



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: CAUAYAN CITY SCIENCE AND TECHNOLOGY HIGH SCHOOL
2. Full address: Purok 11b, Villa Luna, Cauayan City, Isabela
3. Postcode: 3305
4. Country: Philippines
5. School's telephone number (country code+city code+telephone number): (+63)09175275611
6. School's Email Address: ccsths.deped@gmail.com
7. Name of the Head Master/Principal/School Director: John R. Mina
8. Name of the Teacher Coordinator: Gerald C. Arugay
9. Email address of the Coordinator: Gerald.arugay@deped.gov.ph
10. School website (if available): Cauayan City Science and Technology High School @CCSTHSoofficialpage
11. Educational level (Such as Kindergarten 1 to Grade/Year 9): Grade 7-12
12. Total number of teachers in your school: 39
13. Approximately number of teachers participated in this programme: 39
14. Total number of students in your school: 799
15. Approximate number of students participated in this programme: 799

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 **BRAVE COVID (Braving Realities Amidst Vulnerabilities in Education thru Cooperation, Volition, Interdependence and Dedication)**

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

The swift turn of events brought about by CoVid-19 public health emergency put to test resilience through recovery mechanisms of schools as they continue to deliver education to their clienteles. The dire situation that underlies the necessity to find ways for education to continue amidst the CoVid-19 pandemic pushed forward all education stakeholders of Cauayan City Science and Technology High School to immediately lay down a blueprint of action aimed at securing educational opportunities with a balanced approach to health

and safety of learners and teachers.

After thorough consultations using different fora, the School Governing Council members coming from multi-sectors like teachers group, parents, students, Local Government Unit (LGU), business, religious, alumni, among others designed and launched Project BRAVE COVID (Braving Realities Amidst Vulnerabilities in Education thru Cooperation, Volition, Interdependence, and Dedication). This initiative is a localized Learning Continuity Plan (LCP) which has been designed with a legal framework, responsive to the “new normal”, keeping in mind the constitutional mandate to uphold the rights of all citizens to quality education at all times and in consonance with Section 6, Chapter I of Republic Act No. 9155, otherwise known as Governance of Basic Education Act of 2001 which wields authority to the Department of Education and schools to ensure access, promote equity and improve the quality of basic education.

The plan was communicated during the annual stakeholders convergence and orientation of parents and was eventually launched during the Bigada Eskwela Kick-off Program where representatives of key stakeholder groups were present. Project BRAVE COVID programs and activities were also incorporated in the Annual Implementation Plan of the school which was revisited end of second quarter during the Fiscal Year 2021. To ensure sustainability of the program, the school head together with some members of the teaching staff conducted researches aimed at evaluating the effectiveness of learning delivery platforms and various health safety measures to prevent the spread of COVID-19 adopted by the school during School Year 2020-2021. Findings and recommendations were all geared towards sustainability of the program in the coming years and these were communicated clearly to all stakeholders to get their continued support knowing very well the great impact and relevance this project brought to the academe, learners, teachers, parents and to the entire school system.

3. Objectives/goals of the school's initiative

1. Ensure learning continuity through adoption of the decongested K-12 Curriculum, alignment of learning materials that are contextualized to address learners' current needs, use of blended distance learning modalities/platforms, provision of capacity building activities for teachers, and proper orientation of parents/ guardians of learners.
2. Protect health, safety, and mental well-being of learners, teachers and school personnel through CoVid-19 prevention and mitigation mechanisms and structures in partnership with different stakeholders.
3. Educate all school stakeholders on the correct understanding of the coronavirus and other infectious diseases as well the prevention of these diseases in the school, community and family.
4. Engage community of stakeholders to collectively plan, collaborate, implement, evaluate local initiatives that have significance and great impact on education amidst the global health crisis.

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

May 1, 2020

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

1. **Establishment of Bahay-Aralan (Home-School) for Every Learner-** Teachers conducted learners mapping and survey from May 1- 30, 2020 to determine the most appropriate distance learning modality for each learner and urged parents to support this initiative by making their homes as classrooms. Each parent provided a conducive learning space for his/her child that is cozy and free from distraction. A sticker was then placed in doors and gates of houses who have learners.
2. **Putting up of a School Laboratory Radio named Radyo Edukalidad 105.1 fm for Radio-Based Instruction-** It narrowcast radio-based instructions delivered by teachers live covering grade 7 to 12 subjects that catered 799 learners from 20 barangays of the city. This intervention is the first of its kind in Northern Luzon and was benchmarked by other schools in the region. The intervention generates huge savings considering the cost of airing radio-based lessons through commercial radio stations. Its establishment of the school-owned and operated radio station was realized through Project TuLay (Tulong mo, Alay Mo or “Your Help is a Gift” launched second week of May 2020. The fund-raising

campaign initiated by the school generated P 220,000.00 from school alumni and civic-spirited school stakeholders enough to put up a school radio laboratory.

3. **Conduct of Capacity Building Activities for Teachers in the New Normal-** The school administration conducted Learning and Development (L & D) activities to capacitate teachers in various learning delivery modalities/platforms aside from the conduct of monthly Learning Action Cells (LAC) sessions designed to hone their pedagogical skills aligned to the current context of education. The three-day hands-on training in handling Radio-Based Lessons held in late August 2020 capacitated all 39 teachers in converting/structuring lessons plans into radio scripts and delivering the same on-air.
4. **Conduct of Recruitment, Orientation and Training of Volunteer Para-Teachers-** To address individual needs of learners, teachers need partners from the community; hence the school administration initiated the recruitment, orientation, and training of volunteer para-teachers. Seventeen volunteer para teachers heeded the call and were deployed in the 20 barangays where the 799 learners reside. Each volunteer has an assigned area of responsibility. Delivering and retrieving learning modules and activity sheets, tutoring, counselling are just some of the activities these para teachers have rendered from October 3, 2020 to July 16, 2021. They complemented teachers who cannot be present physically all of the time to assist learners in their homes.
5. **Development of Learning Portal Reproduction of Contextualized Learners' Materials and Activity Sheets-** The Department of Education was not able to deliver on time all learning resources due to logistics and time-constraints issues; hence, the school initiated, as a counter-measure, the development and contextualization of learners' materials and activity sheets after a school-based training was conducted for that purpose. All subject teachers developed learners' materials and activity sheets that went through a thorough quality assurance before these were printed and delivered to all learners. When CoVid-19 cases in the community ballooned in the third and fourth quarter of the school year, teachers resorted to the use of soft copies of these materials via the Learning Portal designed for the purpose to avoid physical contact and prevent further spread of the virus.
6. **Establishment of Health and Safety Protocols, Systems, Mechanisms and Structures in the School Through Partnership with Stakeholders-** Health and safety of learners and school personnel are given prime importance by the school. This thrust was made more evident through various means such as the following:
 - a. Provision of Ko-Co (Kontra-CoVid) Kits to learners and school personnel. A total of 1,000 hygiene kits from Divine J-MJ Foundation containing alcohol, soap, vitamins, face masks and face shield were distributed to learners, school personnel, and volunteer para teachers.
 - b. Construction of foot bath at the pedestrian gate of the school, physical distancing markers, temporary triage.
 - c. Strict implementation of no-face-mask, no-entry in the campus; temperature check and filling-up of contact-tracing log-book at the school's guard house.
 - d. Provision of alcohol, face masks and face shield to all school employees from various donors.
 - e. Periodic disinfection of offices and classrooms and school premises in partnership with the Bureau of Fire and Protection and the Rural Health Unit.
 - f. Putting up of hand-washing facilities in strategic locations in the campus through the help of the Philippine National Red Cross and the Junior Chamber International.
 - g. Putting up of six (6) rain-water recycling containers (12,000 liter capacity) for cleaning and disinfection purposes in partnership with the Department of Public Works and Highways (DPWH)
7. **Orientation of Learners and Parents to Prevent the Spread of CoVid-19 in the School, Community and Family-** Series of modified in-person (50% capacity of hall), online , and radio-based orientations were held in partnership with the Rural Health Unit II of Cauayan City and spearheaded by the school health and nutrition unit.
8. **Conduct of Mental Health Awareness orientation online and via the school radio**

spearheaded by the school health and nutrition unit.

9. **Conduct of Various Action and Basic Researches-** The school head and faculty members conducted researches aligned with teaching and learning to evaluate the effectiveness of the various learning platforms adopted by the school and to ensure sustainability of these initiatives in the coming years and beyond.
10. **Conduct of Weekly and Quarter Radio-Based Quiz Shows-** To debrief learners from the daily rigors of distance learning, an interactive and entertaining academic quiz show dubbed Brain Blitz Quiz Show was held during the entire school year devoting every Friday for this purpose.

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

1. Blended Distance Learning- Primarily, teachers made use of modular distance learning vis-à-vis online distance learning and Radio-Based Instruction (RBI).
2. Peer teaching was also used. Group of teachers delivered various RBI lessons in groups where one teacher acted as moderator and others served as resource teachers.
3. Interactive Radio-based Instruction was also employed. This was done with the aid of FB messenger or direct calls where learners interacted with their teachers by raising questions or responding to teachers' queries while their teachers were delivering lessons live via radio.
4. TV-Based Instruction were also availed by learners in some instances as required from time to time.

7. Participation of community and parents in the school initiative

100 % of parents took part in this school initiative by making themselves available in modified in-person and online meetings, surveys and other related activities under the BRAVE COVID. Their active participation has contributed largely to the successful implementation of the project.

On the other hand, school and community stakeholders played a key role in planning, implementation and evaluation of the different components and aspects of the project to ensure its sustainability. In fact, the group was instrumental in the acquisition of the school owned and operated radio laboratory which has been the main instrument used by the school in the delivery of distance learning. Other stakeholders donated water and sanitation facilities, health kits among others to ensure health and safety of both learners and teachers.

8. Monitoring and evaluation mechanisms

In the Learning Continuity Plan under Project BRAVE COVID, a GHANTT chart was included and was visited periodically to track progress and possible bottlenecks of implementation of the program. Evaluation of the program was incorporated in various research tools used by the school head and some faculty members who conducted research along the learning delivery modalities implemented by the school during the School Year 2020-2021. Issues, problems, project milestones and plan for future implementation were discussed during online meetings.

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

The result of the school heads questionnaire/survey tool on the implementation of the program yielded both "agree" and "strongly agree" in all parameters covered by learners, teachers and parents. This means that all school initiatives, programs and activities under Project BRAVE COVID were perceived to be effective and responsive on their current needs.

10. Plan for future

The school plans to accelerate the implementation of Project BRAVE COVID by coming up with a modified blue print of action anchored on the principles of viability of teaching-learning platforms and accessibility in education that address possible post-pandemic scenario in the delivery of basic education. More groups of stakeholders will be engaged to take the lead in possible partnership initiatives that will secure educational opportunities to all learners regardless of obtaining situations in the future.

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 BRAVE COVID is interrelated with the following Sustainable Development Goals (SDGs):

Goal No. 3- Good Health and Well-being

Goal No. 4- Quality Education

Goal No. 6- Clean Water and Sanitation

Goal No. 17- Partnership for the Goals

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

<https://www.facebook.com/364197987726072/videos/2639628309639234>

<https://drive.google.com/file/d/1TqVBc4nrjvd35ekzc6H2E-PVs28TdXO7/view?usp=sharing>

https://drive.google.com/file/d/1Bhw_qHhMEqghS2vnyA_GrildonJ4nH6v/view?usp=sharing

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) Project BRAVE COVID Work Plan and Accomplishment Report

Document 2) (File name) CCSTHS-Sample Lesson Plan Exemplars

Document 3) (File name) CCSTHS- Sample Learning Activity Sheets

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

Photo1





SECURING COVID-FREE WORK ENVIRONMENT FOR TEACHERS AND STAFF.

Personnel from the Bureau of Fire and Protection (BFP) in the City of Cauayan disinfect the school premises particularly at the main gate, guardhouse, and offices of Cauayan City Science and Technology High School. Partnership between the school and the BFP has been intensified since the onset of the COVID-19 pandemic to secure health safety and well-being of all school personnel and community folks residing near the vicinity of the campus. Temperature check, wearing of masks and face shields, proper filling-up of logbook for contact-tracing, conduct of meeting in open areas and physical distancing are among the health protocols being strictly imposed in the school campus.

Photo 2



ENHANCING PEDAGOGY WITH ICT SKILLS IS A MUST IN THE NEW NORMAL EDUCATION DELIVERY.

The school administration of Cauayan City Science and Technology High School in collaboration with the School Governing Council puts to reality the things that are laid down in the Learning Continuity Plan of the School in support of Project BRAVE COVID (Braving Realities Amidst Vulnerabilities in Education thru Cooperation, Volition, Interdependence, and Dedication) thru series of trainings and hands-on activities participated by all teachers prior to the opening of classes using Blended Distance Learning on October 3, 2020.

Photo 3



TIMES LIKE THIS NEEDS COMMUNITY VOLUNTEERS TO SECURE EDUCATION OPPORTUNITIES.

After undergoing series of orientation and briefing by the school administrator and teachers, volunteer para-teachers of Cauayan City Science and Technology High School promise to do their best in assisting all types of learners from the 20 communities where the 799 learners of the school reside.

Photo 4



LEARNERS AND TEACHERS ALIKE HAVE HEART-WARMING STORIES TO SHARE.

Despite the challenges brought about by the pandemic, education was well-secured through the different learning delivery modalities adopted by the school; namely: modular, radio-based and tv-based instruction, online and offline learning using the school learning portal. Teachers, volunteers and parents work hand-in-hand from sunrise to sunset for the sake of the learners.

(Caption in English)

Photo 5



THERE IS NO SUBSTITUTE TO EDUCATING PARENTS AND THE COMMUNITY TO PREVENT THE SPREAD OF COVID-19 IN THE SCHOOL, COMMUNITY, AND FAMILY.

Cauayan City Science and Technology High School conducted series of orientation among parents and community members to educate them on the prevention, mitigation and control of COVID-19. Brochures among others were distributed after lectures conducted by members of the school Health and Nutrition Unit in coordination with the Cauayan City Rural Health Unit 2.

(Caption in English)