



Southeast Asian
Ministers of Education
Organization



MEXT

MINISTRY OF EDUCATION,
CULTURE, SPORTS,
SCIENCE AND TECHNOLOGY-JAPAN



2021 SEAMEO-Japan ESD Award

Theme: Securing Educational Opportunities in COVID-19 Crisis

SUBMISSION FORM

PART I: DETAILS OF YOUR SCHOOL

1. Name of your school: AJOS ELEMENTARY SCHOOL
2. Full address: BRGY. STO. NIÑO, MULANAY, QUEZON- PHILIPPINES
3. Postcode: 4312
4. Country: PHILIPPINES
5. School's telephone number (country code+city code+telephone number): (042) 717-5913
6. School's Email Address: 108919@deped.gov.ph
7. Name of the Head Master/Principal/School Director: ANNIE MARIE N. DIOKNO
8. Name of the Teacher Coordinator: JOEY O. BALAGUER
9. Email address of the Coordinator: joey.balaguer@deped.gov.ph
10. School website (if available): N/A
11. Educational level (Such as Kindergarten 1 to Grade/Year 9): KINDERGARTEN TO GRADE 6
12. Total number of teachers in your school: 14
13. Approximately number of teachers participated in this programme: 14 (100%)
14. Total number of students in your school: 363
15. Approximate number of students participated in this programme: 363 (100%)

PART II: INFORMATION ABOUT THE SCHOOL'S PROGRAMME

The information of part II from no.1 to 13 should be no longer than five (5) pages long of A4 in total. The information should be written in Times New Roman/Calibri font, font size 11.

1. Title of the school's initiative

PARENTS EMPOWERMENT PROGRAM (PEP)

2. Summary of the initiative (a half page of A4)

The global outbreak of the new strain of virus originated from Wuhan, China which is the severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2) that bring coronavirus disease 2019, commonly known as COVID-19 cause a lot of problems worldwide. COVID-19 pandemic has contributed massive human loss, and is an enormous threat to public health, food systems, and the work environment.

With these, a solution needs to arise so to help learners and parents cope up with the new normal way of education. The project "Parent Empowerment Program" was the major project of Ajos Elementary School- Philippines in providing quality, relevant, and liberating education amidst COVID-19 pandemic. In

addition, it was an answer of the school administrator and faculty members to the initiative of the Department of Education to make education accessible to all and to achieve what UNESCO calls “functional literacy” even in this most trying time.

To realize this project, it was divided into eight (8) sub-projects such as 1) Project LAPIS or *Project PEN: An Interactive Strategy to Develop Writing Skills of Kindergarten*, 2) Project ERA (Enhancing Reading Ability) of Grade 1 Pupils through Video, 3) Project Nanay Ko, Tutor Ko: A Marungko Approach, 4) Project ResPONS Math: An Enhancement Program for Grade 4 Learners in Mathematics, 5) Project Short Stories as a Tool for Enhancement in Reading Comprehension of Grade 5 Learners, 6) Project STREM or Stress Reduction Management, 7) Project DRRM Preparedness, and 8) I Want You to Stay Healthy Project.

The sub-projects were the interventions of the school to cater services to among 363 pupils and less than 200 parents. It was a collaborative effort of the school head and 14 dedicated classroom teachers.

Parent Empowerment Program was conceptualized in September 2020, a month before the opening of classes and was planned to continue to succeeding years due to its necessity and effectiveness. This was part of the crafted Basic Education- Learning Continuity Plan (BE-LCP) of the school.

Significant results and accomplishments of the projects were observed and could serve as bases in continuing the programs especially today that the plague of COVID-19 continues.

3. Objectives/goals of the school’s initiative

The general objective of the project is to provide programs/interventions in helping parents to strategize their way of teaching their kids at home which the latter cannot go to school due to the spread of the COVID-19 pandemic. Specifically, it will focus on determining actions towards continuous offering of quality and relevant education from among the clientele of the institution, especially the learners by developing a research-based intervention program

4. Period of the time when the initiative was/has been started

The project was started since the opening of classes on October 5, 2020. It runs for the whole school year of 2020 to 2021 and is planned to continue as part of the projects, programs, and activities (PPAs) of the school.

5. Activities (strategies/activities of implementation, and brief information of each activity)

The Parent Empowerment Program being the major project of Ajos Elementary School in serving its clientele amidst pandemic was subdivided into different intervention programs which targeted specific learners from kindergarten to grade six.

These are the following intervention programs implemented:

1. **Project LAPIS or Project PEN: An Interactive Strategy to Develop Writing Skills of Kindergarten.** This intervention was given to learners from kindergarten. The proponent of the project provided different tracing materials for the learners to utilize during their handwriting activities. Parents were oriented on how best they could use the tracing materials for their kids.
2. **Project ERA (Enhancing Reading Ability) of Grade 1 Pupils through Video.** This intervention was focused on the development of short video materials which were distributed to parents for their use in teaching their kids on how to read.
3. **Project Nanay Ko, Tutor Ko; A Marungko Approach.** This intervention was focused on the development and utilization of printed materials intended for the enhancement of reading ability of learners in Filipino language. *Marungko* means “sounding out” or “deciphering”. It is an approach of reading the alphabet through sounds rather than how they are pronounced.
4. **Project ResPONS- Math (Response to Pupils Obstacles and Needs to Succeed in Mathematics).** Since Ajos Elementary School adopted the modular distance learning (MDL) due to COVID-19 outbreak, parents tend to teach their own kids at home. It cannot be denied that Mathematics is one of the hardest subject to teach considering that some of the parents did not have high academic achievements. This intervention provided a weekly discussion of the difficult topics in Mathematics before the module were handed over the parents for consumption of their kids.
5. **Project Short Stories as a Tool for Enhancement in Reading Comprehension of Grade 5 Learners.** This program focuses on the provision of short stories for grade five students. Every short story

has several questions to answer which measures the level of comprehension of the students. The proponent of the program asked for donations to stakeholders to purchase the needed materials.

6. **Project STREM or Stress Reduction Management.** This intervention focuses on addressing the challenges encountered by the parents of Ajos Elementary School in times of pandemic. This program provides seminar to parents on some tips on how they could cope up with the stress and anxiety brought by the pandemic. It also supplies parents with tips and strategies on how best they could handle teaching their kids considering their busy schedule on working and doing house chores.
7. **Project DRRM Preparedness.** DRRM means disaster risk reduction management. It is a program intended for intensifying knowledge of all the stakeholders of the institution regarding the possible occurrence of natural calamities most especially today that we are with this pandemic. This focuses on drills and lectures regarding earthquake, fire, typhoon, and flood.
8. **I Want You to Stay Healthy Project.** This program was the initiative of the school with partnership to private individuals and the National Government of the Philippines through the Department of Education. It provided school-based feeding program for the learners by providing fruits, bread, and milk to sustain the health of learners especially in this trying time.

6. Teaching and learning approaches/strategies that the school has integrated for this school initiative

The approaches/strategies fused in this school initiative are:

- a. **Research-based Approach-** interventions and programs employed have been used also as subjects for action research studies.
- b. **Collaborative Approach-** conceptualization of the project has been a product of open communication and continuous deliberation of school administrator, teachers, and parents' association.
- c. **Transmission Approach-** In this approach stakeholders were taught and oriented to think beyond common and embraced the new normal set-up of education. Everyone was conditioned to give extra effort so altogether they prevail and soar high amidst difficult times.

7. Participation of community and parents in the school initiative

This project was a product of rigid conceptualization with the general objective to provide programs/interventions in helping parents to strategize their way of teaching their kids at home which the latter cannot go to school due to the spread of the COVID-19 pandemic. It follows five phases:

1. **Phase I. Crafting of the Basic Education- Learning Continuity Plan (BE-LCP).** This resulted to shifting to Modular Distance Learning (MDL) from an ordinary face-to-face class.
2. **Phase II. Identifying Programs, Projects, and Activities (PAPs)-** This phase is the collection of possible programs, projects, and activities aligned to MDL. This was the rise of Parent Empowerment Program and its eight sub-projects.
3. **Phase III. Project Preparation-** Conceptual framework each sub-project was developed so to guide the proponent of the project during the whole duration of its implementation. This is the phase where teachers and parents developed and utilized learning materials for the students. Also discussed were the expectations after the implementation of the project.
4. **Phase IV. Project Implementation.** All the sub-projects were utilized and implemented. The results were properly recorded for future use. Adjustments were done out of necessities.
5. **Phase V. Project Monitoring and Evaluation-** The phase in which the proponents of the sub-projects provided the collected data and let the readily available for monitoring and evaluation purposes. This phase aided the proponent of the project on how they could maximize the result of the project and make use of it for the future.

8. Monitoring and evaluation mechanisms

The monitoring and evaluation mechanisms of the project are as follows:

- a. **Preliminary Evaluation.** An evaluation of the problems arises in educational system due to pandemic. It is primarily intended to determine the strategies and interventions needed as well as the resources and its funding.

- b. **Progressive Evaluation.** This is a monitoring of the on-going projects and intervention. It is headed by the school head and master teacher at the school. It is conducted according to the submitted timetable of the proponent of the project.
- c. **Culminative Evaluation.** This is the final evaluation. In here, the effectiveness of the project is measured and recorded. This is a comprehensive assessment of the project particularly in its aspect of reusability, economically, and replicability.

9. Effectiveness of the school initiative to learners, teachers, families, and community

Here are the positive impacts of Parent Empowerment Program (PEP) to the following stakeholders:

- a. **To Students.** As reflected in school form 5, 100% passed and promoted this school year 2020-2021 despite the challenges brought by pandemic. Even at home, they still learn and continue nurturing their knowledge, skills, and abilities.
- b. **To Teachers.** Satisfaction and self-worth were developed among them considering that were able to handle every single day to perform their duties and responsibilities. They were once proved that teachers are flexible and always ready to face untoward challenges in education.
- c. **To Families.** They became more diligent and cooperative to school. High turnout of modules was evidenced. They built strong connections with their kids particularly in studying.
- d. **To Community.** They felt involved and actively participated in the project. In a bigger sense, though pandemic was extra-challenge on their part, they never gave up to support education of their kids and relatives. The community even built connection from among each other.

10. Plan for future

Based on the results of the project, all the eight sub-projects are to be reused and replicated. Accomplishment report will be submitted to the district office for possible use district wide upon approval of the District Supervisor.

Since, these projects were part of action research, these will be presented to the Division Office for recording. If possible, the manuscript will be copyrighted and published so other schools may have access and use it locally or internationally.

11. Interrelationship of the school's programme with other Sustainable Development Goals (SDGs) (Please refer to page 2 in the Information Note or <https://sustainabledevelopment.un.org/sdgs>)

The PEP is interrelated to Sustainable Development Goals of United Nations such as:

- a. Good Health and Well-Being;
- b. Quality Education;
- c. Gender Equality;
- d. Sustainable Cities and Communities;
- e. Peace, Justice and Strong Institutions; and
- f. Partnerships for the Goals.

12. Link(s) to the information of school's initiative in social medias such as facebook, website, youtube.

NOT APPLICABLE.

13. (Optional) List of supporting documents such as a copy of the school operational plan or school management plan, action plan, learning/teaching materials, lesson plans, samples of student worksheet, manuals, etc.

If the supporting documents are in the local language, please provide a brief description in English language.

Maximum of three (3) supporting documents can be submitted with this submission form.

Document 1) (File name)

Document 2) (File name)

14. Photos related to the activity/programme (Maximum of five (5) photos with captions in English)

Photo1



In the picture was a teacher explaining topics to parents so to guide them in teaching their own kids at home.

Photo 2



This shows a learner doing his activity using the tracing material developed by his teacher.

Photo 3



This picture depicts the conducted seminar for parents on topic about "Ways to Cope Up During Pandemic."

Photo 4



This picture shows how a teacher assisted parents to learn the topics that they will teach to their kids at home. This was done during home visitation.

Photo 5



Manifested in this picture was a father helping his son to read the material distributed by the teacher.