

2021 SEAMEO-Japan ESD Award

Theme: Securing Educational Opportunities in COVID-19 Crisis

SUBMISSION FORM

The submission deadline is 3 August 2021
Full Information: link.seameo.org/2021SEAMEOJapanESDAward



PART I: DETAILS OF YOUR SCHOOL

1. Name of your school: BAGUIO CITY NATIONAL SCIENCE HIGH SCHOOL
2. Full address: Purok 12, Irisan, Baguio City
3. Postcode: 2600
4. Country: Philippines
5. School's telephone number (country code+city code+telephone number): +63(074)6205789
6. School's Email Address: bcnshs.340055@gmail.com
7. Name of the Head Master/Principal/School Director: MARIA JOAN D. ANDAYAN
8. Name of the Teacher Coordinators: Genevieve C. Tudlong & Kathy M. Papcio
8. Email address of the Coordinator: genevieve.tudlong@deped.gov.ph & kathy.papcio@deped.gov.ph
9. School website (if available): none
10. Educational level (Such as Kindergarten 1 to Grade/Year 9): Grade 7 to 12
11. Total number of teachers in your school: 46
12. Approximately number of teachers participated in this programme: 46
13. Total number of students in your school: 1286
14. Approximate number of students participated in this programme: 1286

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

Initiating a Transformative education through Diverse Learning Opportunities, Wonderful, Authentic, and Nurturing strategies (ITDOWAN) amidst Pandemic

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

School stakeholders, community leaders, and other government and non-government agencies are united in realizing the objective of this initiative, to ensure that all learners in Baguio City National Science High school are catered with the learning modalities they chose and be able to help in realizing the United Nations' Sustainable Development Goals (DGs) amidst COVID-19 crisis.

Blended learning modality is employed. The use of Learning Management Systems (LMS) is maximized for learners for online learners, one-on-one online tutorial is also offered who need assistance in their lessons. For those who do not have access to the LMS and those who find difficulty in answering their modules, they may choose between a scheduled limited face-to-face tutorial, or home visitation. As for those who opted for printed modular learning, learning packets and learning outputs are delivered and retrieved to and from their respective barangays with the concerted effort and help of the school's teaching and non-teaching staff, partners (BFP, AFP, Barangay council), parents, and stakeholders. The value of Bayanihan and volunteerism is indeed overwhelming for this cause.

The school also initiated the *Bayanihan para sa Kababayan Program* which aims to aid learners whose family are greatly in need due to varied reasons brought by this Pandemic: parents were displaced or laid off from their work, parents are sick, learners or any of their family members are suffering from depression, and the like. Donations in cash and in kind were distributed to these learners. Also, guidance and counseling programs are continuously provided by the school guidance and counseling team to support the mental well-being of the learners and their family members.

Heal and Will, and Water Break Habit initiatives are also conducted in school to ensure the physical, and mental well-being of the teaching and non-teaching staffs. Apart from these initiatives, COVID-19 health protocols are strictly implemented and always observed.

Through these concerted efforts, Baguio City National Science High School achieved 99% passing rate with 89.55% proficiency level for the SY 2020-2021.

3. Objectives/goals of the school's initiative

- To strengthen ties with stakeholders, government, and non-government organizations in providing better service in education during this COVID-19 crisis.
- To ensure support to the achievement and realization of the sustainable development goals of the United nations and the DepEd's mission, vision, and core values.
- To provide opportunities to all learners to cope with their academic requirements despite this COVID-19 pandemic.
- To calibrate teachers with "new" strategies that are feasible in this new normal.

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)

• **Capacity Building for Quality Education**

The school conducts school training on the utilization of learning management systems, TV-based instruction, radio-based instruction, and different learning strategies for blended learning. After a series of training sessions, data on the learning modality preferences of the learners are reviewed and teachers are consulted on the LMS platforms they prefer. Not to mention the development of self-learning modules by the teachers, quality assured (QA) by the school and forwarded to the Learning Resource Management System (LRMS)-Division Office for further

evaluation and to the LRMS-Regional Office for evaluation, approval and uploading to the LRMS portal. Once uploaded, teachers can download the self-learning module to be used in their classes.

Close working with partner institutions like Medline International Training Institute, and Cordillera School of Digital Arts (CSDA) ensures quality education and training for our senior high learners which would also ensure employability to our senior high graduates.

- **Teamwork and Communication is the Key!**

Series of consultations and meetings, the teachers decide on which standard platform to use. For the SY 2020-21, the SHS teachers agreed to use Edmodo as their LMS platform, while google classrooms for the JHS. These learning management systems serve as a portal for learners who opted for digital copies of self-learning modules, they download their modules, answer, and submit them online. In the same manner, teachers upload their video lessons, and even their recorded synchronous classes for the learners to review during their most convenient time, and for learners who are not able to join their synchronous classes to watch. However, there are learners who do not have access to the LMS and learners who find difficulty in answering their modules. In this case, they are offered with two choices: they may be scheduled for a limited face-to-face tutorial, or their subject teachers or volunteer teachers may visit them in their homes. For learners who have access to the internet but need assistance in understanding the lessons, they are scheduled for a one-on-one online tutorial with their teachers.

- **Orientation of parents and learners** on the use of these platforms are also conducted after organizing on how to cater to all learners with varied chosen learning modalities. Similarly, orientation of parents and learners for those who opted for printed modular with online consultations and asynchronous classes, and meeting with volunteer partners for the delivery of printed modules to set the schedules of deliveries and retrievals are conducted.

- **Monitoring** of the deliveries and retrievals (print and digital copies) are done to ensure that learning materials reach the learners. Those who are not able to get their learning packets and drop their learning outputs from and to the drop off areas are reminded by their advisers, subject teachers and their barangay/purok officials/leaders.

- **Walking an extra mile!**

Learners who are not able to accomplish their modules are asked for their reasons, from this, the school initiates online and home visitation tutorial activities through the volunteer teachers. However, due to the increasing number of learners who are not accomplishing their modules despite the online tutorials, synchronous classes, home visitation, and recorded videos, the school administration considered offering limited face-to-face tutorial where limited number of learners are allowed to be brought in school by their parents, and then fetch them at the set time. A room called, “WE CARE room” is set for these learners to ensure that COVID-19 health protocols are still observed.

Learners who still find difficulties in accomplishing the self-learning modules despite the tutorials and video lessons are given the option to do modified/ alternative activities which are based on their strengths and interests. Teachers prepare alternative/ modified activities intended for these learners. These activities are anchored from the MELCs and are aligned to the learners’ strengths/ interests.

- **Our well-being and Beyond. Physical, Emotional and Mental Health is our primary concern!**

To ensure also that learners and even their family members are well-guided and coping during these difficult times, the school guidance counselor with her team assists these learners who seek or need guidance and counseling services to ensure their mental well-being. In addition, mental health programs like Psychological First Aid (PFA) were given to the learners at the beginning of the school year. Likewise, webinars on mental well-being and peer support are conducted in collaboration with the different clubs in the school. Maintaining connection between and among teachers, school heads, and school staff, parents and learners is made possible through the virtual “Student Hour” (podcast) under the Student Supreme Government Project, where learners get to air their issues and what they’re going through. School employees - teaching and non-teaching staff also have their activities to ensure their physical and mental well-being such as the weekly *hataw* (exercises), water break (hourly reminder to signal the

employees to drink water), mental health activities provided by the school guidance counselor and the monthly ecumenical service.

Since we are focused on the holistic well-being of every learner, and employees, integration of socially relevant issues like mental health and climate change is evident in the lessons. Learners get to feel that they are a part of a community, society that they have to be responsible and take care of themselves, their family, community, the society and the environment.

- **Poverty is never a hindrance Through the *Bayanihan para sa Kababayan Program***

Furthermore, assistance in cash and in kind from generous individuals and school's stakeholders were given to learners in need. This was realized through the partnership of the school PTA board, Faculty Club, Student Supreme Government (SSG) and generous individuals. Food and cash donations were delivered to the learner's family in need. Aside from that, gadgets and equipment like smart phones, lightbox for animation students, Laptops are being lent to learners to support their learning. The school is continuously working with its partner institutions to support our learners in learning through the Delivery Voucher Program for Senior High School Technical Vocational and Livelihood Specializations (JDVP-TVL) by DepEd, where learners were provided with the materials they would be needing in their chosen strand/area like ingredients for cookery/bread and pastry production, flash drive, load, and basic drawing materials for ICT learners. With these programs and initiatives, no learner can be left behind when it comes to receiving quality education, for whatever reason there may be, the school is committed to provide all opportunities to every learner regardless of their gender, age, religion, status or situation.

Evaluation of these activities are conducted bi-weekly, improvements are considered until the end of the school year, and to be sustained for the succeeding school years.

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

- Synchronous and asynchronous classes (group and individual)
- Video lessons
- online communications/ interactions through the LMS (Edmodo and google classroom), Facebook messenger
- Limited face-to-face tutorial
- Alternative/modified activities based on the learners' interests/ strengths
- Flip Classroom/learning

7. Participation of community and parents in the school initiative

Community leaders/ officials help in distributing the learning packet of their constituents, PTA officers help in providing crates for the learning packets that are delivered and retrieved, as well as in looking for partners who can sponsor our learners who need support. For this school year, government agency partners (AFP and BFP) helped in delivering the learning packets during the first quarter. The school service and stakeholders (volunteer parents and teachers) did the delivery and retrieval in the succeeding quarters.

All the other initiatives were consistently practiced, monitored and evaluated to ensure that the objectives are attained up to the end of the school year.

8. Monitoring and evaluation mechanisms

Bi-weekly monitoring and evaluation of the mechanisms are conducted where issues and concerns are addressed, and some of the processes are continuously being improved until the end of the school year.

In addition, based on the evaluation conducted at the end of the school year, these practices and initiatives should be continued in the succeeding school year since it made a great and admirable impact to the school employees, learners, and stakeholders.

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

Results of the monitoring and evaluation show that the initiatives/ practices are very helpful in ensuring and supporting the achievement of the United Nations' and the Country's SDG, as well as the Department of Education's vision, mission, and core values.

Through these initiatives, learners at risk of not participating or giving up were encouraged to continue; parents/ guardians, and community leaders were actively involved; teachers became more innovative and resilient resulting in a 99% passing rate with 89.55% proficiency level.

10. Plan for future

This initiative has to be strengthened and sustained for it was able to save lots of learners, even those outside Baguio City and Benguet (those who are enrolled here yet are staying in their provinces and other cities) are catered.

Plans for improvement and enhancements will also be considered for the succeeding school years to ensure sustainability and achievement of the SDGs.

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>)

These initiatives are great support to the 2030 Agenda for Sustainable Development Goals. This initiative recognizes the provision of quality education and modelling gender equality to address SDG numbers 1, 2, 3, 4, 5, 8, 10, 16, and 17.

Through the support initiatives and practices provided to the learners, if appreciated and well-taken could greatly impact the learners' and their families lives. If they imbibe the values modelled in these initiatives and practices, we could work together in realizing the MDGs and SDGs.

Adult participants in these initiatives and practices are also building a great foundation to support and realize the MDGs and SDGs. Adults serve as models and participants, while learners serve as beneficiaries and future leaders who can sustain and enhance whatever we achieve. Through the quality education that we provide to them, and the core values that we model; if they will imbibe and live with these values, the bright future that we aim will be realized.

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

<https://www.facebook.com/DepEdTayoBCNSHS/>
<https://new.edmodo.com/home>
<https://google>

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) BCNSHS video

Document 2) (File name) Learner's output with teacher's comments

Document 3) (File name) Sample learning plan with video lesson

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

Photo1

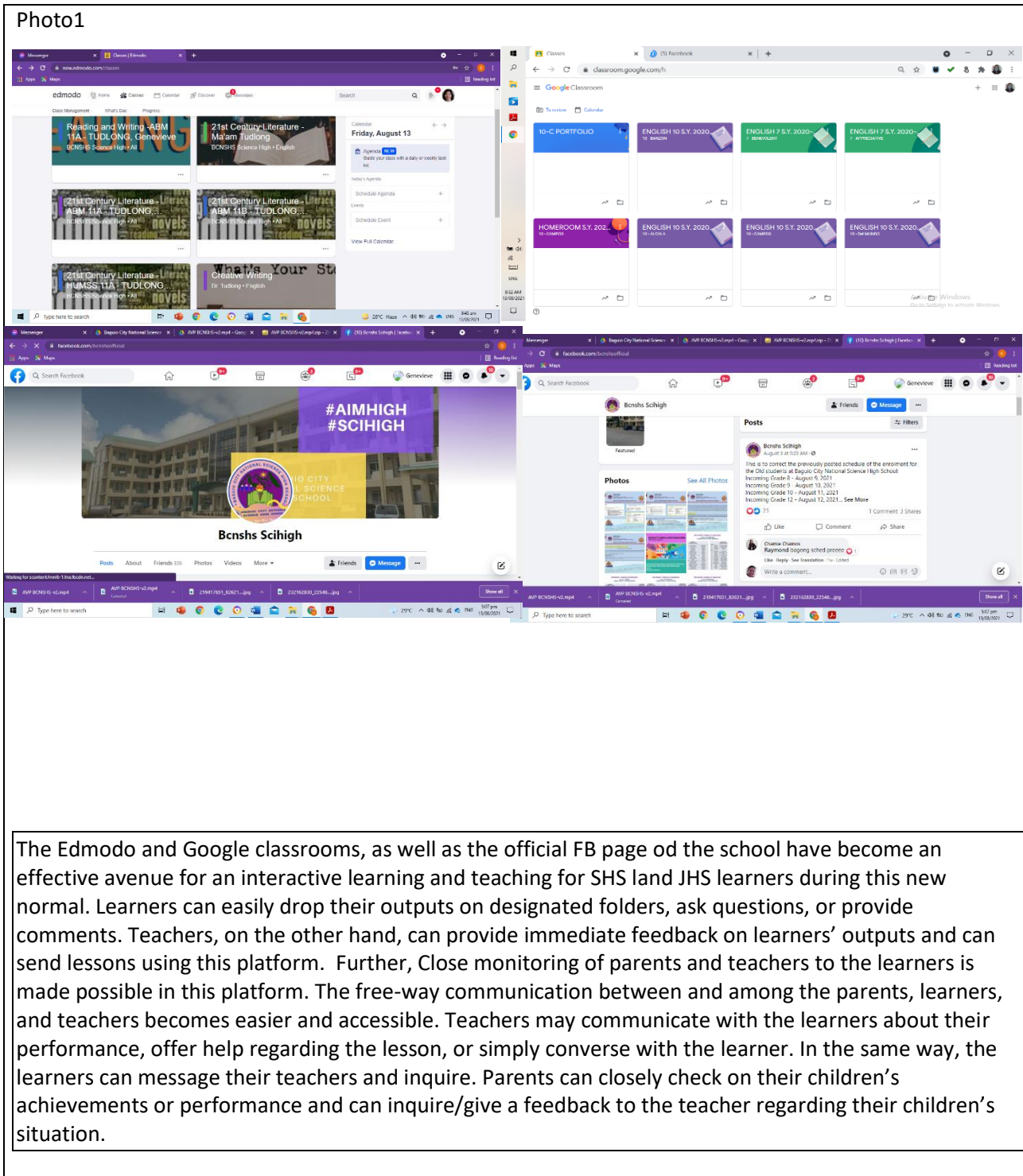
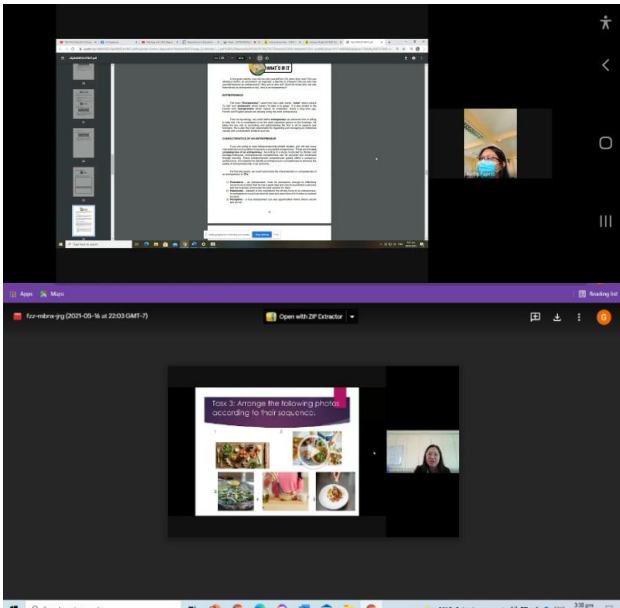


Photo 2




The screenshot shows a Zoom window with a presentation slide titled "Task 3. Arrange the following photos according to their sequences." The slide displays six small images of food. A video feed of a teacher is visible in the top right corner of the Zoom window. The Windows taskbar at the bottom shows the time as 3:30 pm on 12/08/2021.

NOT FOR SALE
Government Property

Senior High School

Conic Section: Hyperbola

Learner's Module in Pre-Calculus
Quarter 1 • Module 4



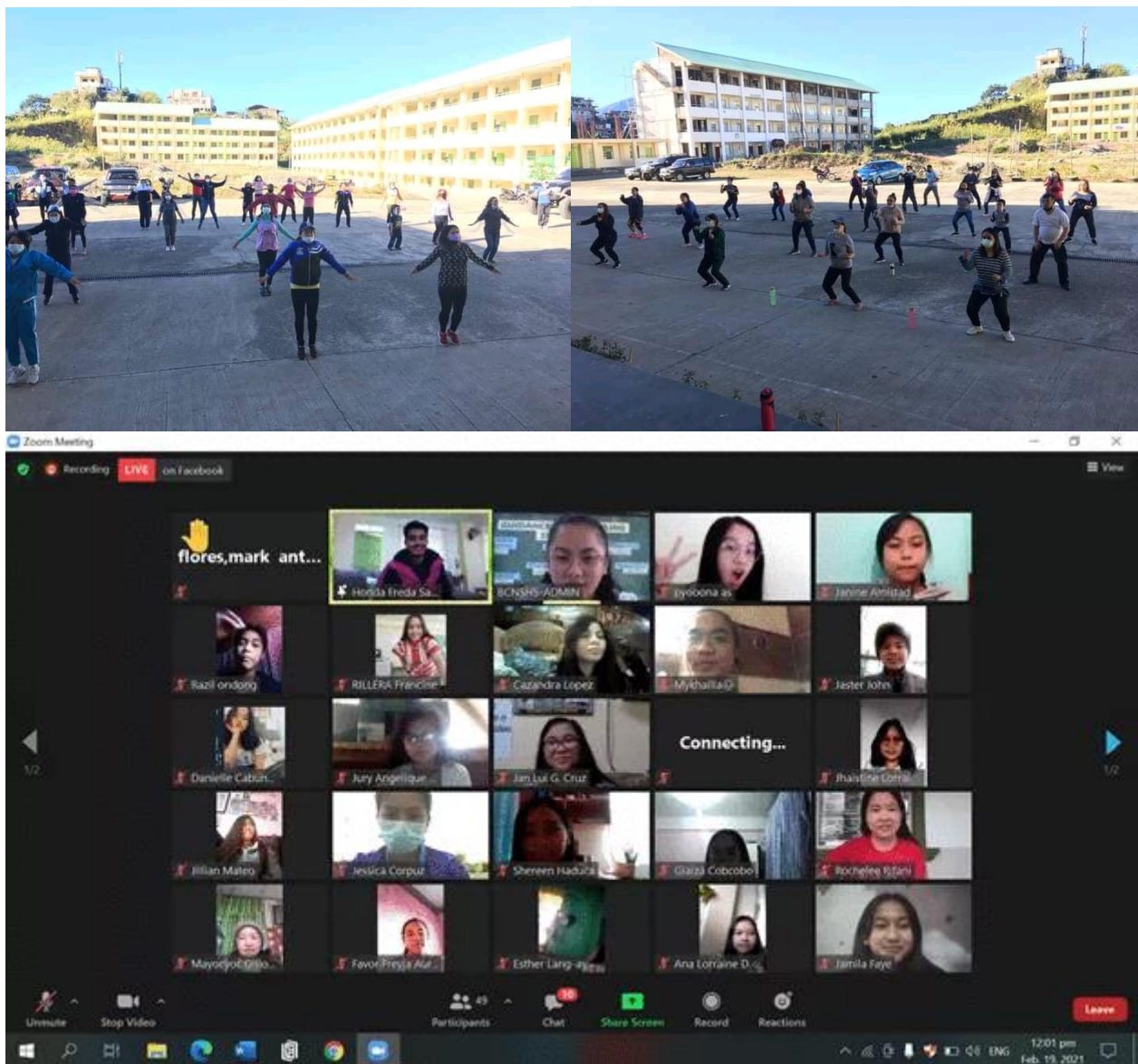
KATHY M. PAPCIO
Developer

Department of Education • Cordillera Administrative Region

NAME: _____ GRADE AND SECTION _____
TEACHER: _____ SCORE _____

Teachers develop and teach. Due to the sudden change on the teaching and learning delivery, teachers are called to develop self-learning modules and deliver lessons both offline and online. Recorded synchronous classes and pre-recorded video lessons, reading materials, learning plans, e-copies of learning modules, and answer sheets are uploaded to the official LMS for learners to acquire/view anytime.

Photo 3



Cliché as it may be, but indeed, health is certainly wealth! Teaching and non-teaching staffs of BCNSHS make sure that they are healthy and strong for their learners. This is weekly morning routine for the employees to start their every day. On the other hand, learners' mental health should be well-taken care of especially during this pandemic. The school guidance center conducts webinars apart from other programs to make learners be aware of mental health issues and how to cope with some issues that they may be encountering.

Photo 4



We Heal as One! The *Bayanihan* spirit (Bayanihan = working together) is alive. The first photo shows the materials provided by DepEd for the SHS learners through the JDVP. The rest of the photos show donations from parents, teachers, and other individuals for learners and their families who were stranded and lost food supplies due to sudden lockdown brought by this pandemic.

Photo 5



Teachers, Partners and Volunteers on the go! No COVID-19 virus can stop the passion and commitment of the teachers, non-teaching staff, parents, and school partners in reaching out and delivering quality education to our learners. Learning modules are reproduced, sorted, and packed in the school by the teachers, then delivered by them, too in the different barangays. Here is a teacher handing over the learning packets of learners to the purok leader in the barangay drop off/retrieval area. On another photo, a teacher just handed over the learning packet directly to the learner, door-to-door delivery.

Document 2: Sample learner's output with teacher's comments

GLOBE SMART 49% 5:37

← Gante, Hannah Sarah R. STEM...

Submissions Comments

Grade 18 / 20

Ma'am here are my answer sheets for modules 3 and 4 na po including the feedback form and video po. Thank you po ma'am and God bless po always!

received_276128210397617.mp4

Gante, Hannah STEM 11A ORAL COMM Final-Monitoring-and-Feedback-forms(1).pdf

Gante, Hannah STEM 11A Oral Comm mod3 (1).pdf

Gante, Hannah STEM 11A Oral Comm mod4(1).pdf

Edit grade

Post Attendee - Zoom x (1) Baguio City Health x Ims meaning depe... x Promoting gender eq... x succeeding meaning... x Assignment | Edmodo x

new.edmodo.com/assignment/assignment56138163.199515210

edmodo Home Classes Calendar Discover Messages

Grading Overview
Output for modules 3 and 4
Due: Nov 2, 2020, 11:59 PM

9 Turned In 16 Not Turned In 2 Graded 27 All Students

11 of your students haven't viewed this assignment

Request Resubmission

Grade

Student Name

Gante, Hannah Sarah R. STEM 11A

Alindayo, Patrick STEM 11A

Carrao Samuel Jr. STEM 11A

Calida, Stephanie Miriam D. STEM 11A

Save 18 20 Save X

Request Resubmission

me 251 days ago

Hello Hannah! Your video was cut but that was a good intro. I will just check

Add comment

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Type here to search

29°C 5:33 pm 12/06/2021

GLOBE SMART 50% 5:33

← Gante, Hannah Sarah R. STEM...

Submissions Comments

Dr. Tudlong 3 Dec 2020

Hello Hannah!..Your video was cut but that was a good intro. I will just check the content on the written speech.

Gante, Hannah ... 4 Dec 2020

Ma'am pakicheck or search na lang po sa messenger mo Rosemarie Gante. Sinend ko rin po doon noon yung video kasi po ayaw sa messenger ko kaya noong nagpass po ako noon sinend ko rin po doon. Thank you po ma'am.

Dr. Tudlong 6 Dec 2020

Yes, I have watched the full version. Good speech! Just be careful with the use

Type your question here... POST

GLOBE SMART 50% 5:33

← Gante, Hannah Sarah R. STEM...

Submissions Comments

Dr. Tudlong 6 Dec 2020


Yes, I have watched the full version. Good speech! Just be careful with the use of gestures, they have to come naturally. Emphasize important words using facial expression and vocal dynamics. (It's a little long too! :) your Still, a good job! Score: 18/20. you have complete entries for modules 1, 2, 3, and 4. keep up!



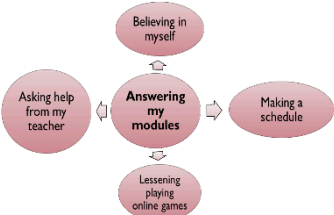
Gante, Hannah ... 7 Dec 2020


Thank you po ma'am. I'll keep in mind na lang po what you said para maimprove ko po. Salamat po ma'am.

Type your question here... POST

Document 3: Sample Daily Learning Plan with Video Lesson

	School	Baguio City National Science High School	Grade Level	12
	Teacher	Genevieve C. Tudlong	Learning Area	21 st Century Literature form the Philippines and the World
	Teaching Dates and Time	March 25, 2021	Quarter	2nd
One session (1 hour)				
I. WEEKLY OBJECTIVES				
A. Content Standard				
B. Performance Standard				
C. Learning Competencies Write the LC code for each	Writing a close analysis and critical interpretation of literary texts applying a reading approach and doing adaptation of these require from the learner the ability to identify representative texts and authors from Asia, North America, Latin America, Europe and Africa .			
Specific Learning Objectives	Through critical analysis, the learners will be able to: <ol style="list-style-type: none"> deduce the meaning of the text; identify issues presented in the text, and interpret the texts by relating themes to personal experiences and observation. 			
4. CONTENT	Writing a Close Analysis and Critical Interpretation of Representative Literary Texts from Europe and Africa			
Topic				
5. LEARNING RESOURCES				
A. References				
1. Teacher's Guide pages				
2. Learner's Materials pages	21st Century Literature Self Learning Module Quarter 2, Week 3			
3. Textbook pages	None			
4. Additional Materials from Learning Resource (LR) portal	None			
B. Other Learning Resources	<ul style="list-style-type: none"> _____.n.d. Study.com. Accessed October 28, 2020. https://study.com/academy/lesson/african-literature-history-characteristics. 2013. "Suubi." Accessed October 27, 2020. http://africanwriterstrust.org/wpcontent/uploads/2013/suubi.pdf. 2018. "Characteristics of African Literature" eNotes Editorial. January 4. Accessed October 27, 2020. https://www.enotes.com/homework-help/what-asiccharacteristics-african-english-113815. 			
6. PROCEDURES				
Instructional Materials	Video, pictures			
Strategy	Indirect, direct, interactive, experiential			
Method	Brainstorming, inquiry, simulation, individual writeshop/applying, framing, metacognition			
A. Establishing a purpose for the lesson (elicit)	<ol style="list-style-type: none"> Set the mood of the learners through picture analysis; 4 pics 1 word. From the sets of pictures, they shall identify what BIG WORD is being referred to. The teacher processes the activity by asking the learners to describe how they were able to identify the 'big words' in those pictures: ANALYSIS Teacher defines Critical Analysis 			
B. Presenting the new lesson (elicit)	<ol style="list-style-type: none"> Teacher guides the learners toward understanding the basic process of literary or critical analysis by relating this to other fields familiar to learners: Oral Communication, Mathematics, Research and otherb fields. Teacher presents what are expected to be attained by the learners through the lesson. 			
C. Presenting examples/ instances	<ol style="list-style-type: none"> Teacher guides the learners to analyze a text by using song analysis and guide questions. <ol style="list-style-type: none"> Let learners read and listen to the first two stanzas of the song Hope by Aaliyah Gaona. 			

	School Baguio City National Science High School Teacher Genevieve C. Tudlong Teaching Dates and Time March 25, 2021	Grade Level 12 Learning Area 21 st Century Literature form the Philippines and the World Quarter 2nd	
	One session (1 hour)		
of the new lesson (elicit/engage) D. Discussing new concepts and practicing new skills #1 (Leads to Formative Assessment 1) (explore/explain)	b. With the use of guide questions, the learners analyze and interpret the song. <ul style="list-style-type: none"> - What is the song about? (Covid-19 Pandemic) - What could be the purpose of the artis/song writer in writing the song? - Who are being affected by this Pandemic? - What should we do according to the song? 		
E. Discussing new concepts and practicing new skills #2 (Leads to Formative Assessment 2) (explain/elaborate)	Teacher presents a 21st Century literary piece from Africa for analysis: Pre-Naivasha Days Emmanuel Monychol (An Excerpt)		
F. Developing mastery (elaborate) (Leads to Formative Assessment 3)	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> Bio-Note: Emmanuel Monychol was born on the outskirts of a town called Tonj in South Sudan. He has studied in South Sudan, Uganda, and in the United Kingdom. Emmanuel devotes most of his free time to writing. </div> <p style="text-align: center;"> We used to fight flies and heat In the bullet ridden grass thatched huts, We lived in the hope of milk and honey. We tried to share the little we got with guerrilla forces Who lived in hope too and tried To survive with little or no food and water Tyre sandals for shoes and old clothes looted or donated. </p> <ol style="list-style-type: none"> 1. What do the speaker and his companions used to endure? 2. What did they hope for? 3. What situation is presented in the poem? 		
G. Finding practical applications of concepts and skills in daily living (evaluate)	From the identified issues in the text, let the learners identify the “war” they are battling with or the “war” that their family, community or even the whole country or world is battling and how they are coping through a graphic organizer. <div style="text-align: center; margin-top: 20px;">  </div>		
H. Making generalizations and abstractions about the lesson (extend)	Make an acrostic poem or an equation that would summarize the learning you have in this lesson. For example: <p style="text-align: center;">Reading skills + experience = MEANING or</p> <p> A – rtistically done texts F- rees your mind with ease R- eading them closely and I – nterpreteping them critically C- aptures the truth behing these work of A-rt </p>		

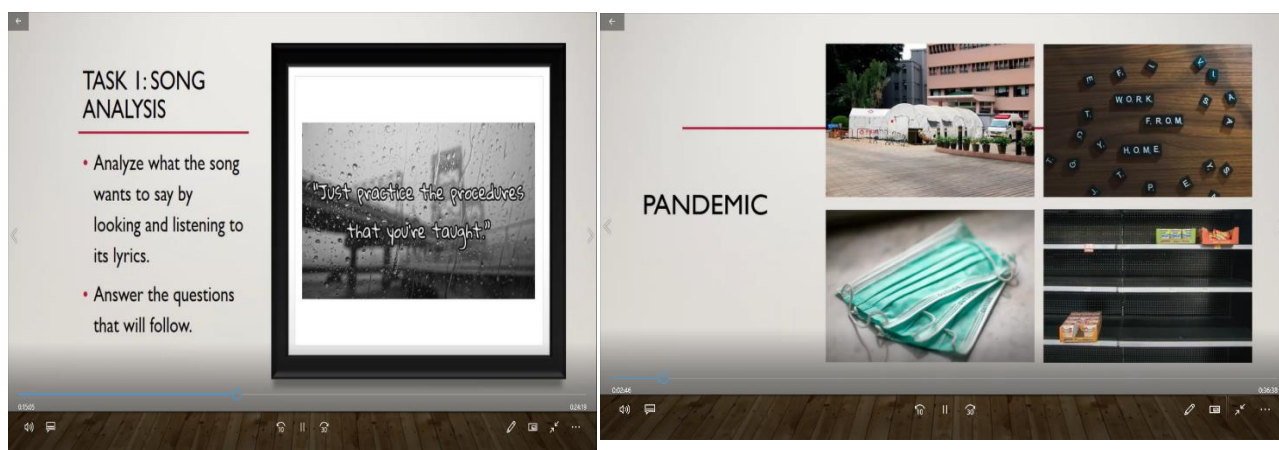
	School	Baguio City National Science High School	Grade Level	12
	Teacher	Genevieve C. Tudlong	Learning Area	21 st Century Literature form the Philippines and the World
	Teaching Dates and Time	March 25, 2021	Quarter	2nd

One session (1 hour)				
I. Evaluating learning (evaluate/ extend)	Based on the situation presented in the above poem, identify at least three effects of war to people and community. You may choose to present it in a form of a drawing or sketch/ a two-stanza poem/graphic organizer or a paragraph. (N.B. If you choose to present in a form of a drawing or poem, provide a two to three-sentence explanation or support.)			
		Poor (3)	Fair (4)	Good (5)
	Idea	The output presents only one effect of war to people or community	The output presents two effects of war to people and community.	The output presents at least three effects of war and shows a clear understanding of what is asked.
	Creation	Output shows a creative representation that has little or no application to what is required. Output is thrown together and lacks thought, planning, neatness and originality.	Output shows a creative representation that has some (but not clear) connections to what is required. It lacks planning and creativity.	Output clearly displays connection to what is required. It is creative, neat, and well executed.
	Explanation	Output lacks an explanation or support to the idea presented.	Output has an explanation or support; however, explanation lacks some details and depth.	Output presents in-depth and sufficient explanation or support.
J. Additional activities for application or remediation	Read a brief history of Europe.			
7. REFLECTION				

Prepared by:
GENEVIEVE C. TUDLONG (Sgd)
English Teacher

Checked: PIA P. DULIGAS (sgd)
MT-Assistant School Head

Noted: MA.JOAN D. ANDAYAN (Sgd)
School Principal I



Here is the link to the video lesson.

<https://drive.google.com/file/d/1RQW73PzfoZGJOeUNT-BTXJyQb5mEFyrt/view?usp=sharing>