



# **The 4<sup>th</sup> Princess Maha Chakri Award Forum**

**17-18 October 2022**

Bangkok, Thailand





# The Fourth Princess Maha Chakri Award Forum

17-18 October 2022  
Bangkok, Thailand



# Table of Contents

	Page
<b>The Princess Maha Chakri Award</b>	3
<b>The 4<sup>th</sup> Princess Maha Chakri Award Forum</b>	5
<b>Brunei Darussalam</b> Pg Haji Mohd Wahab Pg Haji Abdullah	14
<b>Cambodia</b> Mr. Norn Dary	18
<b>Indonesia</b> Ms. Khoiriah, M.Pd.	22
<b>Lao PDR</b> Ms. Sengphet Khounpasert	26
<b>Malaysia</b> Mr. Norhailmi Abdul Mutalib	30
<b>Myanmar</b> Mr. Kyaw Zin Aung	34
<b>The Philippines</b> Mr. Marcelo T. Otinguey	38
<b>Singapore</b> Mr Yok Joon Meng	42
<b>Thailand</b> Ms. Pratin Leanchumroon	46
<b>Timor-Leste</b> Mr. Vicente Marcal da Silva	50
<b>Vietnam</b> Ms. HA Anh Phuong	54





## The Princess Maha Chakri Award

The Princess Maha Chakri Award was established during the auspicious occasion in 2015 to celebrate the 60<sup>th</sup> birthday anniversary of Her Royal Highness Princess Maha Chakri Sirindhorn of Thailand in recognition of Her Royal Highness's dedication and commitment as a teacher.

The Award is given every two years for teachers from eleven countries, ASEAN and Timor Leste. Teachers who are eligible for the Princess Maha Chakri Award are teachers who the general public collectively acknowledges for their dedication in teaching and nurturing developmental changes in the lives of their students. These changes are not only reflected upon the students but have also inspired other fellow teachers. Key stakeholders, Ministry of Education of each respective countries, and public are part of 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 .



# The 4<sup>th</sup> Princess Maha Chakri Award Forum

17-18 October 2022 Bangkok, Thailand

Centara Grand & Bangkok Convention Centre at Central World and Royal Thai Embassies (online)

## Monday 17 October 2022

Time	Descriptions	Venue
06:30 - 08:30	Registration of PMCA Forum Opening Ceremony participants	Registration Area 22 <sup>nd</sup> floor
08:30 - 09:00	Participants are seated for Opening Ceremony briefings and introduction VDOs	Convention Centre B2 22 <sup>nd</sup> floor
09:00	Arrival of HRH Princess Maha Chakri Sirindhorn at the 4 <sup>th</sup> PMCA Forum	Convention Centre B2 22 <sup>nd</sup> floor
09:00 - 11:05	<b>Opening Ceremony of the 4<sup>th</sup> PMCA Forum</b> Address by Minister of Education of Thailand Address by Chairman of PMCA Foundation Opening address for the 4 <sup>th</sup> PMCA Forum and the 2 <sup>nd</sup> International Conference for Equitable Education : Together Towards Equity by HRH Princess Maha Chakri Sirindhorn Plenary Session [P1] Panel discussion with 2021 PMCA Recipients on Technical Vocational Life Skills - Thailand, Brunei Darussalam Plenary Session [P2] Panel discussion with 2021 PMCA Recipients on Science Education - Malaysia, Lao PDR, Indonesia Plenary Session [P3] Panel discussion with 2021 PMCA Recipients on General Education - Cambodia, Timor Leste and the Philippines Plenary Session [P4] Panel discussion with 2021 PMCA Recipients on English Language Teaching - Vietnam, Singapore, Myanmar Q&A session with 2021 PMCA Recipients	Convention Centre B2 22 <sup>nd</sup> floor
11:05 - 11:45	HRH Princess Maha Chakri Sirindhorn visits poster exhibits of 2021 PMCA Recipients, PMCAF Thai teachers	Poster Exhibition Convention Centre B2



Time	Descriptions	Venue
11:45 - 11:50	HRH Princess Maha Chakri Sirindhorn joins group photographs with (1) Thai Teachers of 2021 PMCAF network	Lotus Suite 5-7 22 <sup>nd</sup> floor
11:50 - 11:55	HRH Princess Maha Chakri Sirindhorn joins group photographs with (2) 2021 PMCA Recipients	Lotus Suite 5-7 22 <sup>nd</sup> floor
11:55 - 12:00	HRH Princess Maha Chakri Sirindhorn joins group photographs with (3) Scholarship students (ทูล พระกนิษฐาธิราชเจ้า)	Hall of Fame 22 <sup>nd</sup> floor
12:00 - 13:00	Luncheon in honour of 2021 PMCA Recipients	Lotus Suite 1-4 22 <sup>nd</sup> floor
13:00	Departure of HRH Princess Maha Chakri Sirindhorn	
12:00 - 13:00	Lunch break for PMCAF Committee, invited guests and all participants	Convention Centre A2 22 <sup>nd</sup> floor
13:30 - 15:00	Plenary Session [P5] - Student Entrepreneurship Program	Convention Centre B2 22 <sup>nd</sup> floor
15:00 - 15:30	Coffee break	Delegates Café 22 <sup>nd</sup> floor
15:30 - 17:00	Plenary Session [P6] - Teaching official languages to indigenous population examples from Thailand, Philippines	Convention Centre B2 22 <sup>nd</sup> floor

# The 4<sup>th</sup> Princess Maha Chakri Award Forum

17-18 October 2022 Bangkok, Thailand  
Centara Grand & Bangkok Convention Centre at Central World and Royal Thai Embassies (online)

## Tuesday 18 October 2022

Time	Descriptions	Venue
08:30 - 10:00	Show and Share Session [S1] Thailand	World Ballroom A 23 <sup>rd</sup> floor
	Show and Share Session [S2] Indonesia	World Ballroom B 23 <sup>rd</sup> floor
	Show and Share Session [S3] Myanmar	World Ballroom C 23 <sup>rd</sup> floor
10:00 - 10:30	Coffee break	Pre-function area 23 <sup>rd</sup> Floor
10:30 - 12:00	Show and Share Session [S4]	World Ballroom A 23 <sup>rd</sup> floor
	Lao PDR [S5] Cambodia	World Ballroom B 23 <sup>rd</sup> floor
	Show and Share Session [S6] Singapore	World Ballroom C 23 <sup>rd</sup> floor
12:00 - 13:00	Lunch break	TBC
13:00 - 14:30	Show and Share Session [S7] Malaysia	World Ballroom A 23 <sup>rd</sup> floor
	Show and Share Session [S8] Timor Leste	World Ballroom B 23 <sup>rd</sup> floor
	Show and Share Session [S9] Brunei Darussalam	World Ballroom C 23 <sup>rd</sup> floor
14:30 - 15:00	Coffee break	Pre-function area 23 <sup>rd</sup> Floor
15:00 - 16:30	Show and Share Session [S10] Philippines	World Ballroom A 23 <sup>rd</sup> floor
	Show and Share Session [S11] Vietnam	World Ballroom C 23 <sup>rd</sup> floor
17:00 - 18:00	Reflection Session with PMCAF Committee	World Ballroom C 23 <sup>rd</sup> floor
18:30 - 21:00	Dinner with PMCAF Committee	World Ballroom B 23 <sup>rd</sup> floor



**กำหนดการประชุมวิชาการนานาชาติ  
รางวัลสมเด็จพระเจ้าฟ้ามหจักรี ครั้งที่ ๔  
และการประชุมวิชาการนานาชาติเพื่อความเสมอภาคทางการศึกษา**

วันที่ ๑๗ - ๑๙ ตุลาคม ๒๕๖๕  
ณ โรงแรมเซ็นทาราแกรนด์ และ บางกอกคอนเวนชันเซ็นเตอร์ เซ็นทรัลเวิลด์ กรุงเทพมหานคร

**วันที่ ๑๗ ตุลาคม ๒๕๖๕**

เวลา	กิจกรรม
๐๘.๓๐ – ๑๐.๐๐ น.	ลงทะเบียน และรับเอกสาร ณ เคาน์เตอร์ลงทะเบียน ชั้น ๒๒ เริ่มเข้าห้องประชุมเวลา ๐๙.๑๕ น.
๐๘.๐๐ น.	ผู้เข้าร่วมพิธีนั่งประจำที่ในห้อง Convention Center B ๒ ชั้น ๒๒
๐๘.๕๕ น.	สมเด็จพระกนิษฐาธิราชเจ้า กรมสมเด็จพระเทพรัตนราชสุดาฯ สยามบรมราชกุมารี เสด็จพระราชดำเนิน โดยรถยนต์พระที่นั่งจากวังสระปทุมไปยัง โรงแรมเซ็นทาราแกรนด์และบางกอกคอนเวนชันเซ็นเตอร์ เซ็นทรัลเวิลด์
๐๙.๐๐ น.	<p>รถยนต์พระที่นั่งถึงโรงแรมเซ็นทาราแกรนด์และ บางกอกคอนเวนชันเซ็นเตอร์ เซ็นทรัลเวิลด์</p> <ul style="list-style-type: none"> <li>- นางสาวตริณัฐ เทียนทอง รัฐมนตรีว่าการกระทรวงศึกษาธิการ นายกฤษณพงศ์ กีรติกร ประธานมูลนิธิรางวัลสมเด็จพระเจ้าฟ้ามหจักรี รongศาสตราจารย์ คุณหญิงสุมณฑา พรหมบุญ รองประธานกรรมการ มูลนิธิรางวัลสมเด็จพระเจ้าฟ้ามหจักรี และผู้แทนโรงแรมเซ็นทาราแกรนด์ และบางกอกคอนเวนชันเซ็นเตอร์ เซ็นทรัลเวิลด์ เฝ้าฯ รับเสด็จ</li> <li>- ผู้แทนโรงแรมเซ็นทาราแกรนด์ และบางกอกคอนเวนชันเซ็นเตอร์ เซ็นทรัลเวิลด์</li> <li>- เสด็จฯ ขึ้น ชั้น ๒๒ (โดยลิฟท์)</li> <li>- เสด็จฯ ไปยังห้อง Convention Center B ๒ ชั้น ๒๒</li> </ul>
	<p>สมเด็จพระกนิษฐาธิราชเจ้า กรมสมเด็จพระเทพรัตนราชสุดาฯ สยามบรมราชกุมารี เสด็จฯ เข้าห้อง Convention Center B ๒ ชั้น ๒๒</p> <ul style="list-style-type: none"> <li>- ประทับพระราชอาสน์ (บนเวที)</li> <li>- รongศาสตราจารย์ คุณหญิงสุมณฑา พรหมบุญ รองประธานกรรมการ มูลนิธิรางวัลสมเด็จพระเจ้าฟ้ามหจักรีเฝ้าฯ ทูลเกล้าฯ ถวายสูจิบัตร</li> </ul>
๐๙.๐๕ น.	นางสาวตริณัฐ เทียนทอง รัฐมนตรีว่าการกระทรวงศึกษาธิการ กราบบังคมทูลถวายรายงาน



เวลา	กิจกรรม
๐๕.๑๐ น.	นายกฤษฎพงษ์ กีรติกร ประธานกรรมการมูลนิธิรางวัลสมเด็จเจ้าฟ้ามหัจฉรี กราบบังคมทูลถวายรายงาน
๐๕.๑๕ น.	<ul style="list-style-type: none"> <li>- สมเด็จพระกนิษฐาธิราชเจ้า กรมสมเด็จพระเทพรัตนราชสุดาฯ สยามบรม ราชกุมารี พระราชทานพระราชดำรัสทรงเปิดการประชุมวิชาการนานาชาติ รางวัลสมเด็จเจ้าฟ้ามหัจฉรี ครั้งที่ ๔ ปี ๒๕๖๕ และการประชุมวิชาการนานาชาติเพื่อความเสมอภาคทางการศึกษา</li> <li>- เสด็จพระราชดำเนินลงจากเวที</li> <li>- ประทับพระราชอาสน์ (ด้านล่างเวที)</li> <li>- ทอดพระเนตรและทรงรับฟังการนำเสนอผลงานของครูรางวัลสมเด็จเจ้าฟ้ามหัจฉรี รุ่นที่ ๔ ปี ๒๕๖๕               <ul style="list-style-type: none"> <li>• Plenary Session [P1] – Technical Vocational Life Skills : ไทย บรูไน ดารุสซาลาม</li> <li>• Plenary Session [P2] - Science Education : มาเลเซีย สปป.ลาว อินโดนีเซีย</li> <li>• Plenary Session [P3] - General Education : กัมพูชา ดิมอร์-เลสเต ฟิลิปินส์</li> <li>• Plenary Session [P4] –English Language Teaching : เวียดนาม สิงคโปร์ เมียนมา</li> </ul> </li> <li>- ทรงซักถามครูรางวัลสมเด็จเจ้าฟ้ามหัจฉรี รุ่นที่ ๔ ปี ๒๕๖๕ ตามพระราช อริยาสัย</li> </ul>
๑๑.๐๕ น.	<ul style="list-style-type: none"> <li>- เสด็จพระราชดำเนินเพื่อทอดพระเนตรนิทรรศการ ณ บริเวณห้อง Convention Center B ๒ ชั้น ๒๒               <ul style="list-style-type: none"> <li>• นิทรรศการครูรางวัลสมเด็จเจ้าฟ้ามหัจฉรี รุ่นที่ ๔ ปี ๒๕๖๕ ครูรางวัล สมเด็จเจ้าฟ้ามหัจฉรี รุ่นที่ ๑ -๔ เฝ้าทูลละอองพระบาท และทูลเกล้าฯ ถวายของที่ระลึก</li> <li>• นิทรรศการแสดงผลการปฏิบัติงานของครูไทย รุ่นที่ ๔ ปี ๒๕๖๕</li> </ul> </li> </ul>
๑๑.๔๕ น.	สมเด็จพระกนิษฐาธิราชเจ้า กรมสมเด็จพระเทพรัตนราชสุดาฯ สยามบรมราชกุมารี ฉายพระฉายาลักษณ์ร่วมกับบุคคลต่างๆ ดังนี้ ชุดที่ ๑ ณ ห้องโลดส์ สวีท ๕ – ๗ ชั้น ๒๒ ทรงฉายพระรูปร่วมกับครูไทย รุ่นที่ ๔ (ครูรางวัลคุณากร ครูอึ้งคุณ ครูขวัญศิษฐ์ และคณะกรรมการชุด ต่างๆ) จำนวน ๒๐๐ คน (จำนวน ๑ ชุด)

เวลา	กิจกรรม
	<p>ชุดที่ ๒ ณ ห้องโลดัส สวีท ๑๒ ชั้น ๒๒ นายพระยาฉายลักษณ์ร่วมกับครูรางวัลสมเด็จเจ้าฟ้ามหัจกรี รุ่นที่ ๔ ปี ๒๕๖๔ และประธานกรรมการมูลนิธิรางวัลสมเด็จเจ้าฟ้ามหัจกรี (๑๒ คน)</p> <p>ชุดที่ ๓ ณ บริเวณโถงระเบียง ชั้น ๒๒ ทรงฉายพระรูปร่วมกับนักเรียน “ทุนพระกนิษฐาสัมมาชีพ” (๘๐ คน)</p> <ul style="list-style-type: none"> <li>- เสด็จฯ ประทับพักอิริยาบถ ณ ห้อง BCC Meeting ๑ ชั้น ๒๒</li> <li>- เสด็จฯ ออกจากห้องประทับพักอิริยาบถ ไปยังห้องโลดัส สวีท ๑ - ๔ ชั้น ๒๒</li> <li>- ประทับพระราชอาสน์ ณ โต๊ะเสวย</li> <li>- เสวยพระกระยาหารกลางวัน และและพระราชทานเลี้ยงอาหารกลางวันแก่ครูรางวัลสมเด็จเจ้าฟ้ามหัจกรี ปี ๒๕๖๔ พร้อมคู่สมรส คณะกรรมการมูลนิธิฯ ประธานกรรมการ ๔ คณะ ของมูลนิธิรางวัลสมเด็จเจ้าฟ้ามหัจกรี ผู้บริหารองค์กรหลักของกระทรวงศึกษาธิการ เอกอัครราชทูต ๑๐ ประเทศ และผู้สนับสนุนกิจการของมูลนิธิรางวัลสมเด็จเจ้าฟ้ามหัจกรี</li> <li>- สมควรแก่เวลา เสด็จฯ ออกจากห้องโลดัส สวีท ๑ - ๔ ชั้น ๒๒</li> <li>- เสด็จฯ ลงชั้น ๑ (โดยลิฟท์)</li> <li>- เสด็จฯ ไปประทับรถยนต์พระที่นั่ง</li> <li>- เสด็จพระราชดำเนินกลับ</li> </ul>
เสร็จพิธีเปิดการประชุมวิชาการนานาชาติ รางวัลสมเด็จเจ้าฟ้ามหัจกรี ครั้งที่ ๔ และการประชุมวิชาการนานาชาติเพื่อความเสมอภาคทางการศึกษา	
๑๒.๐๐ – ๑๓.๓๐ น.	ผู้เข้าร่วมพิธี รับประทานอาหารกลางวัน ณ ห้อง Convention Center A ๒ ชั้น ๒๒
๑๓.๓๐ น.	Plenary Session [P5] - Student Entrepreneurship Program ณ ห้อง Convention Center B ๒ ชั้น ๒๒
๑๕.๐๐ น.	พักรับประทานอาหารว่าง ณ Delegates Café ชั้น ๒๒
๑๕.๓๐ น.	Plenary Session [P6] – Teaching official languages to indigenous population examples from Thailand, The Philippines. ณ ห้อง Convention Center B ๒ ชั้น ๒๒
๑๗.๐๐ น.	พักผ่อนตามอัธยาศัย



**กำหนดการประชุมวิชาการนานาชาติ  
รางวัลสมเด็จพระเจ้าฟ้ามหจักรี ครั้งที่ ๔  
และการประชุมวิชาการนานาชาติเพื่อความเสมอภาคทางการศึกษา**

วันที่ ๑๗ - ๑๙ ตุลาคม ๒๕๖๕  
ณ โรงแรมเซ็นทาราแกรนด์ และ บางกอกคอนเวนชันเซ็นเตอร์ เซ็นทรัลเวิลด์ กรุงเทพมหานคร

**วันที่ ๑๘ ตุลาคม ๒๕๖๕**

เวลา	กิจกรรม
๐๘.๓๐ น.	Show and Share Session [S1] ห้อง World Ballroom A ชั้น ๒๓ Show and Share Session [S2] ห้อง World Ballroom B ชั้น ๒๓ Show and Share Session [S3] ห้อง World Ballroom C ชั้น ๒๓
๑๐.๐๐ น.	พักรับประทานอาหารว่าง ณ บริเวณหน้าห้อง World Ballroom ชั้น ๒๓
๑๐.๓๐ น.	Show and Share Session [S4] ห้อง World Ballroom A ชั้น ๒๓ Show and Share Session [S5] ห้อง World Ballroom B ชั้น ๒๓ Show and Share Session [S6] ห้อง World Ballroom C ชั้น ๒๓
๑๒.๐๐ น.	พักรับประทานอาหารกลางวัน ณ ห้อง Convention Center A ๒ ชั้น ๒๒
๑๓.๐๐ น.	Show and Share Session [S7] ห้อง World Ballroom A ชั้น ๒๓ Show and Share Session [S8] ห้อง World Ballroom B ชั้น ๒๓ Show and Share Session [S9] ห้อง World Ballroom C ชั้น ๒๓
๑๔.๓๐ น.	พักรับประทานอาหารว่าง ณ บริเวณหน้าห้อง World Ballroom ชั้น ๒๓
๑๕.๐๐ น.	Show and Share Session [S10] ห้อง World Ballroom A ชั้น ๒๓ Show and Share Session [S11] ห้อง World Ballroom C ชั้น ๒๓
๑๖.๓๐ น.	Reection session with PMCAF Committee ณ ห้อง World Ballroom B ชั้น ๒๓
๑๗.๐๐ น.	Reflection Session with PMCAF Committee ณ ห้อง World Ballroom C ชั้น ๒๓



**กำหนดการประชุมวิชาการนานาชาติ  
รางวัลสมเด็จพระเจ้าฟ้ามหจักรี ครั้งที่ ๔  
และการประชุมวิชาการนานาชาติเพื่อความเสมอภาคทางการศึกษา**

วันที่ ๑๗ - ๑๙ ตุลาคม ๒๕๖๕  
ณ โรงแรมเซ็นทาราแกรนด์ และ บางกอกคอนเวนชันเซ็นเตอร์ เซ็นทรัลเวิลด์ กรุงเทพมหานคร

**วันที่ ๑๙ ตุลาคม ๒๕๖๕**

เวลา	กิจกรรม
๐๘.๓๐ - ๑๒.๐๐ น.	ครูไทย รุ่นที่ ๓ และรุ่นที่ ๔ นำเสนอผลการปฏิบัติงาน และแลกเปลี่ยนเรียนรู้ ณ ห้อง Convention Center B ๒ ชั้น ๒๒
๑๒.๐๐ น.	ครูไทยพักรับประทานอาหารกลางวัน ณ ห้อง Convention Center A ๒ ชั้น ๒๒
๐๘.๓๐ น. เป็นต้นไป	ครูรางวัลสมเด็จเจ้าฟ้ามหจักรี รุ่นที่ ๑ - ๔ ทัศนศึกษาตามโปรแกรมที่กำหนด

\* กำหนดการอาจปรับเปลี่ยนได้ตามความเหมาะสม

The background is a solid purple color with a repeating pattern of stylized, light purple flowers. Each flower has four petals and a central circular motif. The pattern is dense and covers the entire background.

With dedication,  
passion and  
commitment,  
the PMCA Teachers  
overcome  
all the challenges.

# Brunei Darussalam

## Pg Haji Mohd Wahab Bin Pg Haji Abdullah Brunei Darussalam

### Education Background

2005	Birmingham College of Food and Tourism Studies
1999	Certificate of Technical Education, University Brunei Darussalam(UBD)
1993	Hotel Management Diploma, Japan Hotel School
1988	Maktab Teknik Sultan Saiful Rijal
1986	Maktab Teknik Sultan Saiful Rijal



### Inspiration to Become a Teacher

**“Teaching is my second passion. Initially, I would like to be a chef.”** Mr. Wahab stated. At that time, although culinary was quite limited and spectacular in Brunei, Mr. Wahab still wished to pursue his dream to become a chef as food was his passion. He was curious about where the food originally came from and how it was processed. Additionally, his key inspiration was his mother, a cook at the Boarding school. Spending most of his time with his mother, he became familiar with a kitchen atmosphere, and eventually, he worked as a chef at several places in Brunei, including hotels, restaurants, etc.,

One day, the opportunity for a teaching career arrived. Mr. Wahab grabbed it without a doubt. He wished to pass on his experience and





skills in food and service management to the youth nationwide to meet demand for culinary.

## The Journey of Teaching

One of Mr. Wahab's best memories came when he was a student. He took his previous teacher as a role model. Not only did his teacher teach his students how to cook, but he also conveyed valuable lessons on life skills, especially in the culinary profession to them. His expectation was his students become good people and good chefs. He never blamed or criticized whenever the students who made a mistake. Instead, he showed them how to do it properly.

# Brunei Darussalam



“Student is also my teacher”, he believes. Therefore, Mr. Wahab enjoys exchanging of ideas with his students from different backgrounds. Although language can sometimes be a barrier in the classroom, he tries his best to conduct the lesson by code-switching and giving examples as much as he can. Some of his students may be slow learners, but their attitudes are much more important. Students should be able to understand real "cooking" by exploring food, cooking styles, food ingredients, etc., bearing in mind that similar ingredients using different techniques can yield different flavors. Mr. Wahab's pride is the achievements of his students as restaurant



owners or hotel managers. Those who become successful are also key factors in changing parents' perceptions of culinary schools.

## Life as PMCA Awardee

Not much has changed in his life after receiving the PMCA award. He continues to serve as a devoted culinary teacher to his students. However, his reputation made life more and more difficult as he has to maintain his 'standard' because many people are following him as a role model. Some people have the inspiration to become award recipients as well. His suggestion is to **'do things by heart and contribution'**. He will soon organize a workshop on nutrition and how to run a cafeteria business in Brunei.

## Teaching during the Pandemic

Mr. Wahab foresees that COVID-19 is a challenge. Every teacher at his school turns hands-on activities into using videos in the classroom. Food ingredients and kitchen utensils are provided for online home cooking lessons as required. Those who do not have a suitable cooking space can attend the school kitchen for a limited number of attendances. Mr. Wahab is also concerned about food safety and hygiene during COVID-19 to meet customers' requirements in line with the New Normal in food and restaurant services.

## Food for Thought

- If you do it by heart and commitment, the result turns pleasantly.
- Teachers can also learn from students. You could not put yourself outside the world, so good communication is essential.

# Cambodia

## Mr. Norn Dary

Cambodia

### Education Background

- 2014 - 2019 Bachelor's Degree in Biology,  
CheaSim University of Kamchaymear.  
2014 - 2016 Graduated Training from  
Provincial Teacher Training College  
(PTTC), Kampong Cham Province.



### Inspiration to Become a Teacher

Mr. Norn Dary is a primary school teacher at Quach Mengly Toulbeng Primary School in Kampong Cham Province, Kingdom of Cambodia. He has been teaching for 6 years with lots of teaching experience. Not only is he a teacher, but he also acts as an administrator for the school. His inspiration to become a teacher comes from his students' parents. Helping children makes teaching meaningful and becomes a passion as he may help the world lead people on the right path. Moreover, when his previous students have successful careers, it is one of his inspirations to be a good teacher.





## The Journey of Teaching

Mr. Norn Dary has expertise in teaching reading. He has shared useful teaching tips and techniques with his fellow teachers on how to teach 'slow learners' whom Mr. Norn Dary is taking special care. Students learn from different teaching techniques. For Mr. Norn Dary, it is important to choose the right teaching techniques and methods for each student. 'Teaching from beginner to advanced level' is also another important thing for him. Helping the students to understand the lessons from their hearts is also important.

# Cambodia



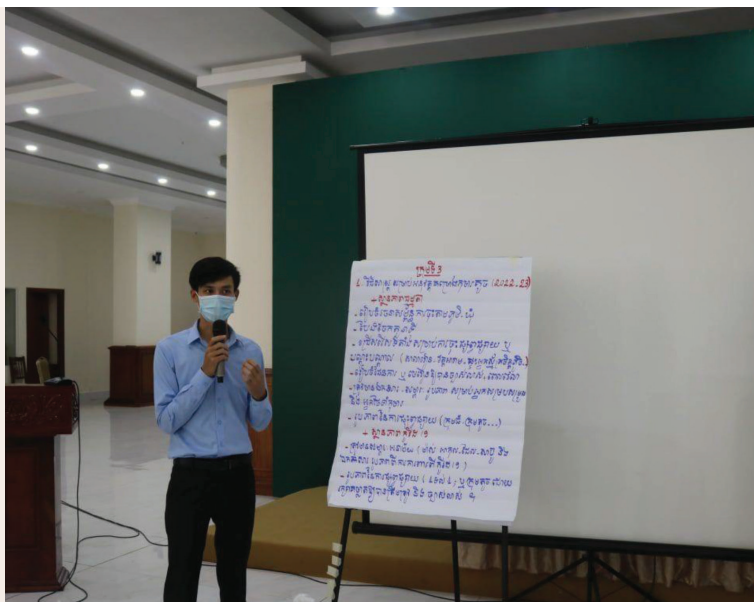
## Life as PMCA Awardee

The life of Mr. Norn Dary has changed due to his reputation for becoming an award recipient. Three main activities have been undertaken after being the awardee as follows; 1) Being a guest speaker at different educational events, 2) Sharing useful and practical worksheets and various teaching media to student teachers to help them to be good teachers as well as to his colleagues, and 3) Supporting extra works of the Ministry of Education, Youth and Sport in Cambodia as an expert in education. Moreover, he is helping to develop students in a remote area of Cambodia, as well as improving the environment in his area by using his own budget.

## Teaching during the Pandemic

During the pandemic, some students and their colleagues intended not to continue their studies. Therefore, Mr. Norn Dary tried to persuade them to realize the importance of education to everyone. For students who were thinking of dropping out of school, he and his colleagues met and encouraged them to continue their studies, as well as discussed with their parents to support their children. For his





colleagues who were planning to quit their jobs, he reminded them of the teacher's duties as well as encouraged them on how to achieve their goals.

For teaching techniques during the pandemic, a variety of teaching methods have been applied to help students cope with lessons taught both online and on-site. Some students were able to study online with their internet connection while some were unable to. Hence, on-hand teaching techniques have been also applied to students in the classroom.

Worksheets were also distributed to his students at home. Learning at home was also taken place for those who live not far from the teacher. Moreover, he has also given more extra preparation classes for two months in order to solve learning loss due to the pandemic so that they would be ready for the upcoming semester.

# Indonesia

**Ms. Khoiriah, M.Pd**

Indonesia

## Education Background

2020 - Present	Ph.D. candidate in Education Science, Lampung University.
2017	Master's degree in Mathematics Education/Biology Education, Lampung University.
1977	Bachelor's degree in Mathematics Education/Biology Education, Lampung University.



## Inspiration to Become a Teacher

**“From having no passion to be a teacher to an inspirational teacher”** was the beginning of Khoiriah's life as a teacher from Lampung, Indonesia. She never wanted to be a teacher but she had to pursue her parents' goals. As her parents wanted her to have a bright future with a secure job, she needed to study education to become a teacher. Her passion for being a teacher came when she realized that she truly desired to be a teacher. She was the only person in her family who chose to be a teacher. Ms. Khoiriah is now pursuing her Doctorate Degree at Lampung University. This has given her a chance to spread her teaching knowledge and at the same time, it is a platform for her to build a lot of connections concerning teaching techniques and helping students throughout Indonesia.





She also has a perception of teaching that **‘every teacher is actually an ordinary human being who has always become a giver to his student.’**

## **The Journey of Teaching**

First of all, Ms. Khoiriah, M.Pd observed her students in order to select any matching teaching methodologies for her students. She has realized the need to prepare her students before each class begins. She has used pre-tests to prepare teaching materials and post-tests to assess students’ achievement in analyzing, critiquing, and relating them to the lesson content. ‘The readiness’ of her students is always important. She believes that before her students start any class, they have to be ready before the lesson begins.

# Indonesia



## Life as PMCA Awardee

Ms. Khoiriah's life changed completely after receiving the PMCA Award as she realized that she needed to improve herself by pursuing a Ph.D. in Educational Sciences at Lampung University. In doing so, she can exchange her teaching knowledge with her classmates to get acquainted with more teaching techniques. She had traveled to various schools in remote areas for teaching despite the challenges she would face. She has also shared her worthwhile knowledge with her good heart as a teacher.

## Teaching during the Pandemic

Three years of teaching during the COVID-19 pandemic was a challenge for Ms. Khoiriah and her students. Middle and low-income students lost their motivation to study. Thus, teachers





needed to find various interesting teaching techniques to encourage them. In addition to teaching online classes, it was also important to become mentors to students and continually provide support to them. In so doing, she woke her students up early in the morning and talked to them about their problems and needs. These helped her understand the student's situation better. Some students didn't have a mobile phone to access to online learning since there was only one mobile phone in their families. Therefore, the teachers gave them opportunities to study at night after their parents had finished their works. Moreover, 'Internet Vouchers' provided by the Ministry of Education were also given to students as a reward for those who were active and this could motivate them to study.

## Mrs. Sengphet Khounpasert

Lao PDR

### Education Background

- 2007 Bachelor of Education (Physics),  
the National University of Laos
- 2006 Higher Diploma of English Communication,  
Kavin College (part time)



### Inspiration to become a Teacher

With a passion for being a teacher from a young age, Mrs. Sengphet Khunpasert served as a devoted teacher from the first day of her teaching at school. When she was young, she was recognized as a regional and national excellent student. This pride led her to develop a strong sense of self-confidence and determination to improve herself in an academic field. Science had always been her favorite subject and her special focus was physics. Her mother was also like the wind beneath her wings that supported her to pursue her dream and success. From her childhood dream of becoming a teacher until becoming a real teacher in the school she used to be a student, Mrs. Sengphet has devoted her time and efforts to helping young students to understand the complex content of physics and help them to access quality education. Mrs. Sengphet also devotes herself





to teaching and organizing activities that will bring optimal benefit to her students, such as organizing training and doing research. She believes that access to quality education will improve students' learning potential and make them proud of themselves.

## **The Journey of Teaching**

Since Mrs. Sengphet is a physics teacher, it is imperative that students should take practical lessons. Her teaching techniques, in addition to lectures, are laboratory practices by using nearby samples to relate to the content. If she finds that any student does not understand the course content, she will give that student a free tutoring session after school. Mrs. Sengphet has encouraged her students to join various competitions in school projects from middle schools to high schools

# Lao PDR



nationwide. As for her, nothing is more important than giving her students the opportunity to express themselves and achieve their own goals.

## Life as PMCA Awardee

Having granted the PMCA award is not only an honor for her, but also becomes an inspiration to other teachers to clearly perceive tangible results from contributions. Receiving this award also earned her the confidence to share useful knowledge and teaching techniques with others. Mrs. Sengphet always enjoys sharing and exchanging valuable experiences with her students and colleagues. This not only allows her to share something useful with others, but she also realizes that it is very important to improve herself as a teacher. More importantly, the more she is able to help, the better her students are.



Mrs. Sengphet has helped provide academic and technical mentoring advice to other teachers. She also helped support the role of women in schools by establishing the Women's Foundation for contributing to society, supporting sports for women, and spreading the values of arts and culture of Laos.



Being asked what the heart of success was, she humbly replied... **'Keep learning and keep improving'**





## Teaching during the Pandemic

During the COVID-19 pandemic, there were many learning obstacles students all over the world faced. Mrs. Sengphet was one of teachers who had to solve that problem efficiently to help her students. In particular, as a physics teacher, she wished to have hands-on practice sessions in the classroom and this was a real challenge.

She said online learning was a barrier to learning for some students due to their inaccessibility of devices and the internet. Thus, she and the other teachers discussed to figure out the best solution. preparing teachers to deal with unexpected situations and delivering effective content from classroom formats to distance learning. The group of teachers had to prepare their teaching materials and practical teachings before the actual day of the online session. A specific subject group was established so that each teacher could help each other to overcome various problems.

For the students, teachers assigned tasks and allowed them to conduct experiments on a given topic using available equipment. As for some students who could not access to the device and Internet, the school would provide courses' content via TV programs. More than half of them were not even able to access to the learning content during the home-based learning. Therefore, when the school reopened, she arranged additional tutoring sessions to compensate for the student's learning loss. No matter how the teaching has changed, for Mrs. Sengphet, every teaching methodology must be based on her students' interests.

# Malaysia

## Mr. Norhailmi Abdul Mutalib

Malaysia

### Education Background

- 2020 Master's Degree in Education, University Kebangsaan, Malaysia. Professional Development
- 2020 Workshop for Inquiry-Based Science Education (IbSE) Master Trainer, National STEM Centre
- 2019 CERN International Teachers, Geneva
- 2018 Honeywell Educators at Space Academy
- 2005 Bachelor's Degree (Honors) in Chemistry, University of Science, Malaysia.



### Inspiration to Become a Teacher

**“I have a good connection to my students that I need to help them because I believe education is going to change everyone. The hardships of childhood taught me a lot”** Mr. Mutalib recalled as he became a teacher. He had a similar socio-economical family background to his students. Ninety-five percent of his students come from low-income families; their fathers are farmers or fishermen while their mothers are housewives. That is the reason why he strongly believes in equality and equity in education. A good education makes everyone with any background become successful, especially for the outreach or the disadvantaged. There should be an agency working with their community that takes poverty away from them. Good education must begin with a good teacher that is the reason why he becomes a teacher and he always improves himself.





Mr. Mutalib has taken a good example of a teacher he met while being a substitute teacher as his role model. Being curious why that teacher was so popular among students, he found out that the connection and bond between a teacher and a student were necessary. Passion is a key factor in order to capture students' hearts and create attractiveness for students. Moreover, Mr. Mutalib believes in students' potential, so he always pushes them out of their limitations.

## **The Journey of Teaching**

For over fifteen years on his journey as an in-service science teacher at a rural secondary school in Kedah, Mr. Mutalib has implemented inquiry-based and project-based approaches in STEM education. He is keen on hands-on activities in which students can learn and

pay attention through a variety of activities. Mr. Mutalib is one of the main coaches at the National Science Academy Malaysia to foster inquiry-based science education. He also integrated digital technology into learning because he realizes that digital technology has become an integral part of our lives today.

Moreover, technology has been preferably adopted to motivate students in the flipped classroom and blended learning. Mr. Mutalib started blogging in 2012. At that time, his intention was to create and develop teaching and learning materials available on the internet so that his students could find knowledge on their own. Then, more digital content was created on social media. He kept up with digital trends to educate people and cater to his target audience, for example using Tik Tok which was easily accessible to children. It was the right time to create educational content on social media as he had received positive feedback from people on social media.

Another benefit for students was digital skills. They were able to create their own digital content which was required for their current career or future career paths. What made him proud was that one of his students, who became a production manager, could create digital content on national television.

Even though school leaders might not be able to understand or disagree with Mr. Mutalib's opinion, he made efforts to convince them by proving that his teaching techniques were highly suited to students' skills based on the national students' achievements.

## **Life as PMCA Awardee**

After being honored as a PMCA awardee, he was contacted by non-academic agencies to promote educational activities. Mr. Mutalib took this opportunity to get more people involved in supporting education for the benefit of more students.





He has also promoted the use of digital technology in STEM education through social media. Due to his efforts, a sports event was held after the pandemic. He has also applied drone technology to agriculture.

## Teaching during the Pandemic

Mr. Mutalib made his school the first webinar in Malaysia to organize a nuclear conference during the COVID-19 pandemic. However, he and his colleagues encountered several problems related to the unavailability of digital resources and the inaccessibility of students to gadgets. The teachers had to ensure that all students were engaged in learning. Most of their parents came from low-income families, so they did not know how to assist their children. Thus, Mr. Mutalib had to make a checklist of essentials for online learning at home to ensure that children get a good place to study. He often communicated with their parents via WhatsApp because the support of teachers was the most important thing in learning. After the pandemic, good quality learning materials and digital content continued to be developed for using in the classroom and empower students to learn differently and become independent learners as well as have self-motivation

## Remarks

**“Do your best, the rest is up to God”.** Some things need to take several times or years to succeed. You need to be dedicated and have strong determination in what you are doing.

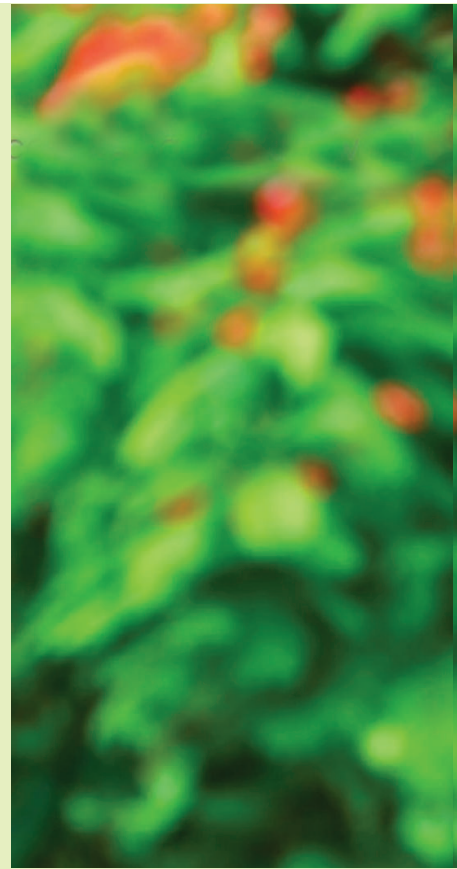
# Myanmar

**Mr. Kyaw Zin Aung**

Myanmar

## **Education Background**

2016 - 2018	Master of Education, Sagaing University
2009 - 2013	Bachelor of Education, Sagaing University



## **Inspiration to Become a Teacher**

Mr. Kyaw Zin Aung, a recipient of the prestigious PMCA Award from Myanmar, is now serving as an ELT Teacher Educator at Lashio Education Degree College, which is under the Department of Teacher Education. His responsibility is to train the teacher students who will become primary teachers proficient in the curriculum and pedagogy in teaching English. An example of Mr. Aung's exemplary teaching expertise comes from his continued exposure to a wide range of learners throughout his career. Mr. Aung emphasizes that in order to transform his country, a teacher must be able to ignite that intrinsic sense of initiative for a positive change. This strong affirmation appears to be ingrained in the image of a beloved





childhood teacher coupled with an innate desire to instill the same among educators and students.

## **The Journey of Teaching**

Despite the collection of many teaching methods on his cap, Mr. Kyaw Zin Aung strongly adheres to a strategically Student-Centered Approach alongside teaching Communicative Language Teaching (CLT) or Communicative Approach (CA). Pre-service teachers at primary schools across Myanmar are most privileged as direct sculptors tasked with creatively refining these ideas by providing a platform, "Sharing", "Updating" and "Discussing" with youth groups.

# Myanmar



## **Life As PMCA Awardee**

Prior to receiving the PMCA Award, Mr. Kyaw Zin Aung was a secondary school teacher in Lasho, Myanmar before moving to the Department of Methodology, Yankin Education Degree College of Yangon. Mr. Aung has continued his efforts to develop learners in the academic areas found in the reading competency program. In line with this initiative, consultation with parents through the exchange of knowledge about family well-being is as important as literacy. Ultimately, Mr. Aung aims to advance "educational equality", but that is beyond the work of educational institutions. By handing out free textbooks and school supplies and even teaching people adaptive skills amid the devastating pandemic, he proved to be quite admirable.



## Teaching during the Pandemic

During the pandemic, online classes were the most convenient alternative to traditional face-to-face learning. Mr. Kyaw Zin Aung also supported students with easy access to the Internet, video clips, and offline lessons. Moreover, he also guided students to search for textbooks in the library so that they could learn at home.

Mr. Kyaw Zin Aung is a great role model of professionalism. He always showed generosity to students as if he was their father. Compared to other professions, Mr. Aung is like an architect who designs and crafts beautiful roads for a compassionate journey to achieve students' dreams and aspirations. The key to being a successful teacher is not being arrogant towards others.



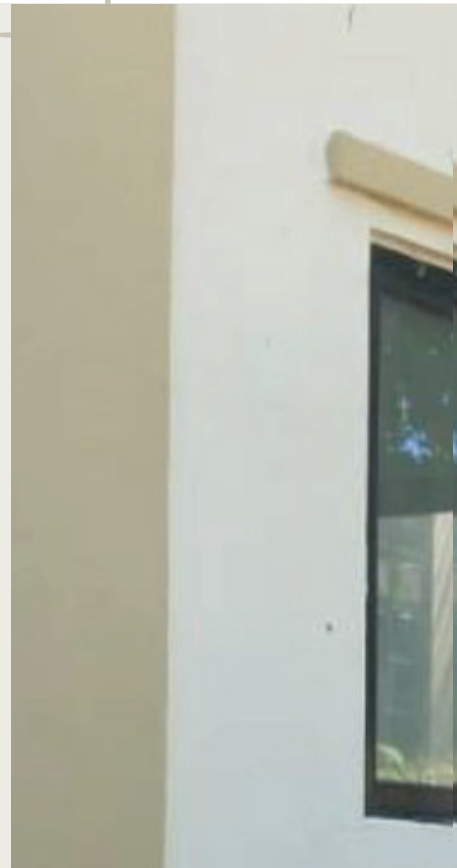
# The Philippine

## Mr. Marcelo T. Otinguey

The Philippines

### Education Background

- 2001 Master of Arts in Education,  
Major in General Education,  
Baguio Central University.
- 1993 Bachelor of Secondary Education,  
Major in Guidance and Psychology,  
Benguet State University, La Trinidad,  
Benguet, Philippines.



### Inspiration to Become a Teacher

The teaching profession continues to be criticized as far as compensation and labor are concerned. However, Mr. Otinguey continues to put his faith in this profession by committing to use all available skills and talents. He showed a heartfelt passion for teaching to serve children and the community.

These reasons not only make Mr. Otinguey a person to be admired, but more importantly, he is a selfless and service-minded primary school teacher. For PMCA awardees, time devoted to instruction and student achievement of those teachers are always appreciated.





## **The Journey of Teaching**

To keep the student's attention in class, Mr. Otinguey engages students in hands-on activities in addition to classroom lectures and tests. In addition, a platform for community development and outreach programs are also provided on an ongoing basis. They set a target to resolve the situation in the village and monitor the real situation by visiting them. It is important to learn that recognizing cultural values, conservation, and preservation is equally important. As a result, workshops and training involving adults are organized on traditional chants and dances. Mr. Otinguey aims to continue the lessons his ancestors conveyed in literary works and symbolic expressions.

# The Philippine



Remarkably, Mr. Otinguey has also delivered a number of programs that have a positive impact such as 1. "Wheels for PWDs", generating 10 wheelchairs and 10 pairs of crutches for the indigent beneficiaries; 2. "Books for the Barrios", distributing free reading materials to the public; 3. "Community Technical and Vocation Trainings", providing up-to-date skills for out-of-school children and their parents; 4. "Share A Joy" by donating items such as school uniforms and food and 5. "Academic Programs" provide for students who are 'vulnerable' to academic challenges. As a result, student dropouts have continually decreased.

## Life As PMCA Awardee

As a PMCA awardee, Mr. Otinguey is able to promote and doubly expanded his projects. By working as a team with high school faculty, sustainable and relevant pilot projects were created by using ingenious innovation. Some of his notable works include "Backyard Gardening", "Refrigerator, Air Conditioner, Computer Repair", "Bus Reading House" and "Reading Center" which serve as a small museum to promote the love of reading and culture as well as raise reading's skills in the future.





Mr. Otinguey's sacrifices include seeking help through donations and continuing outreach on a larger scale during his invitation as an honored speaker.

## Teaching during the Pandemic

The pandemic posed a major threat to the teaching and learning process. To meet their urgent need, Mr. Otinguey provided the students with USBs, module kits, and medical devices. In addition, in case of an emergency, a school ambulance with seven hospital beds were provided by kind donors. When the time came, distracted students would receive immediate attention for a speedy recovery in time. Teachers might need to pay some of their own money. This happened to Mr. Otinguey as well. Nonetheless, these became true with his skill in providing a place for wonderful classes in various state centers for the healing and providing 'class homes' for students during the lockdown. More home visits required support from parents who were less educated but were also assigned to serve as teachers at home.

## Philosophy Being A Teacher

Successful students as farmers and general professionals praise their teachers, although such appreciation does not end the game.

# Singapore

## Mr. Yok Joon Meng

Singapore

### Education Background

- 2013 Management and Leadership in Schools, Nanyang Technological University, Singapore
- 2011 M.Ed., Learning Sciences and Technologies, Nanyang Technological University, Singapore
- 2006 Post-graduate Diploma in Education, Nanyang Technological University, Singapore
- 2002 B.Bus, ICT (Second Class Honours), Nanyang Technological University, Singapore



### Inspiration to become a Teacher

Mr. Yok Joon Meng, a PMCA awardee from Singapore, had always desired to become a teacher since a very young age by playing the role of a teacher with his cousins and assigning them some work to do. He was also inspired by his primary teacher to communicate in English. Before becoming a teacher, he worked in a bank and volunteered to be a tutor for children at Family Service Center Singapore. His tutoring experience also motivated him to pursue a career in education.

With strong belief and confidence in his students, he has consistently encouraged them to be the best versions of themselves and to achieve their goals with their uniqueness and talents. Mr. Joon Meng realized



that students needed to develop the sense of self-confidence and self-belief so that they could accomplish their future achievements.

## **Main Teaching Techniques**

Adopting technology for primary school students seems to be a challenging task. Still, he makes it more enjoyable and interesting for students by supporting them to express their new ideas. He always begins his classes with a current news article to discuss among the students and encourages the connection between news and real life. For example, reading news about the melting of ice sheets in Greenland and then discussing about the reasons and the effects of the situation.



# Singapore

Mr. Joon Meng strongly believes in making language learning effective and authentic by connecting the lessons to real-life experiences and supporting his students to communicate in English. His tech-centric English classes and amusing game make the classes even more interesting and enjoyable for young children.

## **Life as PMCA Awardee**

After granting the PMCA award, Mr. Joon Meng donated iPads and books to the school library with the prize money he had received so that disadvantaged students could be able to learn equally.

Mr. Joon Meng mentored students to develop an application that educated young children about financial vigilance and saving for the future. Not only the new application that had been developed but also their self-confidence at a young age.

Because of the pandemic, people are looking for sustainability. Mr. Joon Meng has run a Rice Planting Project, which helped promote food sustainability. Moreover, children could see the value of each grain of rice after hard work so that they would not waste any food and only buy and take what they needed. He also shared information about waste decomposition with his students so they could develop a sense of empathy for the environment and other people around the world.

## **Teaching during the Pandemic**

The outbreak of the coronavirus disease (COVID-19) has caused unprecedented global socio-economic disruptions, including in the education section. All schools adopted online learning processes and technology played a key role. For that reason, disadvantaged children fell behind in education.



Mr. Joon Meng was well aware of the problem and he provided practical learning methods so that every child was able to have equal access to quality education. He started by surveying the needs and readiness of the students and then arranging devices for some students to help them learn properly. Using BUJO, bullet journal, in classes to help attain the study progress.

In term of online classes, he realized vulnerable conditions of some students were facing. He determined to increase the opportunities for them by providing devices for study, books and his time to help some students who had difficulty in learning. To engage his students in learning, Mr. Joon Meng asked the questions one by one and urged them to participate in class actively by making some adjustments on device to make the conversations clearly. He also called his students regularly to make sure that they had mental wellbeing during the home-based study. For low achiever students, he divided them into smaller groups and conducted different sessions as he truly believed that all students can be successful by working hard and he was willing to devote his time and energy to help them undoubtedly.

Due to his technological expertise, he assisted colleagues in planning online lessons by making short videos about how to use the online teaching programs and holding regular meetings to discuss the difficulty of using the programs or devices and he could see that the teachers became more confident about home-based learning which is useful for the students afterward.

# Thailand

**Ms. Pratin  
Leamchamroon**  
Thailand

## Education Background

- 2014 Ph.D. in Vocational & Technical Education Management, King Mongkut's University of Technology North Bangkok.
- 1999 Master's degree, National Institute of Development Administration.
- 1989 Bachelor's degree, Srinakharinwirot University, Prasarnmit Campus.



## Inspiration to Become a Teacher

**“I always want to be a teacher, not any other professions. My characteristics pursued me to be only a teacher.”** Ms. Pratin claimed. Her grandmother was an inspiration and a good storyteller. When Ms. Pratin was young, she enjoyed listening to her grandmother's stories and would like to share those amusing stories to her friends. Since then, she has realized teacher is her ambition. With her family's support, Ms. Pratin was lucky to further her studies and achieved a Bachelor's Degree. Marketing is her interest, so she became a vocational teacher in the marketing and business field.

Ms. Pratin was often chosen when the college planned to open a new program due to her dedication and determination. Once, she was injured by a serious accident which gave her a great lesson. Her dad





cheered up and told her to apart her mind from body. Didn't focus on injury or obstacles because these difficulties should pass. Since that day, she never regrets or becomes desperate no matter how life or her work is hard. Nowadays, some of her students become vocational teachers and colleagues. They are her hope. She wishes she would pass on all her experiences to these young blood teachers for producing a qualified and productive workforce for the country.

## **The Journey of Teaching**

Ms. Pratin dedicates her time and life to helping vulnerable students affected by Tsunami and works closely with the community. She gives them the opportunity to develop vocational skills to improve their quality of life after the disaster. A great example is Bang Plat

# Thailand

Homestay which turns one of the poorest fisherman communities in Phang-Nga to become a successful and strong local economy including homestay, restaurants, and souvenir shops.

As a teacher, Ms. Pratin never gives up on her students though they are considered as troublemakers. She believes no one is born to be a troublemaker, everything happens for a reason. Thus, she applies King Rama IX's development theory to improve quality of life of Thai people with a process of 'Understand, Approach, and Develop'. Misbehavior students should be given an opportunity, and education is the answer. They should be educated and guided in order to grow up properly as well as being employed to earn their living.

She also believes the STEM for entrepreneur program fostering vocational students' skills to be innovative, able to run their own business successfully and 100% employed. This achievement will overcome parents' perception on vocational education as another successful career path for their children.

## Life as PMCA Awardee

Being a PMCA Awardee seemed an unexpected honor in her life. She was nominated by an alumnus of the college whom Ms. Pratin assisted in setting up Bang Plat Homestay, a local business. From her daily hard work, she also had to work harder and busier. She did not want to leave her classes and responsibilities in caring for low-income boarders at Phang Nga Technical College. Although she has been invited as a speaker at many seminars or workshops, she continues to pursue STEM for entrepreneur program and expand into her network of vocational teachers.

Sometimes the team asks Ms. Pratin to reduce the present burdens. Then, Ms. Pratin asked them to consider how their students' lives would change for the better. Ms. Pratin is also happy to be an inspiration to other teachers. Some of them may not be able to



imagine how hard vocational teachers work. Ms. Pratin's impressive story has inspired and motivated other teachers when they are exhausted or feel disappointed.

## Teaching during the Pandemic

Phang Nga Technical College is a boarding school, so it was not greatly affected during the pandemic. Classes were scheduled normally while teachers and students were required to stay in the college. However, after the Governor of Phang Nga Province announced the closure of educational institutions due to social distance restrictions, some classes could continue to study online. The internship of vocational students could not be carried out. Project-based activities were replaced so that students could be able to gain knowledge and experience within the college

COVID-19 has affected the mental health of students. They were homesick and stressed as they could not live normal life. Some parents were upset about this situation. What the college would do was organize pleasant events within the college to entertain their students.



# Timor-Leste

## Mr. Vicente Marcal da Silva

Timor-Leste

### Education Background

2008 - 2011	Bachelor of Education D3 University Education INFORDEPE
1986 - 1987	PGSMTP-Dili D2, University



### Inspiration to Become a Teacher

**“From a poor family to an activist”** Mr. Vicente is from a low-income family. He became an activist to develop his country after independence. During his childhood, he loved to read and enjoyed the conversation. His parents supported him to read and learn, so he wished that other children would enjoy reading to develop themselves like him.

### The Journey of Teaching

Mr. Vicente has been teaching since 1984. He taught English and Portuguese. Today, he has become the headmaster of the seven



schools in his community. He is always the first person and the last one at school. He continues to use discipline and non-violence in school. Mr. Vicente was awarded by Timor-Leste Ministry of Education for his dedication to building unity and strengthening teacher networks.

### **Life as PMCA Awardee**

He wishes to promote women in education. He wants to gain valuable experience from the PMCA network to develop his colleagues who are teachers in Timor-Leste. Mr. Vicente is also interested in water management for the village to grow food crops and a school lunch project to solve malnutrition among Timor-Leste children.

# Timor-Leste



## Teaching during the Pandemic

Mr. Vicente is always visiting students and colleagues to provide assistance. He produced quick learning materials and printed it out for the students along with a mask and alcohol gel for hygiene purposes. Students can take notes on any issues they would like the teacher to clarify, and then the teacher will give individualized explanations.

Students in his community may stop learning in school, but they never stop learning life skills. They have practiced and gained lots of experiences in housework, agriculture, and farming. When the school reopened, they did not do much to learn. What they did was to recover the students' learning loss and adjust them to a New Normal life.





## Teaching Motto

Love what you do. Love learning. Learning will drive you to have success in whatever you want or do well.

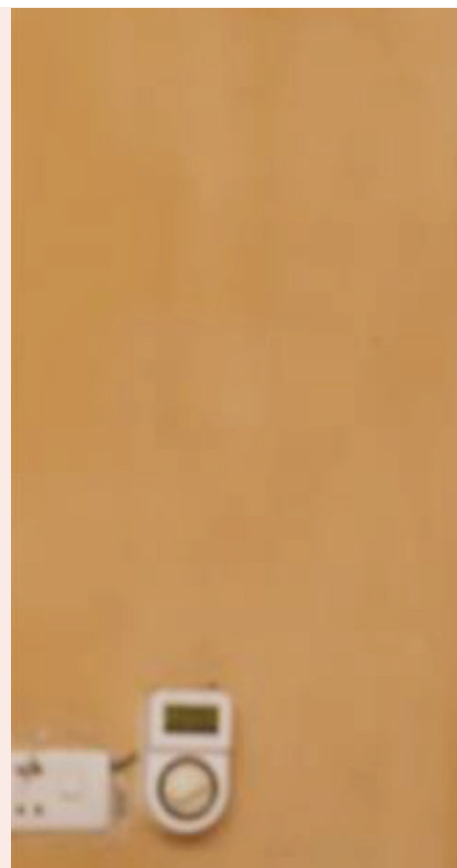
# Vietnam

**Ms. HA Anh Phuong**

Vietnam

## Education Background

2013 - 2016	Master of Arts in English Studies, Hanoi University
2009 - 2013	Bachelor of Arts in English Studies, Hanoi University



## Inspiration to Become a Teacher

The image of a devoted and hardship teacher in a mountainous school shown in a movie she watched as a child inspired Ms. Ha Anh Phuong to become a teacher in order to help underprivileged students access to quality education. She is aware of the educational problems facing minorities, especially people and women with low education. After getting a master's degree in English, she realized that being a teacher was the best way to improve people's lives. So, she decided to return to her hometown to pursue her dream of becoming a teacher. One of the most inspiring people in her life was a secondary school teacher who encouraged students to dream and believe in themselves.

Mr. Ha Ann Phuong tries her best in everything she does. She stated that 'being a good teacher', should be kind and willing to learn and



to improve. Today, Ms. Ha Anh Phuong is an English teacher living and working in a mountainous area where most students have difficulty learning English due to their shyness. They believe that the only purpose of learning English is to meet certain criteria. So, her job is doubly challenging for this reason.

## **The Journey of Teaching**

Due to the location of the school in a remote area and students lacking opportunities to communicate in real-life English, teaching at her school has many limitations and difficulties. Still, she developed a fun and unique style of teaching English. She focuses on two main factors. Such factors include student-centered learning and skill development in the 21st century and project-based learning. Another factor is game-based learning and communicative teaching methods.



# Vietnam

Ms. Ha Anh Phuong has helped her students connect with new friends from schools worldwide via Skype by developing the 'Borderless Classroom Model'. This model enables her students to connect and communicate in English with people from different countries and cultures. Connecting with people around the world not only helps them learn new things but also helps them to 'Intrinsic Motivation', the doing of an activity for its inherent satisfaction rather than for some separable consequence. Connecting with people around the world not only helps them learn new things but also gives them the 'intrinsic motivation' of doing activities for pleasure rather than any other outcomes.

When motivated from within, individuals turn to activities for fun or challenges that arise rather than external pressures or rewards. This is very important to help them succeed in anything not just learning English.

## **Life as PMCA Awardee**

Being awarded the PMCA gave her many opportunities. One of them was that she had the chance to work with schools and organizations to promote issues that benefit the community and the school. She recently worked with schools and communities on the topic of the "Anti Cyber Bullying Project".

In October 2021, she joined a program with the Royal Thai Embassy in which more than 20,000 teachers and students from all over the world participated in a cultural exchange and promotion program.

Not only did she learn and exchange new cultures, but her students were also given that opportunity.



## Teaching during the Pandemic

During the COVID-19 pandemic, all schools are required to have online sessions including her mountainous school. The pandemic has exacerbated education restrictions and many students in almost every country have fallen behind, especially disadvantaged children. Most students of Ms. Ha Anh don't have access to home-based learning for a variety of reasons. Some children don't have school supplies. Some people have to help their families with work. Even if some students have equipment and time to study, they are unable to study because of their internet connection. To find an internet signal, students must climb to the top of the mountain to study.

To engage students in online learning, Ms. Ha Anh has set up rules for online studying. She encourages students to communicate in English as well as to use technology in the classroom to make it more interesting. She has also developed parent communication by creating a line group to watch their children while studying online.

## Teaching Motto

Do the best you can to ensure that no student is left behind under the inevitable conditions.

## **Special Thanks to**

Dr. Krissanapong Kirtikara  
Dr. Benjalug Namfa  
Dr. Tinsiri Siribodhi  
Dr. Chawin Chantarasenawong  
Ms. Churairat Sangboonnum  
Ms. Kanittha Hanirattisai  
Dr. Prattana Kaewpet  
Dr. Rungnapa Chitrotchanarak  
Ms. Fateemah Mingsoo

## **Photos by:**

The 2021 Princess Maha Chakri Award Recipients  
Ramjitti Institute

## **This Booklet is prepared by:**

Ms. Nattinee Promprasit  
Ms. Narumon Chumcharoensuk  
Ms. Witchuda Hayema

---

The Fourth Princess Maha Chakri Award Forum

ISBN : 978-616-93648-5-6

Published by : Princess Maha Chakri Award Foundation

Tel., +66(0) 89-142-0300 [secretariat@pmca.or.th](mailto:secretariat@pmca.or.th)

[www.pmca.or.th](http://www.pmca.or.th)





