The 6th PMCA Forum 2026



The 6th Princess Maha Chakri Award Forum

21 – 23 October 2026

IMPACT Forum, Nonthaburi, Thailand



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About the Princess Maha Chakri Award

The **Princess Maha Chakri Award (PMCA)** is more than an international recognition award of outstanding teachers—it is a celebration of the transformative power of education and of teachers who dedicate their lives to changing the futures of children.

Established in **2015** to commemorate the **60th birthday anniversary of Her Royal Highness Princess Maha Chakri Sirindhorn of Thailand**, the Award reflects Her Royal Highness's lifelong commitment to expanding educational opportunities, particularly for children and youth in remote and underserved communities.

The Award honours teachers whose dedication, compassion, and innovation have made a lasting impact on their students, schools, and communities. It also seeks to elevate the teaching profession, promote the exchange of educational innovations, and strengthen a network of outstanding teachers across the fourteen countries: ASEAN, Bangladesh, Bhutan, Mongolia and beyond. Each fourteen

participating country's Ministry of Education selects one exceptional teacher through a national selection process, with the final recipients endorsed by Her Royal Highness Princess Maha Chakri Sirindhorn.

Since **2015**, the Princess Maha Chakri Award has recognised outstanding teachers from **14 countries** where Her Royal Highness has undertaken educational initiatives: Bangladesh, Bhutan, Brunei Darussalam, Cambodia, Indonesia, Lao PDR, Malaysia, Mongolia, Myanmar, the Philippines, Singapore, Thailand, Timor-Leste, and Vietnam. Each recipient receives the Princess Maha Chakri Award Medal, a Gold Honorary Brooch, a commemorative plaque, a Certificate of Honour, and a cash prize of **USD 10,000.**

The Princess Maha Chakri Award is not only a recognition of past achievements but also an investment in the future of education. Through the continued support of the Princess Maha Chakri Award Foundation, recipients expand their educational innovations, share knowledge across borders, and lead initiatives that improve opportunities for children and communities. By connecting exceptional teachers throughout the region, the Award continues to inspire educational excellence, foster international collaboration, and reaffirm the profound difference that one dedicated teacher can make in shaping a better future.

About the Princess Maha Chakri Award Forum

The **Princess Maha Chakri Award (PMCA) Forum** is an international educational forum organised by the **Princess Maha Chakri Award Foundation (PMCAF)** alongside the Princess Maha Chakri Award Ceremony every other year. The PMCA Forum serves as a platform for teachers, educators, policymakers, researchers, and development partners to exchange innovative teaching practices, discuss current educational challenges, and strengthen regional cooperation in education in Asia. The forum reflects the vision of Her Royal Highness Princess Maha Chakri Sirindhorn, who has long promoted quality education, equitable learning opportunities, and international collaboration to improve the lives of children and young people, particular the disadvantaged groups in the remote communities.

The PMCA Forum brings together Princess Maha Chakri Award recipients from participating countries to share their experiences and educational innovations through keynote presentations, panel discussions, workshops, and best-practice sessions. Rather than focusing solely on reconising outstanding teachers, the forum emphasises how successful teaching approaches can be adapted and replicated to improve education systems across the region.

Participants discuss on relevant and practical solutions to issues such as inclusive education, digital learning, STEM education, teacher professional development, education for disadvantaged learners, and the development of essential 21st-century skills.

A distinctive feature of the PMCA Forum is its emphasis on **"Show and Share"**, where the PMCA award recipients present classroom innovations and practices that have transformed students' lives. These sessions encourage peer learning, inspire educational innovation, and foster long-term professional networks among teachers from different countries. The forum also provides opportunities for collaboration among Ministries of Education, universities, international organisations, and educational institutions to develop joint initiatives that advance educational quality throughout the region. Since its establishment, the PMCA Forum has evolved into one of Asia's significant platforms for educational collaboration.

Today, the PMCA Forum continues to strengthen a growing international network of outstanding teachers from **14 participating countries**—Bangladesh, Bhutan, Brunei Darussalam, Cambodia, Indonesia, Lao PDR, Malaysia, Mongolia, Myanmar, the Philippines, Singapore, Thailand, Timor-Leste, and Vietnam. Through continuous knowledge exchange, collaborative projects, and professional dialogue, the forum reinforces the Princess Maha Chakri Award's mission of recognising exceptional teachers while advancing educational innovation, inclusion, and sustainable development throughout the region.

The 6th Princess Maha Chakri Award Forum Programme

21–23 October 2026

IMPACT Forum, Muang Thong Thani, Thailand

Theme: "Empowering Teachers for Tomorrow – Balancing Foundational Skills, Humanity and AI Competencies"

Start	End	Activity	Venue
Monday 19 October 2026			
09:00	20:00	Arrival of PMCA Recipients in Bangkok	Airport
Tuesday 20 October 2026			
09:00	10:00	PMCA Recipients Gathering — a welcome to all PMCA Recipients from 2015–2025	Sapphire 202
10:00	12:00	Briefing for 2025 PMCA Recipients — Opening Ceremony protocols, presentation and Show & Share sequences	Sapphire 202
12:00	13:30	Lunch for all PMCA Recipients	1st floor
13:30	17.00	Preparation of presentation for all PMCA recipients	1st floor
17:00	18:00	Rehearsal for all PMCA Recipients —test-run slides and VDOs on the MAIN SCREEN, plus protocol	Grand Diamond Ballroom
18:00	19:00	Cocktail reception for High Officials from the Ministries of Education 11 ASEAN countries, Bangladesh, Bhutan and Mongolia	
19:00	20:00	Dinner for High Officials from the Ministries of Education 11 ASEAN countries, Bangladesh, Bhutan, and Mongolia	

Start	End	Activity	Venue
Wednesday 21 October 2026 — Opening Ceremony (AM) | Plenary (PM)			
06:30	07:30	Registration of PMCA Forum Opening Ceremony participants	Grand Diamond Ballroom Concourse
07:30	08:15	Security procedures for participants at the IMPACT Forum entrance	Grand Diamond Ballroom Concourse
08:00	08:45	Participants are seated for Opening Ceremony briefings and introduction	Grand Diamond Ballroom
08:45	09:00	Preparation for the arrival of HRH Princess Maha Chakri Sirindhorn	Grand Diamond Ballroom
09:00	09:05	Arrival of HRH Princess Maha Chakri Sirindhorn	Grand Diamond Ballroom
09:05	09:10	Address by the Minister of Education of Thailand	Grand Diamond Ballroom
09:10	09:15	Report by the Chairman of the PMCA Foundation Dr. Krissanapong Kirtikara	Grand Diamond Ballroom
09:15	09:25	Opening address — the 6th PMCA Forum and the 4th Equitable Education Fund (EEF) International Conference	Grand Diamond Ballroom
09:25	10:35	Reports by the fourteen 2025 PMCA Recipients, in groups categorised by expertise	Grand Diamond Ballroom
10:35	10:55	Break	
10:55	11:20	HRH Princess Maha Chakri Sirindhorn performs Thai music together with PMCA Network Teachers and Sai Yai Chamchuri Band	Grand Diamond Ballroom
		END OF LIVE STREAMING	
11:20	12:30	Luncheon with HRH — High Officials from 14 countries, and invited guests	Sapphire 204–205
11:30	12:30	Lunch break for participants	Banquet Hall 102

Start	End	Activity	Venue
12:30	12.45	HRH visits the exhibits	Ballroom Hallway
12:50	12:55	HRH joins group photographs (1) EEF scholarship students	Sapphire 201
12:55	13:00	HRH joins group photographs (2) PMCAF committee	Sapphire 201
13:00	13:05	HRH joins group photographs (3) PMCAF 3 subcommittees and departs	Sapphire 201
14:00	15:30	**Special Keynote** "Balancing Technology and Humanity", • Phra Brahmashakyavamshavisuddhi (Anil man Dhammasakiyo), Wat Bawonniwet Vihara. **Panel Discussion** "AI Competency for Teachers" • Prof. Lim Cher Ping, Chair Professor of Learning Technologies and Innovation, The Education University of Hong Kong "Strengthening Social Emotional Learning and Well-Being in the Changing World" • Ms. Jenelle Babb, Regional Advisor for Education for Health and Well-being, UNESCO Regional Office in Bangkok "Balancing Foundational Skills & AI Competencies" • Dr. Koji Miyamoto, Senior Economist, Education Global Practice, World Bank	Grand Diamond Ballroom
15:30	15:45	Coffee break — END OF THE PROGRAMME FOR GENERAL PARTICIPANTS	Concourse
15:45	17:00	Officials' Session (BY INVITATION ONLY for MOE officials and diplomatic delegates.) — representatives of the 14 country Ministries of Education share teacher-selection and nomination criteria.	Sapphire 204

Start	End	Activity	Venue
Thursday 22 October 2026 — Show and Share Day			
08:30	10:00	Show and Share Session [S1] — 2025 PMCA Recipient: Bangladesh - Mathematics, Sciences, English and Bangla Language	Sapphire 201
08:30	10:00	Show and Share Session [S2] — 2025 PMCA Recipient: Bhutan - English Language and Media Studies	Sapphire 202
08:30	10:00	Show and Share Session [S3] — 2025 PMCA Recipient: Brunei Darussalam - Computer Science	Sapphire 203
08:30	10:00	Show and Share Session [S4] — 2025 PMCA Recipient: Cambodia - Mathematics	Sapphire (TBC)
08:30	10:00	Show and Share Session [S5] — 2025 PMCA Recipient: Indonesia - Special Education	Sapphire 204
08:30	10:00	Show and Share Session [S6] — 2025 PMCA Recipient: Lao PDR - Biology and Chemistry, School Management	Sapphire 205
08:30	10:00	Show and Share Session [S7] — 2025 PMCA Recipient: Malaysia - Food Processing - Technical Vocational Education (TVET)	Sapphire 206
10:00	10:30	Coffee break	Concourse
10:30	12:00	Show and Share Session [S8] — 2025 PMCA Recipient: Mongolia - Special Needs: Youth with Intellectual Disability	Sapphire 201
10:30	12:00	Show and Share Session [S9] — 2025 PMCA Recipient: Myanmar - English Language	Sapphire 202
10:30	12:00	Show and Share Session [S10] — 2025 PMCA Recipient: The Philippines - Environmental Education	Sapphire 203
10:30	12:00	Show and Share Session [S11] — 2025 PMCA Recipient: Singapore - Special Needs and Inclusive Education	Sapphire 204
10:30	12:00	Show and Share Session [S12] — 2025 PMCA Recipient: Thailand - Life Skills & Community Engagement	Sapphire 101
10:30	12:00	Show and Share Session [S13] — 2025 PMCA Recipient: Timor-Leste - Multigrade Teaching, School and Community Engagement	Sapphire 205

Start	End	Activity	Venue
10:30	12:00	Show and Share Session [S14] — 2025 PMCA Recipient: Viet Nam - Early Childhood Development (ECD) and Management	Sapphire 206
12:00	13:00	Lunch break	Banquet Hall 102
13:00	14:30	Show and Share Session [T1] — Country Team: Brunei Darussalam	Sapphire 201
13:00	14:30	Show and Share Session [Tx] — Country Team: Cambodia	Sapphire (TBC)
13:00	14:30	Show and Share Session [T2] — Country Team: Indonesia	Sapphire 202
13:00	14:30	Show and Share Session [T3] — Country Team: Lao PDR	Sapphire 203
13:00	14:30	Show and Share Session [T4] — Country: Malaysia	Sapphire 204
13:00	14:30	Show and Share Session [T5] — Country Team: Myanmar	Sapphire 205
14:30	15:00	Coffee break	Concourse
15:00	16:30	Show and Share Session [T6] — Country Team: The Philippines	Sapphire 201
15:00	16:30	Show and Share Session [T7] — Country Team: Singapore	Sapphire 202
15:00	16:30	Show and Share Session [T8] — Country Team: Thailand	Sapphire 203
15:00	16:30	Show and Share Session [T9] — Country Team: Timor-Leste	Sapphire 204
15:00	16:30	Show and Share Session [T10] — Country Team: Viet Nam	Sapphire 205
18:30	20:00	Dinner for all PMCA Recipients	Sapphire 201
Friday 23 October 2026			
09:00	16:00	Workshop for all PMCA Recipients	
09:00	16:00	The 4th International Conference on Equitable Education, hosted by EEF	IMPACT Forum
18:00	20:00	Dinner and reflection of PMCA Recipients	Sapphire 201
Saturday 24 October 2026			
09:00	16:00	Departure of PMCA Recipients from Bangkok	Airports



กำหนดการพิธีเปิดการประชุมวิชาการนานาชาติ รางวัลสมเด็จเจ้าฟ้ามหาจักรี ครั้งที่ ๖ และ การประชุมวิชาการนานาชาติเพื่อความเสมอภาคทางการศึกษา ครั้งที่ ๔

วันที่ ๒๑ - ๒๓ ตุลาคม ๒๕๖๙
ณ อาคารอิมแพ็ค ฟอรั่ม 2 เมืองทองธานี จังหวัดนนทบุรี

วันที่ ๒๑ ตุลาคม ๒๕๖๙

เวลา	กิจกรรม
๐๖.๓๐ – ๐๗.๓๐ น.	◆ ลงทะเบียนและรับเอกสาร ด้านหน้าห้องแกรนด์ ไดมอนด์ บอลรูม เริ่มเข้าห้องประชุมเวลา ๐๗.๑๕ น.
๐๘.๐๐ น.	◆ ผู้เข้าร่วมพิธีนั่งประจำที่ในห้องแกรนด์ ไดมอนด์ บอลรูม
๐๙.๐๐ - ๐๙.๒๕ น.	◆ สมเด็จพระกนิษฐาธิราชเจ้า กรมสมเด็จพระเทพรัตนราชสุดา ฯ สยามบรมราชกุมารี เสด็จพระราชดำเนินเข้าห้องแกรนด์ ไดมอนด์ บอลรูม - พระราชทานพระราชดำรัสทรงเปิดการประชุมวิชาการนานาชาติ รางวัลสมเด็จเจ้าฟ้ามหาจักรี ครั้งที่ ๖ และการประชุมวิชาการนานาชาติเพื่อความเสมอภาคทางการศึกษา ครั้งที่ ๔
๐๙.๒๕ - ๑๐.๓๐ น.	◆ สมเด็จพระกนิษฐาธิราชเจ้า กรมสมเด็จพระเทพรัตนราชสุดา ฯ สยามบรมราชกุมารี - ทอดพระเนตรและทรงรับฟังการนำเสนอผลงานของครูรางวัลสมเด็จเจ้าฟ้ามหาจักรี รุ่นที่ ๖ ปี ๒๕๖๘
๑๐.๔๕ - ๑๑.๑๕ น.	◆ สมเด็จพระกนิษฐาธิราชเจ้า กรมสมเด็จพระเทพรัตนราชสุดา ฯ สยามบรมราชกุมารี - ทรงดนตรี และทรงขับร้องเพลงร่วมกับวงดนตรีสายใยจามจุรี วงดนตรีสากล สโมสรนิสิตจุฬา (CU Band) และคณะครูเครือข่ายมูลนิธิรางวัลสมเด็จเจ้าฟ้ามหาจักรี
๑๑.๑๕ - ๑๑.๒๕ น.	◆ ประทับพักพระอิริยาบถ ณ ห้องแซฟไฟร์ ๒๐๖

เวลา	กิจกรรม
๑๑.๒๕ - ๑๒.๔๐ น.	◆ สมเด็จพระกนิษฐาธิราชเจ้า กรมสมเด็จพระเทพรัตนราชสุดา ฯ สยามบรมราชกุมารี - เสวยพระกระยาหารกลางวัน - พระราชทานเลี้ยงอาหารกลางวันแก่ คณะกรรมการมูลนิธิฯ ประธานกรรมการ ๔ คณะ ของมูลนิธิรางวัลสมเด็จเจ้าฟ้ามหาจักรี ผู้บริหารองค์กรหลักของกระทรวงศึกษาธิการ ผู้บริหารกระทรวงศึกษาธิการ ๑๓ ประเทศ เอกอัครราชทูต ๑๓ ประเทศ ในประเทศไทย และผู้สนับสนุนกิจการของมูลนิธิรางวัลสมเด็จเจ้าฟ้ามหาจักรี
๑๑.๒๕ - ๑๒.๔๐ น.	◆ รับประทานอาหารกลางวัน สำหรับผู้เข้าร่วมประชุม ณ ห้อง Banquet Hall ๑๐๒ ชั้น ๑
๑๒.๔๐ - ๑๓.๑๕ น.	◆ สมเด็จพระกนิษฐาธิราชเจ้า กรมสมเด็จพระเทพรัตนราชสุดา ฯ สยามบรมราชกุมารี เสด็จพระราชดำเนินทอดพระเนตรนิทรรศการ
๑๓.๑๕ - ๑๓.๓๕ น.	◆ สมเด็จพระกนิษฐาธิราชเจ้า กรมสมเด็จพระเทพรัตนราชสุดา ฯ สยามบรมราชกุมารี ทรงฉายพระฉายาลักษณ์ร่วมกับบุคคลต่าง ๆ ณ ห้องแชฟไฟร์ ๒๐๑ ดังนี้ **ชุดที่ ๑** นักศึกษา “ทุนพระกนิษฐาสัมมาชีพ” ประธานกองทุนฯ ผู้จัดการกองทุนฯ และผู้อำนวยการสำนักฯ **ชุดที่ ๒** กรรมการมูลนิธิรางวัลสมเด็จเจ้าฟ้ามหาจักรี **ชุดที่ ๓ - ๖** ประธานกรรมการมูลนิธิรางวัลสมเด็จเจ้าฟ้ามหาจักรี ประธานและคณะกรรมการของมูลนิธิฯ จำนวน ๔ ชุด
๑๓.๓๕ น.	◆ สมเด็จพระกนิษฐาธิราชเจ้า กรมสมเด็จพระเทพรัตนราชสุดา ฯ สยามบรมราชกุมารี เสด็จพระราชดำเนินกลับ
๑๔.๐๐ - ๑๕.๓๐ น.	◆ **ปาฐกถาพิเศษ** “การสร้างสมดุลระหว่างเทคโนโลยีและความเป็นมนุษย์” โดย พระพรหมศากยวงศ์วิสุทธิ์ (ดร. อนิลมาน ศากยะ) วัดบวรนิเวศวิหาร **การเสวนา (Panel Discussion)** ๓ ท่าน : (๑) สมรรถนะด้านปัญญาประดิษฐ์สำหรับครู - Prof. Lim Cher Ping ศาสตราจารย์ประจำ The Education University of Hong Kong (๒) การเสริมสร้างการเรียนรู้ทางสังคมและอารมณ์และสุขภาวะทางใจในโลกที่เปลี่ยนแปลง - Jenelle Babb ที่ปรึกษาระดับภูมิภาค UNESCO กรุงเทพฯ

เวลา	กิจกรรม
	(๓) การสร้างสมดุลระหว่างทักษะพื้นฐานกับทักษะด้านปัญญาประดิษฐ์ - Dr. Koji Miyamoto นักเศรษฐศาสตร์อาวุโส ธนาคารโลก
๑๕.๔๕ - ๑๗.๐๐ น.	◆ การประชุมผู้บริหาร เรื่อง การคัดเลือกครูรางวัลสมเด็จเจ้าฟ้ามหาจักรี ใน ๑๔ ประเทศ

วันที่ ๒๒ ตุลาคม ๒๕๖๙

๐๘.๓๐ - ๑๐.๐๐ น.	◆ Show and Share โดย ครูรางวัลสมเด็จเจ้าฟ้ามหาจักรี ๗ ประเทศ ณ ห้องแซฟไฟร์ ๒๐๑ – ๒๐๖ - บังกลาเทศ : วิชาคณิตศาสตร์ วิทยาศาสตร์ ภาษาอังกฤษ และ ภาษาบังคลา (ห้องแซฟไฟร์ ๒๐๑) - ภูฏาน : ภาษาอังกฤษ และ สื่อศึกษา (ห้องแซฟไฟร์ ๒๐๒) - บรูไนดารุสซาลาม : Computer Science (ห้องแซฟไฟร์ ๒๐๓) - กัมพูชา : คณิตศาสตร์ (รอการยืนยัน) - อินโดนีเซีย : การศึกษาพิเศษ (ห้องแซฟไฟร์ ๒๐๔) - ลาว : ชีววิทยา เคมี การบริหารโรงเรียน (ห้องแซฟไฟร์ ๒๐๕) - มาเลเซีย : การแปรรูปอาหาร - การอาชีวศึกษา (ห้องแซฟไฟร์ ๒๐๖)
๑๐.๐๐ - ๑๐.๒๐ น.	◆ รับประทานอาหารว่าง
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เวลา	กิจกรรม
๑๒.๐๐ - ๑๒.๕๐ น.	◆ รับประทานอาหารกลางวัน
๑๓.๐๐ - ๑๔.๓๐ น.	◆ Show and Share โดย ทีมประเทศ ณ ห้องแซฟไฟร์ ๒๐๑ - ๒๐๕ (ประเทศบรูไนดารุสซาลาม, กัมพูชา, อินโดนีเซีย, ลาว, มาเลเซียและเมียนมา)
๑๔.๓๐ - ๑๔.๕๐ น.	◆ รับประทานอาหารว่าง
๑๕.๐๐ - ๑๖.๓๐ น.	◆ Show and Share โดย ทีมประเทศ ณ ห้องแซฟไฟร์ ๒๐๑ - ๒๐๕ (ประเทศฟิลิปปินส์, สิงคโปร์, ประเทศไทย, ติมอร์-เลสเต และเวียดนาม)

วันที่ ๒๓ ตุลาคม ๒๕๖๙

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๐๙.๐๐ - ๑๖.๐๐ น.	◆ กิจกรรมของครูรางวัลสมเด็จเจ้าฟ้ามหาจักรี

หมายเหตุ:

1) กำหนดการอาจเปลี่ยนแปลงตามความเหมาะสม

2) การแต่งกาย

วันที่ ๒๑ ตุลาคม ๒๕๖๙

ข้าราชการ - ชุดกากี คอพับ แขนยาว

บุคคลทั่วไป - ชุดผ้าไทยสีดำ หรือชุดสุภาพ สีดำ

วันที่ ๒๒ - ๒๓ ตุลาคม ๒๕๖๙

ชุดผ้าไทยสีดำ หรือชุดสุภาพ สีดำ

The 2025 PMCA Recipients



Md. Shafiul Islam

Bangladesh



Ms. Chimi Dema

Bhutan



Mrs. Shahrifah binti Haji Mohd Shahlan

Brunei Darussalam



Mrs. Meas Somavatey

Cambodia



Mrs. Ade Putri Sarwendah

Indonesia



Mrs. Bounma Phothilath

Lao PDR



Ts. Mohd Rosnizam bin Mohd Yusoff

Malaysia



Mrs. Uyanga Adiyasuren

Mongolia



Ms. Maw Maw

Myanmar



Mrs. Lea Domingo

Philippines



Madam Ang Sing Yee

Singapore



Mr. Phaiwan Yapan

Thailand



Mr. Francisco de Carvalho

Timor-Leste



Mrs. Nguyễn Thị Thu Lan

Vietnam



Bangladesh

Md. Shafiul Islam

Education Background:
Master of Science in Psychology, Rajshahi University
Bachelor of Science in Psychology, Rajshahi University

Current School:
Chakenayet Model Government Primary School, Naogaon Sadar, Naogaon, Bangladesh

Area of Expertise:
Mathematics, Sciences, English and Bangla Language



I. The Journey in Teaching

For Mr. Shafiul, teaching is not merely a profession but a lifelong vow and a form of personal dedication. He believes that teaching is the most powerful profession for transforming people's thinking, shaping their lifestyles, and inspiring positive actions. Guided by this conviction, he has devoted himself to nurturing not only the academic development of his students but also their character and well-being.

Throughout his teaching journey, Mr. Shafiul has embraced patience and tolerance as essential qualities of an effective educator. He recognises that education extends far beyond the classroom and that students' learning is deeply influenced by their home environment and overall well-being. Believing that a healthy body supports a healthy mind, he regularly visits his students' homes to better understand their living conditions and the challenges they face. Witnessing the hardships experienced by many of his students has strengthened his commitment to supporting them beyond academics, motivating him to provide assistance whenever possible and ensuring that no child is left behind in their educational journey.





II. Activities after Receiving the Princess Maha Chakri Award

After receiving the Princess Maha Chakri Award, Mr. Shafiul shared his experiences from the award ceremony in Thailand with students, colleagues, parents, family members, and education authorities, inspiring his school community with his impression from Thailand.

He further strengthened his learner-centred teaching practices by enhancing literacy instruction through a balanced approach to reading, writing, speaking, and listening. He introduced innovative classroom strategies such as his self-developed "White Word Cards and Color Cards" to increase student engagement, expanded the use of low-cost teaching materials, ICT and multimedia resources, and incorporated creative activities including drawing, music, rhymes, Brain Gym, physical movement, and tongue twisters to make learning more interactive and enjoyable.





Beyond the classroom, Mr. Shafiul intensified his efforts to support students' holistic development. He conducted baseline assessments to tailor instruction to learners' needs, maintained close communication with parents through home visits and phone calls, encouraged regular school attendance, promoted life skills and positive habits, and involved students in community and government activities to broaden their perspectives. Recognising the challenges faced by disadvantaged learners, he also provided study tables, LED lights, educational materials, and organisational supplies for families, while continuing to emphasise student well-being, meditation, physical activity, and strong home-school partnerships to ensure that every child has the opportunity to succeed.

III. Teaching Methods

Mr. Shafiul's teaching philosophy is grounded in classical pedagogical principles, moving from concrete to abstract, simple to complex, and known to unknown. He employs methods that progress from specific examples to general formulas, and from whole to part learning. His key teaching methods are as follows:

- Learner-centred, inclusive, and systematic teaching approach.
- Applies pedagogical principles: concrete to abstract, simple to complex, known to unknown, specific to general, part to whole, and inductive learning.
- Use Triple K approach (Chalk, Talk, and Walk) to combine effective explanation, interaction, and active classroom engagement.
- Maintains individual student profiles to provide personalised instruction.
- Involves students in preparing and using learning materials to increase engagement.
- Uses interactive methods, including discussions, question-and-answer sessions, observation, mind mapping, listing, classification, games, and real-life learning activities.
- Integrates multimedia and PowerPoint presentations to enhance students' understanding.
- Emphasises vocabulary, phonics, sentence structures, and communicative language learning in Bangla and English classes.
- Promotes critical thinking through collaborative and inquiry-based learning across subjects.
- Encourages curiosity, independent thinking, active participation, and lifelong learning.





IV. Future Plans

Mr. Shafiul's future plan is to sustain his current initiatives while expanding them into broader educational and social projects. He aims to advocate at policy-making levels for improved home learning environments, emphasising the provision of study tables, adequate lighting, and air circulation to support student success. He plans to integrate moral and character-building stories into the curriculum, ensuring that students develop into responsible citizens.

His future projects include environmental and health-focused activities such as rooftop and school gardening, handwashing campaigns, mini-doctor programmes, and tree planting. He also intends to showcase student work through classroom exhibitions and wall magazines, thereby fostering creativity and recognition. These plans highlight his dedication to nurturing both academic excellence and civic responsibility, ensuring that education extends beyond the classroom into the community and the nation.

Bhutan

Ms. Chimi Dema

Education Background:
Master of Arts in English, Yonphula Centenary College, Royal University of Bhutan
Bachelor of Education in IT/English, Paro College of Education, Royal University of Bhutan

Current School:
Peljorling Higher Secondary School, Tashicholing, Samtse, Bhutan

Area of Expertise:
English Language and Media Studies



I. The Journey in Teaching

Ms. Chimi, was inspired to become a teacher by the exemplary leaders, educators, and students she encountered throughout her life, as well as by her deep commitment to lifelong learning. As a dedicated teacher at Peljorling Higher Secondary School in Samtse District, she has embraced the philosophy, **"Being the Champion by Championing Every Child,"** believing that teachers become true champions when they build meaningful relationships with learners, led by example, and adapt their teaching to meet students' diverse needs.

Throughout her teaching journey, Ms. Chimi has consistently gone beyond the classroom to inspire and empower her students. In 2021, she published her novel Divja: Twice Born to demonstrate the transformative power of storytelling and to encourage a culture of creative writing among young people. Her mentorship enabled a student who had struggled with English proficiency to become a published author, with the proceeds from the novel helping to finance the student's college education. She also initiated free online English courses during summer vacations and organised an intensive month-long English programme that significantly improved students' language proficiency, raised the school's national English ranking to ninth place, and strengthened the confidence and academic performance of struggling learners. Through these initiatives, Ms. Chimi has demonstrated that dedicated, compassionate, and innovative teaching can transform both individual lives and the wider school community.



II. Activities after Receiving the Princess Maha Chakri Award

After receiving the Princess Maha Chakri Award, Ms. Chimi has continued to advance quality education through student-centred, inclusive teaching and educational leadership. She has strengthened classroom practices by applying Universal Design for Learning (UDL), while providing academic coaching, mentoring, remedial support, and enrichment programmes to help all students reach their full potential. She has also promoted student leadership and creativity by mentoring young authors, inspiring learners to develop their talents beyond the classroom.

Beyond teaching, Ms. Chimi has actively contributed to teacher professional development through workshops on action research, reflective pedagogy, and data analysis. At the national level, she has supported curriculum development aligned with Cambridge standards and contributed to strengthening teacher professionalism through the Teaching Professional Council. In addition, she has led community initiatives on substance abuse prevention, environmental conservation, gender equality, media literacy, and democracy, fostering responsible citizenship and lifelong learning among students, teachers, and the wider community.

III. Teaching Methods

Ms. Chimi applies a student-centred and inclusive teaching approach that places learners at the heart of the educational process. She views students as active participants in their own learning journeys and encourages them to develop ownership, independence, and lifelong learning habits. Her teaching practices are guided by the belief that every learner has the potential to succeed when provided with appropriate support and opportunities.

- **Student-Centred and Differentiated Learning:**
  Ms. Chimi adapts her teaching strategies to meet the diverse needs, abilities, and learning levels of students. She provides targeted remedial support for learners who face challenges while offering enrichment activities and advanced learning opportunities for high-achieving students.
- **Inclusive Teaching through Universal Design for Learning (UDL):**
  She designs lessons that are accessible to all learners from the beginning by applying UDL principles. Her classroom practices provide multiple ways for students to engage with content, understand concepts, and demonstrate their learning, ensuring meaningful participation regardless of students' backgrounds or abilities.
- **Experiential and Project-Based Learning:**
  Ms. Chimi connects classroom learning with real-life experiences through hands-on activities, projects, and authentic tasks. She encourages students to apply their knowledge creatively, including supporting them in writing and publishing their own works, which builds confidence, communication skills, and a sense of achievement.

- **Mentorship and Holistic Student Support:**
  Beyond classroom instruction, she provides academic coaching, mentoring, remedial assistance, and enrichment programs outside regular school hours. She supports students not only in academic development but also in building confidence, responsibility, and personal growth.
- **Collaborative and Reflective Learning:**
  She fosters a culture of collaboration, dialogue, and reflection among students and teachers. Through action research and professional learning communities, she continuously improves teaching practices and encourages educators to learn from one another.
- **Role Modeling and Lifelong Learning:**
  Ms. Chimi leads by example, demonstrating the values she hopes to cultivate in her students—integrity, responsibility, curiosity, and continuous self-improvement. Her commitment to lifelong learning inspires students and fellow educators to become active contributors to their communities.

Through these approaches, Ms. Chimi creates an inclusive, engaging, and empowering learning environment where every student is encouraged to discover their potential and become confident, independent learners.



IV. Future Plans

Looking ahead, Ms. Chimi remains committed to nurturing lifelong learners by creating engaging, inclusive, and meaningful learning experiences that inspire curiosity, independence, and a lasting passion for learning. She aims to help her students recognise education as a lifelong journey that extends beyond the classroom and prepares them to continue learning throughout their lives.

She also plans to promote a stronger culture of writing among young learners by supporting student writers, publications, and creative expression. Through structured writing programmes and continuous mentorship, she hopes to empower her students to develop confidence in sharing their stories, ideas, and perspectives, contributing to the growth of Bhutanese literature and voices.

Beyond the classroom, Ms. Chimi aspires to contribute to strengthening teacher professionalism in Bhutan through continued collaboration with the Teaching Professional Council. Her efforts will focus on enhancing teacher competencies, supporting professional standards, advancing registration and certification processes, and promoting effective Continuing Professional Development (CPD) opportunities to improve teaching quality across the education system.

Furthermore, she aims to expand collaboration with educators and institutions worldwide to exchange knowledge, embrace innovative practices, and strengthen educational leadership. Through global engagement while remaining rooted in Bhutanese values, Ms. Chimi hopes to contribute to a more adaptive, inclusive, and forward-looking education system.

Brunei Darussalam

Mrs. Shahrifah binti Haji Mohd Shahlan

Education Background:
Master of Education Technology, Universiti Brunei Darussalam

Current School:
Pusat Tingkatan Enam Sengkurong

Area of Expertise:
Computer Science



I. The Journey in Teaching

Mrs. Shahrifah's journey in teaching reflects her passion for empowering young learners through meaningful learning experiences. After completing her bachelor's degree in computer science in Australia, she initially aspires to become a software developer. However, her passion for nurturing and inspiring students led her to choose a different path — becoming a computer science teacher for secondary school students.

As an educator, Mrs. Sharifah believes that the role of a teacher extends beyond preparing students for examinations. She is committed to creating a learning environment where students develop curiosity, creativity, problem-solving skills, and a lifelong passion for learning. Through her teaching, she strives to build students' confidence and capabilities, helping them grow through the learning process itself and preparing them to become adaptable learners in a rapidly changing digital world.

Beyond the classroom, Mrs. Shahrifah serves as an Educational Technology Specialist at the Ministry of Education, where she contributes to national education initiatives, mentors teachers, and promotes the effective integration of digital learning. Guided by her belief that "when we teach from the heart, our students will learn for life," she continues to inspire both students and fellow educators while advancing innovative teaching practices across Brunei Darussalam.

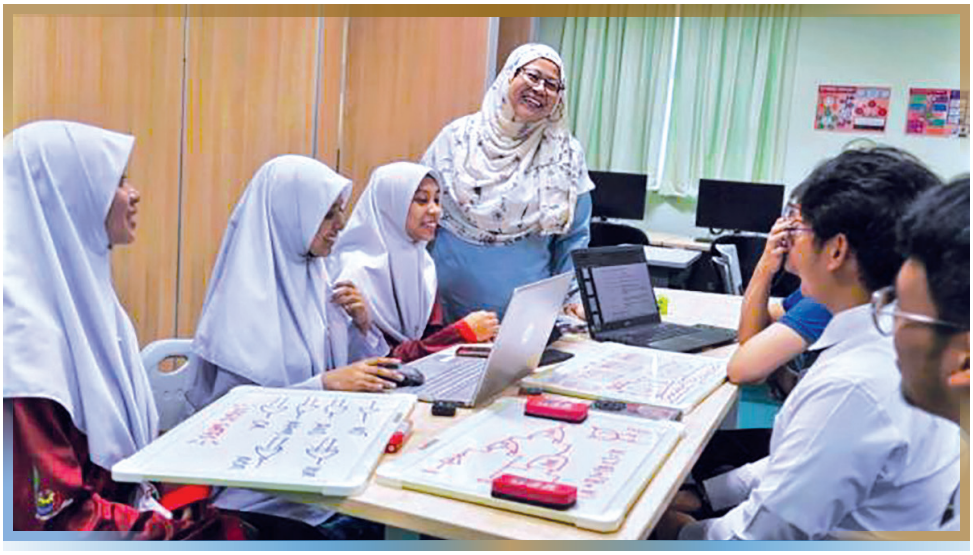
II. Activities after Receiving the Princess Maha Chakri Award

Since receiving the Princess Maha Chakri Award, Mrs. Shahrifah has continued to advance education at both national and international levels through educational leadership, teacher professional development, and digital innovation.

Internationally, she represented Brunei Darussalam at the EduTech Asia Conference 2025 in Singapore and served as a speaker at the 4th International Multiple Intelligences Education Forum, where she presented her Blended Experiential Learning (BEL) model and exchanged best practices on AI, STEAM education, and student-centred learning with educators from across the region.

At the national level, she has empowered teachers by conducting professional development programmes on artificial intelligence, blended learning, digital citizenship, and human-centred pedagogy, equipping educators with innovative tools such as Canva AI, NotebookLM, and Gemini for Education while promoting meaningful technology integration.

Within her school, she established the Empowering Digital Learning (EDL) section to strengthen digital literacy and innovation, led the implementation of compulsory STEAM Project-Based Learning across 21 A-Level subjects, and mentored teachers and students in developing high-quality STEAM projects. She also continues to contribute to educational policy and professional practice as an Education Technology Specialist, sharing expertise at national education forums to promote sustainable school innovation and teacher excellence.



III. Teaching Methods

Mrs. Shahrifah's teaching philosophy is founded on the belief that education should go beyond examination success by nurturing students' curiosity, creativity, critical thinking, and problem-solving skills through meaningful learning experiences. To achieve this, she developed Experiential Learning using Multimedia (ELM) in 2004, a hands-on approach that encouraged students to explore, create, and connect knowledge to their own lives, helping them discover their unique strengths through the lens of Multiple Intelligences. The effectiveness of ELM earned her recognition as Brunei's Innovative Teacher at the 6th Asia Pacific Regional Innovative Education Forum in 2010.

Building on this success, in 2020 she introduced Blended Experiential Learning (BEL), a model where technology and human interaction work in harmony to create an inclusive and engaging environment, combining experiential learning with digital technology to create engaging, inclusive, and interactive classrooms. She integrates technology into classroom seamlessly through a flipped classroom approach, students explore concepts and instructional materials before class, allowing classroom time to focus on hands-on projects, collaboration, and inquiry-based learning. Rather than treating technology as an end in itself, Ms. Shahrifah positions it as a "thinking partner" that enhances students' exploration and problem-solving. She also integrates tools such as Arduino IoT kits directly into A-Level syllabus topics, enabling students to apply theoretical knowledge through authentic, practical experiences. This approach not only supports strong academic achievement but also develops essential 21st-century competencies, including collaboration, empathy, innovation, and lifelong learning.



IV. Future Plans

Looking forward, Mrs. Shahrifah aims to expand the impact of her Blended Experiential Learning (BEL) model beyond individual classrooms to empower more students, strengthen schools, and contribute to educational transformation at both national and international levels. She plans to continue conducting research on BEL and educational technology to develop evidence-based practices that enhance student engagement, academic achievement, and 21st-century competencies.

She also intends to further develop the Empowering Digital Learning (EDL) initiative, helping schools establish sustainable digital learning ecosystems. A key priority will be integrating STEAM Project-Based Learning (STEAM PjBL) into teaching and learning, enabling students to address authentic, real-world challenges while contributing to the Sustainable Development Goals (SDGs).

In addition, Mrs. Shahrifah is committed to mentoring fellow educators through professional learning, coaching, and collaborative networks, while strengthening international partnerships through the Princess Maha Chakri Award Foundation and other educational communities. Through these efforts, she hopes to inspire educators to teach with passion, innovate with purpose, and empower every learner to become compassionate, resilient, and future-ready.



Cambodia

Mrs. Meas Somavatey

Education Background:
Master of Mathematics, Prince of Songkla University, Thailand
Bachelor of Mathematics, Angkor Khemara University, Cambodia

Current School:
Phny Meas High School

Area of Expertise:
Mathematics



I. The Journey in Teaching

Mrs. Meas has aspired to become a teacher since childhood, inspired by a strong desire to help young people build better futures through education. In 2013, she fulfilled her lifelong dream by becoming a mathematics teacher at Phny Meas High School in Prey Kabbas District, Takeo Province, Cambodia.

Since the beginning of her teaching career, she has dedicated herself to providing quality education while nurturing her students' confidence, critical thinking, and love of learning. She believes that education is a powerful pathway to improving lives, creating opportunities, and empowering students to become responsible and contributing members of society. Guided by this belief, she has remained committed to supporting every learner and continuously improving her teaching to help students achieve their full potential.

II. Teaching Methods

Mrs. Meas adopts a student-centred approach that encourages active participation, critical thinking, and confidence in learning mathematics. She continuously explores innovative teaching strategies and integrates digital tools such as Photomath, Wolfram Alpha, CalcES, and OR Simplex to make mathematical concepts more accessible, interactive, and engaging.

To enhance students' understanding and sustain their interest, she develops and utilised a variety of engaging learning materials tailored to different learning needs. She places particular emphasis on supporting students who face academic or social challenges, including slow learners, frequently absent students, and those from disadvantaged backgrounds such as children living in poverty, orphans, and other vulnerable learners. Through differentiated instruction, individualised guidance, and the effective use of technology, she ensures that every student has the opportunity to succeed and develop a positive attitude toward mathematics.





having taught from grades 7 to 12.



Indonesia

Mrs. Ade Putri Sarwendah

Education Background:
Master of Special Education, Yogyakarta State University
Master of Education Management Universitas Wijaya Putra Surabaya
Bachelor of Special Education, Yogyakarta State University

Current School:
SLBN Balikpapan, Letkol Kol Pol

Area of Expertise:
Special Education



I. The Journey in Teaching

Mrs. Ade is a dedicated special education teacher from Indonesia who works with students with intellectual disabilities. Her passion for teaching was first inspired by her parents, both of whom were public school teachers. This early influence nurtured her commitment to education and service.

Her decision to specialise in special education was shaped by reading a book, titled Sheila by Torey Hayden, a moving story about a teacher's dedication to supporting children with diverse special needs. Deeply inspired by the book, Mrs. Ade resolved to devote her knowledge, skills, and compassion to helping students with special needs learn, grow, and achieve greater independence. Since then, she has remained committed to creating meaningful learning opportunities that empower her students to reach their full potential.

II. Activities after Receiving the Princess Maha Chakri Award

Following the receipt of the 2025 Princess Maha Chakri Award, Ms. Ade has continued to advance inclusive and special education through professional collaboration, innovation, and capacity building. Her key initiatives include:

- **Sharing Inclusive Education Practices Internationally:** Collaborated with the Indonesian Embassy in Thailand to share good practices in inclusive education with teachers at the Indonesian School in Bangkok (Sekolah Indonesia Bangkok -SILN Bangkok), and presented her experiences in implementing Multiple Intelligences (MI) for students with special needs at the 4th International (MI) Multiple Intelligence Education Forum in Thailand.
- **Promoting Vocational and Independent Living Skills:** Developed ABEKHA FARM, a simple agricultural vocational learning and Independence project that equips students with special needs with practical agricultural skills and fosters greater independence through experiential learning outside the classroom.
- **Strengthening Entrepreneurial Skills:** Initiated Project KREASI BINTANG, a painted tote bag project that brings together students with special needs and members of the disability community to develop entrepreneurial skills, creativity, and community engagement.
- **Promoting Experiential Learning:** Organised field trips, bringing students with special needs at her school, SLBN Balikpapan, to study outside the classroom to learn about agricultural vocational skills.



- **Supporting Inclusive Education Nationwide:** Continued serving as a national facilitator for the Ministry of Primary and Secondary Education's Advanced Inclusive Education Training Programme. Working closely with the Ministry, Regional Task Forces, and local Education Offices, she has contributed to strengthening teachers' competencies and expanding the implementation of inclusive education across Indonesia. Although she has held this role since 2020, she has further leveraged the recognition and network of the PMCA to enhance its impact nationwide.

III. Teaching Methods

Ms. Ade believes that every student with disabilities deserves equitable access to quality education tailored to their individual strengths and needs. She employs an inclusive, student-centred approach by combining individualised instruction, adaptive learning innovations, and strong partnerships with professionals and industry to help students achieve academic success, develop independence, and prepare for life beyond school.



- **Development of Adaptive Learning Tools and Media**
  Ms. Ade designs and develops innovative adaptive learning tools and instructional media to support students with special needs. These include the GEMBIRA application, SEHATI, and adaptive learning worksheets for students with hearing impairments, making learning more accessible, engaging, and effective.
- **Individualised Learning Programmes (ILPs)**
  She implements individualised learning programmes tailored to each student's abilities, learning needs, and developmental goals, ensuring that every learner receives personalised support and opportunities to reach their full potential.
- **Student-Centred and Differentiated Teaching Approaches**
  Ms. Ade employs a variety of teaching methods, including personalised learning, project-based learning, and other differentiated instructional strategies that encourage active participation, practical skill development, critical thinking, and self-confidence.
- **Collaboration with Professionals and Industry Partners**
  She works closely with educational professionals and industry partners to enhance students' independence and prepare them for future employment. This collaborative approach helps students develop essential life and vocational skills, enabling a smoother transition from school to independent living and the workplace.

IV. Future Plans

Ms. Ade envisions expanding educational opportunities for students with disabilities by strengthening vocational education, promoting inclusive practices, and developing innovative learning resources. Her future plans focus on empowering students to become more independent while fostering greater collaboration to advance special and inclusive education in Indonesia. Her key priorities include:

- **Expanding entrepreneurship initiatives** for persons with disabilities by scaling up existing programmes and developing digital marketing platforms that promote entrepreneurship and economic independence.
- **Providing regular experiential learning opportunities** by organising out-of-classroom learning activities each semester to enrich students' knowledge, practical skills, and real-world experiences.
- **Strengthening collaboration with diverse stakeholders,** including government agencies, schools, universities, communities, and private-sector partners, to support the implementation and advancement of special and inclusive education throughout Indonesia.
- **Further developing the ABEKHA FARM project** as a vocational learning platform that equips students with disabilities with practical agricultural, entrepreneurial, and life skills.
- **Continuing to design and improve adaptive learning media** that meet the diverse needs of students with disabilities, ensuring more accessible, engaging, and effective learning experiences.



Lao PDR

Mrs. Bounma Phothilath

Education Background:
Master's degree

Current School:
Chansavang High School

Area of Expertise:
Biology and Chemistry, School Principal



I. The Journey in Teaching

Mrs. Bounma has dedicated her teaching career to nurturing the next generation, believing that children are the foundation of the nation's future and the driving force behind its sustainable development. Guided by this conviction, she has devoted herself to equipping students with the knowledge, values, and skills needed to become responsible and capable citizens.

Her educational philosophy is grounded in gratitude, compassion, and lifelong personal development. She encourages students to appreciate not only their parents but also teachers and others who support their growth, while inspiring them to continually strive for self-improvement. Through this holistic approach, she has fostered both academic achievement and strong moral character among her students.

Throughout her career, Mrs. Bounma has upheld high standards of professionalism and integrity. Guided by the principles of public service and democratic participation, she approaches her work through a systematic process of careful planning, effective implementation, continuous evaluation, and ongoing improvement. Her dedication to quality education and student development has earned her recognition as an exemplary educator and a respected leader within the educational community.

II. Activities after Receiving the Princess Maha Chakri Award

After receiving the Princess Maha Chakri Award in 2025, Mrs. Bounma has utilised the award's support and recognition to strengthen educational quality and improve the learning environment in Chansavang High School through three major initiatives.

First, she led significant school infrastructure development by organising the construction of concrete roads within the school grounds, creating a safer and more accessible environment for teachers and students throughout the year. She also mobilised teachers and students to repair school buildings and facilities. After the school was severely affected by a storm and heavy rainfall in March 2026, she coordinated community and private-sector support to assist affected teachers and students and restore damaged classrooms and facilities. Through these collective efforts, the school successfully resumed normal teaching and learning within just over a month.





Second, to enhance students' access to digital learning, Mrs. Bounma strengthened the school's ICT infrastructure by acquiring modern computer equipment, establishing computer classrooms, and setting up an ICT laboratory. These improvements have expanded students' opportunities to access digital resources, online information, and technology-enhanced learning.

Third, she has also prioritised teacher professional development by providing technical training on the effective integration of Information and Communication Technology (ICT) into classroom instruction. The training has enabled teachers to transition from traditional teaching approaches to digital learning, while equipping them with the skills to develop more engaging and effective learning materials.



III. Teaching Methods

Mrs. Bounma's teaching philosophy is grounded in a vision of comprehensive human development, emphasising a student-centred and technology-driven approach. Her strategies reflect a commitment to innovation and inclusivity in education.

Through blended digital learning, teachers are encouraged to incorporate computers and multimedia into their lessons. This approach simplifies complex theories, making them more accessible and stimulating students' interest in learning.

Her emphasis on active learning ensures that students go beyond textbooks. Group activities and internet-based research in ICT classrooms foster analytical thinking, problem-solving abilities, and teamwork skills, preparing students for the challenges of the modern world.

Equally important is the creation of a positive learning environment. Clean, well-maintained concrete pathways and fully equipped classrooms contribute to a pleasant atmosphere. This environment motivates students, making them eager to attend school and fully prepared to acquire new knowledge.



IV. Future Plans

Looking ahead, Mrs. Bounma has outlined a complete vision for sustainable educational development. Her future plans cover three major projects.

The ICT Outreach Programme aims to extend the benefits of the school's ICT laboratory beyond its own students. By organising knowledge-sharing activities, teachers from under-resourced neighbouring schools will gain access to modern teaching tools, while community members will also be encouraged to utilise the facility for lifelong learning.

The Smart School Initiative seeks to transform Chansavang Secondary School into a digital model school. This project involves integrating technology into both administration and pedagogy, as well as establishing a Digital Library. The library will serve as an online knowledge repository, enabling students to study and conduct research at any time, thereby fostering independent learning.

Finally, the Continuous Professional Development Project focuses on strengthening teacher competencies. By developing internal training curricula aligned with modern technologies, Lao teachers will be equipped to guide students effectively and safely into the digital era. This initiative underscores the importance of continuous learning and adaptation in the teaching profession.



Malaysia

Ts. Mohd Rosnizam bin Mohd Yusoff

Education Background:
Bachelor of Engineering (hons) Process and Food, University Putra Malaysia

Current School:
Kolej Vocational (Pertanian) Teluk Intan, Perak, Malaysia

Area of Expertise:
Food Processing – Technical Vocational Education (TVET)



I. The Journey in Teaching

His journey to become a teacher began with a deep passion for sharing knowledge and empowering others to achieve their potential. Growing up in a community where skills and education transformed lives, he realised the profound impact a teacher can have in shaping futures of students.

Guided by the belief that "innovation by thinking outside the box is the bridge between tradition and the future." Mr. Yusoff's journey as an educator started in a conventional classroom, where instruction centred on lectures, note-taking, and examinations. Over time, he observed that many students, though diligent, remained disengaged and found it difficult to apply their knowledge beyond the classroom. This realisation prompted him to reflect deeply on his role as an educator and to ask whether he was truly fostering learning or merely delivering content.

Determined to break this pattern, Mr. Yusoff changes his teaching style to challenge and engage his students to create real products that address real-world problems. Witnessing his students emerge as innovators inspired Mr. Yusoff to strengthen the innovation process. This turning point became the foundation of his student-centred and innovation-driven approach to teaching, which continues to shape his contributions to Malaysian Technical and Vocational Education and Training (TVET).

Mr. Yusoff has devoted more than 23 years to transforming agricultural education in Malaysia. Throughout his distinguished career, he has combined the art of teaching with the precision of modern technology, earning recognition from the Malaysia Board of Technologists as a Professional Technologist (Ts.) in Food Technology.

II. Activities after Receiving the Princess Maha Chakri Award

After receiving the Princess Maha Chakri Award in 2025, Mr. Yusoff further advanced Technical and Vocational Education and Training (TVET) through initiatives emphasising innovation, sustainability, entrepreneurship, and technology integration. He conducted workshops, seminars, and mentoring programmes for teachers and students on innovation, food processing technology, entrepreneurship, environmental, social, and governance (ESG), and the Sustainable Development Goals (SDGs).

In collaboration with students, he supervised research and innovation projects such as BANANO-WATT™, a hybrid carbon nanodot-enhanced dye-sensitised solar cell derived from banana biomass and Moringa oleifera for smart farming energy systems, as well as the development of effervescent nutraceutical tablets from organic vinegar. He also designed and implemented project-based education (PBE) approaches that enable learners to address authentic industry challenges and create market-ready innovations.

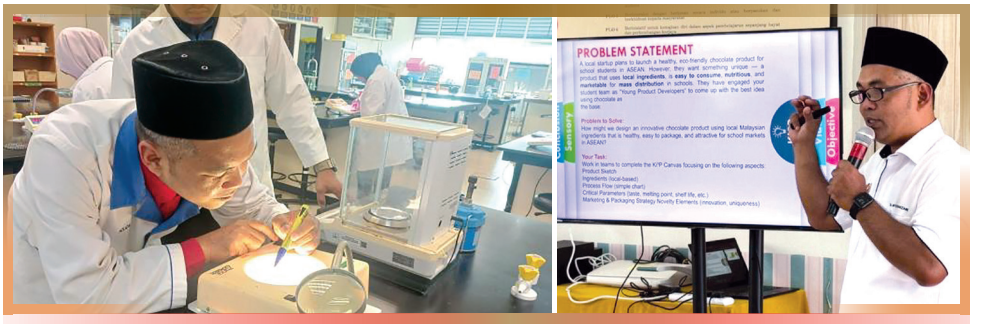
Beyond the classroom, Mr. Yusoff has served as a mentor, judge, keynote speaker, and consultant at national and international innovation competitions and educational forums. Through digital platforms including YouTube and Google Sites, he has expanded access to learning resources for educators and students nationwide. By guiding sustainability- and entrepreneurship-focused student projects and fostering collaborations with industry, higher education institutions, and professional organisations, he continues to strengthen employability and industry readiness while promoting Malaysian Technical Vocational Education and Training (TVET) excellence through outreach, knowledge-sharing, and community-based innovation initiatives.



III. Teaching Methods

Mr. Yusoff's teaching philosophy is founded on the principles of "learning by doing, solving real problems, and creating real impact." He cultivates vocational intelligence by integrating Howard Gardner's theory of multiple intelligences throughout the curriculum and by creating learning experiences that are authentic, engaging, and transformative.

- **Project-Based Education (PBE):** Students address genuine industry challenges and develop products or services with tangible value.
- **Experiential Learning:** Hands-on activities, experiments, fieldwork, and industrial placements enable students to apply theoretical knowledge in real-world contexts.
- **Innovation-Driven Learning:** Learners conduct research, design prototypes, and participate in innovation competitions to strengthen their creative and problem-solving abilities.
- **Entrepreneurial Education:** Technical competencies are complemented by business planning and commercialisation skills, preparing students to transform ideas into viable ventures.
- **Technology and AI Integration:** Digital tools and artificial intelligence enrich teaching and learning while supporting research, collaboration, and product development.



- **Sustainability and ESG:** Students are encouraged to develop environmentally responsible solutions aligned with the Sustainable Development Goals (SDGs).
- **Coaching and Mentoring:** Continuous guidance and personalised support help each learner realise their full potential.

Over the years, Mr. Yusoff's role has evolved from that of a content provider to a facilitator of transformative learning experiences. In his classroom, students explore, design, test, and create, with success measured not only by academic achievement but also by personal growth, resilience, and meaningful impact. Through project-based learning, they have developed food products, built prototypes, and launched entrepreneurial initiatives, demonstrating that authentic outcomes surpass rote memorisation.

Mr. Yusoff also embraces failure as a valuable teacher. Following a technology-integrated lesson that was disrupted by technical difficulties, he came to appreciate that technology is most effective when grounded in sound pedagogy. Since then, he has prioritised flexible lesson design, contingency planning, and the modelling of resilience, showing students that setbacks and imperfection are essential steps on the path to innovation and lifelong learning.

IV. Future Plans

Mr. Yusoff's future plans are involved advancing globally competitive and sustainable TVET. He envisions a collaborative programme to strengthen networks among Princess Maha Chakri Award recipients from 14 countries that will serve as a platform for sharing projects, engaging students, and commercialising innovations. In support of this vision, he aims to establish a PMCA Centre of Excellence for Sustainable Food Technology, Agricultural Innovation, and Green Entrepreneurship.

He also would like to continue his research and innovation efforts to expand in areas such as food processing, organic vinegar technology, carbon nanodots, sustainable agriculture, and circular economy solutions. He would like to participate in the International Intellectual Property, Invention, Innovation, and Technology Exposition (IPITEX) 2027 in Bangkok, which will provide an opportunity to showcase projects with significant educational and societal impact. In parallel, he would like to collaborate with relevant ministries and the International Student Affairs Office of Kasetsart University to facilitate opportunities for Malaysian students to pursue higher education.

Mr. Yusoff also plans to develop AI-enhanced TVET teaching models that foster student engagement, creativity, and problem-solving skills while creating digital learning ecosystems that broaden access to quality education. He will promote environmental, social, and governance-driven innovation initiatives to address environmental challenges, strengthen food security, and enhance community well-being. Moreover, he would like to continuously mentor his students and share best practices with other teachers to sustain educational transformation both nationally and internationally.



Mongolia

Mrs. Uyanga Adiyasuren

Education Background:
Master of Leadership, Global Leadership University
Bachelor of Teaching and Translation, Mongolian University of Science and Technology

Current School:
Enerel Vocational Education Institution

Area of Expertise:
Special Needs – Youth with Intellectual Disability



I. The Journey in Teaching

Mrs. Uyanga's journey into teaching began in an unexpected way. In 2016, she joined Enerel Vocational Training School in Mongolia as an accountant despite being trained as a teacher, responsible for strengthening the school's financial management, not expecting that she would dedicate her time to youth with intellectual disabilities. But there was a turning-point moment that changed the course of her life.

During the school's first New Year celebration, she witnessed her students experiencing simple joys—seeing the proper setting of utensils for the first time and using them, wanting to share their gifts with their sibling, not wanting to keep them for themselves, and celebrating together. The experience transformed her understanding that her work is not about teaching skills and knowledge but also preparing the students to function in society. This experience has inspired her to dedicate herself to wholeheartedly supporting her students with intellectual disabilities.

Guided by the advice of senior teacher, Ms. Sainkhishig to "love and respect children, not pity them," and inspired by the unwavering commitment of the school's director, Mr. Batdorj, Mrs. Uyanga gradually transitioned from managing finances to furthering her professional training for children with disabilities and becoming a teacher, trainer, and advocate for inclusive education, particularly for youth with disabilities who are often left out of society.

Her professional learning also extended internationally. During a study visit to welfare centres in Shizuoka, Japan, she observed educators and caregivers working with remarkable patience and dedication to support youth with complex disabilities. The experience broadened her perspective on inclusive education and inspired her to adapt effective international practices to the Mongolian context.

Today, she is at Enerel Vocational Training School, a pioneering institution that provides free vocational education for young youth aged 16 to 45 with severe intellectual disabilities. She is committed to ensuring that education goes beyond academic learning, equipping students with practical vocational skills, confidence, and the ability to live independently with dignity.

II. Activities after Receiving the Princess Maha Chakri Award

Following her recognition as a recipient of the Princess Maha Chakri Award in 2025, Mrs. Uyanga transformed the award into an opportunity to expand employment and independent living opportunities for youth with intellectual and developmental disabilities in Mongolia.

Using the award funding, she established the Enerel Training Café, a supported employment social enterprise that officially opened in March 2026. The café serves as both a vocational training centre and a workplace where young people gain practical experience in customer service, coffee preparation, teamwork, communication, time management, and workplace responsibility while earning an income. It has become a pioneering model of inclusive employment in Mongolia.



Currently, the café provides supported employment for eight young people, including five individuals with Down syndrome and three with intellectual disabilities. Through meaningful work and daily interaction with customers, participants have developed greater confidence, independence, responsibility, and social participation.

In parallel, Mrs. Uyanga continues to implement a supported employment programme that prepares graduates for mainstream employment through individualised assessments, workplace readiness training, employer engagement, and family support. As a result, several graduates have successfully secured jobs in mainstream workplaces, including positions as a kindergarten assistant, kitchen assistant, and retail sales assistant, demonstrating the value of inclusive employment practices.

Beyond creating employment opportunities, Mrs. Uyanga's initiatives have helped raise public awareness of the abilities of youth with intellectual disabilities. Through everyday interactions at the Enerel Training Café, customers witness their skills, professionalism, and contributions firsthand, helping to challenge stereotypes and foster a more inclusive society.

Through these initiatives, the Princess Maha Chakri Award has become a catalyst for sustainable change, enabling more young people with disabilities to build confidence, achieve greater independence, and participate meaningfully in their communities.

III. Teaching Methods

Mrs. Uyanga believes that every child can learn and thrive when provided with the right support. Guided by the principles of consistency, stability, and perseverance, she creates individualised learning experiences that help students with intellectual and psychosocial disabilities develop the confidence, independence, and practical skills needed for everyday life and future employment. Her teaching methods are as follows:

- Grounds her teaching in three core principles: **consistency, stability, and perseverance.**
- Sees every student through their **strengths and potential**, rather than their disabilities or limitations.
- Carefully observes each student's **behaviour, interests, learning needs, and family environment** before planning instruction.
- Designs **individualised learning approaches** that match each student's abilities and pace of development.
- Prioritises **life skills education,** including personal hygiene, communication, dressing appropriately, preparing simple meals, and other daily living skills that promote independence.
- Integrates **vocational and hands-on learning** to prepare students for employment and independent living.
- Measures success by students' ability to **live independently, work with confidence, and contribute meaningfully to their communities,** alongside their academic progress.
- Encourages continuous reflection and adaptation in teaching, believing that when a strategy does not work, **educators should change the approach rather than blame the child.**

IV. Future Plans

Mrs. Uyanga envisions creating an inclusive pathway that enables young people with intellectual and psychosocial disabilities to progress from education to vocational training, employment, and independent living. A key priority is establishing **a vocational training farm** and **supported living environment** where her students with intellectual disabilities can develop practical skills in agriculture, food production, and livestock care while strengthening teamwork, communication, responsibility, problem-solving, and other essential life skills.

The training farm will serve as a bridge between education and the labour market, particularly for youth who have had limited access to formal schooling, providing alternative opportunities for learning, social inclusion, and personal growth.

Complementing this initiative, she plans to expand supported employment programmes, strengthen partnerships with employers, communities, and government agencies, and advocate for integrated services that connect education, employment, and social welfare.

Her long-term vision also includes establishing **group homes** and **supported independent living arrangements** that enable young adults with disabilities to live and work within their communities. Through these initiatives, Mrs. Uyanga seeks to promote a rights-based approach to disability, empowering individuals to realise their potential, contribute meaningfully to society, and lead independent, dignified, and fulfilling lives.



Myanmar

Ms. Maw Maw

Education Background:
Master of Education, Yangon University of Education
Bachelor of Education, Yangon University of Education

Current School:
BEHS(2) Mingaladon, Yangon, Myanmar

Area of Expertise:
English Language



I. The Journey in Teaching

Ms. Maw is a senior English teacher at No. (2) Basic Education High School in Mingaladon, Yangon, Myanmar. Throughout her teaching career, she has been recognised for her unwavering dedication to helping every student achieve their fullest potential, regardless of their academic abilities or personal challenges. Her commitment to education extends beyond academic achievement, reflecting a deep belief that every learner deserves the opportunity to succeed.

Guided by the philosophy that teachers should serve as both educators and facilitators, Ms. Maw strives to nurture the holistic development of her students. She creates a supportive and inclusive learning environment where students are encouraged to develop not only their language proficiency but also their confidence, creativity, and critical thinking skills.

Recognising that every learner has unique strengths, she designs lessons that accommodate diverse learning styles and foster multiple intelligences. By tailoring instruction to individual needs, she ensures that each student is given meaningful opportunities to learn, participate, and excel.

II. Activities after Receiving the Princess Maha Chakri Award

Following her recognition as a 2025 Princess Maha Chakri Award recipient, Ms. Maw expanded her contributions beyond the classroom, supporting educational development at the school, community, national, and international levels. Her post-award initiatives reflect a strong commitment to improving learning environments, empowering fellow educators, and creating greater opportunities for students.

Her key activities include:

- **Improving school learning environments** by organising food donations for teachers and students to promote their well-being and providing a modern projector and wall screen for the school hall, enabling multi-class lectures, educational seminars, and student development activities.
- **Supporting the wider education community** through financial contributions to a local monastery as well as Township and District Education Offices for the procurement of office furniture, strengthening both community welfare and educational administration.
- **Promoting teaching excellence** by contributing educational articles to the Education magazine for teachers, distributing Grade 12 teacher guidebooks, and providing essential stationery to students.
- **Sharing expertise with fellow educators** by organising curriculum workshops for Grade 12 teachers from neighbouring townships, helping them strengthen their understanding of the matriculation curriculum and improve classroom instruction.





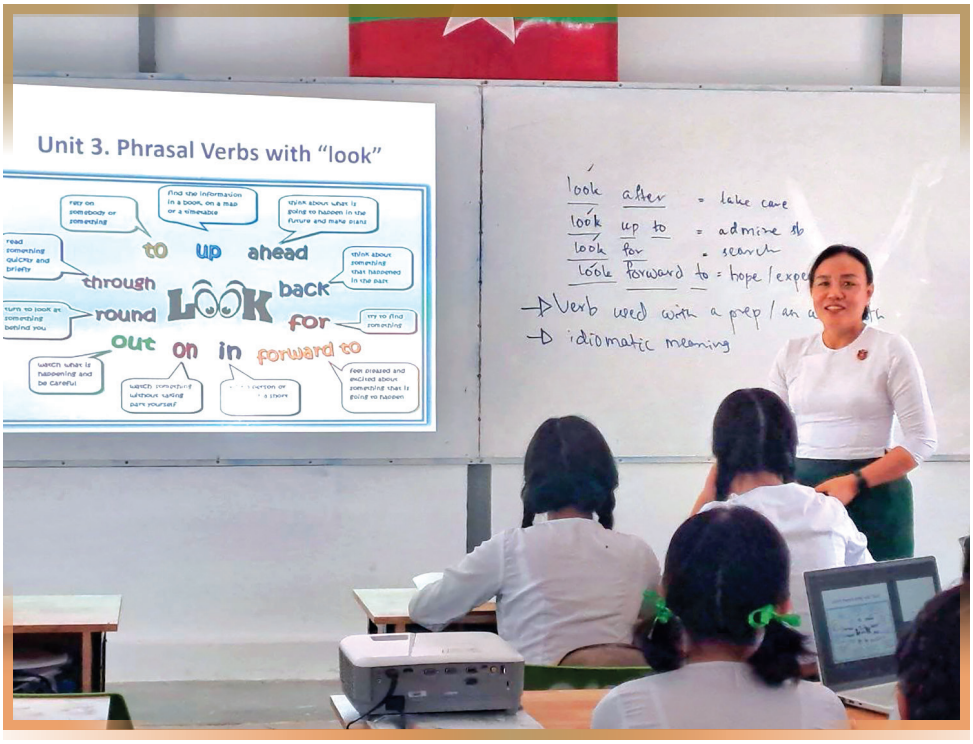
- **Creating opportunities for students** by organising an English Speaking Competition in collaboration with international and language schools, encouraging students to develop their communication skills and confidence in English.
- **Representing Myanmar internationally** through participation in the Mekong–Lancang Students Cultural Exchange Programme and the Global Education Innovation Forum, where she exchanged educational experiences and innovative teaching practices with educators from other countries.
- **Leading students to international success** by serving as team leader for Myanmar's delegation to the Open International Biology Olympiad 2026 in the Russian Federation, where her students achieved prize-winning results.

III. Teaching Methods

To enhance classroom engagement, Ms. Maw carefully prepares her lessons using a wide range of teaching and learning resources, including digital technologies and electronic teaching tools. She also places great importance on understanding her students as individuals, taking time to learn about their backgrounds, interests, and learning needs. This personalised approach enables her to build strong relationships with her students and create meaningful learning experiences that inspire lifelong learning.

Ms. Maw employs a balanced teaching approach that combines communicative language teaching with systematic preparation for Myanmar's Grade 12 matriculation examination. Her pedagogy emphasises active student participation, critical thinking, and practical language use while ensuring that students develop the academic skills and confidence needed to succeed in high-stakes assessments.

- Integrates **communicative language teaching** with focused preparation for the Grade 12 matriculation examination, enabling students to develop both practical language proficiency and strong academic performance.
- Applies **student-centred learning** through task-based activities, collaborative group work, and interactive classroom discussions that encourage active participation and critical thinking.
- Strengthens students' analytical abilities through **systematic text analysis,** helping them interpret reading passages with greater accuracy and depth.
- Develops students' language proficiency through **structured vocabulary-building** activities and consistent reinforcement of grammar and reading comprehension skills.



- Uses **step-by-step scaffolding strategies** to guide students in planning, organising, and writing well-structured essays, enabling them to tackle complex writing tasks with confidence.
- Familiarizes students with **past examination papers and question patterns,** equipping them with effective test-taking strategies, time-management skills, and examination techniques.
- Creates a supportive learning environment that builds students' **academic resilience, confidence, and lifelong interest in learning.**
- Promotes **continuous professional development** among fellow teachers by encouraging collaboration, sharing effective teaching practices, and developing collective strategies to enhance student learning outcomes.

IV. Future Plans

Looking ahead, Ms. Maw envisions strengthening the quality of education through continuous teacher development, student-centred learning, and regional collaboration. She is committed to expanding the impact of her work beyond her own classroom by empowering fellow educators, promoting holistic student development, and contributing to educational innovation across the region.

Her future plans include:

- **Establishing Continuing Professional Development (CPD) networks** at both school and regional levels to foster professional learning communities where teachers can exchange best practices, reflect on classroom experiences, and continuously improve their teaching.
- **Transforming classroom innovations into teacher-training programmes,** enabling educators to effectively implement learner-centred approaches and adapt to the evolving Grade 12 matriculation curriculum.
- **Promoting holistic student development** by integrating nutrition, hygiene, and well-being education into everyday school activities, recognising that students' health and personal development are essential foundations for academic success.
- **Expanding inclusive educational support** for disadvantaged and vulnerable learners through targeted interventions, equitable learning opportunities, and community partnerships that help every student reach their full potential.





- **Strengthening regional collaboration through the Princess Maha Chakri Award network,** working closely with fellow award recipients across Southeast Asia to exchange knowledge, share innovative teaching practices, and co-develop modern English language teaching resources for upper secondary education.

Through these initiatives, Ms. Maw aims to extend the impact of her lifelong dedication to teaching from individual student mentorship to broader educational transformation, creating sustainable systems that empower both teachers and learners for generations to come.



Philippines

Mrs. Lea B. Domingo

Education Background:
Master of Arts in Education, University of Northern Philippines-Open University
Bachelor of Elementary Education, College of Education, Mariano Marcos State University

Current School:
Luzong Elementary School

Area of Expertise:
Elementary School Teacher



I. The Journey in Teaching

Mrs. Lea, the 2025 Princess Maha Chakri Award recipient from the Philippines, is an elementary teacher at Luzong Elementary School in Ilocos Norte with more than thirty years of service. She teaches grades 5 and 6 in mathematics, social studies, English, and good manners and right conduct (GMRC), while serving as the school's Learning Resource and Mathematics Coordinator.

Her journey into teaching was shaped by her mother's encouragement after the passing of her father when she was young. Although she once dreamed of becoming an engineer, she realised that teachers are builders as well—constructing "mansions in the hearts and minds of learners." Growing up in a farming community and experiencing hardship firsthand strengthened her belief that education is the key to transforming lives and creating opportunities for future generations. Thus, she has been guided by a strong sense of purpose and a commitment to serving her students and community. She chose the teaching profession because she believes it is her calling and a meaningful way to make a positive difference in the lives of children.

Guided by this conviction, Mrs. Domingo has dedicated her career to providing quality, inclusive, and meaningful education. Teaching in a rural community inspired her to develop innovative, community-based learning approaches that integrate environmental stewardship, sustainability, and active community participation. Her passion, creativity, and unwavering commitment to empowering learners have transformed both her school and community, leading to her recognition as the first Filipina recipient of the Princess Maha Chakri Award.

II. Activities after Receiving the Princess Maha Chakri Award

Following her receiving of the Princess Maha Chakri Award in 2025, Mrs. Lea has continued to strengthen environmental education and community engagement in Ilocos Norte. She expanded innovative sustainability initiatives, including the Luzong Elementary School Waste Exchange Store (LESWES) which plastic trash is exchanged for school supplies, the Kindle Affection with Environmental Solution (KAWES) Project to promote tree planting, the Create Rearing Interest to Birds (CRIB) Project for bird conservation, the Birth Month Tree Planting Project, and the Barangay's Effort Against Trash (BEAT) Store, which encourages proper waste management through community participation. These projects have reinforced environmental awareness while promoting sustainable practices among students, families, and local communities.

Mrs. Lea has also continued to advance quality education through creative learning initiatives such as the Christmath Festival and the Level Up Your Math Tutorial Programme, which provides free mathematics support for Grade 6 pupils. In addition, she has strengthened partnerships with local government units, cooperatives, alumni, and private organisations to sustain and scale up her projects. These initiatives have created cleaner surroundings, more responsible learners, and stronger collaboration between school and community.

Her work has attracted benchmarking visits from schools and municipalities, further extending the impact of her environmental and educational innovations beyond her own community.



III. Teaching Methods

Mrs. Lea's teaching methods emphasise practical, inclusive, and engaging approaches that accommodates the diverse needs and abilities of her students. She creates an participation classroom environment where every student is encouraged to participate, collaborate, and build confidence through meaningful learning experiences.

Key teaching methods include:

- **Visual and Experiential Learning:** Uses visual aids and real-life materials, such as pictures, charts, flashcards, and objects to make concepts easier to understand and more relevant to students.
- **Differentiated Instruction:** Adapts lessons and learning activities to meet individual learning needs, providing additional support for struggling learners while offering more challenging tasks for advanced students.

- **Positive Reinforcement:** Encourages learning through praise, recognition, and small rewards, fostering motivation, perseverance, and a positive classroom atmosphere.
- **Cooperative Learning:** Promotes teamwork through group activities that develop collaboration, communication, and shared responsibility for learning.
- **Peer Tutoring:** Encourages students to support one another's learning, strengthening understanding, confidence, and a sense of community within the classroom.

Through these approaches, Mrs. Lea cultivates a supportive, inclusive, and dynamic learning environment where students actively engage in learning, work collaboratively, and develop the confidence and skills needed for lifelong success.



IV. Future Plans

Mrs. Lea envisions strengthening and expanding her environmental and educational initiatives to create lasting benefits for students and the communities. She plans to continue the Birth Month Tree Planting Project by organising more tree-planting activities that promote environmental stewardship among students and community.

To improve learning opportunities for disadvantaged children, she aims to establish additional LEArning Sheds equipped with solar-powered lighting near the homes of learners without access to electricity, providing safe and accessible spaces for studying. Reading nooks will likewise be developed within the school to foster a stronger culture of reading and lifelong learning.

Mrs. Lea is committed to sustaining and enhancing her flagship projects, including the LESWES Waste Exchange Store, KAWES Project, Birth Month Tree Planting Project, BEAT Store, and CRIB Project, ensuring their long-term impact on environmental conservation, student development, and community engagement. Alongside these initiatives, she will continue to pursue professional development by embracing educational innovations and reforms that strengthen teaching and learning.

Through these future plans, Mrs. Lea seeks to further integrate environmental advocacy, literacy promotion, and community participation into a holistic educational approach. Her long-term vision is to nurture responsible, environmentally conscious, and academically competent learners who are equipped to contribute positively to sustainable development and the well-being of her students and the communities.

Singapore

Mdm Ang Sing Yee

Current Position :
Ministry of Education Headquarters

Area of Expertise:
Students with Additional Needs and Inclusive Education



I. The Journey in Teaching

Mdm Ang's teaching journey is guided by a commitment to inclusive education and the belief that every student can thrive when given appropriate support. Throughout her career, she has focused on nurturing students with special educational needs (SEN) and those facing difficult personal circumstances.

As the team lead for Student Development Team, overseeing Students With Additional Needs (SWANs), Mdm Ang fostered an inclusive school culture by modelling strong teacher-student relationships and providing support tailored to individual needs. She worked closely with the School Counsellor and Special Educational Needs Officer to understand students' challenges, develop targeted intervention strategies, and ensure that each learner received the guidance necessary for holistic development.

Beyond academic support, Mdm Ang led her team to refresh the school's signature STAR Programme to strengthen students' awareness of their own strengths and of community needs. Specifically, she updated the programme framework to incorporate structured reflection activities and community involvement components, enabling students to identify how they could contribute meaningfully to society. These changes resulted in students developing greater self-confidence and a sense of personal responsibility.

Her student-centred approach has contributed to a school environment where inclusive practices not only support students' learning but also build their resilience and self-belief.

II. Activities after Receiving the Princess Maha Chakri Award

Following receipt of the **Princess Maha Chakri Award,** Mdm Ang was posted to the Guidance Branch at the Ministry of Education's Headquarters. Working at the national level has given her greater reach and a broader perspective, enabling her to contribute more meaningfully to student well-being and resilience-building across schools in Singapore. In this role, she leads the development and implementation of two key initiatives to further strengthen student mental well-being and resilience across Singapore schools.

(1) **"I Am, I Can, I Have" Resilience Learning Aid:** This strengths-based approach to building resilience uses a common language to help students recognise their values and beliefs (I Am), coping skills and strategies (I Can), and support networks (I Have), and tap on them to overcome challenges. This language is designed to be embedded consistently across classroom lessons, student development experiences, and family engagement activities. Professional development training has been conducted for school leaders and key personnel across schools and clusters, equipping them to apply this language coherently in their respective school contexts.



(2) **Termly Check-in Activities:** These structured activities are conducted at the start of each school term and are designed to equip teachers with practical tools to initiate well-being conversations with students, monitor students' social-emotional and mental well-being, and identify students requiring early intervention. Each activity is age-appropriate, with dedicated time set aside within the school timetable for teachers to facilitate them. The refreshed activities have been progressively rolled out to primary schools to pre-university institutions since Term 1, 2026.

In her current role, Mdm Ang continues to develop professionally by reviewing research literature and attending relevant courses to inform her of work. She also applies artificial intelligence (AI) tools to enhance productivity and impact. These efforts support MOE's broader goals of advancing mental health literacy and resilience-building across the education system, from policy development to school-level implementation.



III. Teaching Methods

Mdm Ang's approach is grounded in the **strengths-based approach,** utilising the "I Am, I Can, I Have" resilience learning aid to help students identify and draw on their internal and external strengths to overcome challenges. This approach shifts the focus from students' deficits to their capabilities, reinforcing resilient mindsets, skills and use of external resources through authentic learning situations.

To complement this, she designs **student-centric activities** that promote positive classroom culture and encourage students to take ownership of their social-emotional and mental well-being. These activities are age-appropriate, reflective, and structured to foster positive relationships between teachers and students, as well as among peers. Clear expectations and routines are established to create safe and supportive learning environments.



IV. Future Plans

Mdm Ang's priorities are to scale both initiatives and deepen their impact across the school system.

The **"I Am, I Can, I Have" common language** will be expanded to reach all mainstream schools, with the goal of empowering teachers to embed resilience-building as a consistent part of every student's educational experience.

In parallel, technology will be used to enhance the **Termly Check-in processes,** which will strengthen the consistency and responsiveness of well-being monitoring, particularly for students with additional needs.

The overarching goal is to ensure that all students, regardless of background or ability, develop confidence, strategies, and support networks needed to thrive both academically and personally.

Thailand

Mr. Phaiwan Yapan

Education Background:
Master of Education (M.Ed.) in Educational Administration, North Bangkok University, Thailand
Technical Teacher Certificate in Electrical Communication, Nakhon Phanom Technical College, Thailand

Current School:
Baan Kong Mong Ta School, Baan Lai Wo branch, Sangkla Buri district, Kanchanaburi province, Thailand

Area of Expertise:
Life Skills & Community Engagement



I. The Journey in Teaching

Mr. Phaiwan, originally from Nakhon Phanom Province, began his career as a temporary instructor at Nakhon Phanom Technical College. Motivated by his own childhood struggles to access education, he left his position to become a volunteer teacher serving disadvantaged children in remote Thai-Karen communities in Kanchanaburi Province. He played a key role in developing a community school in Pilokkee Village and successfully sought support from Her Royal Highness Princess Maha Chakri Sirindhorn, leading to the school's transformation into Police Border Patrol School Pilokkee.

After ensuring Pilokkee school's sustainability, he continued his mission and traveled deep into the forest to teach at Baan Lai Wo School, a remote branch school of Baan Kong Mong Tha school near the Thailand–Myanmar border. Despite challenging conditions and a lack of basic infrastructure, he taught multiple subjects and provided both academic and personal support to students from minority groups. Through dedication, trust-building, and community developmen initiatives, Mr. Phaiwan became a respected leader and mentor whose impact extended far beyond the classroom, earning recognition as a "Guiding Light" for students, families, and Baan Lai Wo community.



II. Activities after Receiving the Princess Maha Chakri Award

After receiving the Princess Maha Chakri Award in 2025, Mr. Phaiwan is well aware that this prestigious award is not the destination of his teaching duties, but rather the beginning of a greater mission. That is, to bring back the opportunities, knowledge, networks, and inspiration received to create tangible changes for students, communities, and fellow teachers in remote areas.

During the 2025–2026 academic year, he continued improving learning at Baan Lai Wo branch school, by integrating core subjects with nature-based learning and the "Three types of Forests, Four Benefits" youth research programme. He also developed relevant learning materials such as storytelling, pictures, and mathematics practice books to enhance student achievement. These efforts contributed to O-NET scores in Thai, Science, and Mathematics exceeding the national average, while students continued to earn awards in academic and creative competitions.



Beyond the classroom, he shared best practices as a speaker and facilitator at several educational forums to raise awareness on Sustainable Development Goals (SDG), inspired student teachers on a workshop, "Thai Teachers: The Heart of Change" to inspire teacher students, organised educational field trips supported by the Office of Basic Education (OBEC), Ministry of Education Thailand to broaden students' world view, showcased student works at national exhibitions, coordinated PMCA exhibitions during HRH visit to Kanchanaburi province, and participated in a national academic seminar, "OBEC Fair Share and Learn 2026" to exchange knowledge and promote quality education.



III. Teaching Methods

Classroom in the Heart of the Forest: "Creating Change through Community-Based Learning and Local Wisdom"

Baan Lai Wo branch school, is a small school located in the remote Thungyai Naresuan Wildlife Sanctuary area of Kanchanaburi Province. Mr. Phaiwan teaches Grades 4-6 Thai language, mathematics, and arts. Despite facing limitations in accessing learning resources and educational opportunities, Mr. Phaiwan strongly believes that "every place is a classroom, and everyone in the community is a teacher." His teaching methods focus on integrating the school, community, and nature together.

He worked with the community scholars, parents and school alumni, using the local wisdom to design a learning process based on the principle of 'learner-centred, community-based, and nature as a classroom'. He provides opportunities for learners to explore, observe, collect data, analyse, and summarise knowledge independently, promoting systematic thinking processes, basic research skills, and the ability to apply acquired knowledge in daily life to preserve and continue the community's cultural identity. Three new courses are:

1. **Weaving:** Promoting conservation of the community's weaving wisdom according to the principles of the sufficiency economy of His Majesty King Bhumibol Adulyadej, the late King Rama IX.
2. **Traditional Ramtong Dance:** Developing educational video media for learning basic songs and dance moves of the Karen local wisdom and passing on the art and culture to the new generation.
3. **The Karen language:** developing learning media and reading-writing textbooks in Karen to promote the preservation of the language and cultural identity of the Karen community.

The results of these teaching methods reflect clear changes in multiple dimensions. At the learner level, students have become more expressive, able to communicate and present their work confidently. They have improved analytical thinking and teamwork skills and can appropriately use technology to research and create work. At the same time, they have developed pride in their Karen identity and an appreciation for their language, culture, and local wisdom.

At the community level, there has been a transmission of local knowledge from the elderly to children. The community has become more involved in education, fostering collaboration between schools, families, and the community in child development.

Mr. Phaiwan firmly believes that the best education is not about taking children out of their communities to seek success, but about helping them see their value, love their homeland, and have the potential to return and develop their communities sustainably. His role as a teacher in a small school amidst the Thungyai Naresuan Wildlife Sanctuary over the years has not only been about teaching but also about creating people, creating opportunities, and creating hope.

IV. Future Plans

"Continuing Opportunities, Building People, Creating a Learning Community in the Forest"

Mr. Phaiwan aims to develop Baan Lai Wo branch school into a community learning center that can groom quality learners who love their homeland, care for the environment, have vocational skills, and be ready to embrace the changes of the future world. To fulfill these goals, he plans to develop two projects as follows:

Project 1: Princess Maha Chakri Community Learning Centre for the remote community

This project aims to develop Baan Lai Wo branch school, into a model learning centre for special areas, using the concept of 'community as the foundation and nature as the classroom' as the main operational framework. The goal of this project is to create a national network of teachers in special areas who can systematically exchange knowledge and best practices in education for vulnerable children and marginalised communities. Key activities include:

- Develop the Youth Research Forest Learning Base for sustainable development.
- Utilise Karen culture as a learning base and reference source for cultural identity.
- Organise a learning exchange camp for teachers in special areas once a year.



Project 2: Mentor-Mentee Programme

This project aims to create a network of Baan Lai Wo branch school alumni to play a role in developing their own community through an educational mentoring system and inspiring successive generations. The goal of this project is to create a network of at least 100 alumni and reduce the dropout rate to zero, in line with the Thailand Zero Dropout policy of the Ministry of Education. Key activities include:

- Organise activities where alumni return to provide career guidance and inspiration to current students.
- Develop an educational mentoring system to support students at risk of dropping out of the system
- Establish an educational support fund for students from low-income families
- Organise an annual inspirational camp to strengthen the relationship between seniors and junior students.

"I believe that the changes that occur with one child, one classroom, or one community can be the beginning of great transformations in the future,." Phaiwan Yapan.

Timor-Leste

Mr. Francisco de Carvalho

Education Background:
Diploma in Education

Current School:
Be'edan Primary School, Laclo Subdistrict, Manatuto Municipality, Timor-Leste

Area of Expertise:
Multigrade Pedagogy, Early Grade Literacy, School Management, and Community Engagement



I. The Journey in Teaching

Mr. Francisco come from an illiterate family with modest background and was raised as an orphan. During the period of Indonesian administration, becoming a teacher provided a faster pathway to being appointed as a civil servant. He chose to become a teacher to support his family. However, after entering the profession, his purpose had changed. He developed a strong desire to shape the lives of children with compassion, patience, and persistence, so that they have a brighter future.

He often recalls how his early experiences of hardship continue to guide him today, reminding him to pay special attention to students who struggle and to support them with care.

With more than ten years of experience, he teaches multigrade classes in Grades 3 and 4, guiding children in a rural community where families rely on subsistence farming. His expertise lies in primary education and in building strong connections between school and community to ensure that education reaches even the most remote areas.



II. Activities after Receiving the Princess Maha Chakri Award

Receiving the Princess Maha Chakri Award in 2025 marked a turning point for Mr. Francisco de Carvalho and Be'edan Primary School. Viewing the award as an opportunity to create lasting impact, Mr. Francisco invested the award money in projects that addressed both educational and community needs.

The most significant initiative was the installation of a clean water system through a 1,500-metre pipeline, inaugurated in January 2026 with support from the Ministry of Education and the Royal Thai Embassy in Timor Leste. He also led the construction of a perimeter fence and main gate for school security, and improved school administration with electronic equipment. The community volunteers assisted in these two projects. In addition, Mr. Francisco procured school uniforms for 86 students in his school.



III. Teaching Methods

Be'edan Primary School is located in a small village called Be'edan, in Ilimanu village, Uma-Kaduak, Laclo District, Manatuto Municipality, Timor-Leste. The community has a low economic status, with most residents relying on subsistence farming on rocky hillside terrain under conditions of low rainfall.

In the context of the above mentioned school, Mr. Francisco is aware of the importance of education in his student's life. He strongly believes that education is a form of lifelong investment. It has the power to transform daily life in the future and open many opportunities for success. As a primary level teacher, Mr. Francisco teaches all subjects for Grade 3 and 4. He uses several teaching methods to provide quality education despite limited resources as follows :



1. Multi-grade Teaching

Due to limited classroom space, a shortage of teachers, and a relatively small student population, multiple grade levels are taught together in shared classrooms.

Mr. Francisco uses multilingual teaching approaches and local languages to help students better understand lessons while strengthening their sense of identity, self-esteem, and confidence.

2. Active Student Learning

Mr. Francisco uses the approach to encourages students to take an active role in learning through:

- **Student-Centred Learning:** Teachers act as instructors, facilitators, guides, and supervisors, while students are the focus of learning.
- **Inclusive Teaching:** All students are treated equally regardless of race, religion, or ethnicity, fostering respect and unity.
- **Participatory and Democratic Teaching:** Students engage actively through individual, pair, and group activities.



IV. Future Plans

Mr. Francisco's future plans include improving and beautifying the classrooms, planting fruit trees around the school compound to create a greener environment and providing awards and incentives to recognise and motivate high-achieving students. Although these plans are still in the planning stage, he hopes to implement them in the future when opportunities arise.

Vietnam

Mrs. Nguyễn Thị Thu Lan

Education Background:
Master of Educational Management
Bachelor of Early Childhood Education

Current School:
Hoa Lan Kindergarten – Dien Hong Ward – Ho Chi Minh City

Area of Expertise:
Early Childhood Development (ECD) and Management



I. The Journey in Teaching

Inspired by her two sisters, who were kindergarten teachers, and by her love for children and the environment, Mrs. Lan chose a career in early childhood education. After studying kindergarten education in college, she began her teaching journey with a commitment to nurturing young children and creating a joyful learning environment.

For more than 10 years, Mrs. Lan has dedicated herself to ensuring that every child comes to kindergarten happy and eagerly to learn. She believes that children learn best through play and hands-on experiences. Through creative activities such as storytelling, reading, music, and games, she supports children's holistic development while fostering curiosity, confidence, and a love of learning.

II. Activities after Receiving the Princess Maha Chakri Award

Receiving the Princess Maha Chakri Award in 2025 strengthened Mrs. Lan's commitment to advancing early childhood education and creating positive change within the community. The recognition has inspired her to share knowledge, support fellow educators, and expand opportunities for young children.

Following the award, Mrs. Lan led the development of the "Green School – Green Space" model, transforming Hoa Lan Kindergarten into a safe, child-friendly, and innovative learning environment. Through children's gardens, hydroponic vegetable plots, medicinal herb gardens, flower gardens, and outdoor learning spaces, children are encouraged to learn through hands-on experiences and develop a closer connection with nature.

To enhance educational quality, Mrs. Lan has prioritised teacher professional development through workshops, training programmes, and professional learning exchanges for herself and the teachers in her school. She has also promoted the use of digital technology and artificial intelligence (AI) to support lesson planning, learning resource development, communication, and school management, helping teachers in her school improve both efficiency and teaching effectiveness.

In collaboration with parents and community partners, Mrs. Lan continues to lead the school to organise enrichment activities that support children's holistic development. Support for disadvantaged children and scholarship programmes, including the Nguyen Duc Canh Scholarship, further reflect a commitment to educational equity and ensure that every child has the opportunity to learn, grow, and achieve their full potential.



III. Teaching Methods

1. Child - Centred Learning

Mrs. Lan bases her teaching on a child-centred approach that recognises each child's unique abilities, interests, and learning styles. The processes are designed to encourage active participation, allowing children to learn through exploration, discovery, and hands-on activities.

2. Experiential and Play-Based Learning

Lessons are connected to real-life experiences and delivered through play, observation, and practical activities. Children are encouraged to explore their surroundings, solve problems, and develop knowledge and skills through meaningful engagement with the world around them.



3. Nature-Based Learning through the “Green School–Green Space” Model

The school integrates environmental education into daily learning by involving children in planting trees, growing vegetables, caring for gardens, and exploring nature. These activities help develop environmental awareness while fostering responsibility, cooperation, confidence, and essential life skills.

4. Technology-Enhanced Learning

Mrs. Lan uses technology to enrich learning experiences, support creativity, and increase engagement. Technology is used as a complementary resource, while maintaining the central role of meaningful interactions between teachers and children.

5. Nurturing and Inclusive Learning Environment

Mrs. Lan emphasises love, respect, listening, and companionship. Children learn in a safe, friendly, and happy environment where they feel valued and encouraged to express themselves, supporting their holistic development and readiness for future learning.



IV. Future Plans

Looking to the future, Mrs. Lan aspires to further enhance Hoa Lan Kindergarten through the development of a "Smart Classroom" model that integrates digital technology into early childhood learning. She plans to strengthen the digital competencies of the teachers and staff in the school, including the effective use of AI to support innovative teaching and learning. At the same time, she remains committed to expanding the "Green School-Green Space" model, ensuring that technology and nature work hand in hand to nurture children's knowledge, life skills, environmental awareness, and positive values.

Mrs. Lan also envisions building a "Happy School" by strengthening partnerships among families, schools, and communities, while expanding support for disadvantaged children. Through these efforts, she hopes to provide every child with equitable opportunities to learn, grow, and develop the confidence and resilience needed for the future.

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