

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: Besao National High School
2. Full address: Padangaan, 2618 Besao, Mountain Province
3. Postcode: 2618
4. Country: Philippines
5. School's telephone number (country code+city code+telephone number): None
6. School's Email Address: besaonhs.besao@deped.gov.ph
7. Name of the Head Master/Principal/School Director: Nellie B. Basilio
8. Name of the Teacher Coordinators: Roland D. Ngalob and Cesaria C. Reyna
9. Email address of the Coordinator: roland.ngalob@deped.gov.ph & cesaria.reyna@deped.gov.ph
10. School website (if available): none
11. Educational level (Such as Kindergarten 1 to Grade/Year 9): Secondary
12. Total number of teachers in your school: 15
13. Approximately number of teachers participated in this programme: 14 because one went on leave
14. Total number of students in your school: 238
15. Approximate number of students participated in this programme: 238

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

BADANG; Bridging Adversities through Different Activities Needed for Growth

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

Republic Act (RA 10121) known as the Disaster Risk Reduction and Management (DRRM) Act institutionalized an enhanced disaster response capability at all levels and in different agencies and institutions. As it entails efficiency and precaution, the necessity of unhampered rendering of accessible services to the clientele at all times has become an indispensable component of successful management.

Since the Enhanced Community Quarantine brought about by the outburst of COVID-19 on March 17, 2020, our school faced different challenges in the transfer of learning to its clientele. Personnel and students were not allowed to report to school as all are covered by guidelines coming from the national and municipal Inter-Agency Task Force on the pandemic dependent on the quarantine status of the locality. Likewise, teachers had limited access to students due to different reasons like distance of school to residences and travel restrictions implemented by the IATF.

To efficiently help implement the basic education learning continuity plan of the department of education, the school had to undergo immediate transition to learning delivery modalities which are fitted to the situation. Likewise, the school had to cater to mandates relative to health related resiliency activities like installation of triage, enhancement of wash in school, procurement of supplies for minimum health protocols, confinement of students at home and other soft projects like provision of psycho-social support and others.

Our school selected the modular print as it was fitted to all students wherever they were. Abrupt change of modality gave a great adjustment to the management such as but not limited to conduct of trainings relative to downloading, editing, and contextualizing of self-learning modules for teachers, adjustments in the procurement plan for the acquisition of equipment and materials for the printing of modules, enhancement of partnerships for delivery, retrieval, facilitation of learning and safety of students while they are at home, and coping up activities like provision of psycho-social support mechanisms which included mental health .

It was for the above scenario that the school through the initiative of Roland D. Ngalob and Cesaria C. Reyna conceptualized and implemented the **BADANG; Bridging Adversities through Different Activities Needed for Growth** which covered all stakeholders of the school and even extended outside of the school's area of responsibility.

Through this program, the school adhered to give and seek assistance in any way to and from different stakeholders through our local indigenous "binnadang" system. This act involve generosity to extend help in any manner to others for attainment of targets.

3. Objectives/goals of the school's initiative

The **BADANG; Bridging Adversities through Different Activities Needed for Growth** aimed to: generally, utilize collaborative efforts to cater to the adjustments needed in the continuity of teaching-learning processes amidst the pandemic so no child will be left behind through:

- a. provision of psycho-social support to stakeholders which included mental health,
- a. provision of skills for leveling up of teachers most especially in the use of ICT, production of learning materials which included self-learning modules and audio-video based materials,
- b. enhanced peer performances for extension services,
- c. enhanced partnerships in the continuous implementation of DepEd programs, projects, and activities such as brigada eskwela and brigada plus, school in the garden, disaster risk reduction and management, child-friendly school system, environmental awareness, and
- d. partnerships in the implementation of the chosen learning delivery modality; modular-print.

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

This project started last December 2020 and involved 238 students, 180 parents, 14 barangay local government units, 21 schools in the district, our very own Besao Municipal Local Government Unit, two local cooperatives, alumni, and other benefactors.

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

Activities		
Pre-Implementation Phase	Implementation Phase	Post Implementation Phase
Preparation and presentation of Activity Designs		
BADANG; Umbrella Project which covered the following:	The activities below made up the implementation of the project.	Outputs for activities in the implementation phase mark the success of the project.
a. Installation of additional structures for COVID-19 resiliency in school	Additional wash sinks were installed and portable sinks are available in the event that there will be limited face to face. A triage area was erected at the entrance of the school.	Presence of a triage, wash area beside it and wash area at the entrance of the school. Additional water tank will be installed this coming brigada eskwela funded by HPTA of grade 12.
b. Solicitations for supplies relative to minimum health protocols	Face masks, face shields, alcohol and disinfectants were donated by alumni and other philanthropists.	Donations of face masks and face shields were distributed to stakeholders while alcohol was used in the school triage area.
c. Putting up of a school nursery and school in a garden	School personnel and students propagated fruit tree seedlings, managed their school and home gardens and propagated ornamental plants.	Beautification and the presence of food on the table at homes, in school and in communities were enhanced. Fruit tree seedlings will soon be sold for IGP.
d. ICT Skills Outreach	Capability building activities on internet use and use of different applications were conducted in school after which gifted teachers were requested by other school heads to facilitate trainings with their teachers.	School heads reported the positive and fruitful effects of the school-to-school partnership.
e. Provision of Expanding Envelopes	Parents volunteered to donate expanding envelopes where modules of students will be placed during delivery and submission.	These envelopes were returned to students for safe keeping and for future use.
f. Development of Learning Materials	Trained teachers from the school together with teachers who have advanced skills in the video editing, shooting, and even our language teachers facilitated in the making, review, and editing of teachers' outputs in district trainings.	There were SLMs, LAS, and AVPs which were evaluated in the district and were forwarded to the schools division office for quality assurance.
g. Conduct of in-house work immersion (7 students involved, with strict observance of minimum health protocols while in the campus)	Grade 12 TVL failed in the school's piloting of blended learning thus the school conducted in-house work immersion. While on immersion, they did innovations in home economics through hands on learning. Empowerment technology enabled them to produce presentation of their innovation through videos while the narrative reports of their innovations were rated in their research projects.	The supposed pilot class for blended learning succeeded through another project; KASAMA :(Kindling Activities of Students through Alternative Minimal Assistance) during the in-house immersion. The students involved were rated in four subjects thematically.

h. Conduct of Zonal Visits	This activity involved limited face to face gathering for parents and students. It was used for information dissemination of all aspects relative to child friendly school system, giving and gathering feedbacks and monitoring of the implementation of waste management, school in a garden, early enrollment and many more.	Zonal visits maximized travels made by school personnel to different feeder barangays. There was an improvement in the assessment of learning outcomes.
i. Enhanced partnerships	Partnerships is a culture of Besao. Partners collaborated in different ways like donations in cash, kind or services. There is a need to document more partnerships as modes of verification for school based management.	There was smooth implementation of the modular print learning delivery due to the collaborative efforts of different stakeholders in different aspects of the BADANG.

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

In decision making with stakeholders, consensus ways had always been used. Small group or focused group discussions were used in capability building activities of teachers. Created groups of homeroom PTAs and classes were functional. There were 5/14 who tried online classes but were faced with students to join due the problem of weak signal. Collaboration in facilitating and monitoring learning was maximized by parents and teachers. Limited face to face tutorials was allowed in school following IATF guidelines.

7. Participation of community and parents in the school initiative

Parents from 5/14 feeder barangays actively participated in cleaning and greening of the school. Parents and students in 14/14 barangays answered to the call of limited face to face consultations during the zonal visits. 14 punong barangays agreed through a memorandum of understanding to collaboratively implement the learning delivery modality with the school. 180 parents and parent guardians of students adhered to the collaborative facilitation and monitoring of learning at home of students. Five alumni and other benefactors sent their donations to the school. Parents and guardians of six TVL students who underwent in-house work immersion with minimal assistance took care of the ration of their children while they were immersed in school.

8. Monitoring and evaluation mechanisms

Outputs and outcomes of sub-activities of the project which are school based like *gulayan sa tahanan*, waste management at home, learning areas at home, accomplishment of self-learning modules, preparation of learning materials were monitored by school monitoring and evaluation team. Those that needed monitoring and evaluation from the schools division office like *brigada* and *oplan balik eskwela*, *gulayan sa paaralan*, youth development activities were monitored by schools division office personnel. There were implementation reports like wash in schools, child friendly school system, school based management which covered leadership and governance, curriculum and learning, management of resources and partnerships to links forwarded by the schools division office which were uploaded to the schools division monitoring and evaluation teams.

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

To students, the initiative lessened the difficulties they encountered in the abrupt change of learning delivery. Teachers and other stakeholders in communities extended help in the accomplishment of learning tasks given to students.

To parents, this initiative enlightened their doubts as facilitators of learning at home. It likewise enhanced the communication between parents and teachers of their children.

To teachers, they had to adjust to the change of modality which gave them the chance to enhance their skills in different strategies of transferring learning while students are at home. Likewise, they enhanced their ways of giving feedbacks and intervention activities to students who logged behind in the accomplishment of activities and performance tasks required in their self-learning modules.

To families of students, this initiative provided them group initiatives in helping each other accomplish tasks directed by self-learning modules. Unified efforts of family members exerting different efforts for the accomplishment of different tasks is the essence of BADANG in the family.

The community rendering services in different ways to help students in research, community projects, entrepreneurship and other aspects and providing safety to students by strict implementation of minimum health protocols, curfew hours and discipline bridges adversities through activities needed for growth, success and lifelong learning for the students.

The ever generous municipal government unit through the provision of vehicles together with their drivers paved the way for teachers to reach out to deliver and retrieve modules and conduct information disseminations and fora with stakeholders. Monitoring was done on accomplishment and maintenance of learning spaces, school in a garden at home, waste management and environmental awareness and other community involvement of students.

10. Plan for future

Sustainable school based management is anchored to **BADANG; Bridging Adversities through Different Activities Needed for Growth**. The school plans to add more activities which involves give and take of talents and treasures of different stakeholders for students to learn to know, learn to do, learn to live together, geared towards the development of full potentials of students making them ready for life.

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>)

All activities of the BADANG program gears towards the achievement of SDG 4 which is to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. To give quality education, we need to make sure that our services are quality. We can do this by upskilling and learning new things, maybe from partners, colleagues and students also. We also need to make sure that the services we give our students are appropriate or suitable to their needs, abilities and economics resources. To do this, we need to go to the roots (the students) through school initiated zonal visits and home visits.

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

Facebook: Deped Tayo BesaoNHS; Besao NHS- SHS
YouTube: Besao NHS; The Ordinary Kitchen; Studes Team

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.

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

Document 1 (Yogurt with Creme De Menthe_2021_TVL_HE_Dyrll Napo) A video output of a TVL- HE student who underwent the in- house immersion.

Document 2 (FBS Q3 M11) An audio- video lesson created by a teacher in Home Economics which is also submitted and uploaded in the division YouTube Channel.

Document 3 (Shool Zonal 2021) Complete documentation of the school zonal visit.

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

Photo1



Ms. Cesaria Reyna discusses the different types of audio- video lessons as the first phase of the District Training on Audio- Video Production on May 13, 2021. This is to help teachers create other strategies in delivering instructions to learners.

Photo 2



In partnership with Besao LGU, Ms. Maureen Angkaway and Ms. Vilma Beyden travel to Catengan, a feeder barangay, for the zonal visit on May 31, 2021.

Photo 3



Ms. Zenaida Bambilla, Math teacher, tutors the students who attended the school zonal visit at Tamboan barangay hall on June 3,

Photo 4



Ms. Magdalena G. Benito teaches the students in yogurt preparation as she discusses other business opportunities for them during the in-house work immersion.