



The 3rd
Princess Maha Chakri Award
Ceremony

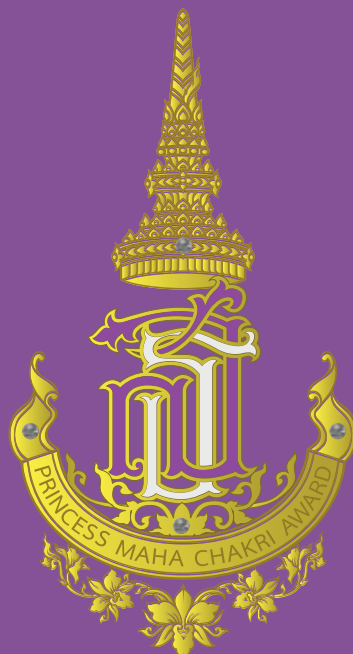
15-16 October 2019 Bangkok, Thailand



The 3rd Princess Maha Chakri Award Ceremony

15 - 16 October 2019

Bangkok, Thailand



Princess Maha Chakri Award 2019

The Award for Outstanding Teachers who Change Students' Lives

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Her Royal Highness Princess Maha Chakri Sirindhorn

A teacher, educator and development advocate, Her Royal Highness Princess Maha Chakri Sirindhorn has been working in the area of educational development for almost forty years since 1980. When HRH was young, HRH had an opportunity to accompany HRH's parents, His Majesty King Bhumibol Adulyadej, the Late King Rama IV and Queen Sirikit to the rural areas of the provinces around Thailand for developmental work. Experiencing first-hand how the children and villagers in the remote areas live, HRH decided to concentrate her work on educational development. HRH pointed out that educational development comprises of not only the promotion of teaching, learning and school construction; but also, working on health issues, skills development, and agriculture for food security. HRH believes that education is the foundation which enables people to lead their lives, provide for their families and contribute to the society. HRH's development projects which started almost forty years ago in Thailand have now expanded to many countries around the World.

As a result, HRH' work has been recognized both in Thailand and at the international level. In 2005, UNESCO conferred the title of UNESCO Goodwill Ambassador for the "Empowerment of Minority Children through Education and through the Preservation of their Intangible Cultural Heritage" upon HRH. In 2018, UNICEF presented "Life-Time Achievement Award" to HRH for HRH's significant contributions for improving the lives of children in Thailand, especially the most disadvantaged.

HRH has a passion to be a teacher. "I want to be a teacher.", was an answered HRH gave during an interview for the Faculty of Arts, Chulalongkorn University Entrance Exam. With this passion, HRH has been a teacher at Chulachomklao Royal Military Academy since 1980, teaching Thai History and Sociology. In addition, HRH has also been a guest lecture at several universities in Thailand. HRH is aware that teacher is an important key success factor to students' achievement and education system. Thus, HRH initiates several projects to build capacity for teachers in both pre-service and in-service programs.

In recognition of HRH's contribution, devotion and commitment to teachers and education, the Princess Maha Chakri Award was established on the occasion of HRH 60th Anniversary Birthday Celebration in 2015. The Award is given every two year to best teachers from eleven Southeast Asia Countries (ASEAN+ Timor-Leste) who change students' lives and make impacts to the community. The Award serves as a mean which enables these best teachers to help other teachers and students in the Southeast Asia region.

The Princess Maha Chakri Award

The Princess Maha Chakri Award is an Award given every two year to teachers from eleven countries in Southeast Asia (ASEAN + Timor-Leste), who change students' lives and have made significant impact to the community development

The Princess Maha Chakri Award comprises of:

1. A Princess Maha Chakri Award Medal
2. A gold honorary brooch
3. A Princess Maha Chakri Award Plague
4. A prize money of USD 10,000
5. A certificate of honour

แบบเหรียญรางวัล PRINCESS MAHA CHAKRI AWARD



ภาพขยาย

รายละเอียดเหรียญรางวัล PRINCESS MAHA CHAKRI AWARD



ด้านหน้า



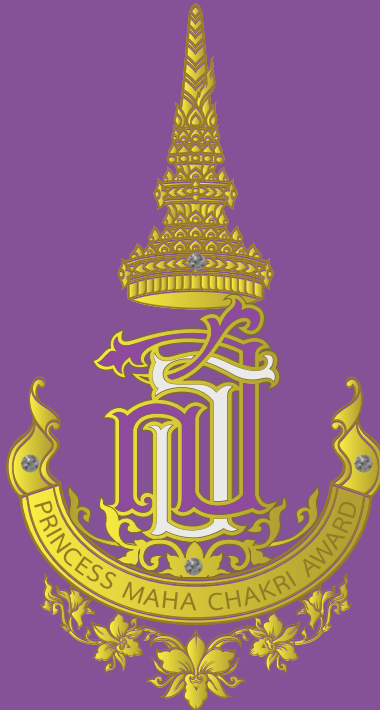
ด้านหลัง

ขนาดเส้นผ่าศูนย์กลาง 6.5 เซนติเมตร ความหนาของเหรียญ ไม่เกิน .5 เซนติเมตร ตัวเหรียญทำด้วยโลหะเงิน ขูบทอง
ด้านหน้า บิรมลายุนมพระฉายาลักษณ์ พร้อมตัวอักษร
ด้านหลัง ตราสัญลักษณ์รางวัล บิรมนตามแบบ ส่วนตัวอักษรจึงเลเซอร์สีลงพื้น

The Princess Maha Chakri Award Medal

แบบเข็มเชิดชูเกียรติ

สำหรับผู้ที่ได้รับพระราชทานรางวัล PRINCESS MAHA CHAKRI AWARD



An honorary brooch



The Princess Maha Chakri Award Plague

The Nomination Process

The Princess Maha Chakri Award Foundation provides the general criteria to the Ministry of education of the eleven countries and each respective Ministries of Education will set up their own detailed criteria for selection. After extensive selection process, each Ministry of Education will submit their nomination to the Princess Maha Chakri Award Foundation. The Foundation will then present the nominations to Her Royal Highness Princess Maha Chakri Sirindhorn for endorsement during an Annual Meeting. Once the nominations are endorsed, the Princess Maha Chakri Award Committee Members will visit the eleven nominees at their schools to learn more about their work. During the visit, the Princess Maha Chakri Award Committee Member will pay a courtesy visit to the Ministry of Education and the Royal Thai Embassy in each country.



The 3rd Princess Maha Chakri Award Ceremony 2019

15 - 16 October 2019
Centara Grand Hotel, Bangkok, Thailand

Tentative Programme

Date - Time	Activities
Tuesday, 15 October 2019	
08:00 - 9:00	Guests and participants are seated
09:00 - 12:00	Arrival of HRH Princess Maha Chakri Sirindhorn Awarding Ceremony of the eleven 2019 PMCA Recipients HRH views the Exhibit/Presentation of the eleven 2019 PMCA Recipients Venue: World Ballroom 23rd Floor
12:00 - 13:30	HRH hosts Luncheon (for Ambassadors, High Officials, and 2019 PMCA Recipients from 11 countries)
13:30-14:30	2019 PMCA Recipients Panel Presentation Session 1 Essential Skills: Cambodia, Indonesia, Myanmar, Vietnam Venue: World Ballroom 23rd Floor
14:30-15:30	2019 PMCA Recipients Panel Presentation Session 2 Community Engagement: Lao PDR, Philippines, Timor-Leste, Thailand Venue: World Ballroom 23rd Floor
15:30	Coffee Break

Date - Time	Activities
16:00-17:00	<p>2019 PMCA Recipients Panel Presentation Session 3</p> <p>Special Education: Brunei Darussalam, Malaysia, Singapore</p> <p>Venue: World Ballroom 23rd Floor</p>
18:00-20:00	Working Dinner for 2019 PMCA Recipients
Wednesday 16 October 2019	
8:30-10:00	<p>Awarding Ceremony for Thai Teachers (Kunakorn, Ying Khun and Kwan Sit Awards)</p> <p>Dr. Krissanapong Kirtikara, Chairman of the PMCA Foundation gives a report and congratulate the recipients.</p> <p>H.E. Minister of Education, Thailand delivers a speech</p>
End of the 3rd Princess Maha Chakri Award Ceremony 2019	
10:30-10:40	Coffee Break

กำหนดการพิธีพระราชทานรางวัล สมเด็จพระเจ้าฟ้ามหาจักรี ครั้งที่ ๓ ปี ๒๕๖๒

วันที่ ๑๕ - ๑๗ ตุลาคม ๒๕๖๒
ณ โรงแรมเซ็นทาราแกรนด์ และ บางกอกคอนเวนชันเซ็นเตอร์ เซ็นทรัลเวิลด์
กรุงเทพมหานคร

วัน - เวลา	กิจกรรม
วันที่ ๑๕ ตุลาคม ๒๕๖๒ พิธีพระราชทานรางวัลสมเด็จพระเจ้าฟ้ามหาจักรี ครั้งที่ ๓ ปี ๒๕๖๒	
๐๖.๓๐ - ๐๗.๓๐ น.	กรรมการมูลนิธิ และแขกผู้มีเกียรติ ลงทะเบียน
๐๗.๓๐- ๐๘.๐๐ น.	ผู้เข้าร่วมพิธีทุกคน เข้าห้อง World Ballroom ชั้น ๒๓ และนั่งประจำ ที่ที่กำหนด
๐๘.๐๐ น.	สมเด็จพระกนิษฐาธิราชเจ้า กรมสมเด็จพระเทพรัตนราชสุดา ฯ สยาม บรมราชกุมารี เสด็จพระราชดำเนิน ถึงโรงแรมเซ็นทาราแกรนด์ และ บางกอกคอนเวนชันเซ็นเตอร์ และเสด็จฯ ไปยังห้อง World Ballroom ชั้น ๒๓
๐๘.๑๐ น.	รองศาสตราจารย์ คุณหญิงสมนทา พรหมบุญ รองประธานกรรมการ มูลนิธิรางวัลสมเด็จพระเจ้าฟ้ามหาจักรี เข้าเฝ้าฯ ทูลเกล้าฯ ถวายสูวิบัตร
๐๘.๑๕ น.	นายภิญโญ พล กิจสุวรรณ รัฐมนตรีว่าการกระทรวงศึกษาธิการ กราบบังคมทูลถวายรายงาน
๐๘.๓๐ น.	นายฤกษ์พนพงษ์ ทิรติกร ประธานกรรมการมูลนิธิรางวัลสมเด็จพระเจ้า ฟ้ามหาจักรี ประกาศเกียรติคุณผู้ได้รับพระราชทานรางวัลสมเด็จพระเจ้า ฟ้ามหาจักรี ครั้งที่ ๓ ปี ๒๕๖๒ และกราบบังคมทูลเบิกผู้ได้รับพระราชทานรางวัล สมเด็จพระเจ้าฟ้ามหาจักรีเข้ารับพระราชทานรางวัล <ol style="list-style-type: none">1. ประเทศบรูไนดารุสซาลาม2. ราชอาณาจักรกัมพูชา3. สาธารณรัฐอินโดนีเซีย4. สาธารณรัฐประชาธิปไตยประชาชนลาว5. ประเทศมาเลเซีย6. สาธารณรัฐแห่งสหภาพเมียนมา7. สาธารณรัฐฟิลิปปินส์8. สาธารณรัฐสิงคโปร์9. สาธารณรัฐประชาธิปไตยติมอร์-เลสเต10. สาธารณรัฐสังคมนิยมเวียดนาม11. ประเทศไทย ผู้สนับสนุนการคัดเลือกครูรางวัลสมเด็จพระเจ้าฟ้ามหาจักรีของแต่ละ ประเทศ เข้ารับพระราชทานของที่ระลึก และกรรมการมูลนิธิที่เป็น กรรมการโดยตำแหน่ง รับพระราชทาน เข็มเชิดชูเกียรติสมเด็จพระกนิษฐา ธิราชเจ้า กรมสมเด็จพระเทพรัตนราชสุดา ฯ สยามบรมราชกุมารี พระราชทานพระราโชวาท เนื่องในพิธีพระราชทานรางวัลสมเด็จพระเจ้า ฟ้ามหาจักรี ครั้งที่ ๓ ปี ๒๕๖๒ และพระราชทานพระราชดำริสรงเปิดการ ประชุมวิชาการนานาชาติ รางวัลสมเด็จพระเจ้าฟ้ามหาจักรี ครั้งที่ ๒ เมื่อ จบพระราโชวาทและพระราชดำริส เสด็จฯ ออกจากห้อง World Ballroom ทอดพระเนตรนิทรรศการ ณ บริเวณโถงหน้าห้อง World Ballroom

วัน - เวลา	กิจกรรม
๐๐.๐๐ น.	สมเด็จพระกนิษฐาธิราชเจ้า กรมสมเด็จพระเทพรัตนราชสุดาฯ สยามบรมราชกุมารีทรงฉายพระรูปร่วมกับบุคคลต่าง ๆ
๐๒.๐๐ น.	สมเด็จพระกนิษฐาธิราชเจ้า กรมสมเด็จพระเทพรัตนราชสุดาฯ สยามบรมราชกุมารีทรง เสด็จพระกระยาหารกลางวัน และพระราชทานเลี้ยงอาหารกลางวันแก่ ครุรางวัลสมเด็จพระเจ้าฟ้ามหาวชิกร ปี ๒๕๖๒ พร้อมคู่สมรส คณะกรรมการมูลนิธิฯ ประธาน-คณะอนุกรรมการ เอกอัครราชทูต/ผู้แทนประเทศ รัฐมนตรีว่าการกระทรวง-ศึกษาธิการ ประเทศไทย ผู้แทนองค์การระหว่างประเทศ วิทยากร และปลัดกระทรวงศึกษาธิการ ๑๑ ประเทศ - สมควรแก่เวลา เสด็จพระราชดำเนินกลับ
๐๒.๓๐ - ๐๓.๓๐ น.	ผู้เข้าร่วมพิธี รับประทานอาหารกลางวัน ณ Convention Centre A ๑ ชั้น ๒๒
๐๓.๓๐ - ๐๔.๓๐ น.	การนำเสนอผลงานของครุรางวัลสมเด็จพระเจ้าฟ้ามหาวชิกร ปี ๒๕๖๒ กลุ่มที่ ๑ : Essential Skills (กัมพูชา อินโดนีเซีย เมียนมา และเวียดนาม) สถานที่: ห้อง World Ballroom ชั้น ๒๓
๐๔.๓๐ - ๐๕.๓๐ น.	การนำเสนอผลงานของครุรางวัลสมเด็จพระเจ้าฟ้ามหาวชิกร ปี ๒๕๖๒ กลุ่มที่ ๒ : Community Engagement (สปป.ลาว ฟิลิปปินส์ ติมอร์-เลสเต และไทย) สถานที่: ห้อง World Ballroom ชั้น ๒๓
๐๕.๓๐ - ๐๖.๐๐ น.	พักรับประทานอาหารว่าง
๐๖.๓๐ - ๐๗.๓๐ น.	การนำเสนอผลงานของครุรางวัลสมเด็จพระเจ้าฟ้ามหาวชิกร ปี ๒๕๖๒ กลุ่มที่ ๓ : Special Education (สิงคโปร์ มาเลเซีย และบรูไนดารุสซาลาม) สถานที่: ห้อง World Ballroom ชั้น ๒๓
วันที่ ๑๖ ตุลาคม ๒๕๖๒ พิธีมอบรางวัลคุณากร ครูยิ่งคุณ และครูขวัญศิษย์ และการประชุมวิชาการนานาชาติ รางวัลสมเด็จพระเจ้าฟ้ามหาวชิกร ครั้งที่ ๒	
๐๗.๐๐ - ๐๘.๐๐ น.	ครูไทย (ครุรางวัลคุณากร, ครูยิ่งคุณ, ครูขวัญศิษย์) ปี ๒๕๖๒ ตรวจสอบรายชื่อ และนั่งประจำที่ที่กำหนด ณ ห้อง World Ballroom ชั้น ๒๓
๐๘.๓๐ - ๐๙.๓๐ น.	นายทฤษฎีพงษ์ ทิรติกร ประธานกรรมการมูลนิธิรางวัลสมเด็จพระเจ้าฟ้ามหาวชิกร กล่าวรายงาน พร้อมกับกล่าวแสดงความยินดี นายณัฏฐพล ทีปสุวรรณ รัฐมนตรีว่าการกระทรวงศึกษาธิการ มอบรางวัลแก่ 1. ครุรางวัลคุณากร ๒ คน 2. ครูยิ่งคุณ ๑๗ คน 3. ครูขวัญศิษย์ ๑๓๖ คน รัฐมนตรีว่าการกระทรวงศึกษาธิการให้โอวาท
สิ้นสุดงานพิธีพระราชทานรางวัลสมเด็จพระเจ้าฟ้ามหาวชิกร ครั้งที่ ๓ ปี ๒๕๖๒	
๐๙.๓๐ - ๐๙.๔๐ น.	พักรับประทานอาหารว่าง

* กำหนดการอาจปรับเปลี่ยนได้ตามความเหมาะสม
(ณ วันที่ ๗ ตุลาคม ๒๕๖๒)

Brunei Darussalam

Mrs. Dayang Noorliah
binti Haji Aspar



Personal Information:

Name: Mrs. Dayang Noorliah
binti Haji Aspar
Date of birth: 15 May 1964
Gender: Female

Contact details: School Address

Lambak Kanan Jalan 49 Primary School
Department of Schools, Ministry of
Education Brunei Darussalam
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Contact details: Home Address

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Email: noorliah@live.com, noorliah.aspar@
lambakkanan2.moe.edu.bn



Brunei Darussalam

Mrs. Dayang Noorliah Binti Haji Aspar

Education Background

- 1992 - 1995 Bachelor of Arts (BA) Mathematics (major), Geography (minor) Brunei Darussalam University
- 1984 - 1987 Teachers Certificate Sultan Hassanah Bolkiah Institute of Education Brunei Darussalam University

Professional Experiences

- 2010 - Present Senior Education Officer/School Headmaster
Sekolah Rendah Lambak Kanan Jalan 49
- 2007 - 2010 Senior Education Officer/School headmaster
Sekolah Rendah Rimba 2
- 2005 - 2007 Education Officer/Assistant School Headmaster
Sekolah Rendah Rimba 2
- 1995 - 2005 Education Officer Sekolah Rendah Haji Mohamad Jaafar
Maun, Kiulap, (Teaching General Paper, Science and Mathematics)
- 1987 - 1991 Education Officer Sekolah Rendah Sengkurong
(Teaching English Language, General Paper, Science and Mathematics)

Outstanding Achievements

- 2018 The Most Blessed Order of Setia Negara Brunei - Bintang Darjah Setia Negara Brunei yang Amat Mulia Darjah Ke Empat (P.S.B.), received from His Majesty Kebawah Duli Yang Maha Mulia Paduka Seri Baginda Sultan dan Yang Di Pertuan of Negara of Brunei Darussalam
- 2018 Most Active School Award by the Ministry of Education
- 2016 Excellent Teacher Award, received at the 26th National Teachers Day Celebration
- 2012 Long Service Medal - Pingat Kerja Lama (P.K.L.)
- 2005 Good Service Medal - Pingat Indah Kerja Baik (P.I.K.B.)

Focus area: Special Education

Mrs. Hajah Noorliah Haji Aspar is a school headmaster, whose leadership shines through vividly. She began her teaching career as a primary school teacher, teaching English Language, General Paper, Science and Mathematics in 1987. In 2010, she has been assigned to be the Headmaster of Sekohla Rendah Lambak Kanan Jalan 49.

She is a trained leader. She wins the heart of her teachers and the community with her management skills. Her strategies are 1) to be a good model for the teachers. For example, she comes to school early in the morning every day. This reflects good discipline 2) to conduct a “learning walk”. She often walks around the school to meet the teachers in their classroom and talk to them. She will mentor them and guide them to ensure the learning objectives are met as planned.

Sekohla Rendah Lambak Kanan Jalan 49 is also an inclusive school which 10% of the students is special need students. Mrs. Noorliah coaches the special education teachers and provides them maximum support to make sure that the school will not leave any students, particularly special education students behind. She believes that everyone is equal. Thus, we should respect everyone individually and pay attention to them. She said if we want learning to occur, we need to love the students.



She also receives very good support from the Parents and Teachers Association (PTA). There is an agreement that parents and the school will sign every term on the learning outcome/goals of the students. This enable both parties to work together to help the students improve and meet their potential.

Mrs. Noorliah manages and cares the teachers and the students in her school with her heart. There was an opportunity that she would move to other school but she declined because she wanted to see Sekohla Rendah Lambak Kanan Jalan 49's growth and changes under her watch/guidance. She is very committed.

Having been a teacher, she understands that quality teacher brings about quality education for the students. Thus, she he has committed herself to assist teachers and other school headmasters in Brunei Darussalam in various ways such as being a leadership coach for Leadership Program, a mentor for Headmasters, and an Advisor to the Brunei Teachers Standards at School Level.



**Personal Information:**

Name: Mr. Virak Loy
Date of birth: 12 September 1979
Gender: Male

Contact details: School Address

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Contact details: Home Address

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Commune , Roleapha Ear District,
Kompong Chhnang City, Cambodia
Tel: + (855) 12 816 910
Email: loyvirak9899@gmail.com



Cambodia

Mr. Loy Virak

Education Background

2019	Master Degree in Physics, Royal University of Phnom Penh
2001	Certificate of Pedagogy, Faculty of Pedagogy, Royal University of Phnom Penh
2000	Certificate of Teacher, Faculty of pedagogy Royal University of Phnom Penh

Professional Experiences

2001- present Teacher at Hun Sen Roleapha Ear High School

Achievement

1. Certificate of acknowledgements for good teaching and students' achievement of level A for national exam of grade 12.
2. Certificate of Appreciation of good teacher from Department of Education, Youth and Sport from the Master of Class1, academic year 2018-2019 presided over by HE Governor Kampong Chhnang
3. Award, Somdach Decho Hun Sen Award, March 2019

Focus: Subject: physic, electronics

Level: High school

Mr. Loy was born in a poor family. His parents, farmers, have five children. He is a middle son and only son in the family. He aspires to be a teacher. His inspiration came from the time when he was young. He particularly wants to be a science teacher because he thinks that it is needed in Cambodia. He was aware that poor students do not have access to good resources in science in Cambodia. Thus, he wants his students to have access to quality science resources, particularly the students who are slow-learners and come from a poor family.

Mr. Loy has been a teacher for almost 20 years. He does it with his heart because he believes that “Do good, Get good”. He likes to study, so he continues his study for a Master Degree. He spent his weekends going to Phnom Penh, 8 hours driving back and forth, to study for a Master Degree at Royal University of Phnom Penh. He just recently graduated in March 2019.

Mr. Loy believes that having good education brings opportunities. He wants to give opportunities to his students, particularly the poor ones. He wants to give them a chance to have a better quality life. He works very hard preparing for every class, starting from paying attention to the students’ information such as their names, their characters, their learning styles and their family background. Having come from a poor family, he realizes that motivation is one of key success factors to make the students learn. Many of his students are poor and do not have motivation to study, particularly in science. Thus, he creates good learning environment in his class by decorating the classroom to be clean, green, nice and equipped with materials for students in order to make them feel comfortable and enjoy studying.

He said that he has to win the heart of the students first before he teaches. His teaching strategy is to make the lesson relevant to the students’ daily life and establish the confidence in learning among the students. For example, he tells the students the importance of science and to view science as part of living, “Science for Life”. In classroom, he will use simple exercises at the beginning to make students gain confidence in learning and then progress to more difficult ones later. He believes that through practice, students will gain more knowledge. He also pairs good students with slow-learner so they can learn from each other. He uses group discussion in his lesson which gives the students incentive to learn.

Mr. Loy also develops his own teaching resources for learning physics and science, using low cost materials, so that the students can experiment and understand difficult science concepts.

For many years, Mr. Loy has spent his time after school tutoring fifty students for free of charge in order to help them with their studies. As a result, these students pass the entrance examination and be able to get into good universities both in Cambodia and abroad.

Parents of his students trust Mr. Loy. They understand that Mr. Roy will help their children learn and pass the exam. Thus, they allow their children to study extra hours with Mr. Loy. As a result, Mr. Loy has good relationship with the community. They trust that he will help their children wholeheartedly.

Mr. Loy said that there are four factors that contribute to the students' success. First is their family. It is the best factor which supports the students with care. Second is the school. He believes that the school is a good place for not only the students can have knowledge, moral and skills but also it is a place where they can discipline themselves and get rid of their bad habits. Third is the community. It is a place where examples are set for the students to follow. And Fourth, is the students themselves as they are the ones who choose their own destiny.

Mr. Loy is currently teaching 12 Grade Level students at the Hun Sen Roleapha Ear High School, Kampong Chhnang Province, Cambodia. He is married and have 3 children (two girls and one boy) at the age of 15, 13 and 10.



Indonesia

Mr. Rudi Haryadi



Personal Information:

Name: Mr. Rudi Haryadi
Date of birth: 24 March 1981
Gender: Male

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West Java, Indonesia
Tel: +62 821 19606010
Email: rudigaries@gmail.com

Indonesia

Mr. Rudi Haryadi

Education Background

2015	Master in Vocational Technology Education Indonesian Education University
2008	Certificate in Teaching Bandung Islamic University
2008	Bachelor in Electrical Engineering Jenderal Achmad Yani University
2004	Diploma in Electrical Engineering Jenderal Achmad Yani University
2000	State Vocational High School 1 Cimahi Department of Transmission Engineering
1996	State Junior High School 1 Garut
1993	State Elementary School 1 Leles

Professional Experiences

2004 - present	Teacher SMK TI Pembangunan Cimahi
2004 - present	Teacher SMK Neger 1 Cimahi
2001 - 2004	Network Engineer PT. Jalawave, Cakrawala
2000 - 2001	Network Engineer PT. Pointer Indonesia

Outstanding Achievement

2018	Best 1 Symposium Teacher of Secondary Education - Special Education 1 st Winner of National Outstanding and Dedicated Vocational Teachers 1 st Winner of Outstanding and Dedicated Vocational School Teachers at Provincial Level of West Java 1 st Winner of Outstanding and Dedicated Vocational School Teachers at KCD VII Level
2017	1 st Winner of the 21st Century Learning Writing Competition for High School / Vocational Teachers, Apkomindo Award for PPDB Network Implementation Team from West Java Provincial Education Department Cimahi Vocational High School 1 Dedication Award from Head of Cimahi 1 State Vocational School Instructor Years of Service 2017 Cisco Networking Academy
2016	Instructor Years of Service 2016 Cisco Networking Academy
2013	Instructor Years of Service 2013 Cisco Networking Academy
2011	Best Participants 1 CCNA Discovery 1 & 2 Training, VEDC Malang

Focus: IT Network

Level: High School and Technical Vocational

Mr. Rudi is a young and energetic teacher who has been teaching for 15 years. Mr. Rudi never thought that one day he would become a teacher. He started his career as a network engineer in an Internet Service Provider (ISP) company in Indonesia. One day his former teacher asked him to help set up a computer lab in his former school, State Vocational Secondary School 1 Cimahi, West Java province. While setting up the computer lab, his teacher told him that he should teach in the school too. So, he did and has fallen in love with teaching since then.

Mr. Rudi said that his students are teenagers. It is quite challenging sometimes to get the students to pay attention to the subject in class. His teaching technique is to capture the students' interest by asking

the students questions in order to find out what they like. After that, he would link the content in the class to the students' interest individually.

For example, he started his lesson by asking what the students like to do or to be in the future. One student answered that he liked music. Mr. Rudi then searched on the Internet to look for an example of a role model. He found, Mr. Budi Rahhardjo, a famous network engineer who is also a famous digital musician in Indonesia. With real-life examples, he encourages his students that they can learn about network and become musician too. Another example is that he asked the students what sport they like to play. Several of the students said that they like to play football. Mr. Rudi team them up and worked with them on a project to develop a Football Game App on mobile phone. They students enjoy very much his class because it links to their interests and hobbies.

Mr. Rudi said he likes to make the lessons fun. He will go all the way to help his students when they face some difficulties in learning. He helps them overcome the challenges. He would tell them the goal and work with them to achieve the goal. He said that it is also important to inform the students what they can do with the skill and knowledge.

Mr. Rudi has won three significant National Award from the Ministry of Education and Culture. One of his outstanding work is the "Peppermint Model" for Computer Network teaching and learning process. The model stands for plan, explore, practice, perform, enquiry, reflect, memorize and Internet.

Mr. Rudy never stops learning. He continuously improves himself by attending technical courses to be certified for networking instructor.



Lao PDR

Mr. Phaysanith Panyasavath



Personal Information:

Name: Mr. Phaysanith Panyasavath
Date of birth: 30 November 1974
Gender: Male

Contact details: School Address

Santiphap High School
Luang Prabang, Lao PDR

Contact details: Home Address

Naluang Village, Luang Prabang District,
Luang Prabang Province, Lao PDR
Tel: +856 20 5567 9280
Email: psn.panyasavath@gmail.com

Lao PDR

Mr. Phaysanith Panyasavath

Education Background

2011	Bachelor of Education in Lao Language and Literature National University of Laos, Vientiane
1992 - 1995	Diploma in Lao Language and Literature Luang Prabang Teacher Training College, Luang Prabang
1989 - 1992	No.1 Pre-college School, Luang Prabang
1986 - 1989	Santiphab High School, Luang Prabang
1981 - 1986	Naluang Primary School, Luang Prabang

Professional Experiences

Present	Head of Lao Language and Literature subject and Vice Head of Academic Division Santiphab High School, Luang Prabang
2018	Guest Teacher on teaching the Lao Language to Vietnamese staff of Dien Bien Phu Province
2017	Guest Teacher on teaching the Lao Language to Vietnamese staff of Dien Bien Phu Province
2016	Head of Students Affairs Unit

Outstanding Achievements

2016	Certificate of Appreciation from the Trade Union of Luang Prabang
2014	Certificate of Appreciation from the Junior People Revolutionary Party Committee of Luang Prabang
2014	Certificate of Appreciation as an Active Official from the Luang Prabang Provincial Education and Sports Services
2014	Certificate of Appreciation as the Organizing Committee of the Lao National Sports Competition held in Luang Prabang
2012	Certificate of Appreciation from the Ministry of Defense
2009	Certificate of Appreciation from the Lao People's Revolutionary Youth Union
2005	Victory Medal from the Government of Laos
2005	Certificate of Appreciation from the Luang Prabang Provincial Education and Sports Services
1997	Certificate of Appreciation as the Organizing Committee of the Lao National Sports Competition held in Luang Prabang

Focus area: Activities to promote local wisdom, Lao Language and culture

Level: High school



Mr. Phaysanith had a dream to become a teacher at Santiphab High School in Luang Prabang since he was a schoolboy there. As years go by, he is able to fulfill his dream and is now a teacher and the Head of the Lao Language and Literature subject at Santiphab High school.

Mr. Phaysanith wanted to be a teacher because he was inspired by one of his teachers who helped students from poor families. When he was young, Mr. Phaysanith had to walk a very long distance to go to school. This particular teacher always helped him with meals during his trip to school throughout his school life. This has made him want to help others as he had been helped.

His focus in teaching is to raise awareness of Lao culture and the local wisdom of Luang Prabang. He encourages his students to engage in environmental preservation activities. He involves them in activities that contribute to the society and community of Luang Prabang, such as blood donation and merit making. He composes songs for the students to sing about Lao culture and Luang Prabang province. He teaches local music to students, which in turn, enabled the students to earn a living through their skills of local music. Mr. Phaysanith uses music to attract his students' attention and interest in his lessons. In addition, he emphasizes the Lao alphabet writing for students. He recognizes the potential to preserve Lao culture through the Lao alphabet.

Mr. Phaysanith's students come from diverse background. Among them, some are from very low-income families in the Hmong ethnic communities. He has helped them with clothes, and talked to them to help them solve their problems. This has earned him students' trust. He also contributes his time and effort in community work by assisting the Luang Prabang Provincial Office in the development of a promotional document about Luang Prabang to promote local tourism.

One of his major achievements is the literature documentary on Phoukhoun District Deprivation which he authored and has earned him numerous national awards and nationwide recognition.



Personal Information:

Name: Mrs. K.A. Razhiyah
Date of birth: 4 December 1959
Gender: Female

Contact details: School Address

Panji Secondary School
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Malaysia
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Malaysia
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Malaysia

Mrs. K.A. Razhiyah

Education Background

- | | |
|-------------|---|
| 1996 | Bachelor of Education (Special Education) with Second Class Honours (Upper Division), Universiti Kebangsaan, Malaysia |
| 1994 | Certificate of General translation (Distinction), Malaysian National Institute of Tranlation |
| 1990 | Special Education Teaching Certificate, Maktab Perguruan IImu Khas, Kuala Lumpur, Malaysia |
| 1982 - 1984 | Education Teaching Certificate, Maktab Perguruan Perempuan Melaya Melaka, Malaysia |

Professional Experiences

- | | |
|----------------|--|
| 2006 - Present | Panji Secondary School, Kota Bharu, Kelantan (Learning Disabilities) |
| 2004 - 2005 | Kota Secondary School, Kota Bharu, Kelantan (Learning Disabilities) |
| 1999 - 2003 | Tanjong Mas Secondary School, Kota Bharu, Kelantan ((Learning Disabilities) |
| 1997 - 1998 | Ismail Petra Secondary School, Kota Bharu, Kelantan (Hearing Impaired) |
| 1993 - 1996 | Universiti Kebangsaan Malaysia |
| 1990 - 1993 | Special Education Primary School, Kota Bharu, Kelantan (Hearing Impaired) |
| 1989 | Special Education course at Maktab Perguruan IImu Khas, Kuala Lumpur, Malaysia |

Outstanding Achievements

International Level

- | | |
|------|---|
| 2019 | SENIA Advocacy Award 2019 - Special EducationNetwork in Asia (from 48 Countries) |
| 2018 | Top 50 finalist Global Teacher Prize 2108 awarded by Varkey Foundation, London, United Kingdom (from 30000 nominations) |

National Level

- | | |
|------|---|
| 2019 | Excellent Service Award Year 2018, Ministry of Education, Malaysia |
| 2016 | Special Education Excellent Award at National Teacher's Day Celebration |
| 2013 | Excellent Service Award Year 2012, Ministry of Education, Malaysia |
| 2008 | Excellent Service Award Year 2007, Ministry of Education, Malaysia |
| 2004 | Special Education Quality Award of Secondary School Teachers |
| 2003 | Special Education Excellent Award at National Teacher's Day Celebration |
| 2003 | Excellent Service Award Year 2002, Ministry of Education, Malaysia |

State Level

- | | |
|------|---|
| 2019 | Social Activis Figure Award from Kelantan State Government |
| 2019 | Special Award from Kelantan Education Department |
| 2018 | Icon Award |
| 2016 | Special Education Excellent Award at Kelantan State Teacher's Day Celebration |
| 2006 | Special Education Excellent Award at Kelantan State Teacher's Day Celebration |
| 2002 | Special Education Excellent Award at Kelantan State Teacher's Day Celebration |

District Level

- | | |
|------|-------------------------------------|
| 2019 | Citra Bitara Award 2018 |
| 2005 | Special Award - Sinar Bestari Award |

Focus: special education

Mrs. K. A. Razhiyah is currently a Special Education Specialist Teacher at Panji Secondary School, Kota Bharu, Kelantan. She is a “Teacher with a lion heart”. She nurtures special needs students with love and care. She trains them life skills so that they will be able to function in the society and be less dependent.

Mrs. K.A. Razhiyah started out teaching students with hearing impairments and later on improved herself with more trainings, so that she can help students with other types of learning disabilities such as down syndrome and blinds. She said that special need students are beautiful. She loves to help them to be able to function. She teaches them discipline, good hygiene and social interaction/skills.

Mrs. K.A. Razhiyah brought in many new teaching ideas and classes to her special education students. Among her interesting initiatives are: 1) the Make-up class and 2) the Spa class. She invited Make-up artist and professional Spa therapist to come to school to teach her special need

COLLABORATION WITH HANIE HAIR SALON



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**EACH DAY OF OUR LIVES, WE MAKE DEPOSITS IN THE
MEMORY BANKS OF OUR SPECIAL KIDS**

students. She makes the students feel good and confident. Students now started provided SPA services for school guest and tourists.

She also provides rewards for students' effort after their hard work with the classes/activities. She uses her own money to give students a nice trip with nice clothes and new suitcases. She said helping special need students do well, makes she feel young.

She educates parents on how to treat and help their children, so that the children/students can function well with others.

She said the challenges in dealing with students with disabilities are with two matters. They are either neglected or over protected. She stressed that it is very important to help parents understand how to help their children be able to function in the society independently.

This is because if one day the parents are gone, the children should be able to cope and help themselves according to their individual capacities. She has inspired so many people both at the national level and international level. She has done many things for her students yet do not want to be mentioned.

She is a very energetic teacher. Throughout her career, she has done so many things to promote students with disabilities. Amidst her busy schedule at school, she is also a resource person, a trainer, a special education curriculum writer, an actress, a script writer, a theater director, and a therapist of the former King of Kelantan.

She has made significant contributions to the Learning Disabilities Teaching and Learning in Malaysia through the development of curriculum in kindergarten, primary, secondary and vocational schools. She has also been selected as one of the 50 candidates for the “Global Teacher Award” in 2018.



Myanmar

Mr. Maung Kyaing



Personal Information:

Name: Mr. Maung Kyaing
Date of birth: 01.07.1988
Gender: Male

Contact details: School Address

Myanmar

Contact details: Home Address

Aygyi Village, Patheingyi Township,
Mandalay Region, Myanmar



Myanmar

Mr. Maung Kyaing

Education Background

- 2015 - 2017 Master of Education, Sagaing Education University, Myanmar
- 2008 - 2012 Bachelor of Education, Sagaing Education University, Myanmar

Professional Experiences

- 2013 - present High school teacher at Basic Education High School, Kyaukmee, Myanmar

Focus: English

Level: High school

Mr. Maung Kyaing is an English teacher who is very disciplined and studious. After graduate bachelor degree, he went back to the university for a Master Degree. He is inspired to be a teacher because “teacher” is one of the 5 gems in Myanmar. He wants to be a gem. (the 5 gems are Buddha, Dharma, Monk, parents and Teachers.) He is a middle son of 5 siblings. His parents are farmers.

He said the uniqueness of being a teacher is “patient”. He teaches his students with heart. He set himself as a role model for his students. For example, he has been assigned to teach English. He has a soft-spoken voice. To pronounce English language requires loud & clear projection



Photograph by Chawin Chantharasenawong for the Princess Maha Chakri Award Foundation.
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of voice to help students understand the pronunciation. Thus, he trains himself to pronounce and teach English in a loud & clear voice. This is to show his students that everything is possible, it needs practice and determination.

He believes that receiving the PMCA award is an opportunity for him to improve his knowledge. He intends to obtain the new knowledge and share it with his colleagues and students?

He is married and has one 6 months old daughter.



Singapore

Mdm. Angeline Chan Xiuwen



Personal Information:

Name: Mdm. Angeline Chan Xiuwen
Date of birth: 17 September 1981
Gender: Female

Contact details: School Address

Anglo-Chinese School (Primary)
50 Barker Road, Singapore 309918
Tel: +65 62501633

Contact details:

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Singapore

Mdm. Angeline Chan Xiuwen

Education Background

- 2016 - present Advanced Diploma in Special Learning and Behavioural Needs
National Institute of Education, Singapore
- 2014 - 2016 Certificate in Special Needs Support (Teachers Trained in Special Needs) by
National Institute of Education, Singapore
- 2010 (Jan - Mar) Certificate in Learning Support Coordinator
Ministry of Education, Singapore
- 2009 (Jun - Dec) Certificate in Yoshimoto Orton-Gillingham Approach for Mathematics and English
accredited under Dyslexia Association of America
- 2006 - 2007 Postgraduate Diploma in Education (PGDE)
National Institute of Education, Singapore
- 2001 - 2004 Bachelor of Arts by National University of Singapore, Singapore

Professional Experiences

- 2017 - present Sharing of good practices in supporting students with Special Educational Needs via online Special Education Needs portal by the Ministry of Education, Singapore
- 2018 Facilitator for Teacher Learning Community on Formative Assessment in School
- 2018 ICT Mentor for English Language for the use of ICT in teaching and learning in school

- 2018 Facilitator for a Teacher-Led Workshop on Reading Warriors: Promoting Literacy and Building Confidence in Emergent Readers organized by the Academy of Singapore Teachers, Singapore
- 2018 and 2019 Champion for Special Educational Needs at School Cluster
- 2018 and 2019 Invited as a speaker to share Teachers Trained in Special Needs (TSN) Foundational Module to trainee teachers at National Institute of Education, Singapore

Outstanding Achievements

- 2018 Finalist for the President's Award for Teachers
- 2016 Finalist for the Outstanding Youth in Education Award
- 2014 Outstanding Contribution Award (Team)
- 2009 Outstanding Contribution Award (Individual)

Focus: Special Educational Needs (SEN)

Level: Primary



Mdm. Angeline Chan has a heart for children with SEN and this stems from her childhood experience with a classmate with a learning need. Though she made an effort to talk to him, he found it difficult to mix with others in the same class and eventually left the school. Since then, she aspired to become a teacher specialising in supporting students with SEN.

Angeline graduated from the National University of Singapore and started her journey as a teacher. She is now the Head of Department for Information and Communications Technology (ICT), SEN and Values-In-Action (VIA) in Anglo-Chinese School (Primary). She oversees programmes and initiatives to support the learning of students with SEN as well as the professional development of teachers in this area. Angeline continues to upgrade herself professionally and is currently pursuing an Advanced Diploma in Special Learning and Behavioural Needs at the National Institute of Education, Singapore.

Passion keeps Angeline motivated in her pursuit towards providing a conducive and inclusive learning environment, which meets her students' emotional needs, well-being and learning needs. However, she cannot do it alone. She received the support from her school leaders, colleagues and students' parents. Through the collective effort, she set up a Professional Learning Community (PLC) in the school to promote collaboration among teachers, by learning together SEN instructional strategies for teaching and learning and facilitating the exchange of learning experiences. She provides training support for new teachers to equip them with skills to support students with SEN. She engages parent volunteers to work as teacher aides in the classroom to provide in-class learning support for primary one students with SEN to ensure their smooth transition into primary school.

Angeline is determined to help her students with SEN succeed and no student should be left behind. For students with SEN, who have difficulties in reading and writing, she patiently assists them in reading and speaking until they are able to make good progress at their own pace.

Indeed, Angeline lives out her belief that, "A teacher can touch the life of a child and build the child's character."

Thailand

Mr. Suthep Tengprakit



Personal Information:

Name: Mr.Suthep Tengprakit
Gender: Male

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Thailand

Contact details: Home Address

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Email:

Thailand

Mr. Suthep Tengprakit

Education Background

2004	Master Degree, Educational Management, Rajabhat Yala University
1988	Bachelor Degree, Pre-school Education, Yala Teacher College
1985	High School, Raman Siriwit, Yala Province, Thailand

Professional Experiences

2000 - Present	Teacher, Baan Klong Nam Sai School, Kabang, Yala Province
1992	Teacher, Baan Bulah Banyang School, Yala Province

Outstanding Achievement

2018	Certificate, "The Person who significantly contributes to Education in the Southern Provinces of Thailand"
2017	Award from Ministry of Education, Thailand, "Best Implementation of Sufficiency Economy Theory in School"
2017	Best Teacher for Southern Province, "Kru Dee Sri Jor Chor Tor" (ครูดี ศรี จชด)
2016	Best School in Yala which has excellent activities on Sufficiency Economy Theory
2016	Best Teacher "สุดยอดครูดี" at Provincial Level by Ministry of Education
2015	Best Teacher "ยอดครูผู้มีอุดมการณ์" in Yala, by Office of Basic Education, Ministry of Education, Thailand

- 2014 Best Teacher “ยอดครูผู้มีอุดมการณ์” at the District level, from Office of Basic Education, Ministry of Education, Thailand
- 2014 Outstanding Teacher for Teaching Vocational Skill and Technology, ครูผู้สอนดีเด่นกลุ่มสาระการเรียนรู้การงานอาชีพและเทคโนโลยี from the Teachers’ Council of Thailand
- 2014 Pin “Best Teacher in the Heart” “ครูดีในดวงใจ” from the Teachers’ Council of Thailand
- 2014 Pin “Kuru Sadudee” “ครูสุดี” from the Teachers’ Council of Thailand
- 2013 Award Kromma Luang Narathiwat Rachanakarin, “ครูเจ้าฟ้ากรมหลวงนราธิวาสราชนครินทร์ (รุ่นที่ ๕)”
- 2012 Pin “One Best Teacher” “หนึ่งแสนครูดี” from the Teachers’ Council of Thailand
- 2012 Award for scholarship of Best Teacher who is Excellent in Teaching, “ครูสอนดี” from Quality Learning Fund
- 2012 Award Best Teacher who is Excellent in Teaching in Yala Province, “ครูสอนดี” from Quality Learning Fund
- 2012 Certificate, “Star of Virtue” “ดาวแห่งความดี” from Office of Basic Education, Ministry of Education, Thailand
- 2012 Recognition for “The Best Teacher who is the Best Role Model for Dedication and Perseverance” from Office of the Welfare Promotion Commission for Teachers and Education Personnel

Focus: Community engagement, access to education



A primary school teacher at Baan Klong Nam Sai School, Kabang district, Yala Province in the deep South of Thailand. Mr. Suthep is a very determine teachers who always find opportunities to give his students and community access to quality education.

He was trained as a kindergarten teacher and started out teaching kindergarten and primary school level at Lupoh Panyang School, Yala Province. Later on continued for a Master degree in school management. One day while he was in Lupoh Panyang School, he was invited to conduct an activity with students in Bann Klong Nam Sai School in the remote area in the deep South of Thailand near Thai and Malaysia border. During the activity, he noticed how innocent the children are. This inspired him to give them opportunities and access to quality education. This made him decide to transfer to teach at Bann Klong Nam Sai School to help the students, so that it will enable them to have good quality of life.

He set up a Learning Resource Centre which utilizes Sufficiency Economy Philosophy (SEP) theory. He believes that through the establishment and practicing of His Majesty King Bhumibol, Rama the IV, SEP can help the students to have a better quality of lives. He trained them with skills which they can use to earn a living such as carpenter, electrician, sewing, hair-dresser, mushroom growing, rubber planting, raising hens for eggs and agricultural skills. He promotes local wisdom, using bamboo to create household products. He has initiated several activities such as energy saving activities in school and growing vetiver grass to protect soil erosion.

Mr. Suthep is a man of the community. The school is located in a Muslim community. He speaks the local dialect of Bahasa Malayu, Yawee, fluently. As a result it helps him tie the Muslim and Thai community together as one. He helps the community with various activities to improve the quality of life such as obtain funding to build water supply system to the village. He helps not only the students but also women in the community to continue for higher education. He believes that through peace, un-selfishness and caring, people in the community can live together if they help each other. Thus, he has become the heart and soul of the community as well as the school.

Mr. Suthep is married and has two children.



Personal Information:

Name: Dr. Sadat B. Minandang
Gender: Male

Contact details: School Address

The Philippines

Contact details: Home Address

The Philippines

The Philippines

Dr. Sadat B. Minandang

Education Background

2015	Doctor of Philosophy in Educational Administration, Cotabato City State Polytechnic College
2006	Bachelor Degree in Elementary School, Shariff Kabunsuan College, (Grant Scholar)
2002	High School, Shariff Kabunsuan College, (with honors)
1998	Primary School, Datu Abdul Usman Elementary School, (First Honors)

Professional Experiences

2013 - Present	Teacher -1, Department Of Education, Cotabato City Division, District Iv Child Friendly Space Facilitator
2012-2013	Mindanao Tulong Bakwet, Save The Children International
2012	Human Resource Development Monitor and Researcher, Mindanao Tulong Bakwet With International Monitoring Team
2010-2012	Child Friendly Space Training Facilitator, Mindanao Tulong Bakwet with UNICEF
2006-2007	Classroom Teacher, Shariff Kabunsuan College, Inc.

Outstanding Achievements

2018	Ulrang Guro Mindanao Winner And National Nominee
2018	Ulrang Guro Regional Winner And Mindanao Nominee
2017	Most Outstanding Elementary Teacher
2006	Presidential Awards
2002	Leadership Awards
1998	Leadership Awards



Dr. Sadat B. Minandang is a teacher at the Amirol Elementary School, Catabato City, Mindanao, Philippines. He has served as a backbone of the school, mentoring teachers and performing as a role model for his students. He has been instrumental in the establishment of the program such as Faith and involved in raising awareness of Anti Child Trafficking for the peace and order in the community where the school is located.



Timor-Leste

Ms. Lurdes Rangel Goncalves



Personal Information:

Name: Ms. Lurdes Rangel Goncalves
Gender: Female

Contact details: School Address

Timor-Leste

Contact details: Home Address

Timor-Leste



Timor-Leste

Ms. Lurdes Rangel Goncalves

Education Background

2010	Diploma (Baccalaureate) Degree in Education, University of Timor-Leste
1995	Teacher Education College, IPI Timor-Leste
1993	Catholic Secondary School Ermera Timor-Leste
1990	Junior High School IMACON Ermera Timor-Leste
1987	Primary School Pancasila Ermera, Timor-Leste

Professional Experiences

Present	primary teacher at Primary Filial School (branch) Matata Curriculum and Teacher Guide developer: National Base Curriculum for Basic Education, concentration on literacy National Trainer: National Base Curriculum for Basic Education
2018	Presenter on the report about intercampus visits between schools in Timor-Leste, INFORDEPE
2018	Basic Education Filial (branch) school excursion organizer
2010	National and regional Trainer: Ministry of Education Teachers Training Institution (INFORDEPE)
• 2019	Reproductive health
• 2018	Financial literacy
• 2011-2012	Primary level teaching pedagogy
• 2010-2013	EskolaFoun

Focus: Inclusive education

Level: Primary school

Mrs. Lurdres is a primary school teacher at Matata Filial School in the Ermera municipality, a mountainous area of Timor-Leste. She is a teacher with mission. Her mission is to prepare a better future and better education for children in Timor-Leste. Mrs. Lurdres and her husband, Manuel donated the land to the government to build a school for her community. They both become teachers in the school since 1999.

Mrs. Lurdres became inspired to become a teacher because when she was a student, she was very impressed by her own teachers, the nuns of a private Catholic secondary school. She decided to study to become a teacher of religion. However, upon completing her studies, violence erupted throughout the country, and many schools were destroyed. Hundreds of teachers also fled back to their homeland of Indonesia, leaving severe gaps in the education system in Timor-Leste. Those who were trained in the teaching profession (as well as many who were not) were called to help resurrect the education system in their respective villages.

Mrs. Lurdres started out as a teacher who taught in a traditional way. Until 2007 when she was introduced to child friendly school model of UNICEF which focuses on child-centred, and inclusive education. Since then she has changed her teaching style completely. She has implemented the teaching techniques in her school. She was soon become one of the best national trainers for the Ministry's Child Friendly Schools program. From there she was chosen to become one of the teacher representatives on the Curriculum Revision Team for Tetun literacy for grades 1 - 6. (Tetun is one of the two official languages of Timor-Leste, and the one most widely spoken in the country).

She used weekends to train other teachers in her school and other schools. She also was a regional trainer for the curriculum roll out and has made several training films for UNICEF and the Ministry of Education.

Mrs. Lurdres made an immense contribution to the national curriculum, but her greatest passion is teaching. She focuses on providing hands-on, experiential learning, encouraging her students to develop academic prowess while at the same time developing their self-confidence, cooperative skills, and their abilities to think critically. She also values the holistic development of her students, and is

a mentor for the school's Student Association, as well as leads several extracurricular sports activities. Her commitment to positive discipline and classroom management techniques have not only won over the hearts of the children in the school, but also revolutionized how the school is now managing student discipline and has also spilled over into how the general community treats their children. Community members have attested that whilst in the past they used physical violence to keep their children in line, after witnessing more non-violent ways of discipline used by the school, they now are more creative and restorative in their disciplinary practices.

Mrs. Lurdres is a firm believer that the most important skill that young students need is the ability to read. EBF Matata stands out not only for its clean and organized appearance and lively, respectful atmosphere, but also because all children can read by the end of first grade. In order to achieve this Mrs. Lurdres has personally set up Saturday



photo by Ramajitri Documentary #PMCA Foundation

tutoring sessions for children who are at risk and sits with them one by one in order to ensure that all students develop early grade literacy. She works diligently with the other teachers as well to ensure that all the teachers of her school can effectively help all children learn, regardless of their background, language, or special educational needs. Her attention to each child, and the recognition that all learners have specific needs and strengths, is an example to be followed throughout the country.

In her own words, Mrs. Lurdres describes herself as having 3 overall objectives as a teacher: 1) She wants all students to achieve success through sciences; 2) She is committed to making a transformation in their lives especially through their behavior; and 3) She wants children to be aware of how to take care of their own health.



For her the most important goal is organizing her school to become a place that is safe and calm for the students, and she herself sees her role as not only a teacher, but a counsellor to all children who need a sympathetic ear. She reaches out to both students and parents to ensure that children are attending school and attaining maximum benefit. Cooperation and coordination are key in ensuring that her school provides a true space for learning.

When asking about the challenges, she said that it was the large number of students in the classroom in Timor-Leste which made it difficult to implement. However, she overcame it by constantly finding solutions and solved problems along the way.

She is doing something that is greater than her LIFE. Ms. Lurdres is the mother of five children. She is also the adopted mother to hundreds more, as every child who goes through her school calls her “Mother” or “Mama Lu”.



Vietnam

Mr. Le Thanh Liem



Personal Information:

Name: Mr. Le Thanh Liem
Date of birth: 01.01.1989
Gender: Male

Contact details: School Address

Vietnam

Contact details: Home Address

345 Thanh My A Village, Binh Thanh
Township, Phung Hiep Distirct, Hau Giang
Province, Vietnam



Vietnam

Mr. Le Thanh Liem

Education Background

- | | |
|-------------|--|
| 2015 | Certificate in Foreign Language |
| 2007 - 2011 | Bachelor of Pedagogical Physics, Can Tho University, Vietnam |
| 2009 | Certificate in Computer Science |

Professional Experiences

2011 - Present Teacher at Him Lam Ethnic Boarding School

Focus: Problem solving skills

Level: high school

Mr. Liem is a Physics and Technology teacher at Him Lam Boarding School for Ethnic Minority Students, Chau ThanhA District, HauGiang Province.

He is a determined, energetic young man who has strong will. He was born from a poor family, so he wants to help poor and minority students. In his village, people grows fruits as the land is in the Mekong Delta area which is suitable for growing fruits. Many of the villagers are Khmer who are poor. Thus, most of his students in the school are Khmer students who are the minority in the HauGiang Province.

His unique in teaching pedagogy is setting up a Student Club and use the club as a platform for students learning. Through the club he encourages students to learn from each other. He urges them to join competitions, so that they can improve themselves and make friends and learn from each other. His motto to the students is “share, explain and excel together”. The Student Club that he set up at Him Lam Boarding School for Ethnic Minority is called, “Scientific-Technical Research Club”. The Club is the gathering of students who love science and technology. Through the Club students are encouraged to develop ideas from their real lives and use it to make their hometown more beautiful and comfortable. He encourages problem solving skills in his class, using the community as the source for the students to practice. Students has to observe and indicate the problems of the village such as flood which can destroy the fruit gardens of the village. They will then work together to solve it with knowledge of physics and science from his class.

He also set a teachers’ club at his school, so that teachers can exchange teaching techniques to help the students with different learning styles. He organizes training sessions and workshops for teachers in science and technology.

Mr. Liem learns several new skills in technology through self-taught. For example, during the time that the PMCA group visited him at his school. His English proficiency is at the beginner level, so he used a mobile App called, “iTranslate” to translate our conversation so we can communicate. We told him before we left to study English more to improve his English skills. He shook our hands with determination and answered “Yes I will.” This reflects on his commitment and determination.

Criteria for Selection The Princess Maha Chakri Award

The Princess Maha Chakri Award Foundation has worked closely with the Ministry of Education of 11 countries in the selection process. The PMCA Foundation provides general criteria that focuses on outstanding teachers who change students' development and lives, particularly the disadvantage groups in the remote areas, which is the main emphasis of HRH's work. The more specific criteria and selection process are conducted by the Ministry of Education of each country. Every two years, each Ministry of Education will submit their nominations to the PMCA Foundation and the Foundation will submit to HRH Princess Maha Chakri Sirindhorn for endorsement.

The selection criteria and process of each countries are as follow:

Criteria and Selection
Process for the Recipient
from :

**BRUNEI
DARUSSALAM**

General Criteria

Nominees must be recipients of the “Brunei Darussalam Excellent Teachers’ Award the year

Selection Process

1. Schools, Colleges, Technical and Vocational, and Higher Education Institutions submit nominations for the “Brunei Darussalam Excellent Teacher’s Award to the Secretariat of Teachers’ Day Award
2. Selection Committee at Institution Level
3. Conducted class teaching observations at Division Level Reports submitted to the Selection Committee at Institution Level
4. Nominations submitted to the Selection Committee at Ministerial Level
5. Nominations submitted to Department of Schools Inspectorate. Department of Schools Inspectorate conducted class teaching observations and submitted reports to the Selection Committee at Ministerial Level
6. Nominations submitted to the Selection Committee at Ministerial Level
7. Nominations submitted to the Selection Committee at National Level
8. Nominees awarded the “Brunei Darussalam Excellent Teachers’ Award’ by His Majesty the Sultan of Brunei Darussalam
9. Selection Committee set up for PMCA. Established Criteria of Selection of Nominees for PMCA.
10. Selection of nominees by the Executive Committee. Recommendations submitted to the Minister of Education for endorsement.

Criteria and Selection
Process for the Recipient
from :
CAMBODIA

Established by the Ministry of Education, Youth and Sport of the Kingdom of Cambodia

The nominees for selection shall score the high in these criteria in following core indicators:

1. General Knowledge

2. Professional Skills

- Understanding on education policy
- Leadership, management, facilitation and initiation
- Competency on teaching skill
- Knowledge of ICT
- Knowledge on foreign language
- Working experience more than 5 years
- Analytical and information translations skills
- Classroom demonstration
- Student motivation

3. Leadership and Management

- Judgement correctly, transparency and justice leading students in social and community affairs
- Prepare Classroom administration
- Monitoring and evaluation student learning achievements
- Teaching and learning activities management
- Motivation, responsibility, improvement and giving a change to students
- Facilitating and motivating club study activities

4. Research and Critical Thinking

- Research on new teaching method and technique
- Attend technical meeting and T&L material development
- Have lesson plan
- New idea mapping in the teaching process
- Try to support slow learners
- Guiding students on researching
- Talent and creative to make active classroom

Criteria and Selection
Process for the Recipient
from :
CAMBODIA

5. Communication Skill

- Good relation with students, other teachers, school leaders, patron, community, local authority and stakeholders
- Inform all students information to their patron
- Exchange experience in teaching and learning
- Understand student imagination

6. Student Learning Achievement

Student knowledge based on curriculum

- Dropout rate lower or equal national rate
- Promotion rate equal national rate
- Slow learner support
- Critical thinking skill of students
- Awarded as outstanding students at the provincial or national levels
- Textbook using and maintenance
- Attend school regularly

7. Code of Conduct

- Obey the code of conduct of teachers
- Good collaboration and responsibility
- Obey discipline and keep quiet of the professional
- Loyalty to institution, professional development and value to students
- No discrimination and violence
- Good morality, integrity and justice

Criteria and Selection
Process for the Recipient
from :
INDONESIA

General Criteria

1. Teacher who has outstanding achievement which generate benefits to education and human resources development in Indonesia
2. Teacher who have received national and international award
3. Teacher who can communicate in international forum

Selection Process

1. The Directorate General of Teachers and Education Personnel, Ministry of Education and Culture, Republic of Indonesia established a committee.
2. Selection of the best candidates and finally selected 5 candidates from all of provinces in Indonesia
3. Held a meeting which invited all of the related stakeholders to discuss and determine who will be elected as the best candidate from Indonesia
4. The meeting decided that Mr Rudi Haryadi, a teacher in Wireless Technology, Networking Security at the Vocational School of Cimahi 1 West Java to be the Indonesian nomination for the Princess Maha Chakri Award 2019.

Criteria and Selection
Process for the Recipient
from :
LAO PDR

General Criteria

1. Nominees must be recipients of the Lao PDR as an Excellent Teachers' Award in the year 2005-2019
2. Nominees must be received one of the Teacher Title Awarded from the Minister of Education and Sports
3. Nominees must be an experience teacher, skillful teacher, specialist teacher or senior specialist teacher.
4. Nominee must be able to be conduct to class, teaching observations and Teaching and Learning assessment of learner teacher according to Lao Teacher's Standard and active involve with communities and parents
5. Nominees must be able to write and speak English

Selection committee

The Ministry of Education and Sports established Selection Committee comprised of:

1. Department of Personnel
2. Department of Teacher and Training Education
3. Department of Research Institute of Education Sciences
4. National University of Laos
5. Cabinet Office
6. Department of Secondary Education
7. Department of Primary Education and Other Departments concerned

Criteria and Selection
Process for the Recipient
from :
LAO PDR

The selection Process:

The selection Process teachers' award in Lao PDR was conducted in 4 levels: school, district, provincial and ministerial levels.

1. The Department of Personnel, Ministry of Education and Sports has sent a message/notice to 17 Provincial Education Service and Sports.
2. Each level was appointed an established the selection committee.
3. Each provincial committee selected lists of the best teachers and sent the reports of outstanding performance of 17 best teachers to the Ministry of Education and Sports.
4. The Ministry committees conducted 3 meetings:
 - Shortlisted 6 names from 17 names of best teachers (3 for primary and 3 for secondary),
 - Shortlisted 2 names (1 primary and 1 secondary)
 - Select only one who is the best as the Lao representative to receive the Princess Maha Chakri Award 2019
 - Announce and endorse the recipient among the Selection committee and all departments at Ministry of Education and Sports.
5. The Department of Personnel submitted a report and the name to the best nomination to the Minister of Education and Sports.
6. The Minister of Education and Sports approved the nomination.

Criteria and Selection
Process for the Recipient
from :
MALAYSIA

The International Relations Division is the Secretariat of the Selection and the Inspectorate is the Selection Committee. Dato' Sulaiman Bin Wak, Deputy Director General of Education (Teaching Professionalism Development Sector), Ministry of Education was appointed as the focal person for PMCA, representing Malaysia.

General Criteria

1. 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.
2. The changes are not only reflecting upon the students but also inspired other fellow teachers.
3. The method of selection involves evaluation based on document submitted (40%) and on-site evaluation (60%)

Selection Process

1. Nomination by State Education Department/Divisions
2. Documents screening
3. Documents Evaluation for shortlisting includes Awards, Educational
4. On-site Evaluation includes teaching and learning, interviewing with candidate, presenting by candidate and interview with different stakeholders such as students, colleagues, and Head department.
5. The selection Committee received 36 nominations.
6. Nine nominees were evaluated on site.
7. The final raking with justification was presented to the Ministry of Education, Malaysia PMCA Committee. The approved nominee was submitted to PMCA Committee, Thailand.

Criteria and Selection
Process for the Recipient
from :
MYANMAR

General Criteria

1. The nominee should be a senior teacher having at least two years of service and having a Master's degree in Education.
2. He/She should be proficient in speaking and writing in English.
3. He/She is excellent in teaching his/her academic subject.
4. He/She should be a teacher who participates earnestly in teaching co-curriculum subject, agriculture.
5. He/She should be honest, industrious and dutiful for his/her given responsibilities.
6. He/She should be from the schools under the implementation of Her Royal Highness Princess Maha Chakri Sirindhorn Project.

Selection Process

1. The Foreign Studies section of the Ministry of Education submitted the offer to the executive committee of the Ministry of Education.
2. After the endorsement by the executive committee, the Department of Basic Education was informed about the offer.
3. The Department of Basic Education informed region/state education offices.
4. Selection examinations were administered by township level selection committee.
5. Name of successful candidates were sent to the district Education Offices.
6. Selection examination were administered by Region/State level selection committee of the Department of Basic Education.
7. The name of the first place candidate were sent to the Ministry of Education for approval.
8. The name of the nominee approved by the Ministry of Education was sent to the Princess Maha Chakri Award Foundation Committee.

Criteria and Selection
Process for the Recipient
from :
THE PHILIPPINES

General Criteria

1. Outstanding achievement which generates benefits to education and human development
2. Active in teaching or administering at the primary or secondary levels
3. Has inspired fellow teachers with their dedication to students in the country

Philippines Princess Maha Chakri Award Committee Criteria

1. Participating in community and civic movements most especially where education is least accessible
2. Innovation in teaching has benefited in communities where she/her has taught
3. Ability to inspire, promote, and sustain the development of students and fellow teachers through their dedication

Selecting Process

1. In 2018 a memorandum was issued constituting the Princess Maha Chakri Award Selecting Committee composed of Deputy Ministers and the Head of the Bureau of Human Resources and Organizational Development.
2. One nominee from each region of the Philippines (geographical divisions in the Philippines) to be submitted to the Department of Education Central Office
3. PMCA Awards Committee Meeting was convened to deliberate on the 17 nominations and select one awardee
4. Secretary of the Department of Education approve the awardee chosen.
5. Mr.Sadat B. Minandang was chosen for his contribution to society, and his detail were sent to the Princess Maha Chakri Award Foundation for further review.

Criteria and Selection
Process for the Recipient
from :
SINGAPORE

Criteria

These are the 5 evidence categories used to select the PMCA recipient of Singapore. The PMCA recipient is selected from among the finalists of Singapore's President's Award for Teachers (PAT) who has exemplified himself/herself as a role model for the profession.

1. Evidence that the teacher is committed to the character, moral and citizenship development of students

Creates positive learning experiences through strategies and programmes to shape the students' character, moral and citizenship development, inculcating in them a strong sense of civic responsibility.

Actively encourages students to participate in community service programmes.

Goes out of his/her way to reach out and change students with behavioural or social problems.

2. Evidence that the teacher motivates, challenges and inspires students to bring out their full potential

Recognises the potential to learn and achieve in every student, creates opportunities for them to develop to the fullest, and guides them to develop a purpose or goal in life.

Succeeds in developing a positive learning culture among students, encouraging active student participation, and self-directed and collaborative learning and independent thinking.

Inculcates the spirit of innovation and enterprise, curiosity and creativity in students and explores possibilities with them, within and beyond the classroom.

3. Evidence that the teacher is a reflective practitioner who demonstrates deep pedagogy

Demonstrates strong subject mastery and pedagogical content knowledge, keeping abreast of evolving trends and developments in education.

Criteria and Selection
Process for the Recipient
from :
SINGAPORE

Engages in continual learning characterised by collaboration and deep reflection.

Translates new professional knowledge to improve teaching and learning to enhance students' learning and outcomes.

4. Evidence that the teacher leads in and contributes to the professional growth of other teachers

Role-models and promotes a culture of continuous learning to strengthen the professional knowledge and practice of peers.

Promotes collaborative professional practices through building positive and trusting relationships within the teaching fraternity.

Demonstrates teacher leadership through mentoring and inspiring teachers in their professional growth.

5. Evidence that the teacher is a role model for the teaching profession

- Displays a strong sense of professional pride in his/her work and upholds the ethos of the teaching profession.
- Is held in high esteem by parents, administrators, colleagues, students, peers and other educational partners for epitomising the teaching profession.
- Forges trusting and supportive partnership with the larger community and proactively engages parents to support the school in the holistic development of the child.

6. Demonstrated passion and dedication in educating students with special needs or are low-progress learners.

- Must have demonstrated the passion and dedication for educating students with special needs or low-progress learners.
- This is aligned to the lifelong work of Her Royal Highness Princess Maha Chakri Sirindhorn in empowering students to take ownership of their own future.

Criteria and Selection
Process for the Recipient
from :
SINGAPORE

Selection Process

- The PMCA recipient from Singapore is chosen from among the finalists of Singapore's President's Award (PAT) for Teachers.
- PMCA nominee is selected by the PAT Selection Panel chaired by
 - o Chairperson, Government Parliamentary Committee (Education),
 - o Permanent Secretary (Education/Education Development),
 - o Director-General of Education and
 - o 2 COMPASS members
- Further endorsement by MOE Senior Management (including Permanent Secretary (Education) and/or Permanent Secretary (Education Development))
- Confirmation of PMCA recipient and submission of nomination to Princess Maha Chakri Award Foundation, Ministry of Education, Thailand.

Criteria and Selection
Process for the Recipient
from :
THAILAND

General Criteria

1. Must be Thai national and living in Thailand
2. Is or was a teacher of basic education in public or private schools.
3. Is or has been a teacher who teaches basic education level students, particularly the disadvantaged groups in the remote areas.
4. Has been teaching and involves in learning management continuously for at least 20 years.

Specific Criteria

1. Is the teacher who has made significant impact to the student's lives and uplifts the teaching profession and dedicates to fulfill the mission of teaching toward students' success.
2. Is a teacher who contributes to education and is a role model to other teachers. Has been teaching or involves in learning management. Has significant development to education in the country and the Region.

Eligible nominator

1. Alumni-age not less than 25 years old. In the nomination, one student is eligible to nominate only one teacher, and submit the nomination to the Provincial Selection Committee in the province where the nominated teacher is working.
2. Basic education institutions with the approval of the Basic Education Commission
3. Associations, Foundations and Organizations whose mission is to promote learning, recruiting and nominating teachers or teachers who work with their organizations.

Criteria and Selection
Process for the Recipient
from :
THAILAND

Selection Process

Princess Maha Chakri Award Foundation Committee sets up the Committees for selection process. In this regard, there are two committees with the following procedures:

1. Provincial Selection Committee

The selection process commences at the provincial level.

- The Governor of each province appoints the Provincial Selection Committee comprising members from various agencies concerned.
- Nominated teachers' numbers are considered in proportion to the population in each province.
- Public hearing will be organized in case that there is an objection to the shortlisted names.
- The Provincial Selection Committee then submits the nomination to the Academic Committee.

2. The Academic Committee

The Academic Committee calls its meetings to screen the nominations documents and select 20 candidates based on detailed information from the Selection Sub-Committee which considers and studies an in-depth review.

3. Observations/Evaluation

Observations are conducted during a special workshop by the Selection Sub-Committee in order to learn more about the teachers' background. Twenty candidates are shortlisted. Among 20 candidates, some observations are made by the Academic Committee at the school sites to confirm the teachers' behaviors and achievements. On-site evaluation includes an interview with all concerned such as students (alumni and present students), fellow teachers, school principal, parents and people in the community. Then the Academic Committee will shortlist 1-3 outstanding teachers and submit the nominations to the Princess Maha Chakri Award Committee for consideration and final approval.

Criteria and Selection
Process for the Recipient
from :
TIMOR-LESTE

In response to the letter from the Princess Maha Chakri Foundation, the Ministry of Education did the following step:

Recruitment Process:

In terms of coordination, we have involved our Superintendents in 13 Municipalities to provide names of the 2 best teachers of basic education. We had shared the criteria with them in advance for their reference in order to help them identify the best teachers in their areas.

We also coordinated with national trainers and school coordinators, as they are those who most intimately know the quality of teaching done in the schools. We involved various key people as it helps with information that we can apply for the final decision. The data or information was given for cross-checking to ensure that information received by the Selection Committee from one source was indeed valid and relevant.

Procedures applied during the recruitment process:

1. Establishment of a technical team, including 2 national trainers from the National Institute for Teacher Training and Professional Development, staff from the cabinet of the Vice Minister of Preschool and Basic Education, and a focal point.
2. School directors, teachers, municipal directors and superintendents from 13 municipalities were involved in discussions and interviews in order to provide data analysis and feedback to facilitate decision making.
3. Engaged with Superintendents in 13 municipalities, as school inspectors are those who visit schools most often to observe teaching quality and classroom management skills.
4. Data was cross-checked to ensure information received from one source was indeed valid and relevant.
5. National teacher trainers were also involved in cross-checking, as they travel often to provide training at the school level. They have a broader understanding about what constitutes good pedagogy, and whether the teachers recommended are truly following a child-centered and effective pedagogical approach, both during teaching time and/or during training.

Criteria and Selection
Process for the Recipient
from :
TIMOR-LESTE

6. School visits were conducted unexpectedly, in order to prevent the schools or the candidates preparing and/or organising themselves in advance.
7. Interviews with teachers, other teacher colleagues, school coordinator, students and parents were conducted during the school visit.
8. Classroom observations were conducted during the school visit, with the aim of gathering a clear understanding of each candidate's teaching approach, ensuring that child centred methodology was being used properly and prominently.
9. We selected five best teachers among the fourteen candidates.

Selection process:

From the 13 municipalities the selection committee received 14 candidates. The nominees were required to meet the criteria as stated below, (some criteria):

- Permanent citizen of Timor-Leste;
- Age: Minimum 30 year old;
- 10 year of minimum service as a teacher (teaching experience);
- Demonstrates good skill in developing teaching materials;
- Demonstrates him or herself to be a positive role model to fellow teachers in the school and to the community in general;
- Demonstrates good communication skills and effective interaction with fellow teachers, parents of students, and the community as education stakeholders;

Criteria and Selection
Process for the Recipient
from :
VIETNAM

1. Being currently a secondary education teacher
2. Dedicated to education with outstanding achievements and contribution to education and human resource development of the city/province/school;
3. Deserving international recognition for his/her support and development of teaching profession and educational development, including wider international cooperation in the field of education
4. Pro-active in teaching and/or administration of the school

Selection Process

1. Upon receipt of the invitation letter from the Princess Maha Chakri Award Foundation on 28 May 2018, an official letter was sent on 19 June 2018 to all Departments of Education and Training, Ministry of Education and Training of 63 Provinces/cities in Vietnam.
2. The deadline for nominations submitted to the Ministry was 30 November 2018.
3. The Department of International Cooperation reviewed all nominations and shortlisted 10 nominees for submission to the Ministry's Selection Committee.
4. The Ministry of Education and Training then set up a selection committee chaired by the Deputy Minister who is in charge of secondary education, teachers (development) and educational manager.
5. The Committee members reviewed all applications, verified the information provided and made a unanimous decision to nominate Mr. Le Thanh Liem who is a teacher at Him Lam Ethnic Minority Boarding School at Hau Giang Province for the 3rd Princess Maha Chakri Award.

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Mr.Santipong Changpuak
Mr.Sunchai Nongtrud
11 PMCA Recipients 2017

