



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: PILI NATIONAL HIGH SCHOOL
2. Full address: PAWILI, PILI, CAMARINES SUR
3. Postcode: 4418
4. Country: PHILIPPINES
5. School's telephone number (country code+city code+telephone number): 63 + (054) 8841731
6. School's Email Address: 302016pili@gmail.com
7. Name of the Head Master/Principal: Erma D. Escuro, PhD (Secondary School Princial IV)
8. Email address of the Coordinator: Kiel L. Pural, PhD (kiel.llaguno@deped.gov.ph)
9. School website (if available): https://pilinhs1.wixsite.com/official-website
10. Educational level (Such as Kindergarten 1 to Grade/Year 9): SECONDARY (Grade 7 to 12)
11. Total number of teachers in your school: 132 TEACHERS
12. Approximately number of teachers participated in this programme: 132 TEACHERS
13. Total number of students in your school: 3510 STUDENTS
14. Approximate number of students participated in this programme: 3510 STUDENTS

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

P.N.H.S.: A.D.A.P.T.S.

(Pili National High School: Alleviating Difficulty and Adversity through Projects and Technical Support)

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

PNHS: ADAPTS (Pili National High School: Alleviating Difficulty and Adversity through Projects and Technical Support) is a response to the paradigm shift in education brought by the Covid-19 pandemic. This program is categorized into 5 initiatives:

Bringing School-to-Home Initiatives include barangay distribution and retrieval of modules and home visitation. This is the school's way of making education accessible especially to those who are not financially capable of going to school because of the pandemic. This initiative also recognizes the need for open communication with our parents to ensure learner's progress. To achieve this, the school provided mobile phones to identified families with no means of contact and developed an alternative modality in offline assessment and transmitting learning information.

Inspired by the SDG of ending hunger, the school conducted different **gift-giving initiatives**. These projects were all made possible through the donations given by both internal and external stakeholders to the school. Through their cooperation, the school was able to provide students whose families are in dire need of assistance, with basic goods such as rice, canned goods, fresh vegetables, bread, etc.

As the world faced more challenging issues brought upon by the Covid-19 pandemic, health and safety have been everyone's top priority. And so, the school conducted **healthy and safety initiatives** such as bloodletting and medical mission activities in collaboration with some of its major stakeholders. Also, the school built handwashing areas, providing alcohol and disinfectants, and using UV light to make sure the modules received and delivered are virus-free.

The cooperation by our parents has been more relevant and evident now more than ever as the new scheme made the parents and family members our co-facilitators of learning. With this, the school made sure to arm them with the basic know-how of guiding their children to become independent learners at home through **parents' welfare initiatives**. This was achieved through conducting trainings both in school and in the community. Moreover, the school acknowledged the need to recognize their efforts and perseverance. Without them, distance learning will not be as successful as it has been.

Most importantly, the school believes that teachers play a vital role in the success of this paradigm shift and so it is only logical that we focus on their growth and development as well. With the help of **teachers' upgrading** initiatives namely in-service seminars and trainings and learning action cells, teachers were able to learn new fundamental concepts in the academe, unlearn ideas that are no longer relevant to the demands of the time and relearn the underlying theories for effective pedagogy.

The school year has been challenging. But these challenges only proved that PNHS family could move mountains to do what it is most passionate about. The teachers and administrators successfully adapted to the changes and became resilient in the name of their love for teaching.

3. Objectives/goals of the school's initiative

The school's initiatives aim to achieve the following goals:

- A. Bridge the gaps and barriers created by the adaptation of modular distance learning.
- B. Strengthen partnership with stakeholders and community in achieving the institutional goals.
- C. Make education accessible to learners with diverse learning need and background.
- D. Promote positive learning environment by ensuring the health and safety of the members of the educational process.

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

School Year 2020-2021
(October 5, 2020- July 10, 2021)

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

I. BRINGING SCHOOL-TO-HOME INITIATIVES

A. Barangay Module Distribution and Retrieval and Home Visitation

These initiatives include the Barangay Module Distribution and Retrieval where teachers were grouped to go to different barangays (the smallest Filipino political unit) to make distance learning within learners' reach. It also involves home visitations by teachers to learners who failed to get their modules because of financial issues and other valid reasons. These acts are means to achieve continuous learning especially for those who are financially affected by the pandemic and those who lost their drive to study because of the sudden shift in the learning process. The school believes that no learner should be left behind, and so, the school especially its teachers wholeheartedly walk an extra mile to make this possible.

B. Strengthening Communication through Providing Cellphones

This initiative helped provide parents who have no means of communication with cellphones. These were made possible because of the generous donation of the school's teachers and employees. Through this activity, distance learning was made accessible through easier report and feedbacking on learner's progress and queries about the subject matter respectively.

C. Project SMART (Student Monitoring and Assessment Utilizing Software Based Resources Transmitting Learning Information in the New Normal)

This innovation developed an alternative modality in offline assessment and transmitting learning information without using internet connections, designed offline graphics user interface in computer database server that automatically calculate the total score and performance level of the learners, and increased the performance level of Senior High School students in Mathematics and Science using Project SMART. (Initiated by Engr. Antonio M. Coballes, Jr., Teacher)

II. GIFT-GIVING INITIATIVES

These initiatives consist of Project **B.A.L.D.E.** (Bringing Acts of Love, Deliverance, and Empathy), Project **H.E.L.P.** (Honoring Empathy and Love to People), Project **B.R.E.A.D.** (Bringing RELief and Aid to Devastated families), and Project **T.A.B.A.N.G.** (Tulong At Bayanihan, Atin ng Gampanan)

A. Project BALDE

Balde is a Filipino word for pail. In this project, the school tapped the help of different stakeholders to provide 200 pails filled with groceries for the poorest family in the school. This project was timely as the Philippines was hit by consecutive typhoons just within a month during its implementation. (Initiated by Nancy B. Lustre, Master Teacher)

B. Project HELP

This project honors the relevance of showing empathy to the situation other people are going through and to extend love on the simplest way there is—through giving gifts that can aid in one way or another the basic needs of the family members and the education needs of the children. With the donations from private individuals, the project generated 100 relief bags with a week supply of food for the students and their families who lack sufficient money to provide their basic needs. (Initiated by Kiel L. Pural, Teacher)

C. Project BREAD

The school asked for the support of Gardenia Inc., a leading bread manufacturer in the Philippines, to supply 200 loaves of bread to the indigent members of the school community. It was distributed during the module retrieval and distribution, which in one way or another inspired the parents to come to school and cooperate. (Initiated by Venice L. Barrameda, School Nurse)

D. Project TABANG

The project aimed to revive the spirit of unity and love through a community pantry in school during the module retrieval and distribution. It targets to revive the spirit of *bayanihan*, a Filipino word for solidarity and to provide basic commodities to ensure that basic needs are met. In this project, members of the community who are able donated either in cash or in kind for the members who need it.
(Initiated by Odessa B. Dumago, Teacher)

These projects were all made possible through the donations given by stakeholders to the school. Through their cooperation, the school was able to provide students whose families are in dire need of assistance, with basic goods such as rice, canned goods, fresh vegetables, bread, etc. These simple acts of solidarity give the community hope to become stronger and more resilient to the challenges of life and create a sense of belongingness no matter what economic status one is in.

III. HEALTH AND SAFETY INITIATIVES

These initiatives consists of Medical Mission and Blood Letting Activity, Project **PRO.TE.C.T.** (**PRO**tect our **TE**achers and Parents from **CO**rona **TH**reat, and Project **S.W.A.S.H.** (**S**afe **W**ater **A**ccess for **StakeH**olders)

A. Medical Mission and Blood Letting Activity

As the world faced more challenging issues brought upon by Covid-19 pandemic, health has been everyone's top priority. Hence, the school spearheaded a medical mission in the community to strengthen the health care of the members of the education process and to make it accessible and free especially to those who are financially and geographically limited to monitor their own health. The school believes that when every member of the education process is healthy and safe, the implementation of distance learning will become successful. The medical mission included free check-ups, laboratories such as x-ray and urinalysis and medicine in collaboration with the Provincial Government of Camarines Sur, Bicol Medical Center hospital, Philippine National Police, and other stakeholders. There were 230 recipients during the activity. (Initiated by Kiel L. Pural, Teacher)

B. Project PROTECT

This project focused on providing the needs of the teachers inside their classrooms and of the parents during the distribution and retrieval of modules. This consists of providing a supply of alcohol, mask, gloves, disinfection mat, liquid and bar handwashing soap, disinfectant spray, and UV disinfection light. (Initiated by Venice L. Barrameda, School Nurse)

C. Project SWASH

This project provided the school with three (3) new handwashing areas with thirty-three (33) faucets. It also sought for the approval of Pili Water District to ensure the potability of the water in the school. (Initiated by Venice L. Barrameda, School Nurse)

IV. PARENTS' WELFARE INITIATIVES

Initiatives which highlighted the parents' welfare are Project **E.F.R.E.N.** ((Parents as **E**ffective co-**F**acilitators in conducting **R**emedial and **E**nrichment activities in the New Normal), Training-workshop in Bringing Learning to Community: Gearing Parents' Role in the New Normal, and **P.L.E.D.G.E.** (**P**arents' **L**ead and **E**mployees' **D**edication towards **G**uided **E**ducation in the new normal) Awarding.

A. Project EFREN

The project empowered and armed the teachers, parents, and stakeholders with various teaching methodologies and strategies in handling distance learning classes. This provided not just concepts and ideas in teaching in the new normal but also demonstrated practical solutions that are timely and relevant in today's education setting. Identified teachers served as resource speakers and demonstration teachers who discussed basic teaching methods to parents and how these schemes can be used in their respective subjects. (Initiated by Efren C. Bogayan, Jr., Master Teacher)

B. Bringing Learning to Community: Gearing Parents' Role in the New Normal

The project aimed to bring the opportunity of learning to the community to assure that parents who find

difficulty in going to school will have an easier access to learning since it will be conducted in the communities where they belong. This seminar empowered them with various teaching methodologies and strategies in handling homeschooling classes. This provided not just concepts and ideas in teaching in the new normal but at the same time demonstrated practical solutions that are timely and relevant in today's education setting. (Initiated by Irene E. Flores, Master Teacher)

C. Project PLEDGE

A recognition was given to Outstanding Parent Co-Facilitator for doing more than what is required and for accepting the challenge brought upon by the new scheme in education. The main objectives of the program were to recognize parents who have shown outstanding support and perseverance in the achievement of students' learning amid new normal education and to promote a strengthened collaboration between and among parents, school employees and administrators, and other stakeholders. In total, 84 outstanding parents were recognized and were given simple tokens. (Initiated by Kiel L. Pural, Teacher)

V. TEACHER UPGRADING INITIATIVES

These initiatives include In-Service Trainings (INSET) and School Learning Action Cell (SLAC) for the teaching and non-teaching staff of the institution. These trainings, both through virtual meetings and face-to-face meetings in compliance with the minimum health standard, are avenue to for the members of the school to learn new fundamental concepts in the academe, unlearn ideas which are no longer relevant to the demands of the time, and relearn the underlying theories for effective pedagogy. (Initiated by Kiel L. Pural, PhD, Jennifer S. Rellora, Mylene P. Ababa, and others)

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

The initiatives embraced the Collaborative Approach to Education as it shows how the successful relationship between and among the members of the school and stakeholders influence positive outcomes in education amidst pandemic. Specifically, it is anchored on the harmonious relationship of teacher-school administrators, teacher-learner, teacher-parents, teacher-teacher, school-stakeholders, and school-community.

7. Participation of community and parents in the school initiative

The parents, as the school's co-facilitators of learning, were cooperative in learning how their children can effectively gain the required competencies even in their own homes. This was seen in their active participation on trainings where they were coached on the basic concepts of pedagogy as well as their open communication to the teachers regarding their queries and clarifications. Moreover, the community has supported the school programs especially in compliance with the health protocols set by the school and by providing resources needed in the successful implementation of gift-giving programs. The combined generosity of the members of the community has helped those who were greatly affected by the pandemic. This proves that giving, however little, could really make a big difference.

8. Monitoring and evaluation mechanisms

Programs conducted by the school are securely monitored by the steering committee which includes the school principal and assistant principal. Moreover, all projects mentioned herein are supported by all the members of the institution as all department of different learning areas are performing duties reflected in their working committees.

Moreover, all projects are aimed to be implemented annually to attain sustainability. With this, proponents of the different projects are seeking for feedback through completion of evaluation forms from participants to better their next implementation.

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

The listed initiatives positively contributed to the attainment of the institutional goals and to the formation of community and stakeholder relationship the school envisions to have. Because of the efforts to make the

school year productive despite the challenges brought upon by the pandemic, positive results have been noticed such as big decrease on the number of dropouts and increased participation of parents and stakeholders in the different school activities,

It was also noteworthy that teachers and employees have revolutionized ways on how to make learning accessible to students through selfless acts of kindness and through spearheading innovations and interventions to aid independent learning. Their determination has similarly inspired the parents and students to take part responsibly on all endeavors concerning education.

10. Plan for future

The school plans to expand and deepen its implementation and exhaust all possible options to have improve the initiatives it has implemented. It will take into consideration the feedback and suggestions gathered from the participants. Moreover, the school looks forward to achieve the following for next school year:

A. School-to-Home Initiatives- The school plans to have a wider implementation of Project SMART. This means that all teachers and students will be trained and oriented respectively to maximize it in their own classes.

B. Gift-giving Initiatives- The school plans to link with more stakeholders to collect and provide more gift packages to families in need.

C. Health and Safety Initiatives- The school plans to reimplement feeding program through the Gulayan sa Paaralan Program (School-grown Vegetables by parents and teachers). This will identify students who are undernourished as recipients.

D. Parents' Welfare Initiatives- The school plans to create a more sustainable help to parents through initiating livelihood programs in collaboration with different agencies that would aid their everyday needs. This, in one way or another, will contribute to the success of the institutional goals as it would imply a healthier community.

E. Teachers' Upgrading Initiatives- The school plans to upgrade by linking with international organizers of seminars and trainings to arm with teachers with global standards. Moreover, it plans to benchmark best practices of other schools in the implementation of modular distance learning.

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>)

Projects initiated during the pandemic were anchored on United Nation's Sustainable Development Goals (SDG). The following initiatives are interrelated to SDG:

- Bringing School to Home Initiatives (**SDG 4: Quality Education**)
- Gift-Giving Initiatives (**SDG 2: Zero Hunger**)
- Health and Safety Initiative (**SDG 3: Good Health and Well-being and SDG 6: Clean Water and Sanitation**)
- Parents' Welfare Initiative (**SDG 4: Quality Education**)
- Teacher Upgrading Initiatives (**SDG 4: Quality Education**)

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

Facebook Page: <https://www.facebook.com/PNHSADAPTS>

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

Photo1

SCHOOL-TO-HOME INITIATIVE (Home Visitation)



Mr. Abellado (left), teacher, visited the home of his student to update learner's progress with his parents and to clarify queries relating to the learning modules.

Photo 2

GIFT-GIVING INITIATIVE (Project HELP)



Despite some parents not being able to go to school to participate in the gift-giving programs, the school looked for ways to bring the donated groceries from different stakeholders into their home.

Photo 3

HEALTH AND SAFETY INITIATIVE (Medical Mission Program)



In collaboration with the Provincial Government of Camarines Sur, the school was able to provide Mobile laboratories especially for our parents and members of the community who are in need.

Photo 4

PARENTS' WELFARE INITIATIVE (Project EFREN)



Parents attended a training-workshop that armed them as co-facilitators of learning with various teaching methodologies and strategies in handling distance learning classes.

Photo 5

TEACHER UPGRADING INITIATIVE (In-Service Training)



Teachers of Pili National High School participated in the 3-day In-Service Training which aims to strengthen their capacity to foster academic ease and ensure learners' outcome amidst pandemic.