students.
They never stop giving.

Mrs. Ratnawati Mohammad
an active and passionate teacher whose expertise is special education. She gives students with special needs love, a chance to learn and opportunity to function in the society.

Mrs. Hajah Ratnawati binti Haji Mohammad

Brunei Darussalam

Education Background

1986 – 1989	Certificate in Primary Education, University of Brunei Darussalam (Universiti Brunei Darussalam)
1998 – 1999	Certificate in Special Education, University of Brunei Darussalam (Part-time Course)
2002 – 2006	B.Ed. in Primary Education (Special Education), University of Brunei Darussalam (Part-time Course) *Second-class honour (upper)*
13–31 Aug 2009	Signing Exact English (Intensive Sign Language Course) (Brunei – Singapore)

Professional Experience

1989 – 1998	Regular Teacher in various primary schools in Tutong District, Brunei Darussalam
1998 – 2004	Special Educational Need Assistance Teacher (SENA Teacher) at Lamunin Primary School, Tutong District, Brunei Darussalam
2004 – 2008	SENA Teacher at Kiudang Primary School, Tutong District, Brunei Darussalam
2008 – present	SENA Teacher at Keriam Primary School, Tutong District Brunei Darussalam

Outstanding Achievements

2005	Presented a paper (Graduation Research) entitled *"Primary Teachers' Attitude towards the Implementation of Remedial Educational Program for Low Achievers in the Tutong District"* in International Conference in Education, University of Brunei Darussalam
4 – 7 Aug 2009	The 10th Asia Pacific Congress on Deafness, in Bangkok, Thailand
28 Sept 2010	Awarded the *Excellence Teacher Award in Special Education* on the occasion of the 20th Brunei Teachers' Day by His Majesty the Sultan
2011	Presented a paper (Graduation Research) entitled *"Primary Teachers' Attitude towards the Implementation of Remedial Educational Program for Low Achievers in the Tutong District"* in Cooperative Asian Conference on Inclusive Education (CCIE), University of Brunei Darussalam
13 Apr 2011	Awarded a medal in *Pingat Indah Kerja Baik (Award for Excellence Work Service)* on the occasion of the 65th birthday of His Majesty the Sultan Hassanal Bolkiah
2 Oct 2015	Awarded Princess *Maha Chakri Award 2015*, in Bangkok, Thailand
4 Aug 2016	Awarded a medal in *Anugerah Bintang Kebesaran Brunei Darjah Setia Negara Brunei Yang Amat Bersinar Darjah ke Empat (4th Class Honoured) (Sultan Bolkian Medal)* on the occasion of the 70th birthday of His Majesty the Sultan Hassanal Bolkiah. [Grant of the fourth class order of the dignity of the most blessed order of setia negara brunei]

Activities after Receiving PMCA 2015

Since I have received the Award, I have taken part in knowledge sharing sessions where I was able to introduce the Princess Maha Chakri Award and share best practice in teaching students with special education needs with Special Education Needs Assistant (SENA) teachers and the staff of Special Education Units in several districts throughout the country.

To enhance knowledge exchange, I have been on various study visits across Thailand in December 2016. This has included visiting Setsatian School for the Deaf in Bangkok, Kawila Anukul School (school for children with learning difficulties) and the Northern School for the Blind in Chiang Mai, all of which specialized in teaching children with different learning needs.

To observe strategies that can facilitate moving from segregation to inclusion, I have also visited a few inclusive schools; Phyathai School and Santirat Wittayalai Secondary School in Bangkok. I was able to learn from these mainstream schools as regards accommodating the learning needs of diverse groups of learners.

In terms of institution visits, I have visited the Ministry of Education (Bureau for Special Education Administration) and the Faculty of Education (Special Education), Suan Dusit University. These visits provided a good opportunity to share experience and exchange ideas whilst furthering my knowledge about the special education system in Thailand. Through these visits, collaboration in the field of special education between Brunei Darussalam and Thailand has been strengthened.

Following the study visits in Thailand, I disseminated the knowledge gained to teachers and staff of Keriam Primary School in Tutong District in March 2017. As changes often stem from altering mind-sets, I inspired teachers to open their minds to see the benefits of diversity in education, with a view to ensuring the right to quality education for all students, regardless of their diverse backgrounds and abilities. My aim was also to raise their awareness that an Early Intervention Programme is important in order to identify the most appropriate assistance for students and equip them with necessary skills through utilizing appropriate strategies and technologies.

Future Plans

I would like to further my knowledge by connecting with Thai institutions, such as Suan Dusit University, in order to learn how to design a suitable curriculum and early intervention programme for students with special educational needs. To maximise my learning experience, I would like to spend a significant amount of time to observe classes specializing in responding to students' special educational needs and have dialogue and discussions with experts in this area. I am also interested in joining seminars and conferences related to special education and visiting organizations that cater for children with different abilities, such as children with autism, Down's syndrome and hearing and visual impairments in Thailand in the future.

In addition, I would like to develop a proposal for special education needs teachers in Brunei to further their studies through the continuous professional development (CPD) programme on special education at the Faculty of Education, Suan Dusit University in Thailand.

Personal Information

Date of birth	4 October 1967
Contact details	No.9 Simpang 349 Kampong Bangunggos, Tanjong Maya, Tutong TD 1541 Brunei Darussalam

Ms. Tauch
a committed teacher with strong determination to help her students to grow with skills required for their future. She looks after her students as if they are her own.

Ms. Tauch Bundaul

Cambodia

Education Background

2011 – 2013	Master Degree in Business Administration, Build Bright University (BBU), Siem Reap, Cambodia
2003 – 2007	Bachelor Degree in Management, Build Bright University, Siem Reap, Cambodia
1995 – 1997	Teaching Certificate of Primary Pedagogy at Teacher Training Center, Siem Reap, Cambodia
1992 – 1995	High School Certificate of General Education, Siem Reap, Cambodia

Professional Experience

1997 – 1999	Preah Dak Primary School, Siem Reap, Cambodia
1999 – present	Wat Bo Primary School, Siem Reap, Cambodia

Outstanding Achievements

2009	1st Good Teacher of Academic Year 2007- 2008 by the Ministry of Education, Youth and Sport
2010	Silver medal for the Best Official of the Year by the Ministry of Education, Youth and Sport
2015	Princess Maha Chakri Award 2015 by the Princess Maha Chakri Award Foundation, Thailand
2015	1st Somdach Techor Hun Sen Award by the Ministry of Education, Youth and Sport

2016 Gold medal for the Best Official of the Year by the Ministry of Education, Youth and Sport

Activities after Receiving PMCA 2015

1. After receiving the Award, I have shared my experience with the school management committee and teachers in my school as well as teachers from other schools who came for a study visit at my school. I also gave presentations on ideas for effective teaching and learning based on the work and innovations of other PMCA recipients to Cambodian teachers throughout the country. In addition, I reported about my work and the PMCA to the Minister of Education, Youth and Sport.

2. The Ministry of Education, Youth and Sport has regarded me as a model teacher and provided me with an opportunity to represent women in education and share my journey to success from the first day of my teaching until the days I was awarded Somdech Hun Sen's Award and PMCA respectively.

3. I have ensured that my PMCA money was spent meaningfully. A certain amount was donated to support poor students for their education. Another amount was paid for learning materials for 100 students and planting 200 trees at Prek Por School in Varin District of Siem Reap Province.

4. As inadequate school infrastructure can be a barrier to students' access to and participation in learning, I developed a project proposal and received the support of Japan to construct a single-storey building to accommodate five classrooms and to build toilet facilities of 10 cubicles in Svay Leur District, Siem Reap Province.

5. Good teachers should be lifelong learners. I am committed to strengthening my own capabilities, particularly in foreign languages and using technology in education. As part of my learning journey, I studied basic Thai language for one week in Surin Province of Thailand, supported by Surin Rajabhat University. In addition, I undertook a study visit to several primary schools in Bangkok, Nakhon Nayok, and Sa Kaeo province, Thailand. Through this visit under the support of the PMCA Foundation, my colleagues and I aspire to gain new teaching methodologies.

6. I have created the Somdech Hun Sen Award's teacher network for teachers to exchange knowledge and experience, share teaching and learning materials, explore practical solutions for student's learning difficulties, and support each other in their teaching.

7. After receiving the Award, there have been positive changes in my personal life. I have become a role model for teachers in other schools. With

my strong commitment, I have worked harder and continued to thirst for knowledge on innovative teaching methods in order to teach more effectively. I have also encouraged and inspired other teachers to put more efforts in their teaching for the most benefits of students. Beyond the education sector, I have expanded my voluntary social work to help sustain the Children's Hospital in Siem Reap.

Future Plans

- I will continue sharing my experience with other teachers in the region through technology.
- I understand that students learn in different ways, at different paces, and as a teacher. Thus, I will continue to seek appropriate strategies and methods to support students, especially those with special educational needs.

- I will also motivate and encourage teachers to enhance their capacities in supporting those students who most need it towards success in their studies.
- I have planned to establish a teacher network in Cambodia where teachers can exchange their experience and collaborate with other teachers.
- I have planned to enter a national competition for Her Royal Highness Princess Maha Chakri Sirindhorn' scholarship to pursue my doctoral degree in education.

Personal Information

Date of birth	7 July 1977
Contact details	tauch.bundaul.ps@moeys.gov.kh (855) 12 948 434

Mr. Herwin Hamid,
a young energetic teacher from Kendari, the capital city of Southeast Saluwesi Island, Indonesia.
He is the champion of the best bass guitar player in Kendari.
He said, “I don’t have to have the best guitar instrument, but I can be the best.” He has applied the same philosophy to his teaching.
He has developed online materials and programs to use as exercises to teach science to his students with limited computer resources.

Mr. Herwin Hamid

Indonesia

Education Background

1987 – 1993	Elementary School 12, Kendari, Indonesia
1993 – 1996	Junior High School 6, Kendari, Indonesia
1996 – 1999	Senior High School 3, Kendari, Indonesia
1999 – 2005	Undergraduate degree – Physics Education – Halu Oleo University, Kendari, Indonesia
2010 – 2012	Postgraduate – Educational Technology – Surabaya State University, Surabaya, Indonesia

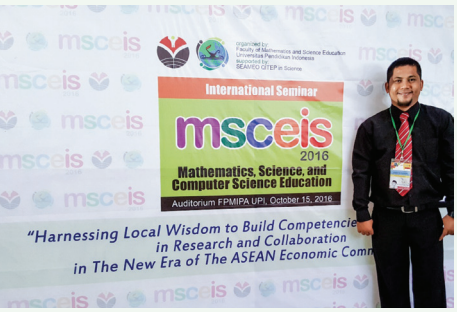
Professional Experience

2006 – present	Science Teacher, Junior High School 6, Kendari, Indonesia
2012 – present	Head of Computer Laboratory and Coordinator of Young Scientist Organization, Junior High School 6, Kendari, Indonesia
2013 – present	Coordinator of Science Olimpiade Team and Head of School Management Development, Junior High School 6, Kendari, Indonesia

Outstanding Achievements

A) National level

2011	4th place championship of National Competition of Technology Integration 2011 “Fun and Creative with Computer in Your Classroom”, awarded by Edu Partner Institute



2012	1st place championship of National Competition of Construction of Instructional Interactive Multimedia 2012, awarded by the Educational Information and Communication Technology Center, Ministry of Education and Culture (MoEC)
2012	Anugerah Ki Hajar Award* 2012 by the Educational Information and Communication Technology Center, MoEC
2013	1st place championship of National Competition of Developing Mobile Learning for Education 2013 – General Category, awarded by the Educational Multimedia Development Office, MoEC
2013	Anugerah Ki Hajar Award 2013 by the Educational Information and Communication Technology Center, MoEC
2014	1st place championship of National Competition of Teacher Creativity 2014 – Science Category of Junior High School, awarded by the Department of Human Resource Development for Education and Culture, and the Educational Quality Assurance, MoEC

* Anugerah Ki Hajar Award is a prestigious award granted for teachers, the provincial government and local stakeholders who successfully promote the use of information and communication technologies for the advancement of education in their region.

2014	1st place championship of National Competition of Developing Mobile Learning for Education 2014 – Teacher Category, awarded by the Educational Multimedia Development Office, MoEC
2014	Anugerah Ki Hajar Award 2014 by the Educational Information and Communication Technology Center, MoEC
2015	The Bigwig of Southeast Sulawesi 2015 Award in the Field of Innovation of Education 2015, by Kendari Pos
2015	One of the Winners of National Teacher Symposium 2015, awarded by MoEC
2016	1st place championship of National Teacher Symposium 2015 – Junior High School Category, awarded by MoEC
2016	2nd place championship of National Learning of Innovation 2016 – Science Category of Junior High School, awarded by MoEC

B) Regional and International level

2015	Princess Maha Chakri Award by Princess Maha Chakri Award Foundation
2016	Nominee of the Best Science Teacher in Southeast Asia, organized by SEAMEO QITEP for Science (Southeast Asian Ministers of Education Regional Centre for Improving Quality of Teacher and Education Personnel in Science)

Activities after Receiving PMCA 2015

Being chosen as a PMCA awardee has certainly afforded me more credibility and opportunity towards developing my skills and competencies as a teacher, especially with regards to the subject of science. PMCA has also indirectly made me a teacher model not only for other science teachers, but for other teachers in general. It will be easier for me to share knowledge and experience with other teachers.

After receiving the Princess Maha Chakri Award 2015, I have often received invitations to be a trainer for in-service teacher training on competence development and sharing my knowledge and experience with other teachers not only in my own city but also in other areas in my province as well as sharing my knowledge of a professional teacher development through online media with teachers in Indonesia.

Examples of my knowledge-sharing activities are:

1. A workshop on Utilizing ICT-based Interactive Multimedia held at Junior High School Teacher Meeting, South Konawe, Indonesia, December 2015.

2. A workshop on Developing Computer-based Interactive Learning multimedia held by the Department of Educational and Culture, South Konawe, Indonesia, February 2016.

3. A workshop on Developing an Android Application for Education held by Vocational School 1 Kendari, Indonesia, February 2016.

4. A workshop on Improving Teacher Competence through Developing ICT-based Learning Media held by the Indonesian Teacher Union, , Southeast Sulawesi, March 2016.

5. A Forum Group Discussion – Smart City (Educational Field) held at the Indonesia Creative City Forum, August 2016.

6. A Mathematics, Science and Computer Science Education International Seminar 2016, October 2016, SEAMEO QITEP in Science and UPI (Universitas Pendidikan Indonesia).

7. A national seminar on Education “Digital Learning” held by State University of Surabaya, Indonesia, November 2016.

8. A workshop on ICT for Teaching held by the IGI Indonesian Teacher Union, Kolaka, January 2016.

9. A national seminar on Education “ICT Multimedia in Learning” held by Haluoleo University, Indonesia, February 2017.

10. A workshop on Developing ICT-based Interactive Learning Multimedia held by the Department of Education and Culture, Southeast Sulawesi, March 2017.

I also shared my knowledge and experience through two online seminars facilitated by SEAMEO – SEAMOLEC (Southeast Asian Ministers of Education Regional Open Learning Centre) in Indonesia. At these events, I shared my experience and knowledge as to how to create learning innovations and describe my best practice.

1. Online Webinar – Learning Innovations, May 2016
2. Online Webinar – Science Digital Learning, March 2017

In general, the activities have been focusing on utilizing and developing digital learning content, not only for science teachers but also for other subjects. These competency development activities can inspire other teachers to keep working on improving students' learning outcomes and solving problems that occur in the classroom in order to improve the quality of our education.

In addition, after receiving the PMCA 2015, the PMCA Foundation also facilitated my participation in international learning opportunities in which I also shared my knowledge and best practice with other teachers in Southeast Asia, so as to inspire them to do the same things and propagate knowledge and skills further. These events were:

1. 2nd High Officials Meeting – SEA TVET 2016, May 2016, in Bali, organized by SEAMOLEC

2. The International Science, Mathematics and Technology Education Conference 2016, October 2016, in Bangkok

Opportunities to improve my ability, knowledge, and skills in the teaching profession were increased after receiving the PMCA Award 2015, and afforded me even more passion and confidence in my work. I created innovations after receiving the PMCA Award, in learning media both ICT-based and non-ICT-based. My learning innovations and ideas related to the use of ICT in learning process won two national awards from the Ministry of Education in Indonesia and one international award from SEAMEO QITEP in 2016. These awards were:

1. National Achievements – 1st place championship of the National Teacher Symposium 2016, Junior High School Category

2. National Achievements – 2nd place championship of the National Learning of Innovation Competition 2016, Science Category of Junior High School

3. International Achievements as a nominee for the Best Science Teacher in Southeast Asia 2016, SEAMEO QITEP in Science

Being involved in the National Competition held by the Ministry of Education and Culture of Indonesia in 2016 also gave me another opportunity: overseas training. Together with other Indonesian teachers, I was given the opportunity to attend training entitled “Training Program for Excellent Junior High School Teachers from Indonesia: Career Development of Teachers in the Netherlands: Policies and Practice” for two weeks in December 2016 at Windesheim University and ICLON University, Netherlands.

My learning innovation that won the National Competition in 2016 was published in the Magazine of Junior High School Teachers Indonesia, December 2016

I had an interview with local television (TV sultra) to talk about my achievement as an outstanding teacher especially about the Princess Maha Chakri Award 2015.

Future Plans

- As Indonesia is a very big country, this creates challenges in the dissemination of learning innovations and knowledge sharing through seminars and workshops. I have accepted an invitation from the Indonesian Teachers Union (Ikatan Guru Indonesia) to disseminate knowledge and learning innovations with other teachers in every province in Indonesia once or twice a month on Saturdays and Sundays.

- I will create a video blog on my own YouTube channel about innovations in learning that can be used or adapted by teachers in Indonesia. This will be effective as teachers can access whenever and wherever they are, provided that they have an internet connection.
- In order to improve my teaching skills and creating an interesting, active and creative learning process in science, I will promote the applications of the STEM education model. STEM Education model is new to Indonesia, so it needs good planning and foresight to synchronize with the curriculum and syllabus for the science subject in Indonesia.
- I will improve the competence of students by providing an extracurricular activity 'Computer Science' using our computer labs. This will be a challenge for me because most of the students in my school do not have a computer in their home – they will only be able to use computers in the school computer laboratory. I would like to teach students games and coding with simple software which will improve their creative and critical thinking skills.

Personal Information

Date of birth	30 April 1982
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Mrs. Khamsoy Vongsamphanh
a teacher who is an excellent role model of life long learning.
Her expertise is in French language. Despite her retirement, she continues teaching, passing on her knowledge to students and encouraging them to keep improving themselves.

Mrs. Khamsoy Vongsamphanh

Lao PDR

Education Background

1959 – 1965	Primary school, Vangvieng Village, Vientiane Province, Lao PDR
1966 – 1969	Secondary School, Vientiane Province, Lao PDR
1969 – 1972	Dong Dok Teacher Training School, National University of Laos, Lao PDR
1973 – 1975	Diploma of Teacher Training, Dong Dok Teacher Training School, National University of Laos, Lao PDR
1976 – 1977	Bachelor Degree in Education, major in History and Geography, Dong Dok Teacher Training School, National University of Laos, Lao PDR
1998 – 1999	Bachelor Degree, Stendhal University (Universite Stendhal-Grenoble), France
1999 – 2000	Master of French Language – Teaching French as a foreign language for non-native speakers, Stendhal University (Universite Stendhal-Grenoble), France
2004 – 2005	Master of Linguistics, University of Rouen (Universite de Rouen), France

Professional Experience

2000 – 2014	Deputy Head of Vientiane High School, Educational Supervisor and Advisor, High Education Central Teacher, Ministry of Education and Sports
1994 – 2014	Educational Supervisor, High Education Central Teacher for the class with Bilingual language-trainer, in four provinces for bilingual classes

2001	Led students to attend the International Event of the Youth Assembly of French–speaking countries (Francophone) in Quebec, Canada
July 2008	Attended the Meeting of the French Teachers Association in Quebec, Canada
2007	Led students to attend the International Event of the French Linguistics Olympiads in Singapore
2005	Attended the Education Ministers Meeting, French–speaking countries (Francophone) in Madagascar, led by former Vice Minister of Education and Sports, H.E. Mr. Lytou Bouapao
May 2002	Attended the Meeting of the 25th French Teachers Association of Thailand in Bangkok, Thailand
2000 – 2014	Guest Teacher, French Institute, Vientiane Capital
1996 – 1997	Guest Teacher (French language), Mahoshot Hospital and Institute of Health Science, Vientiane Capital
1994 – 1995	Guest Teacher for the Embassy of France in Laos, Institute of Law
1978 – 1995	Member of the Leadership Committee, the Lao Women's Union, Ministry of Education and Sports, Vientiane High School
1993	Attended the 1st Southeast Asia Meeting of countries that use French for Science subjects, in Ho Chi Minh City, Viet Nam, Received second runner-up Award
1977 – 1989	Head of History and Geography Unit, Teaching History – Geography and Political Science, Vientiane High School

Professional Trainings

2002	Asia Pacific Regional Training on “Teacher Leader and Leading Teacher Education”, Ho Chi Minh City, Viet Nam
October 2001	Assessment and Test Making Training, Viet Nam
1998 – 2000	French Didactic, Institute of Teacher Education (Project for Bilingual Class), Grenoble, France
December 1997	Teacher Training in Vientiane, Lao PDR by CREFAP
October 1996	French Language Training, Ho Chi Minh City, Viet Nam, scholarship by CREFAP
1995 – 1996	Geography Didactic, Institute of Teacher Education, Grenoble, France

Outstanding Achievements

- Currently teaching History and Geography, Political Science and French language at Vientiane High School
- Educational Supervisor, Teacher of the National High Central Education to train French language teachers nationwide
- Assist the Research Institute for Educational Sciences in writing French Language textbooks for primary education
- Deputy Head of Vientiane High School, Ministry of Education and Sports, Supervise Human Resources, Administration, and Direct Supervision for bilingual classes
- Sign the Memorandum of Understanding to Cooperate on the conception of French Learning E-Book with nine countries: “A l’éole de la Francophonie” with the Institute of French Language in Paris. The book is currently being used in primary and secondary schools in Lao PDR.

- Member of the Association for Promoting the Use of French Language in Lao PDR
- Trainer of French Language in four provinces: Vientiane Capital, Luang Prabang, Savanhnakhet and Champasak
- Officially being selected and granted as Specialist Teacher of the Vientiane Municipality by H.E. Prof. Dr Somkhot Mangnomek, former Minister of Education, in 2009 (Agreement reference no.1327/ส.ส.จต/09)

Awards

2016	Awarded the Palmes Académiques (Order of Academic Palms) medal from the Government of France
2015	Princess Maha Chakri Award 2015, from Princess Maha Chakri Award Foundation, Bangkok, Thailand
1997 – 2015	Forty Nine (49) Certificate of Recognition from the Department of Education, Governor of the Vientiane Municipality and from the Ministry of Education and Sports
1977 – 2015	Received six medals: one 5 Years Medal; two Labor Medals, Level 2; two Labor Medals, Level 3; and one Labor Medal

Activities after Receiving PMCA 2015

1. To share my knowledge and experience after receiving the Princess Maha Chakri Award 2015, I gave a presentation on the Award and showed its video to all teachers in Vientiane High School. I donated some amount of the award money to the school to help fulfil its needs. In recognition of my achievement, the school presented me with a certificate of appreciation for my contribution to increasing the school's reputation. Beyond the school community, I presented about the Award to a number of high-level officials from different departments within the Ministry of Education and Sports (MoES).

2. Reaching out to a wider audience, I was interviewed by several local newspapers, radio and television programmes. My stories are featured as 'The Best Teacher in Asian' spotlighting the Princess Maha Chakri Award 2015 in People's Voice Newspaper and Economics Newspaper as well as in a national television programme called 'Good Work, Excellent People'.

3. My dedication to teaching has been recognised at international level. I received a Palme Academique medal from the Government of France, awarded to me by the French Ambassador to the Lao PDR in February 2016.

4. Although I have reached my retirement age, I have never stopped teaching and training. As requested by Vientiane High School, I have continued teaching both bilingual and general classes, and sometimes served as a substitute teacher for those on maternity leave. In my capacity as the school's Advisor for Teaching and Learning, I provide my technical support and guidance to both new and experienced teachers as well as students. Recently, I trained and supervised two teacher trainees during their teaching practice in the school. I am also a member of the school committee that provide remedial lessons for the students who have missed their classes or are lagging behind their peers. As parents also play an important role to support their child' education, the parents or guardians of those students also participated in the remedial classes. In addition, I assisted the school in preparing standardized and unified French examination papers for the end of academic year 2015-2016 to be taken in four provinces, namely Luangprabang, Savannakhet, Champasak, and Vientiane capital. I also led the students on a study tour to an organic laboratory run by the Ministry of Agriculture in February 2017. During the school break, I cooperated with the French Institution to provide a short course on French language targeting the students from the Institution of Law.

5. I have served a few coordinator roles. I liaise between the Embassy of France and the MoES to help ensure that Vientiane High school is regarded as one of the best schools within AEFE (Agence pour l'Enseignement Français à l'Etranger) – the network for teaching French in foreign countries. Vientiane High School is the first school in Southeast Asia joining the network. I also coordinate with the Embassy of France and Namtheun 2 Company to bring Vientiane High School students to take part in a scholarship competition to study electrical courses. I was very proud of my students who won 3 out of 5 scholarships. To support marginalised students, I have continued seeking financial assistance for their education whenever possible. In November 2016, I met with members of the Association to Assist Asian Children to request their financial support for good students who come from a poor family.

6. At the same time, I have continued training French bilingual teachers. When I was invited to train French teachers in Pasatipatai School in Luangprabang, I took the opportunity to introduce the Princess Maha Chakri Award to the teachers and the school management team. Some amount of the funds from the Award was also used for organizing this training.

7. In addition, I have continued to share my knowledge and experience in various occasions. For instance, I provided my input during the gathering of teachers to cerebrate the 22nd anniversary of the National Teacher's Day in October 2016. In March 2017, I shared my views with teachers and parents on improving learning and teaching, and working together to help facilitate the student's learning as a preparation for the Francophonie festival. I have also been invited as a member of the committee that select the best students across the country to participate in the 'Questions and Answers for Science Subject in Bilingual Classes'. The event was organized by the Ministry of Education and Sports, with support of the International Organization of Francophonie.

8. Regarding my contributions in the field of French language, I provided advice to the organizing committee of French Speaking Competition during the Linguistics Week, and served as a judge for poem recitation and debates. I was also an advisor for the French group for their participation in the Science Week, and supported French teachers in preparing examination papers for Semester I and II for the French group. In addition, I have been an advisory member of the committee responsible for different activities in the annual celebration of Francophonie Day on 20 March.

9. Since the Award, I have had the privilege to meet and welcome several honourable delegates, including the delegations of the Princess Maha Chakri Award Foundation who paid a visit to the MoES and Vientiane High School in September 2016. In February 2017, I attended the welcome ceremony for the Southeast Asian ministers of education led by Dr. Teerakiat Jareonsettasin, Thailand's Minister of Education

Future Plans

My enthusiasm and energy levels remain high after retirement. I wish to continue providing training on foreign languages teaching methodologies, especially French language, to other teachers. I have plans to organize different activities to promote French speaking skills and good reading habits in students. In my view, modern-day students do not pay much attention to reading, but rather to engaging in social media or playing games on their phone. As a result, they cannot read or understand foreign languages well. For this reason, I would like to request support from the Princess Maha Chakri Award Foundation to build a small library in Vientiane High School to allow students to practise reading and speaking foreign languages. This small library can also be used for different activities and training for teachers and students.

Personal Information

Date of birth	14 April 1954
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Mr. Zainuddin Zakaria,
a dedicated teacher who gives his students global perspectives by connecting them with students from other countries around the world, using ICT. He improvises teaching and learning pedagogy to overcome the difficulties of language barriers and encourages his students to use 21st Century skills to communicate with other students in other countries with ease.

Mr. Zainuddin Zakaria

Malaysia

Education Background

1977 – 1981	Kedah Science Secondary School, a fully residential school in Malaysia
1983	A-Level study at Loyalist Collegiate and Vocational Institute, Kingston, Ontario, Canada
1986	Bachelor of Arts in Teaching English as a Second Language (TESL) from Concordia University, Montreal, Canada
1988	Diploma of Education from University of Malaya, Kuala Lumpur, Malaysia

Professional Experience

1988	Teacher at All Saints Secondary School, Kota Kinabalu, Sabah
1994	Teacher at Taman Bukit Maluri National Secondary School
Present	Master Teacher for Information and Communication Technology subject at Taman Bukit Maluri National Secondary School

Outstanding Achievements

2005 and 2007	Presented works at the International ALCOB Conference and conducted ICT simulation classes in two Korean schools during the APEC Future Education Forum in Busan, Republic of Korea

2009	Won the Innovative Teacher Awards at the Asia Pacific Regional Innovative Education Forum in Kuala Lumpur
2010	Represented Malaysia to the Worldwide Innovative Teachers' Conference in Cape Town, South Africa
2011	Won the Innovative Teacher Awards at the Asia Pacific Regional Innovative Education Forum in Phuket, Thailand
2011	Won third place in the 'Cutting Edge Use of Microsoft Technology for Learning' category for an innovation entitled "Kodu in Classrooms Around the World" at the Microsoft Partners in Learning Global Forum in Washington, D.C., USA
2012	Won an "Educators' Choice Award" for latest innovation entitled "Borderless Classroom v2.0" at Microsoft Partners in Learning Asia and Pacific Forum in Auckland, New Zealand
2013	Represented Malaysia to the Partners in Learning Global Forum in Prague, Czech Republic
2013	Presented with the country's first National Teacher Icon Award during the National Teacher's Day celebration
2014	Represented Malaysia to the Partners in Learning Global Forum in Barcelona, Spain
2014, 2015, 2016	Chosen as the Microsoft Innovative Educator Expert for three consecutive years
2015	Selected as a recipient of the Princess Maha Chakri Award in Bangkok, Thailand
2016	Received the Excellent Service Medal (PPC) by the Government of Malaysia

Activities after Receiving PMCA 2015

1. I have started an ASEAN collaboration project with teachers and students from Maerim Wittayakom School in Chiang Mai, Thailand. The fund from the Princess Maha Chakri Award was used for relevant travel and accommodation expenses.

2. I have initiated an ASEAN collaboration project with teachers and students from Pathumwilai School in Pathum Thani, Thailand. Similarly, the fund from the Princess Maha Chakri Award was used for relevant travel expenses.

3. Shared ICT Teaching and Learning Resources with three schools in Danok, ChiangMai and Pathumthani, Thailand.

4. An amount of PMCA fund was spent on tuition fee for two ASEAN students from Thailand and Indonesia to study in Phuket Technology College and Universitas Sari Mutiara Indonesia respectively.

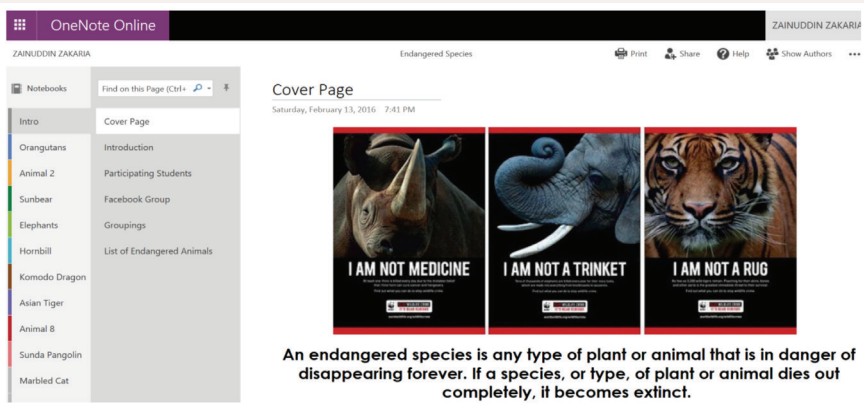
5. I have set up a Center for Teaching and Learning of the 21st Century Skills using the fund from the Princess Maha Chakri Award.

6. Received a Courtesy Call by the Delegates from the Princess Maha Chakri Award Foundation and the SEAMEO Secretariat.

Future Plans

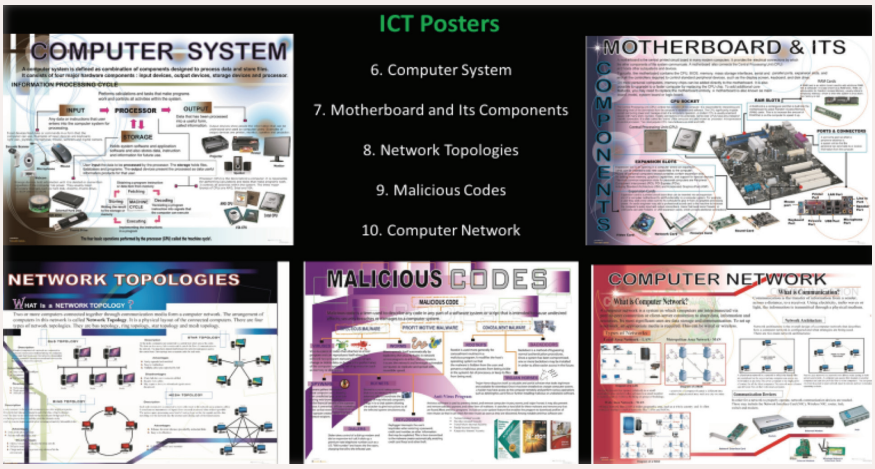
1. I will continue working on the STEM ASEAN Project entitled “Endangered Species” that I initiated in February 2017, with Panntagon International School in Monywa, Myanmar and Sultan Alam Shah School in Shah Alam, Malaysia, until the project termination in mid-May 2017.

2. I have planned to launch an ASEAN collaboration project with ‘SMA Negeri 4 Medan School’ in Medan, Indonesia under the supervision of Mrs. Monica Siregar, in June 2017. The project aims at supporting students to acquire the 21st century skills. An initial discussion took place at the school. All expenses were covered by the fund from the Princess Maha Chakri Award.



3. I will co-teach an online session with another ASEAN school teacher, Mrs. Patricia Tan Tiem from Chung Hwa Middle School in Bandar Seri Bagawan, Brunei on 6 April 2017. The session is aimed at assisting the Chinese students in both schools to improve their Malay language speaking skills.

4. I will expand my online sharing of teaching and learning resources such as the ICT posters and e-Books to reach more schools in Thailand. I hope to strengthen a network with more teachers in Thailand to share best teaching practices especially on the 21st century skills.



Personal Information

Date of birth	21 April 1964
Contact details	(60) 019 2195327

Ms. Yee Mon Soe
a quiet young lady teacher. She helps implement school nutrition program to improve her students' health.

Ms. Yee Mon Soe

Myanmar

Education Background

2002 – 2004	Bachelor of Education, Yangon University of Education, Myanmar
2006 – 2008	Master of Education, Yangon University of Education, Myanmar
2016 – 2017	Master of Science Program in School Health, Mahidol University, Thailand

Professional Experience

2005 – 2007	Junior Teacher, Basic Education High School, Kadoke, Myanmar
2007 – 2014	Senior Teacher, Basic Education High School, Pazunmyaung, Myanmar
2014 – present	Senior Teacher, No.(2) Basic Education High School, Hlaingtharyar, Myanmar

Outstanding Achievements

2012 – 2013	I was awarded as a teacher who is capable of teaching to increase the Matriculation student's examination pass rate at school level.
2013 – 2014	I was awarded as a teacher who is capable of teaching to increase the matriculation student's examination pass rate at school level

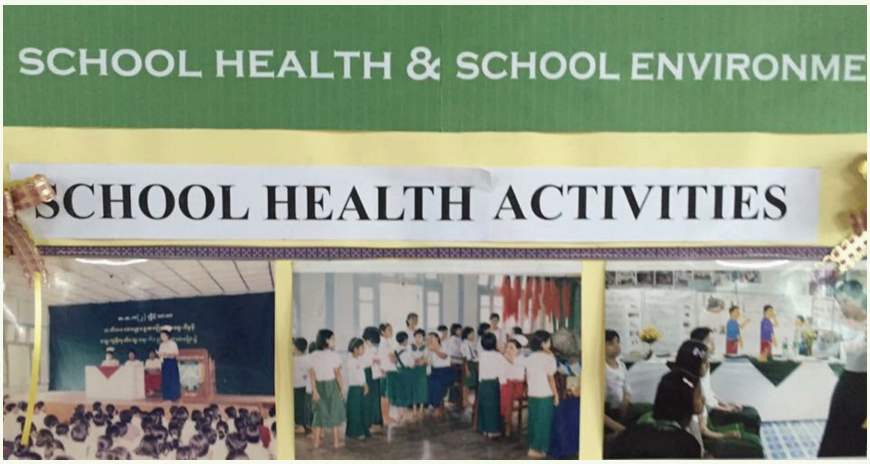
2015 – 2016	I was awarded as a teacher who can teach matriculation students to get distinction in Myanmar Language at school level
2015	Princess Maha Chakri Award (Thailand)

Activities after Receiving PMCA 2015

In addition to regular teaching, I implemented the following activities more effectively and efficiently in the academic year 2015/2016. I carried out school agriculture activity to support the school nutrition program. For the school health program, I carried out anthropometric measurements to assess the nutritional status of the children in order to provide suitable diets for malnourished students. I also shared nutritional knowledge with students and parents in order for students to have appropriate and adequate food in their diet. In addition, I participated in health education activities, vaccine injections such as chickenpox, vaccine distribution such as elephantiasis and distributing iron supplements.

In the school library, I encouraged students to develop reading habits and sharing knowledge from reading. I managed presentations about the articles they read in order to develop reading, speaking, listening and presentation skills. As part of a religious activity, I took part in offering Kathain robe to monks. I also donated two water tanks to my school to store sufficient clean drinking water.

In the academic year 2016/2017, I was granted a scholarship by the Office of Her Royal Highness Princess Maha Chakri Sirindhorn's Project (OPSP). I



am currently studying a Master of Science degree majoring in School Health at Mahidol University in Bangkok, Thailand. For this reason, I have very limited opportunities to participate in the special activities of my school at the moment.

Future Plans

In terms of my future action plans, I will extend the school health program to the greatest effect and apply the knowledge gained from my current studies. To do so, I will carry out several activities:

1. I will implement a school nutrition program based on three measurements. I will monitor the height and weight of students regularly and calculate their Body Mass Index (BMI) to assess their nutritional status. I will then provide necessary food to the students and share my knowledge about nutrition with their parents based on the results of their BMI.

2. I will carry out a personal hygiene activity. The importance of proper hand-washing technique, especially before meals and after visiting the toilet, will be emphasized and demonstrated, and students will be urged to practice it. Talks on hand-washing will be given to raise students' awareness that hands are a major vector of spreading diseases. I will also check up on students as to whether they have proper personal hygiene practice in their daily life.

3. I will extend the health checkup in my school to include eyes, teeth and ears. Currently at my school, teeth are checked up on twice a year by the township medical officers but not eyes and ears.

4. Regarding health education, I will focus on mental health, alcohol and drug use, sex education and the issue of addiction to mobile phones. I think this is essential education for adolescent students in secondary schools. I would like to help students who have social problems that could create negative impacts on their education. I will support them in a friendly and caring atmosphere by counselling and suggesting possible solutions for their social, emotional, health and educational problems.

5. The current lifestyle in Myanmar is changing to a sedentary lifestyle and most people spend most of their time with computers, mobile phones and watching television and video. I will initiate physical activities in my school in order to develop students' habits towards lifelong physical activity, to engage them in enjoyable physical activities, to support them in becoming physically fit, and to have general motor and behavioral skills.

6. To improve the school environment, I will focus on the waste management activity in my school. If the school environment is not clean, air, soil and water can be polluted and pets such as flies, mosquitoes and rats can easily breed. An unhealthy school environment can affect health because it can cause infectious diseases such as diarrhea and dengue fever. To provide students with a very clean and healthy environment, I will also educate parents about environmental waste management and persuade them to create a clean and healthy environment at home.

7. Including children with disabilities in regular schools is a challenge in Myanmar. Most children with disabilities do not have access to school and therefore they have less chance to become literate. I will ensure that inclusive education is implemented extensively in my school.

8. Disaster management activity is necessary and crucial for students. In Myanmar, storms and floods occur every year and sometimes earthquakes and fires also. Students need to have disaster management strategies such as a fire drill, evacuation drill and first aid in order to prevent and reduce the risks associated with disasters.

Overall, I will implement these school activities through a participatory approach involving all teachers, students, parents and health officers in the implementation and practical application of an effective school health program that takes a key role in students' lives. Eventually, I want to transform the school into a focal place that can transmit essential knowledge of health and how to have a healthy lifestyle to the whole community.

Personal Information

Date of birth	13 July 1981
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	(95) 943114352

Mr. William Moraca
a teacher with a big heart.
He not only teaches students in a school in a remote mountain area of General Santos, Mindanao in the Philippines, but also the whole indigenous community.
He uses his knowledge and skill to improve the living of the indigenous people in a community by helping them with water supply, and electricity through solar power. “My heart belongs to the poor. I will not stop helping them”, he says.

Mr. William Moraca
the Philippines

Education Background

1989	Electronics Technician, Southern Island Colleges, the Philippines
1994	Bachelor in Elementary Education, Ramon Magsaysay Memorial Colleges, the Philippines
2011	Master of Arts in Education, Ramon Magsaysay Memorial Colleges, the Philippines

Professional Experience

Feb 2007 – Jun 2011	Teacher 1 of Lozano Elementary School, Department of Education, the Philippines
Jun 2011 – Aug 2012	Teacher 1 to School Head at Datal Salvan Elementary School and Klolang Elementary School, Department of Education, the Philippines
Aug 2012 – May 2015	Head Teacher 1 at Klolang Elementary School, Department of Education, the Philippines
Jun 2015 – present	Head Teacher 1 (School Head) at Datal Salvan Elementary School, Department of Education, the Philippines

Outstanding Achievements

30 Sept 2015	Plaque of Recognition for outstanding achievement which includes:

	• the improvisation of Rotary windmill that supplies electricity to the school and the whole community of Sitio Klolang, • the installation of an improvised magnetic water system that supplies water in Sitio Datal Salvan, • the establishment of a modern classroom in Lozano Elementary School that maintain student's participation and attention in learning, • mobilization of donations and other forms of support from various organizations and institutions for school supplies and meals, • the discovery and development of an ecotourism area which provides sustainable livelihood opportunities for the community of Sitio Datal Salvan.
2 Oct 2015	1st Princess Maha Chakri Award for outstanding achievement in the field of education and the development of people's quality of life especially the disadvantaged
28 Mar 2016	1st Kabisig ng Trinitarian Award for remarkable contributions as a teacher and an inventor towards education and community development
12 Jun 2016	Certificate of Appreciation as a guest speaker in the 118th celebration of the Philippine Independence Day
30 Jun 2016	Certificate of Appreciation for contribution in fulfilling the objectives of the Rotary Club Thrusts Programs for the Rotary Year 2015-2016 demonstrating the spirit of Rotary through exemplary fellowship and service activities under the Rotary International Theme: "Be a Gift to the World"
18-19 Mar 2016	Plaque of Appreciation as a guest speaker for the 2016 Presidential Conference on Water, Sanitation and Hygiene (WASH) in Schools
9 Jul 2016	Plaque of Appreciation for exemplary and meritorious effort, dedication and commitment to the Rotary Club's ideals and objectives imbued pursuant to the Rotary's Motto of "Service Above Self"
29 Oct 2016	Plaque of Appreciation as an inspirational speaker on the occasion of the 50th Charter Anniversary of the Rotary Club of Ormoc

Activities after Receiving PMCA 2015

1. After receiving the Princess Maha Chakri Award in 2015, I have been invited to speak on various occasions in the Philippines.

   a. Speaker on my contributions to the community of Datal Salvan and Klolang in the 111th Regular Session of the 17th General Santos City Council on 13 October 2015
   b. Inspirational speaker on the topic "Water, Sanitation and Hygiene (WASH) in Schools" in the 2016 Presidential Conference held on 19 March 2016 in Manila
   c. Guest speaker in the 26th Commencement Exercises of Holy Trinity College, on 28 March 2016 in General Santos City
   d. Guest speaker to the District Assembly (DISTAS) of the Rotary Clubs in the Philippines held on 20 May 2016 in General Santos City

2. I have carried out resource mobilization activities for the school, which have attracted various local organizations.

a. The Rotary Club of Midtown Gensan donated many items to fulfil student's Christmas wish list such as toys, hats, jackets, shoes, school supplies, sacks of rice for school meals, DVD players, television sets and swings.

b. The General Santos City School of Arts and Trades, Batch 87, provided the students with school uniforms.

c. The Immaculate Conception Chapel donated some used clothes and provided some school meals.

d. A group of people from the private sector provided free medical check-ups and medicine to the students and parents.
e. The Rebisco Company donated a lifetime supply of biscuits for the students in Datal Salvan.
f. The Gaisano Mall of Gensan donated some t-shirts, toys, and school supplies.

Future Plans

I plan to set up additional solar panels in Klolang Elementary School and its community as well as in Datal Salvan Elementary School, both of which are remote schools in southern Philippines. To achieve this, I would require financial assistance to purchase necessary equipment.

Personal Information

Date of birth	24 May 1969
Contact details	Block 6 Lot 4, Gensanville Subdivision, Bula, General Santos City, Philippines

Mrs. Wang-Lim Ai Lian
a teacher who tends to her student's learning needs, especially the low progress learners. She helps them learn individually based on their capability.

Mrs. Wang-Lim Ai Lian

Singapore

Education Background

1989	General Certificate of Education: Ordinary Level (GCE 'O' Level) Not Applicable, English, Ang Mo Kio Secondary School
1991	General Certificate of Education: Advanced Level (GCE 'A' Level) Not Applicable, English, Yishun Junior College
1994	Diploma in Education (General) Diploma English Language, Mathematics National Institute of Education, Singapore

Professional Experience

1994 – 2005	Teacher, Holy Innocents' Primary School
2005 – 2015	Subject Head, Holy Innocents' Primary School (Pastoral Care)
2015 – present	Head of Department, Holy Innocents' Primary School (Character and Citizenship Education - CCE)

Outstanding Achievements

2008	Outstanding Contribution Award - Individual
2010	Outstanding Contribution Award - Team
2011	Outstanding Contribution Award - Individual
2012	Outstanding Contribution Award - Team

2014	President's Award for Teachers
	Outstanding Contribution Award - Individual
	Outstanding Contribution Award - Team
	Innergy Commendation Award - Music Therapy
2015	Princess Maha Chakri Award
	MOE Long Service Award - 20 years
	AST Academy Awards for Professional Development - Associate
2016	Innergy Commendation Award - HIPS Resource Toolkit

Activities after Receiving PMCA 2015

I am humbled and most honoured to be conferred the Princess Maha Chakri Award. It was a rare moment for me to meet with the Princess. Making new ASEAN friends during the trip was both a rewarding and enriching experience. All of us were given this privilege to learn from one another of our respective distinct and diverse cultures. I am grateful to be given the opportunity to meet many like-minded educators who share the same heartbeat for a quality and inclusive education. In addition, I was touched by the warm hospitality of the Thai people everywhere I went. Thailand truly lives up to its reputation of being "the land of a thousand smiles".

After receiving the PMCA 2015, I have carried out several activities.

1. Educational Support for Low-Progress Learners

Our belief that every child matters lies at the heart of our education system. Singapore's education system is built on strong fundamentals. The focus on a student-centric, values-driven education underpins the belief that every child can learn regardless of background or ability. We are inclusive in our approach, providing opportunities for every child through various pathways.

This is something close to my heart because I teach pupils of varying abilities and from different backgrounds, including low-progress learners and special needs pupils in a mainstream school. I am committed to creating a safe and inclusive learning environment where they can thrive and experience success. Every classroom presents a unique community of learners. It is important to adapt and utilize different strategies to reach out to every pupil.

2. Building an Inclusive School Culture

We value each child and adopt a whole-school approach in nurturing them. Recognising that collaboration is key to supporting our pupils with different learning needs, I have been leading an initiative known as “We Care”. The We Care Team, comprising teachers with diverse skill sets, ensures that no pupil falls through the cracks, by providing the necessary classroom support and interventions for them to succeed.

To foster greater inclusivity, transition support sessions are conducted to induct teachers on the profile of our special needs pupils. Our teachers are also equipped with strategies to model caring and inclusive dispositions to nurture these pupils.

3. Customised Programmes for Pupils with Special Needs

- The **VIP CLUB** was set up to provide a customised support programme through small group instruction to level up pupils with special needs. The club name is specially chosen to signify that the members are our “Very Important People”. Through early intervention, we address their learning needs via differentiated instructional strategies and resources.
- The **Play with Clay** Programme is a clay moulding activity designed for our special needs pupils to enhance their motor skills, self-esteem and self-expression. Their parents participate in this multi-sensory hands-on experience so as to promote parent-child bonding. It was very heartening to see the parents encouraging their children, while co-creating the clay art with them and sharing their joy over the fruits of their labour.
- The **Music Therapy for Learning Motivation** Project explores music therapy as a tool to promote positive change in behaviour and motivate learning beyond the music classroom. The music activities are designed to improve pupils’ self-esteem and to increase their motivation. With the help of a music therapist, this music intervention programme helps them develop better self-management skills and builds their confidence.

- The **Helping Individual Pupil Succeed' (HIPS) Resource Toolkit** was conceptualised and designed to enhance the understanding of teachers in the area of special needs and empowers them with practical strategies to support pupils who are diagnosed with special needs. This toolkit is used at the VIP CLUB and in-class support sessions.

This project won the Innergy Commendation Award, which recognises innovative projects at the national level. The toolkit was also shared with the Allied Educators from other schools. Moving forward, we will partner parents and train them on the use of the resource toolkit. We are also exploring possible collaborations with professional agencies to refine and improve the content of the toolkit.

4. A Holistic Approach to Education

It takes a village to raise a child. To build an inclusive education system, the tripartite effort from the school, home and community is required to nurture an individual. It is important to focus on the holistic development of the pupil and work with all relevant stakeholders to develop effective pupil intervention programmes.

While it is important to help pupils find academic success, it is even more critical to equip them with good values and a moral compass to help them navigate life's challenges. This year, I piloted the **HIPS STARS in Action** Programme for a whole-school approach to character education.

Anchored on our school's six core values (Sincerity, Charity, Graciousness, Integrity, Self-Discipline, Resilience), I led my team to design a set of behavioural indicators to sensitise the pupils to L.A.P – Live it, Act on it and Pass it on. We will also encourage parents to role-model and reinforce these values at home.

Future Plans

1. After receiving the PMCA, I had the privilege of attending the Learning Forward Conference in Canada in December 2016. The conference allowed me to gain valuable insights on leadership, as well as 21st century learning that is characterised by a thinking classroom. I hope to be able to apply the key principles learnt from this conference in my area of work and also share them with my colleagues.

2. Tapping the PMCA monetary award, I plan to set up a multi-sensory room in our upgraded school premise in 2019. The room will provide a safe and customised environment to stimulate all five senses to enhance pupils' learning. Research has shown that pupils with special needs learn better in a multi-sensory room by decreasing their anxiety, improving communication and enhancing interpersonal interactions. I am so excited by these prospects and am looking forward to the setting up of this room.

3. Following our success with the Music Therapy for Learning Motivation, we will embark on the Creative Play Therapy to reach out to a targeted group of pupils with social behavioural issues. During the play therapy sessions, each pupil will be guided by the trained therapist to use coping strategies in the face of challenges or difficulties. Research has shown that participants of play therapy are better able to express themselves in more constructive ways. Play therapy also builds their confidence, boosts their concentration, and develops greater resilience amongst the pupils.

4. Education provides opportunities for disadvantaged children to succeed and enhances their quality of life. I strongly believe that every child deserves access to quality education. This can be realised by leveraging the collective influence of the Southeast Asian Ministers of Education Organization (SEAMEO). In the words of Dr Surin Pitsuwan during his keynote address (PMCA 2015) "We are the power of 10+1". I am grateful to be a part of this big family. My involvement does not stop here; I want to pay it forward and contribute further to education.

Moving forward, I will continue to champion inclusive education. HRH Princess Maha Chakri is an inspiration to us all - her outstanding achievements in the field of education development have improved the quality of life for many, including the disadvantaged. Following Her Royal Highness' lead, I want to be instrumental in living out the vision of Education for All, All for Education. Together, we can make the difference!

Personal Information

Date of birth	25 June 1973
Contact details	Holy Innocents' Primary School 4300, Ang Mo Kio Ave 5, S(569869) Tel: (65) 6288 6516 Email: holyinnocentspri@moe.edu.sg

Mr. Chalermporn Pongteerawan
a science teacher who help his students reach for the Star.
He works closely with his students on science projects, nurture them, guide them and help them won many science project's awards both at the national level and international level.

Mr. Chalermporn Pongteerawan
Thailand

Education Background

1967 – 1970	Primary education
1970 – 1974	Secondary education at Suratthani School, in Surat Thani Province, Thailand
1974 – 1975	Certificate of Basic Education, Nakhon Si Thammarat Teachers College, Nakhon Si Thammarat Province, Thailand
1975 – 1979	Bachelor of Education in Physics, Srinakharinwirot University, Songkhla Campus, Songkhla Province, Thailand

Professional Experience

1980 – 2010	Science Teacher, Suratpittaya School, Surat Thani Province, Thailand
2010 – 2014	Head of Science Education, Suratpittaya School, Surat Thani Province, Thailand
2014 – present	Head of Academic Affairs, and Science Teacher, Suratpittaya School, Surat Thani Province, Thailand

Outstanding Achievements

2009	Awarded the National Outstanding Civil Servant Award
2010	Awarded a “Golden Pin” for Outstanding Teacher

	Achievement by the Teacher Council of Thailand
2015	Awarded the Princess Maha Chakri Award by the Princess Maha Chakri Award Foundation, Thailand
1990 – 2016	Recognized as a successful Advisor for students' science projects which received prominent international and national awards from reputed awarding bodies

Activities after Receiving PMCA 2015

1. As the first recipient from Thailand of the prestigious Princess Maha Chakri Award (PMCA) 2015, many government bodies and individuals have recognized my achievements. This includes the Minister of Education, Thailand, Surat Thani Provincial Administration Officials, the Governor of Surat Thani Province, and the Director of Suratpittaya School. Furthermore, the Governor of Surat Thani Province and the Director of the Secondary Educational Service Area Office 11 acknowledged my persistent efforts in supervising the students' science projects which have won them world-class awards.

2. In addition to the PMCA, I have received several awards at the national level. To name a few, I was granted a Science Education Award from the Thailand Toray Science Foundation in 2016. A year later, I received a silver medal for the "One School, One Innovation" Award from the Teacher Council of Thailand on the Thai Teacher's Day 2017.

3. On the occasion of the Thai Teachers' Day on 16 January 2016, I was selected to lead the pledge of teachers at the Teacher Council of Thailand, Bangkok.

4. In recognition of my innovative teaching strategies, Nakhon Si Thammarat Rajabhat University has granted me an honorary doctorate degree in General Science.

5. Being a teacher, it has always been my goal to bring out student's potential and support them to the fullest. My supervision and guidance has contributed to the success of Suratpittaya students in various competitions both nationally and internationally. To highlight a few, a students' science project was announced the Winner from the Stockholm Junior Water Prize 2016 in Sweden. The same science project has also won at the national level and represented Thailand in the Intel International Science and Engineering Fair (Intel ISEF) 2016 in Arizona State, USA.

In the same year, our students earned two gold medals at the 27th International Invention and Innovation Exhibition (ITEX) in Malaysia. They also won the Best of the Best Award, organized by the Science Society of Thailand under Royal Patronage, to represent Thailand in the Intel ISEF 2017 in California State, USA.

In 2017, Suratpittaya School students won two first runner-up awards in the Young Scientist Competition and represented Thailand in the Intel ISEF 2017 and the International Sustainable World (Engineering Energy Environment) Project or ISWEEEP 2017, USA. Our students also received a royal trophy of HRH Princess Maha Chakri Sirindhorn in the 6th National Nanotechnology Center (NANOTEC) Contest at King Mongkut's University of Technology Thonburi, Bangkok.

6. I have disseminated my knowledge and experience to a number of secondary Science teachers, students, teacher trainees and teacher educators in southern Thailand and other parts of the country through various platforms such as workshop, training, meeting, lecture, seminar, and conference. The topics of my knowledge sharing ranged from “Learner Development in the 21st Century” to “Teaching Critical Thinking Skills through Science Projects using Suratpittaya Model”, “Project-based Learning Using Suratpittaya Model”, “Effective Learning Management”, “STEM Education” and “Nurturing Children and Youth”.

7. As part of knowledge dissemination, I took part in an exhibit and displayed the results of the students’ project-based learning at the “Market for Research” event, organized by the Office of the Education Council in Bangkok in July 2016.

8. To learn from other teacher's experience, I have participated in various events including the 32nd ASEAN Council of Teachers Convention, ACT+1 in the Republic of Korea in September 2016.

Future Plans

I am committed to developing student's potential and supporting other teachers in order to improve the quality of science education in Thailand. By this, I plan to carry out the following activities in the near future:

1. Improve the quality of the students' science projects to be of a high standard by setting up a science laboratory with adequate science equipment, which will enable the students to explore and learn effectively;

2. Set up an exhibit room for the students' science projects, including an online exhibit so the audience can learn at their own pace;

3. Create a website that contains information on all of the students' science projects;

4. Set up a Facebook page for teachers who are interested in exchanging knowledge on science projects;

5. Continue serving as a speaker on science projects for interested teachers and students.

Personal Information

Date of birth 15 November 1957
Contact details lerm1956@hotmail.com
(66) 081 891 2748

Mr. Julio Madiera
a determined teacher in a small school up in the mountain of Timor Leste. He has applied Child Friendly School concepts to help his student learn to read and write. He makes learning fun for them.
He views education as a mean to help poor people improve themselves.
He is proud of being a teacher because it is a career that helps his students discover themselves.

Mr. Julio Ximenes Madeira
Timor Leste

Education Background

1985	Primary Education, Primary School Hatolia Villa, Timor Leste
1988	Junior High School, Public Junior High School Hatolia, Timor Leste
1991	Physical Teacher School, Baucau, Timor Leste
2014	Complementar, Hatolia-Ermera, Timor Leste

Professional Experience

1993 – 1999	Permanent teacher, LeimeaKraik Primary School, Timor Leste
1999 – 2010	Volunteer teacher, Hatolia Villa Junior High School, Timor Leste
2010 – 2014	Educational trainer and health facilitator at national level
2014 – present	Coordinator and teacher at EBF, Hatolia, Timor Leste
2017 – present	School Garden Trainer, Hatolia, Timor Leste

Outstanding Achievements

2015	Princess Maha Chakri Award, Thailand

Training Courses

2001 – 2005	Portuguese Language Courses: Basic, Level 1-2, Hatolia, Timor Leste
2004 and 2010	Health Facilitator Training / SHARE, Ermera, Timor Leste
2009	Teaching Techniques Training, Hatolia, Timor Leste
2010	Intensive Course and Sports Training, Ermera-Maliana, Timor Leste
2011	New School Training, Ermera-Hatolia, Timor Leste
2012	Teaching Ethnics Training, Hatolia, Timor Leste

Activities after receiving PMCA 2015

After being awarded with Princess Maha Chakri Award (PMCA) in 2015, the awarded mone y went for school renovation and teaching materials, as well as teacher and student uniforms and new Being selected by the Ministry of Education of Timor-Leste to receive the award in 2015, I have more courage and determination to achieve my career goal. With the prize, I can do many things for the school and community. The most important thing is the increasing awareness of people regarding the importance of education toward children development.

Being selected by the Ministry of Education of Timor-Leste to receive the award in 2015, I have more courage and determination to achieve my career goal. With the prize, I can do many things for the school and community. The most important thing is the increasing awareness of people regarding the importance of education toward children development.

Another big change for our school is that all teachers become more determined, not only to in-class teaching, but also to running school garden and playground for students. The school has also gained more attention from the Ministry of Education of Timor-Leste and the community. In 2016, the Minister of Education visited our school to explore the possibility to grant the school with a new three-classroom building for our better facilitation.

The community also took part by helping us to build fence and new kitchen to cook school lunch for everyone. These movements may sound very small, but signify a very BIG impact to our little school.

Future Plans

As the first Timorese teacher being awarded with PMCA, I would like to encourage the PMCA Foundation to further grant the award to Timorese teachers to enable them for future education development.

I would also like to request the PMCA Foundation to further support my goals, especially to develop my school and community.

Our plan is to plant more fruits and vegetables, such as snake fruits, Chinese cabbage, morning glory, cabbage and carrots, to supply our school lunch programme for students with clean and high nutrition cooking ingredients, according to Her Royal Highness Princess's Agriculture for School Lunch Programme in Timor-Leste.

I highly hope that I can fully bring back useful knowledge and experience from this visit to Thailand to proudly apply in my country, Timor-Leste!

Personal Information

Date of birth	6 December 1968
Contact details	(670) 7765 5127

Mrs. Tran Tri Thuy Dung
a woman leader & a former school principal who think outside the box to pursue her dream.
When she was a child, she dreamt that school should be more fun.
When she had the opportunity to lead her school as a school principal, she developed a new Vietnamese School model, taking students outside the classroom and teaching them life skills.

Mrs. Tran Thi Thuy Dung
Vietnam

Education Background

University of Education, Primary Education
Master of Education Management, Vietnam

Professional Experience

Management officer, 13 years
Teacher, 3 years
Feb 2016 – present Deputy Head of Lao Cai City Training and Education Division, Lao Cai province

Activities after Receiving PMCA 2015

After receiving the Princess Maha Chakri Award in 2015, my career path has moved from school principal to the deputy head of Lao Cai Education and Training Division, Lao Cai Province in February 2016. With this new position comes great responsibility and honour.

Shortly after receiving the award, I presented to the Ministry of Education and Training (MoET) of Vietnam highlighting the meaning and importance of this prestigious award, and participated in two forums organized by the MoET. I also shared with heads of the departments and principals nationwide on the content and value of this award, especially the content on educational initiatives acquired through the presentations of other PMCA awardees from other Southeast Asian countries. Moreover, I have been spreading the message to other units in order that they may emulate and strive to build the essential elements.

To promote the success of the Vietnam New School Model (VNEN), I have created many solutions to replicate the activities with specific actions as follows:

1. Continue to develop innovative ideas with new specific solutions to replicate the VNEN model to secondary and high school level. The implementation of the VNEN has been widespread within Lao Cai and throughout the country. More details information is as follows.

Currently, at primary level in Lao Cai, there were 81 voluntary extension schools applying the model in the academic year 2012/2013. The number has been increased to 165 schools over three years.

At secondary level in Lao Cai, there were four voluntary extension schools applying the model in the academic year 2012/2013. The number has been increased to 106 schools in the academic year 2016/2017.

At the country level, a total of 20 provinces voluntarily expanded this model with 987 schools reaching out to 133,562 students in the academic year 2016/2017. The model has been expanded to 54 provinces involving 2,245 schools and benefitting 450,445 students.

2. Teach teachers & staff regarding innovation, synchronization of teaching and learning methods, classroom organization, professional development, parent and community involvement, and educational materials design. Ifocus on the 21st century skills of students including teamwork skills, communication skills, leadership skills, and self-learning skills.

3. Establish an experienced teacher group who train others throughout the country.

4. I founded the Principal club to build school models and retrain good Principals:

- Set up the self-management council and self-management club in the primary education model;
- Provide consultancy on building the model associated with practicality and develop comprehensive education throughout each school in the club;
- Coordinate with other schools to organize impactful, novel activities;
- Create fundamental change regarding the quality and the image of the school;
- Ensure quality teaching based on the progress of students and their ability following personalization. Based on lesson content, teachers can divide their students into small groups as appropriate;
- Support the expansion of school models throughout the whole country, such as school farm model, school tourism model, eco school model, school and real life model, school peach garden, and school-community connection model.

5. I design lessons which fits to individual students learning style in order to help them develop basic skills, life experience, personality development, careers orientation and special experiences based on the standard of knowledge. Learning materials given out should be flexible in accordance with the determined targets based on the level.

6. I have organized various educational activities, learning experiences and creative activities for students in primary school, such as games, role-plays, forums, contests, competitions, events, study visit, picnics, as well as club activities, campaign activities, and volunteer work.

7. With the money received from the fund, I have supported the students of two schools where I have successfully built the Vietnam New School (VNEN), $1,000 each. The funding is for disadvantaged students including poor students, disadvantaged colleagues, and activities to promote the VNEN.

Future Plans

I look forward to gaining the assistance of the Kingdom of Thailand and other Southeast Asian countries, in order to develop Vietnamese schools towards standardization, modernization, socialization, democratization and national integration. I would like to build a learning society, develop the capacity, active lifestyle, respect for law and civic responsibility, and enhance schools with basic values: safety, friendliness, confidence, creativity, effectiveness and integration.

Personal Information

Name	Mrs. Tran Thi Thuy Dung
Date of birth	27 June 1977

ขอขอบคุณผู้มีส่วนร่วมจัดทำเอกสารฉบับนี้

ดร.กฤษณพงศ์ กีรติกร ดร.เบญจลักษณ์ น้ำฟ้า ดร.ทินสิริ สิริโพธิ์
ผศ.ดร.ชวิน จันทรเสนาวงศ์ ผศ.ดร.สันติ เจริญพรพัฒนา คุณนันทวรรณ ไฮนด์ส
บ.เจตนาดี (อนุเคราะห์รูปบางส่วน)