

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



- 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
- 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
- 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 or contact the SEAMEO Secretariat's email: seameojapan.award@seameo.org or Tel. +66-2391-0144.

PART I: DETAILS OF YOUR SCHOOL

1. Name of your school: **Linanot Elementary School**
2. Full address: **Sitio Linanot, Barangay Bunawan, Iligan City, Lanao del Norte**
3. Postcode: **9200**
4. Country: **Philippines**
5. School's telephone number (country code+city code+telephone number): **None**
6. School's Email Address: **None**
7. Name of the Head Master/Principal/School Director: **Raul M. Ypanto**
8. Name of the Teacher Coordinators: **April Pristine O. Bermejo/ Micha E. Gabule**
9. Email address of the Coordinators: aprilpristine.bermejo@deped.gov.ph/
micha.gabule@deped.gov.ph
10. School website (if available): **None**

11. Educational level (Such as Kindergarten 1 to Grade/Year 9): **Kindergarten to Grade 6**

12. Total number of teachers in your school: **7**

13. Approximately number of teachers participated in this programme: **7**

14. Total number of students in your school: **128**

15. Approximate number of students participated in this programme: **128**

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 R.A.D.I.O.
(Radio-Assisted Delivery in improving Instructional Outcomes)

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

With the outbreak of coronavirus, the battle for quality basic education is even more challenging. The concomitant challenges brought by COVID-19 pandemic amplify the struggles of the education sector as it causes changes in the country's education landscape.

Today's learning paradigm involves transitioning to different distance learning delivery modalities (DepEd Memorandum DM-CI-2020-00162, s.2020). It remains crucial for teachers especially those who are implementing modular distance learning (MDL) modality to see what and how students are learning. This circumstance is observed in Linanot Elementary School. Teachers face a plethora of challenges in adapting to new ways of how students learn and in gauging the students' understanding of the lessons in the absence of face-to-face instruction. In the same manner, parents express their difficulties as they replicate the teachers in facilitating the learning process at home. They were confronted with the challenges of assisting their children in answering the self-learning modules as the learners cannot grasp the concepts easily and cannot do the learning tasks independently. As communicated in the parents' journal, this effort consumes much of their time that they cannot do other chores. With this, learning delivery should be reviewed and reimagined to accommodate the context of the school community. Having these realizations and observations, instructional intervention should be taken into account. This is where Project R.A.D.I.O. comes into play.

Project R.A.D.I.O. (*Radio-Assisted Delivery in improving Instructional Outcomes*) is an instructional intervention to the emerging challenges faced by teachers in delivering basic quality education, especially during the pandemic era. It highlights the use of hand-held two-way radio as powerful medium to establish '*teacher presence*' during instruction delivery in the 'new normal', and as an '*auditory scaffolding tool*' exhibiting educational power of stimulating abstract thinking and enriching the learner's imagination. Despite the challenges hampering learning continuity and delivery, this program aims to ensure that learners grasp the curricular standards and teachers gauge the learning progress using an instructional design that will not compromise their health, safety, and well-being.

Specifically, this intervention features a series of two-way radio classes and employs a weekly radio instruction scheme where each grade level is assigned with fixed schedules. It requires learners to diligently report to the community learning centers (CLCs) situated within the strategic places in the community, along with the para-teachers, during the agreed schedules for regular instructions with the class advisers. A class of 10 learners, as maximum, was set to be accommodated in the CLC per session due to the limited number of radios as well as to ensure that stringent physical distancing is practiced.

This project was initially implemented in the remaining two quarters of school year 2020-2021 from March 1 to July 11, 2021. However, the planning phase has already started last January 2021. The effectiveness of this project was investigated through the conduct of action research during a month after wherein the impact of two-way radio instruction toward the level of performance of learners was sought. The findings from the said investigation further served as solid grounds in the continuous implementation of Project R.A.D.I.O., embedding two-way radio instruction in the instructional design.

3. Objectives/goals of the school's initiative

The fundamental goal of this instructional project is to establish a responsive, viable distance learning framework that promotes learning continuity amidst crisis and ensures access and quality of instruction without compromising the health, safety and well-being of learners, teachers, parents and other constituents. In striving to meet this overall goal, the following objectives were sought:

- Deliver a series of instruction using radio technology following the implementing guidelines specified in the instructional initiative developed
- Commit to the acquisition, maintenance, and use of radio technology as a tool for interactive and responsive learning amidst pandemic
- Align two-way radio lessons to curricular standards and competencies to ensure rigor, relevance, and contextualization
- Foster stronger collaborative partnerships between schools, families, and community members in the campaign for learning continuity, access and quality
- Empower parents and para-teachers to support instructional initiative through strengthening mentoring and coaching opportunities

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

January 2021 up to the present

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

Project R.A.D.I.O. consists of three phases:

- A. Pre-implementation phase
- B. During Implementation phase
- C. Post Implementation phase

A. Pre-Implementation

1. Orientation of Parents and Learners

A Homeroom Parent-Teacher (HPTA) orientation was conducted to inform the parents on the guidelines of the intervention that includes the proper use of radios, the plotting of schedules and groupings of learners, and the mentoring of the para-teachers. The orientation was followed by a simulation drill (by grade level), as agreed by the parents and the teacher, to practice the learners themselves on the technical usage of the radios.

2. Selection and Trainings of Para-teachers

Potential para-teachers, those who at least reached the high school level, were identified to facilitate the learners in the Community Learning Centers (CLCs) during instruction. During the module distribution schedule, the identified para-teachers were mentored by the teacher on how to facilitate and manage learners' behaviors. Lesson guides were also given and discussed to ensure harmonious flow of instruction.

3. Installation of CLCs

With the help of General Parent-Teachers Association (GPTA) officials, and barangay officials, the community learning centers (CLCs) were installed. The facilities were arranged accordingly to ensure compliance with the health and safety guidelines imposed by the Inter-Agency Task Force (IATF). Sanitation materials were also present in the CLCs.

4. Preparation of Materials

Teachers were tasked to design a detailed lesson plan (DLP) that integrates the use of two-way radio. This DLP was checked weekly by the school head prior to the conduct of instruction. Likewise, the supplementary materials were also reproduced before the mentoring sessions of para-teachers.

5. Plotting of Schedule

Each teacher was given two-three sessions per week to accommodate the number of learners per grade level. The plotting of schedules was collaboratively accomplished by the teachers. A copy of the weekly schedule was then given to the parents for their guidance.

B. During Implementation

6. Launching of Project R.A.D.I.O.

The *Project R.A.D.I.O.* was launched on the last week of February 2021 using two-way radio communication. The learners, parents, and other stakeholders were asked to convene in two (2) CLCs

within the community where the radios are stationed. A program was conducted and leaflets of information about the project were distributed.

7. Implementation of the two-way radio instruction

In the conduct of two-way radio instruction, learners diligently reported to the CLCs based on their assigned schedules. Attendance was checked for monitoring purposes.

8. Learning Action Cell (LAC) on Project RADIO

LAC sessions served as avenues to discuss the strategies employed by the teachers during two-way radio instructions. Best practices were featured and challenges were tackled.

9. Progress M&E and Feedback

During weekly mentoring sessions, the teachers were encouraged to conduct debriefing in order to process the experiences of the para-teachers as they facilitated learning in the previous week. Similarly, parents were encouraged to give feedback using the parents' journal.

Validation of the learners' academic progress based on the weekly test results and qualitative data from para-teachers and parents was conducted by the school head. Weekly monitoring became the basis of the school head in the provision of technical assistance to the teachers and para-teachers.

C. Post-Implementation

10. Monitoring and Evaluation

Regular monitoring and evaluation of the project was conducted using the M&E Template (see Annex A). This was done by the school head to document effective practices and determine the efficacy of the project.

Another Stakeholders' Conference that was intended for evaluation was conducted after every end of the quarter. The School Planning Team (SPT) members convened to discuss and formulate suggestions to further sustain the project.

11. Conduct of Stakeholders' Recognition

Due recognition was given to those stakeholders who exerted their effort in the realization and success of the project. Awarding of the following was conducted:

- a. Outstanding R.A.D.I.O. Learners
- b. Outstanding R.A.D.I.O. Teacher
- c. Outstanding R.A.D.I.O. Para-teacher
- d. Outstanding Parent
- e. Best Community Learning Center

Evaluation rubrics for every award was tackled during the Stakeholders' Conference.

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

- Offline synchronous learning (two-way radio instruction)
- Game-based learning approach (for motivation and engagement)
- Team-Assisted Individualization (for collaboration)
- Inquiry-Based Learning (IBL)
- Strategies taken from Pedagogical Retooling in Mathematics, Languages, and Science (PRIMALS) trainings

7. Participation of community and parents in the school initiative

- Participation to school-initiated mentoring/coaching and LAC sessions
- Active involvement as learning facilitators or para-teachers during the conduct of two-way radio classes
- Installation and enhancement of Community Learning Centers (CLCs)

8. Monitoring and evaluation mechanisms

Monitoring and Evaluation

Regular monitoring and evaluation of the project shall be conducted using the M&E Template (see attachment). This will be done by the school head to document effective practices and determine the efficacy of the project.

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

To learners. Initial investigation on the effectiveness of radio instruction was carried out through the conduct of action research. Results revealed that learners' performance significantly improved and increased after they were exposed to the instructional intervention using two-way radio. It is likewise revealed that two-way radio instruction was helpful and responsive in ensuring contextual, engaging and

relevant learning experiences to the students amidst the crisis. This notion was supported with the responses of student-participants upon examining their experiences towards the intervention during Focus Group Discussion (FGD). Students have explicitly elaborated that with two-way radio instruction, their learning was more guided and their queries were easily communicated to their teachers.

To teachers. With the advent of project R.A.D.I.O, the element of ‘*teacher presence*’ was revived. This educational opportunity allowed teachers to upskill and tailor-fit their practices and strategies to the needs and demands of the current situation. Through radio technology, they were able to deliver quality instruction, promote real-time interaction with their students, and administer authentic modes of assessments even without any face-to-face learning component.

To families and communities. The school initiative further strengthened the partnerships between the school and the community. Through Project R.A.D.I.O., they have apprehended that their needs were addressed and their role in the campaign for learning continuity and quality is indispensable. With the school strengthening its mentoring and coaching efforts, parents were empowered and more equipped to facilitate learning at home.

10. Plan for future

For its Dissemination. Implementation Guidelines of Project R.A.D.I.O. will be made available for teachers and parents. Information about the project was publicly made available through the social media (FB and Youtube) in order to deliver the results to the widest possible audience.

For Increasing its Scope. Project R.A.D.I.O and its existing activities will be presented and proposed to the neighboring schools in the district, characterized with similar context with that of Linanot Elementary School, thus, making it a district-based initiative.

Resource Mobilization. The school will send letters of invitation and request of involvement to potential partners and other stakeholders for financial contributions/ donations. The school also plans to apply for micro grants to ensure long-term sustainability of the project. However, more than contributions of material resources, we will also tap human resources for consultation and advice to strategic planning and programming for sustainability.

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>)

SDG 4: Quality Education. Project R.A.D.I.O. bridged the gap that threatens learning continuity and quality. It is a practical modality that complemented modular-based learning given this pandemic situation.

SDG 10: Reduced Inequalities. The issue of “digital divide” and the challenge of inaccessibility are addressed since all learners have equal opportunities for quality learning experiences.

SDG 17: Partnerships for the Goals. The realization and success of Project R.A.D.I.O. are attributed to the collaboration and concerted effort of all stakeholders, both internal and external.

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

Sample Two-Way Radio Class (Grade 2)

<https://bit.ly/3g4FZpV>

Presentation of Project R.A.D.I.O. in a Public Forum (Livestreamed in FaceBook)

<https://bit.ly/3g0HVzG>

Presentation of Project R.A.D.I.O. in Regional Research Congress

<https://bit.ly/2VWC9rP>

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) **Supporting Document 1_Implementation Guidelines of Project R.A.D.I.O.**

<https://bit.ly/3sj47Kb>

Document 2) **Supporting Document 2_Lesson Plan in Grade 3 Quarter 3_Two-Way Radio Class**

<https://bit.ly/3iTbpBD>

Document 3) **Supporting Document 3_Activity Sheet in Grade 3 Quarter 3_Two-Way Radio Class**

<https://bit.ly/3g79dV0>

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

Photo 1



Provision of learning resources. Twenty (20) units of short-ranged WLN KD-C10 two-way radio (walkie talkies) were sponsored by external stakeholders (private individuals).

Photo 2



Pre-implementation activities. Project launching and Homeroom Parent-Teacher (HPTA) orientations were conducted as part of the advocacy plan.

Photo 3



During implementation. The Grade 2 teacher and learners were highly enthused during the conduct of two-way radio instruction.

Photo 4



Post-implementation activities. Focus Group Discussion (FGD) to the parents and learners were conducted using two-way radio.

Photo 5



Research Congress presenters. Research findings were used as solid grounds to institutionalize the implementation of two-way radio instruction – Project R.A.D.I.O.