

2021 SEAMEO-Japan ESD Award

Theme: Securing Educational Opportunities in COVID-19 Crisis

SUBMISSION FORM

The submission deadline is 15 August 2021
Full Information: link.seameo.org/2021SEAMEOJapanESDAward



PART I: DETAILS OF YOUR SCHOOL

1. Name of your school: BAGUIO CENTRAL SCHOOL
2. Full address: F. YANDOC STREET, BAGUIO CITY, BENGUET, Cordillera Administrative Region
3. Postcode: 2600
4. Country: Philippines
5. School's telephone number (country code+city code+telephone number): (+63) (074) (620-4920)
6. School's Email Address: baguiocentralschool@deped.gov.ph
7. Name of the Head Master/Principal/School Director: ESTHER K. LITILIT, EdD
8. Name of the Teacher Coordinator: CHERRY ANN COPA MALECDAN
9. Email address of the Coordinator: cherryann.malecdan@deped.gov.ph
10. School website (if available): none
11. Educational level (Such as Kindergarten 1 to Grade/Year 9): Kindergarten-Grade 6
12. Total number of teachers in your school: 94
13. Approximately number of teachers participated in this programme: 94 receiving teachers
14. Total number of students in your school: 3338
15. Approximate number of students participated in this programme: 17 learners with special educational needs

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

Project AYAT (Accommodation Yields to Acceptance and Transformation) for Learners with Special Educational Needs

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

Project AYAT is one of the School Based Management's (SBM) Best Practices of Baguio Central School. Project AYAT would like to make a difference in the lives of the learners with special educational needs. 'AYAT' means love in the local language. It aims to show love towards our learners with special needs (LSEs). AYAT is also an acronym which stands for Accommodation Yields to Acceptance and Transformation. Project AYAT believes that this pandemic can serve as an opportunity to re-think how emergency education planning can be inclusive to learners with special needs. Currently, inclusive education is no longer accommodating these learners in the general classroom but accommodating their needs at this time of pandemic. This program aims to empower learners with special needs (LSEs) during the COVID-19 crisis as well as their family. Project AYAT advocates that inclusive education is a quality education available to ALL-regardless of their special educational needs, regardless of their gender, and regardless of their economic status like some of our learners with special needs are indigent or marginalized. Project AYAT also aims to empower teachers and parents on special education and inclusive education through online campaign.

Love knows no boundaries and No Child Left Behind Leave are the guiding principles of Project AYAT. It is revealed in several studies about the impact of Covid-19 to our learners with special needs. These studies have concluded that the impact of COVID-19 is likely to be worse for children with disabilities and they are likely to face a greater risk of being left behind. The lives of our learners and their families have been drastically affected by the school closures caused by the COVID-19 outbreak. From the site of the Philippine Statistics Authority, it is revealed that the children are the most vulnerable population groups in society, especially those belonging to poor families and children with disabilities. UNESCO also revealed that the pupils with disabilities experience a variety of barriers to education through remote-learning practices during this health crises such as COVID-19. Some of these are: children with disabilities are often provided with less help; teachers who handle them have inadequate training; more time and resources are required for students with disabilities to actively participate in learning which includes equipment, internet access and specially designed materials and support. This makes learning more costly for students and their families. Learners with disabilities are negatively affected by the school closures where they also lose their playtime with classmates and friends, annual health check, and free meals provided by the school's feeding program. These are very important for their development and learning.

Baguio Central has identified 17 learners with disabilities and with manifestations of learning difficulties. The problem now arises as to how these pupils will learn amid Covid-19 pandemic. This is the reason why Project AYAT is established to meet their needs which will lead to their success.

3. Objectives/goals of the school's initiative

- ☞ To monitor the academic performance and progress of male and female learners with special needs (LSEs).
- ☞ To provide appropriate remediation or intervention measures to cater learners with special needs in distance learning.
- ☞ To promote health and well-ness of learners with special needs (LSEs) to combat Covid-19 virus.
- ☞ To empower teachers and parents through learning action cell (LAC) sessions and online campaign.
- ☞ To strengthen partnerships between the school and community stakeholders in providing support to learners with special educational needs.

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

October 2020

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

The following strategies/activities of implementation of Project AYAT.

- a. The proponent wrote a letter of permission to the principal to start a project for Learners with Special Educational Needs. This is to give focus and closer attention to them and their needs at this time of Covid-19 crisis. With the help of the school head, finalization of the program's proposal and list of strategies of the program materialized after a month of its approval
- b. The next step is the crafting of program's title. Project AYAT is carefully conceptualized. Ayat means love in the local language. The project's aim is to show their love to these children with special needs by giving focus and attention to their needs. The proponent would like that the title will speak for itself.
- c. Developing Project AYAT's logo. Each element of the logo was carefully planned and organized to represent what Project AYAT is all about. The roof represents the inclusive community which includes the school, the barangay, and family where the child belongs. The heart represents the love that the administrators, teachers, and parents' give for the learners with special needs. The wheelchair is the universal symbol for people with disabilities and this includes the learners with special needs. The sun rays represent the hope and bright future for these learners with special needs.
- d. Identification of learners with special educational needs or LSEs. There are 17 learners who were identified by the special education coordinator and the teachers, 3 girls and 14 boys. Some of the learners have previous medical records while show several and multiple manifestations of difficulties. These manifestations were observed during the face-to-face interaction last school year while three of them were observed during the home visitation of pupils by their advisers.
- e. Formation of Project AYAT Core Group. This core group is chaired by the school special education coordinator who has academic qualification of a master's degree in Special Education and received national and division trainings on special education and inclusive education, together with the receiving teachers and grade level LSEs coordinator. Receiving teachers are the teachers who are handling the learners with special needs who also have education in special education and trainings in special education and inclusive education. These teachers received trainings on inclusive education and special education. The grade level LSEs coordinator monitors the receiving teachers and LSEs in their grade level. Currently there are sixteen (16) receiving teachers and seven (7) LSEs grade level coordinators.
- f. Quarterly Meetings of the Project AYAT Core Group are conducted to discuss the progress of the child and what are the intervention strategies and materials that the teachers provided to these learners with special educational needs.
- g. Online campaign to empower receiving teachers and parents and BCS faculty on inclusive education by crafting educational videos on inclusive education and presentations. The sources of the content of the presentation and videos are from the trainings received the proponent and from research, and books read on special education and inclusive education. These presentations and videos are posted in the Project AYAT Facebook page, uploaded in Project AYAT You tube channel, and shared in the different messenger group chats of the faculty, parents, and the group chat of special education coordinators of the Division of Baguio.
- h. Evaluation of the program. A survey questionnaire is given to the receiving teachers to gather comments and suggestions for the improvement of the program.
- i. Home visitation to all identified learners with special needs. The special education coordinator and the receiving teachers conducted series of home visitations to find ways on how they can communicate with the parents and to give support on how the parents can assist their child's education, especially this time of pandemic. This is to also to learn more about how their child is coping at this time of distance learning. All the identified learners were home visited, and follow-up visits were conducted.
- j. Provision of accommodation/intervention/remediation to learners with special educational needs. One on one online conferences and one on one face to face conference are conducted to assist the learners with special educational needs. The academic performance of the learners is monitored quarterly and updated quarterly. Subjects that need attention to are given remediation by the receiving teachers. The use of accommodation and modification in the online teaching and in performance tasks are done. This has improved pupil performance on this new normal.
- k. Provision of technical assistance through the conduct of LAC sessions on Inclusive Education based on the approved training proposal and Training Matrix. This is to increase awareness of learners with special educational needs.

- l. Partnership buildup is strengthening partnerships between the school and community stakeholders in providing support to learners with special educational needs. Project AYAT looked for linkages to support the assessment of identified learners with special educational needs by writing letters to benefactors. Project AYAT donations funded the assessment of 13 learners with special educational needs. Project AYAT is supported by Baguio Family and friends Lions Club (BFFLC), Baguio City People with Disabilities Affairs Office, Philippine Drug Enforcement Agency-Cordillera Administrative Region (PDEA-CAR), Special Science Class parents' batch IV and V, Mercilita Umotoy, Linyan Lamosen, and Philippine Mental Health Association (PMHA)
- m. Provision of psychological and educational/academic assessment to learners with special educational needs. The 11 learners out of 13 who were scheduled at the Philippine Mental Health Association were given assessment. The school is currently waiting for the results of the 11 assessments. Another learner with special needs is Rys Eli Marcial, who passed the Philippine Science High School, also went for developmental evaluation under Dr. Fronda, a child developmental doctor, who diagnosed that the child is under the spectrum of Autism. Thus, he needs social skills training, behavioral and social accommodations, and annual developmental monitoring. Inequality and discrimination will be eradicated if these learners will receive the right assessment and proper intervention and accommodation.

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

- ☞☞ One on one online and face to face remediation classes and home visitation to assist the learners were employed to assist the learners with special educational needs (LSEs).
- ☞☞ Online advocacy is used and sustained. Numerous presentations and video clips which are developed are posted in the project AYAT Facebook page, Youtube channel, faculty group chat, Special Education coordinators in the city group chat.
- ☞☞ Modified activities and assessments and accommodations are provided to meet the needs of LSEs

7. Participation of community and parents in the school initiative

- ☞☞ Parents of learners with special educational needs were given help on how they will assist their child with special needs during the consultation and home visitation.
 - ☞☞ With the permission of the barangay captain in one of the barangays in the city, Project AYAT also extended its service to the community by assisting identified learners with manifestations of academic difficulties in the neighborhood. Parents and their children were oriented.
 - ☞☞ Project AYAT is also supported by the different stakeholders and benefactors. Project AYAT is supported by Baguio Family and friends Lions Club (BFFLC), Baguio City People with Disabilities Affairs Office (PDAO), Philippine Drug Enforcement Agency-Cordillera Administrative Region (PDEA-CAR), Special Science Class parents' batch IV and V, Mercilita Umotoy, Linyan Lamosen, and the Philippine Mental Health Association (PMHA)
- These agencies and individuals support the advocacy of Project AYAT that everyone should be included, especially with learners with special educational needs. One of the objectives of Project AYAT is for the identified learners to be assessed by professionals for families and teachers to have a clearer guidance on how they could help these children succeed.

8. Monitoring and evaluation mechanisms

- ☞☞ Project AYAT is being monitored on a quarterly basis and progress report is submitted. The monitoring Team, composed of the principal, master teachers, and the receiving teachers used Monitoring and Evaluation Form as a tool to identify the success of the program. After the program post-implementation, evaluation on the program was done. The monitoring team identified areas that need to enhance or improve and gave possible solutions for better implementation of the program for the next schoolyear.

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

- ☞☞ Effectiveness to learners with special educational needs:
 - ☞ Through Project AYAT, the learners that were identified were given more focus and attention. Their special educational needs were met by the provisions of academic accommodations and modifications of the receiving teachers. The learners improved in their completion and submission of their Self Learning

Modules (SLMs). There is an increased in their academic performance as shown from the data collected every quarter.

☞☞ Effectiveness to receiving teachers (teachers who are handling pupils with special educational needs) and to all faculty members:

✎ Through Projects AYAT's online advocacy, awareness on learners with special educational needs by the teachers is strengthened. Their understanding on the various disorders, difficulties, and manifestations were improved. Due to their awareness, they were able to identify their pupils who are exhibiting manifestations of difficulties; thus, follow-up and home visitations were made.

☞☞ Effectiveness to the families of learners with special educational needs:

✎ Through Projects AYATs advocacy, the learners identified showing manifestations of difficulties were finally assessed by professionals. And this gave families a clearer understanding on what their child/ren are going through. The parents are saying and sending their thankfulness to project AYAT and receiving teachers either verbally, written, or online form.

☞☞ Effectiveness to the school and the community:

✎ The project AYAT core group which comprises the Project AYAT proponent/chairman, receiving teachers, LSEs coordinator per grade level, the administrator, PTA officers and monitoring and evaluation team gave their support and assistance to project AYAT. Through the partnership of the administrator, teachers, parents and other stakeholders, generous benefactors/donors gave their full support on the implementation of the various activities of project AYAT

10. Plan for future

☞☞ The lives of our learners and their families have been drastically affected by the school closures caused by the COVID-19 outbreak. From the site of the Philippine Statistics Authority, it is revealed that the children are the most vulnerable population groups in society, especially those belonging to poor families and children with disabilities. UNESCO also revealed that the pupils with disabilities experience a variety of barriers to education through remote-learning practices during this health crises such as COVID-19. It is revealed in their study that these children with disabilities are often provided with less help; teachers who handle them have inadequate training; more time and resources are required for students with disabilities to actively participate in learning which includes equipment, internet access and specially designed materials and support. This makes learning more costly for students and their families. Learners with disabilities are negatively affected by the classroom shutdown in additional ways like they lose their playtime with their classmates and friends, which are equally important for development and learning.

☞☞ With these numerous barriers Project AYAT would like to make a difference. This project has aided in the improvement of the academic participation and performance of learners with special needs. Thus, this project is planned to be carried and be part of the learning system of the school. To do this, the program is continuously being enhanced, monitored, and evaluated by the teachers, master teachers, and school head. Furthermore, the receiving teachers and the other teachers will be mentored to improve their skills in handling LSEs. In such case, it is provisioned that in the coming school year, there will be Project AYAT Resource Room where materials are available for teachers and learners to use. Project AYAT will continue its campaign and will continue to share its advocacy to other schools in the community, eventually to other regions and to the whole country. The school will continue to forge a stronger partnership with stakeholders to achieve the mission and vision of DEPED that is to provide basic quality education to all learners.

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>)

Project AYAT is in line with the theme of SEAMEO "Securing Educational Opportunities in Covid-19 Crisis". Project AYAT is interrelated with the following Sustainable Development Goals:

☞☞ Sustainable Development Goal number 1 on ending poverty in all its forms everywhere. Project AYAT aims to aid the school in providing quality education to these learners with special needs. Project AYAT supports the idea that quality education will prevent or decrease the chance of these learners when they turn adult to be included in the statistics of poor and marginalized.

☞☞ Sustainable Development Goal number 3 on ensuring healthy lives and promoting the well-being for all at all ages. Project AYAT accommodates the learners with special needs from kinder to Grade 6. Baguio Central School have two LSEs in kinder, three in first Grade, four in second grade, one in third

grade, two three in fifth grade and four in sixth grade. Project AYAT is expecting an increase in the following school year. These learner's academic performance as well as their mental health is also being monitored. Teachers have a daily communication to their parents' group chat asking the health condition of these learners. The home visitations are also an avenue to check on their mental health. These steps can contribute to the well-being and success of these learners.

☞☞ Project AYAT is also interrelated with Sustainable Development Goal number 4 on Quality Education: where it ensures inclusive and equitable quality education and promote lifelong learning opportunities for all. The impact of CoVID-19 has affected our learners, more so, with our learners who are experiencing academic difficulties due to their disabilities. Reaching out to these learners need effort and time from the receiving teachers and the school. Project AYAT supports inclusive education by accommodating learners with special educational needs in the regular classroom and by providing the quality education that these learners need, such as their reading and numeracy skills.

Accommodating these learners mean accommodating their needs. Teachers started to have a better understanding on how to help these learners through the effort of Project AYAT's advocacy on inclusive education. Looking into their needs to prevent them from falling behind and being left behind. These children matter.

☞☞ Project AYAT is also interrelated with Sustainable Development Goal number 5 on Achieving gender equality and empowering all women and girls. Project AYAT caters to both male and female learners with special needs. There are three (3) girls and fourteen (14) boys with special needs at Baguio Central School. Project AYAT is also advocating on equality regardless of the gender and special needs to eliminate discrimination. Campaigning for equality means campaigning for acceptance and understanding

☞☞ Project AYAT is also interrelated with Sustainable Development Goal SDG number 16, promoting peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable, and inclusive institutions at all levels. Project AYAT is trying its best to bring their advocacy to the community. One little step at a time. Eventually it will encourage other schools to come up with their own program for their learners with special needs

☞☞ Moreover, Project AYAT is interrelated with Sustainable Development Goal number 17 on strengthening the means of implementation and revitalizing the global partnership for sustainable development. Project AYAT shared its campaign to the different schools in the city. This is also shared to the office of Persons with Disabilities Affairs Office of the city and various organizations and individual. Soon enough, as the Project will grow, the support and stakeholders will also grow.

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

Baguio Central School FB Page:

<https://www.facebook.com/DepEd-Tayo-Baguio-Central-School/ProjectAYAT>

Baguio Central School Project AYAT FB Page:

<https://www.facebook.com/projectayatforlearnerswithspecialneeds>

Project AYAT posts:

<https://fb.watch/4Lhen-NkP5/> <https://www.facebook.com/watch/?v=1314259662279480>

Project AYAT Website: <https://projectayat4lsens.wixsite.com/website>

Project AYAT e-FORMS, presentations, and videos:

https://drive.google.com/drive/folders/15jv0_1dTqe17UkYjKh_9Tlu-dfzF5Am4?usp=sharing

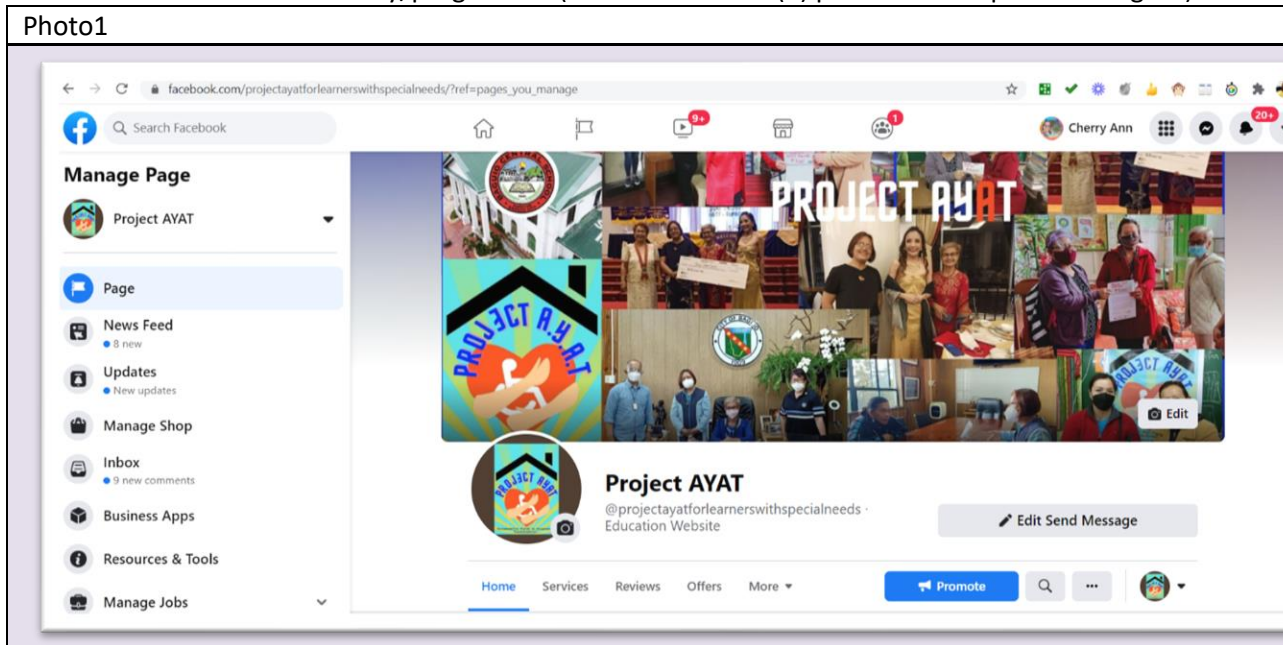
13. List of supporting documents : Baguio Central School Innovation Write UP containing the Rationale, Progress Reports per quarter, Impact, and Documentations of the program

Document 1) Project AYAT write up

https://drive.google.com/drive/folders/15jv0_1dTqe17UkYjKh_9Tlu-dfzF5Am4?usp=sharing

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

Photo1



A screen shot of Project AYAT Facebook page where presentations and videos on inclusive education awareness and accomplishments of project AYAT are posted and are shared in the DepEd Tayo Baguio Central School Facebook Page (<https://www.facebook.com/projectayatforlearnerswithspecialneeds>)

Photo 2



Conduct of teaching and Learning is even extended to Parents of Learners with Special Educational Needs- Special Education Coordinator, Cherry Ann Malecndan is giving assistance to the mother of Arlianne, a Grade 2 pupil who is showing difficulty in speech. She is now awaiting for the result of her development evaluation and academic assessment from Philippine Mental Health Association, sponsored by Project AYAT.

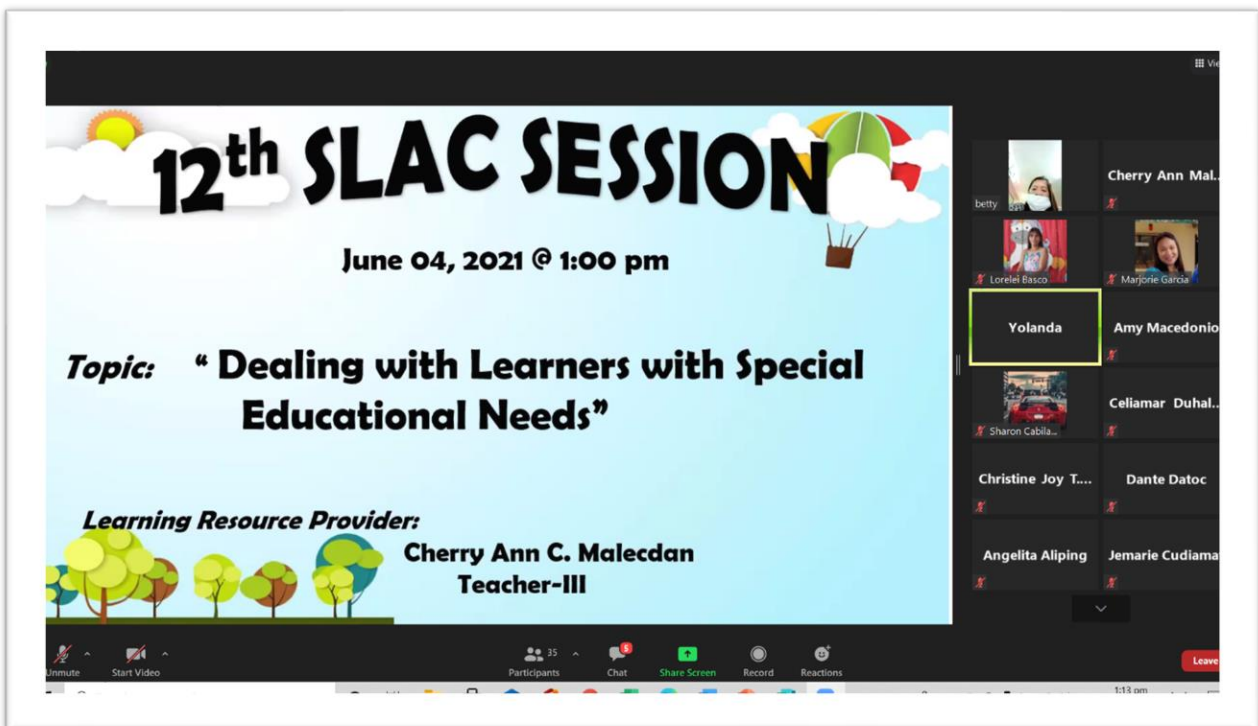
Photo 3



The special education coordinator and receiving teachers give assistance to Learners with Special Educational Needs (LSENs) for them to succeed in their distance learning. Ma'am Tiza Bedey, a Grade 2 receiving teacher together with Ma'am Cherry Ann Malecдан, the special education coordinator are assisting Hennesy a Grade 2 showing manifestation of difficulty in speech) in her Self-Learning Modules

Photo 4

A screenshot of one of the sharing of Inclusive Education and how Project AYAT came to be to Quezon Hill Elementary School.



Sharing about Inclusive Education to Teachers from other Schools (Pines City National High School and Quezon Hill Elementary School) and to Parents to increase awareness on Learners with Special Educational Needs.

Photo 5



Linkages and Community Outreach-Project AYAT is extended even to the barangay level and was able to find support from government offices like the People with Disabilities Affairs Office of City Hall (PDAO), Philippine Drug Enforcement Agency CAR, groups like the Baguio Family and Friends Lions Club and individuals.

This is a photo taken last June 3 giving the 3000 financial assistance to one of the beneficiaries of Project AYAT, Rys Eli Marcial, a graduating pupil with Autism Spectrum. He passed the Philippine Science High School. The financial assistance is for his psychological and developmental evaluation. The financial assistance is donated by one of Project AYAT's benefactors, the Baguio Family and Friends Lions Club, last June 25.