



## 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](http://link.seameo.org/2021SEAMEOJapanESDAward)



- To participate in the 2021 SEAMEO-Japan ESD Award, please submit the information of your school's project/programme on "Securing Educational Opportunities in COVID-19 Crisis" by using this template of Submission Form before 15 August 2021.
- The **digital format of this Submission Form** can be requested by sending an email to: [seameojapan.award@seameo.org](mailto:seameojapan.award@seameo.org)
- The **guidelines for submission of entries** and the **judging criteria** are detailed in page 7-8 of this document.
- **How to Submit the Entry:** Schools can submit the completed "Submission Form of 2021 SEAMEO-Japan ESD Award" and a "video clip of 3-5 minutes" together with maximum of 3 supporting documents/materials (optional) to the SEAMEO Secretariat's email: [seameojapan.award@seameo.org](mailto:seameojapan.award@seameo.org)
- Important Note: to align with the ESD practices and to save the environment and energy, the Committee **WILL NOT** accept the entry in hard/printed copies.
- More information, please visit: [link.seameo.org/2021SEAMEOJapanESDAward](http://link.seameo.org/2021SEAMEOJapanESDAward) or contact the SEAMEO Secretariat's email: [seameojapan.award@seameo.org](mailto:seameojapan.award@seameo.org) or Tel. +66-2391-0144.

#### PART I: DETAILS OF YOUR SCHOOL

1. Name of your school: PHILIPPINE NATIONAL SCHOOL FOR THE BLIND
2. Full address: J. GALVEZ AVENUE CORNER FIGUEROA ST. PASAY CITY PHILIPPINES
3. Postcode: 1300
4. Country: PHILIPPINES
5. School's telephone number (country code+city code+telephone number): +6388318664
6. School's Email Address: 500328@deped.gov.ph
7. Name of the Head Master/Principal/School Director: CORAZON B. SALVADOR
8. Name of the Teacher Coordinator: MABEL S. GAERLAN
9. Email address of the Coordinator: mabel.gaerlan@deped.gov.ph
10. School website (if available): pnsb.depedpasay.ph
11. Educational level (Such as Kindergarten 1 to Grade/Year 9): Integrated School (Kindergarten to Grade 12)

12. Total number of teachers in your school: 28 Special Education Teachers

13. Approximately number of teachers participated in this programme: 28

14. Total number of students in your school: 164

15. Approximate number of students participated in this programme: 164

## 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

Making Distance Learning Accessible To You Wherever You Are...

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

Amidst the challenges of the COVID-19 outbreak, Philippine National School for the Blind strived to provide the best education possible to its 164 learners with visual impairment from Kindergarten to Grade 12 through distance learning approach. PNSB's goal for this project is to promote equal learning opportunities by providing accessible educational contents in various formats. As well as to enable full participation in online class using various learning platforms that support the use of assistive technologies.

PNSB launched the program "*Making Distance Learning Accessible To You Wherever You Are...*" for its learners who are visually impaired. To achieve this goal, the school crafted a comprehensive *learning continuity plan that aims to support the implementation of distance learning in the new normal*. The biggest challenge for the school to work on was the training of its 28 teachers, learners, and parents/guardians in using educational technology in a way that's effective--accessible and usable to students with visual impairment. Trainings include the production of unified print-to-braille transcription of printed modules that are literally complex in nature as well as the training on the utilization of different mainstream and visually impaired dedicated learning platforms that support assistive technologies of visually impaired. However, since many of the mainstream education technology is not designed to be used by persons with visual disabilities in mind. Tasks that might take very little time in a mainstream class like printing of learning modules requires a lot of upfront work and preparation for the school to accomplish. Nevertheless, with everyone onboard on this project, the school, the teachers, personnel, the parents, all its learners, and the support from the local government, Department of Education, and other stakeholders, PNSB successfully ended the school year 2020-2021 adhering to the call for "Education for All" in the humblest ways we can possibly afford to provide.

### 3. Objectives/goals of the school's initiative

To ensure that equal opportunity and all possible accommodations are provided to every PNSB learner to foster quality and equitable education to all its learners.

The school shall:

- All learners have equal opportunity to learn even in distance learning in both modular and online learning modalities.
- Deliver quality, accessible and appropriate educational contents for learners with visual impairment.
- Produce all learning materials in varied alternative formats with strict adherence to information accessibility guidelines whether in Braille, in print or in digital format.

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

May 2020

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

**Conduct of Distance Learning Modality Readiness Surveys** – Series of Surveys were conducted to determine the readiness of learners for Distance Learning Modality. Examples of surveys were Readiness for Blended Learning Learner's Learning Modality & Learning Material Preferences, Availability of Gadgets, and Internet Connectivity.

**Conduct of Meetings and Focus Group Discussions with school staff and parents** – Series of meetings and Focus Group Discussions were conducted to determine the best strategies to utilize for distance learning. While consultation with parents were also conducted since they will play the role of the teacher for their children who are home schooling.

**Creation of School Planning/Project Team** – This comprises the different representatives of every grade level department and students- related services such as Elementary, Junior High School, Senior High School, General Parent-Teacher Association, Student Government, Guidance & Counselling, Medical, among other representatives.

**Teacher Preparation of Learning Modules** – Each teacher prepares the learning module of her subjects aligned to the accessibility guidelines in braille, large print, and other alternative formats for digital distribution.

**Creation of Module Production Team** – A skeletal team of 3 teachers were tasked to man the year-round production of modules. Braille for blind learners and customized large print for partially sighted learners.

**Upskilling of Teachers** – Teachers received comprehensive training on adopting the UEB-BANA (Unified English Braille-Braille Authority of North America) in Print-to-Braille transcription and in producing accessible document format in various formats like MS Word, PDF, HTML, and Audio format.

**Capacity Building of Teachers, Learners and Parents** – Provided trainings on the use of different learning platforms for online class (e.g. TeamTalk Video Conferencing, Google Meet, Zoom, Messenger Room).

**Module Production** – All subjects' learning modules and teacher-made worksheets were produced in 3 formats. (1) regular print for Parent's Copy (2) Braille - Contracted or Uncontracted for blind students and (3) Customized Large Print for partially sighted students (according to his/her desired font size). These modules are collated and sorted individually per subject per learner from kindergarten to Grade 12, packed, labelled and sent to each and every learner's address anywhere in the country free of charge via express courier/ house to house delivery using school service vehicle.

**Simulation on the Conduct of Online Class** – An activity that aims to conduct an act-out online class two weeks before the opening of classes. Teacher, Learner and parents experience using and navigating learning platform, etc.

**Conduct of Online Classes** - A learner may opt to work on his/her module and/or attend the online class as scheduled for every subject if possible.

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

**Participatory Approach** – The school used the participatory approach to promote collaboration among different stakeholders. This includes representatives from school administration, elementary department, high school, senior high school, special programs, student organization, parent-teacher association, and other partners.

**Skills Development** – Skills development played a vital role in the success of the implementation and delivery of providing accessible materials to all our learners given their present condition and availability of resources. Skills developments were provided to 3 different audience namely: teachers, learners, and family members. Technical and End-User skills development were employed to teachers while End-User skills were provided to learners and family members as needed.

**Information Channeling Approach** – Involved information dissemination about how remote learning will be implemented with learners with visual disability. This was done electronically using text messaging, thru school website and facebook page.

#### 7. Participation of community and parents in the school initiative

Parents are the partner-teacher of teachers in educating their child: the school ensures that collaboration and communication were established, maintained, and sustained among parents. The following activities were done regularly. (1) Parents of primary learners and newly enrolled students in the school were provided with sensitivity education about special education, visual impairment, and the use of Braille. (2) Parents were provided training and orientation on the use of learning platforms, and the gadget that their child will be using for distance learning. (3) Parents were provided parent-related support webinars on distance learning. (4) Parents involvement in collaborative meetings and consultation were regularly conducted thru General PTAs. (5) Parents were scaffolded to become home-teachers of their child so that they were provided with the printed copies of the modules their child is receiving throughout the year.

The school established strong partnership in the community through the conduct of community engagement and involvement partnership in providing quality and sustainable education of its learners thru lobbying of school needs like facility improvement, health and safety, and learning resources such as internet connectivity, support on the provision of load or gadgets to learners, etc.

## 8. Monitoring and evaluation mechanisms

The school formed a School Monitoring & Evaluation Team in-charge of monitoring the and evaluating quality of the contents produced/formatted/transcribed learning modules of the learners. The use of Document and Learning Materials Accessibility Checklist for large print, electronic digitize, and brailled materials were utilized as monitoring tool. This tool was also used as guidelines for teachers in ensuring the quality of the materials they produced adhering to the accessibility standards.

The school initiative was likewise evaluated thru the conduct of Evaluation Survey (1) for Students and (2) for Teachers. The evaluation aimed at gathering critical and relevant information on the experiences, effectiveness, and the extent of challenges of learners and teachers on the implementation of distance learning. At the same time, the school evaluated the usability, accessibility, and appropriateness of the learning materials provided to the students, adequacy of teachers in delivering varied teaching pedagogies for distance learning, their competencies in producing accessible materials for learners with visual impairment among others.

These pieces of information gathered from these evaluations helped the school in crafting an enhanced and intensified mechanisms and strategies for the continuous implementation of the program “Making Distance Learning Accessible To You, Wherever You Are”.

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

All the school’s stakeholders; the schools the teachers, the learners, their families, and the community at large were altogether interconnected entities have gained warranted benefits from this program.

- All 164 learners were able to fully participate and received equal opportunity for quality education despite difficult circumstances.
- All teachers were equally capacitated and immersed in the development of accessible learning materials for visually impaired in order to facilitate teaching and learning in distance learning.
- Parents had become a full-pledge, dedicated para-teachers of visually impaired learners. They were able to openly monitor their child’s progress and educational needs thru the help of technology.
- Community sensitivity awareness were promoted and established among stakeholders on the mantra “Education for All” especially the marginalized learners in the society—those with disabilities.

## 10. Plan for future

The institution has vowed to continue to scaffold and deliver an equitable education to its learners. It will continue to implement programs and projects to address the unique needs of learners with visual impairment. To do this, the school will explore different possibilities such as the (1) development of e-Learning portal which will serve as a repository of all the learning contents for the learners. This e-Learning portal shall likewise become the learners’ hub for interaction and collaboration. (2) Incorporate the provision/production of tactile graphics learning materials along with modules. This way, learners will also be able to optimize their learnings from images that were made tangible and touchable. Any graphics can be made tactile using tactile graphic software and using swell machine. (3) Teachers will be continuously equipped for higher learnings especially in providing equitable, accessible, and sustainable educational resources to its learners. (4) learners to be provided with necessary educational tools, resources and skills that will enable them to adapt to distance learning easily.

All these hopes and aspirations were realized through strengthened partnerships with the external stakeholders.

## 10. 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>)

Since success in education is composite to different interrelated areas of development of a child such as poverty, health and well-being etc., the school likewise provided to its learners and their households support on the provision of rice and other essential hygiene supplies of the child especially that most of their earning family members loss jobs due to pandemic. Likewise, the school immensely provided support on mental, emotional, psychological well-being of both learners and parents thru the holding of virtual counseling consultation. The school medical team likewise provided health-related education and virtual consultation among learners and their families.

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

<https://pnsb.depedpasay.ph/programs/>

12. (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.

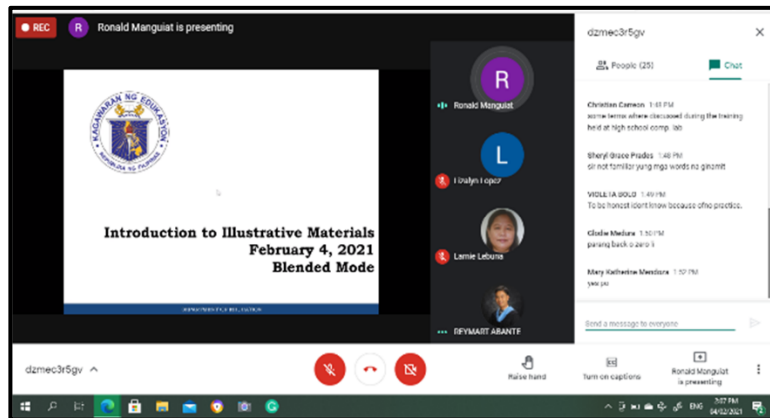
Maximum of three (3) supporting documents can be submitted with this submission form.

Document 1). PNSB LCP CONVERGENCE.pdf

Document 2) Training Activities of Teachers for Distance Learning.pdf

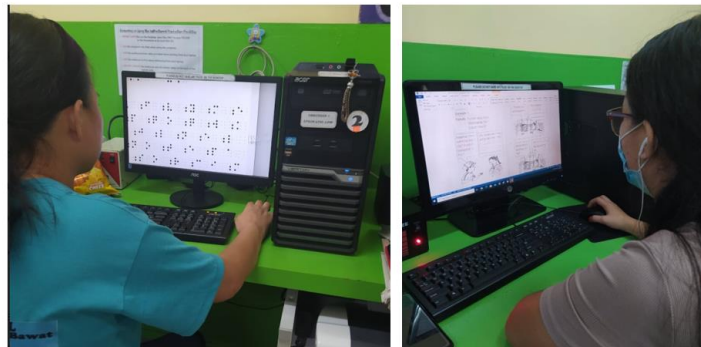
13. Photos related to the activity/programme (Maximum of five (5) photos with captions in English)

Photo1



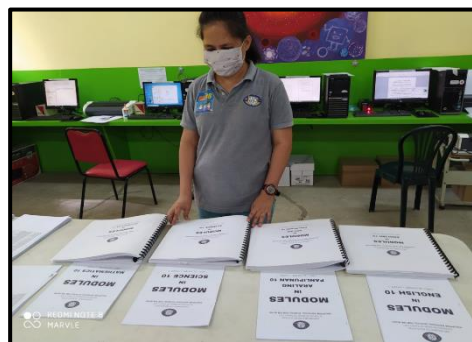
**Training of Teachers in Transcribing Illustrative Material**

Photo 2



**Transcribing of Modules into braille and formatting module in accessible format.**

Photo 3



**Sample of Braille and large print modules of different subjects of all grade level**

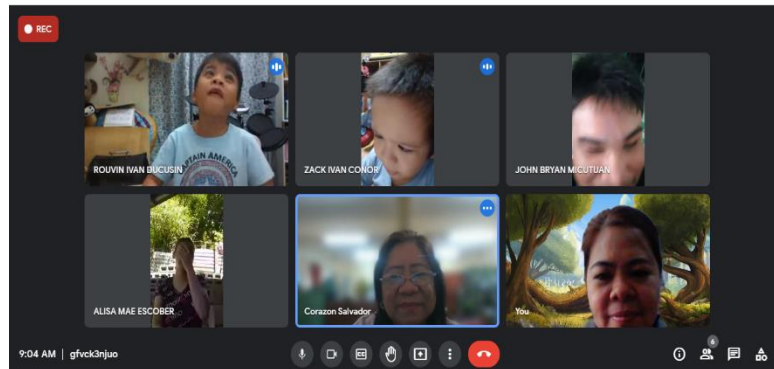


Photo 4



**Sending of learner packets via express courier and/or house to house delivery**

Photo 5



**Conduct of Online Class of Kindergarten via Google Meet**

1. Schools can submit information about the school's programme/project/activity related to the theme **"Securing Educational Opportunities in COVID-19 Crisis"** from **16 June to 15 August 2021**.
2. The deadline of entry submissions is **15 August 2021**.
3. Each school can submit only one entry.
4. Schools must submit the following requirements to the SEAMEO Secretariat:
  - A. Completed **"Submission Form of 2021 SEAMEO-Japan ESD Award"**.  
The Submission Form can be downloaded from the SEAMEO website:  
[link.seameo.org/2021SEAMEOJapanESDAward](http://link.seameo.org/2021SEAMEOJapanESDAward)  
  
The school can request the Submission Form from email: [seameojapan.award@seameo.org](mailto:seameojapan.award@seameo.org)
  - B. **A short video clip of 3-5 minutes** presenting about the school initiative/programme in MP 4 format. The language of the video clip should be in English. If in a local language, please make sure that the judges can understand the initiative/programme just by watching the video without language.
5. Regarding the Submission Form, the information of school initiative (In Part II as below) **should not be over five (5) pages of A4 in total**. The information should be written in **Times New Roman/Calibri font, font size 11**.
  - A. Part I - Information about the school;
    - 1) School name and contact details
    - 2) Brief information about the school such as number of teachers and students and educational level