



## 2022 SEAMEO-Japan ESD Award

Theme: Education Transformation through Partnership

### SUBMISSION FORM

The submission deadline is 31 July 2022

Full Information: <https://link.seameo.org/2022SEAMEOJapanESDAward>



- To participate in the 2022 SEAMEO-Japan ESD Award, please submit the information of your school's programme on "Education Transformation through Partnership" by using this template of Submission Form on or before 31 July 2022.
- 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** 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 2022 SEAMEO-Japan ESD Award" and a "3-minute video clip" together with a maximum of 2 supporting documents (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: <https://link.seameo.org/2022SEAMEOJapanESDAward> 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

- Name of your school: **PALAWAN NATIONAL SCHOOL**
- Full address: **H. MENDOZA ST., BRGY. MANGGAHAN, PUERTO PRINCESA CITY, PALAWAN**
- Postcode: **5300**
- Country: **PHILIPPINES**
- School's telephone number (country code+city code+telephone number): **(2) (048) 433-2058**
- School's Email Address: **inquiry@pns.edu.ph**
- Name of the Head Master/Principal/School Director: **EDUARDO G. SANTOS, PhD**
- Name of the Teacher Coordinator: **ALEXIS D. DIOSABAN**
- Email address of the Coordinator: **alexis.diosaban@deped.gov.ph**
- School website (if available): **https://pns.edu.ph**

11. Educational level (Such as Kindergarten 1 to Grade/Year 9): **SECONDARY SCHOOL – GRADES 7 TO 12**
12. Total number of teachers in your school: **434 TEACHING AND NON-TEACHING PERSONNEL**
13. Approximately number of teachers participated in this programme: **434**
14. Total number of students in your school: **10,892 STUDENTS**
15. Approximate number of students participated in this programme: **3,055 STUDENTS**

## PART II: INFORMATION ABOUT THE SCHOOL'S PROGRAMME

The information of part II from no.1 to 14 should not be over 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 programme

Project ePNS Learning System

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

Undoubtedly, technology has transformed the way educators and education are brought to people across the globe, especially in this time of COVID-19 pandemic. We now live in an interconnected seat where the traditional concept of learning, face-to-face instruction, is becoming increasingly less relevant. Learners, particularly the ones dubbed as digital natives, are becoming dissatisfied with the stand-and-deliver approach to education that dictates attendance, learning venues, and modes of participation. The emergence of sophisticated technologies and devices has enabled a new generation of information consumers to satisfy their demands for knowledge without the need to attend physically in classrooms. Software providers, web developers, and educational institutions, cognizant of this development, have embraced systems that can facilitate the management of different learning areas and engagement of students in remote education. The technologies that enable the virtual provision of different learning areas over long distances are broadly termed LMS or Learning Management Systems. LMS can be defined as web-based software platforms that provide an interactive online learning environment and automate the administration, organization, delivery, and reporting of educational content and learner outcomes.

As the ICT Coordinators of the Department of Education - Palawan National School, we deem it a responsibility to recommend and innovate a solution to the challenge due to the pandemic in terms of implementing a school-based ICT-initiated project and delivering ICT-assisted teaching and learning while at the same time, tapping and establishing strong linkages with school's stakeholders such as parents and external partners.

With this, the Proponent proposed a Learning Management System for Palawan National School with URL, "<https://els.pns.edu.ph>" in response to: UNESCO Sustainable Development Goals which is to conserve and enhance resources, by gradually changing the manners in which we develop and use technologies; DepEd's provision of learning resources in the implementation of the Basic Education Learning Continuity Plan (BE-LCP); and integration of Self-Learning Materials (SLMs) with the alternative learning delivery modalities, particularly on the Online Digital Module of Modular Distance Learning (MDL) and Asynchronous Learning of Online Distance Learning (ODL).

With a strong background in web design and development, we took on the challenge of designing and developing the system thru the insistent guidance and approval of the school principal, Dr. Eduardo G. Santos. The LMS was utilized to organize SLMs in one location and provided unlimited access to electronic learning materials that can easily track learners' progress and performance. The LMS was designed to reduce development and printing cost and time, and it integrated social learning experiences. Finally, the LMS of Palawan National School was known as the "ePNS Learning System."

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

A significant advantage of Project ePNS Learning System is the ability to place a wide range of resources in one location and make these accessible with one login. The following are the main objectives of this project:

- To improve education accessibility, that is, eliminating barriers to teaching and learning that PNS Administrators, Teachers, Parents, and Learners have found in traditional classrooms due to the COVID-19 pandemic;
- To leverage seamless cyber-interaction between students and teachers;
- To facilitate contextualized delivery of content/lesson;
- To provide immediate tracking and assessment of learners to measure effectiveness and compliance;
- To integrate education technologies into institutional policies for the attainment of Sustainable Development Goals (SDGs);
- To establish strong linkages among parents and other external partners in the improvement of school's curriculum through an integrative approach towards educational technologies; and
- To promote knowledge sharing through collaborative learning

### 4. Period of the time when the programme has been started

Based on the enrollment and survey reports, Palawan National School will offer Modular Distance Learning or MDL and Online Distance Learning or ODL. Thus, a school-initiated program on simultaneous simulations was conducted last August 4, 2020, to assess and evaluate the pros and cons of the said learning delivery modalities. One of the highlights of the simulation was Online Distance Learning, where the teacher and students used a synchronous mode of learning delivery. Synchronous learning is the kind of learning that happens in real-time, which means that the teacher and students interact in a specific virtual place, through a specific online medium, at a specific time. The simulation prompted more responsive exchanges between students and teachers and even immediate personal engagement; however, technical glitches arose where the demand for high-speed internet connectivity and lack of delivery flexibility were noted. Also, there was unnecessary noise while the teacher was discussing the topic. An apparent scenario could have been that one student was not able to turn off the audio mic that amplified unexpected background noise. While taking note of these observations, quality in teaching may be hampered, so with learning.

The result of monitoring and evaluation of the PNS Administration led to the provision of asynchronous learning for those students who chose the online digital module and Online Distance Learning modes of learning delivery. Asynchronous learning is a general term used to describe forms of education, instruction, and learning that do not occur in the same place or at the same time. It uses interactive materials that facilitate information sharing outside the constraints of time and location among a network of people. While synchronous learning may still be applied to provide additional information on each topic and give explicit instruction to the weekly activities and performances, asynchronous learning will be the primary medium to disseminate the SLMs that will be created and accessed through the "ePNS Learning System."

Since the time it was implemented on the 3rd week of August 2020, the said platform is being used even up to this time by the students who have chosen to receive a digital copy of the learning materials.

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

**Strategies:** *Just like any other websites and computerized systems, the proposed school website with LMS will be done thru the following implementation arrangements:*

1. Formulating a plan;
2. Stringent selection of web host provider: it is always a given that there is a need to go through a rigorous selection process to ensure that the solution is fit to school's requirements specifically on the number of users, storage and data protection policies;

3. Assembling an implementation team;
4. Presentation of the plan to parents and other external partners;
5. Rigorous training of technical working group: considering the number of users (both teachers and students), TWG is the point of contact if ever users experience any issue while using the system. They will also be the LMS' in-house experts; which means they would also train facilitators and sometimes users on how to use the system to ensure that it keeps running smoothly;
6. Doing a pilot launch;
7. Getting feedback, evaluating and refining the process; and
8. Launching the LMS.

**Activities of Implementation:**

- Capacitated over 400 PNS Teachers on the Use ePNS LEARNING SYSTEM during the school-based INSET (webinar) from September 21 to 28, 2020
- Started its pilot testing for the School Year 2020-2022 on September 14, 2020, with over 2,000 active users
- Trained selected teachers to serve as content uploaders of the Contextualized Self-Learning Materials/Modules in the ePNS Learning System from October 14 to 21, 2020.
- Released system documentation (graphic format) to orient end users/students for its easy access thru the school's website and FB page.
- Conducted a Reskilling and Upskilling on the Use of ePNS Learning System for Teachers during the Virtual In-Service Training on December 18, 2021.
- Conducted monitoring and evaluation of the pilot implementation of the Project ePNS on the 2<sup>nd</sup> week of December 2020.
- Capacitated all the Dept. Heads and Subject Group Heads on the Use of Managers Account of ePNS Learning System on January 4, 2021.
- Utilization of the ePNS platform in the submission of teachers' accomplishment reports such as Individual Weekly Accomplishment Report or IWAR, Individual Work Plan or IWP, Weekly Home Learning Plan or WHLP, and other documents. The Dept. Heads and Subject Group Heads had automatic and paperless monitoring of the required reports.
- Full implementation of the platform was utilized for the School Year 2021-2022 with more than 3,400 active users.
- Used in the virtual election of Supreme Student Government or SSG on Oct 19, 2021.
- Utilized in the STEM Admission Summative Assessment or SASA from July 18, 2022, up to the present.

**6. Teaching and learning approaches/strategies that the school has integrated into the programme**

Through Virtual Environment Learning, the ePNS Learning System reinforces the learning process. It promotes online collaborative groupings, professional trainings, debates, and communication with other ePNS users by facilitating an inclusive learning environment for academic achievement. Teachers balance active learning with the use of ePNS technology tools and approved curricular standards. Teachers used the ePNS to organize and model discussions, plan online activities, set learning objectives, provide learners with alternatives, and assist in problem-solving through decision-making procedures. The presence of teachers within the ePNS fosters an engaging learning environment. Hence, students maintained their autonomy, enthusiasm, and motivation.

The ePNS eliminates the need for printed resources. The same information that is developed for courses is also used as handouts that teachers and students can access at any time. Not only does the school save money on printing and distribution, but it also improves material efficiency. Students and even teachers instantly retrieved and studied eLearning material whenever they need a refresher, as opposed to examining printed content once and then losing or discarding it.

Along with these efforts to promote inclusive education among Palawan National School students, teaching approaches and strategies focusing on UNESCO's Sustainable Development Goals have been included in the curriculum. As a result, it preserves the integrity of educational programs and enables teachers to create contextualized learning materials while also effectively and efficiently delivering teaching, facilitating communication, fostering cooperation, and assessing students' progress.

#### 7. Details of partnership and community participation in the school's programme

As we want to bridge the digital gap among our students through the school-initiated project ePNS, we saw the importance of having active and supportive stakeholders. They play an important role in having a successful project implementation, manifesting love and concern for its learners. In this way, we would be able to initially develop and sustain the projects we want to obtain in our school.

One of the leading stakeholders of the school is the barangay near us, the Brgy. Mandaragat, Puerto Princesa City, Palawan with Hon. Gerry Abad as the Brgy. Captain. This barangay showed efforts in keeping its promise in allocating resources to help our Project ePNS be accessible to our students. They have voluntarily lent a hand through the provision of Personal Computers (PCs) and internet connectivity in response to students who had difficulties in accessing the learning resource materials at home.

Moreover, the school initiated a "Sagip-Aral" program aligned with the mission to provide an appropriate solution to the possible challenges of bringing digital technologies at home. This program supported the distribution of old-but-functional gadgets or by sharing any amount for purchasing a brand new one to encourage students to continue studying their lessons. The possibility of stakeholders "Bayanihan" came up when a group of Online Distance STEM learners joined hands and outsourced to provide their struggling classmate with an android phone so they can download digital modules from the ePNS platform to cope with distance learning modality. This encouraged the teachers, advisers, and parents of other classes to do the same act to be able to seek help for other students who are experiencing the same situation.

The difficulties of learners' access to learning resource materials in the Project ePNS brought the intention of the school to utilize the Department of Information and Communications Technology's (DICT) program like the Free Wi-Fi for All. This program of the DICT aims to provide individuals access to opportunities, education, and information. Thus, the school took the opportunity to utilize this free program of DICT.

With the growing number of the school's ePNS users, DICT's free internet accessibility programs, and school's initiative projects with an excellent rapport of school-community partnerships, increase access to the school's educational technologies could lead to the improvement of the teaching-learning process.

#### 8. Monitoring and evaluation mechanisms

While it is crucial to involve as many individuals as possible when collecting input, it is nearly impossible to get feedback from an entire school. As a result, to ensure that everyone has a voice, representatives from each of the school's departments, including students, participated in and were part of the monitoring and evaluation. These representatives were responsible for disseminating information from the proponents/administrators of the system to their respective departments, as well as reporting back to the proponents/administrators of the system any comments and feedback received. If these persons were opinion leaders in their respective fields, they might influence and be supported by others. This was another strategy used by the proponents/administrators of the system to ensure that individuals not only received notification about the pilot and evaluation but that those whose opinions were respected as a part of the process.

#### 9. Effectiveness of the school's programme to learners, teachers, families, and community

Neither the usability of Project ePNS Learning System nor its tool is a new area of research. The present study emphasizes briefly about the various types of ePNS features that contribute to the effectiveness which was implemented since the outbreak of global pandemic COVID-19 in August 2020. Analyzing the basic functionalities of Project ePNS, it can be concluded that it is designed to identify training and learning gaps, increase information access and communication in response to digital divide, and utilize analytical data for reporting. Project ePNS is focused on online learning delivery but supports a range of

uses, acting as a platform for online content, including courses, both asynchronous based and synchronous based. The ePNS offered classroom management for teacher-led training or a flipped classroom. Moreover, it enables parents and guardians to access class schedules, outlines, and assessment as well as transparency on feedback and tracking of their child’s learning progress. From the practical approach and the comparative analysis, it can be suggested that Project ePNS Learning System, as a stand-alone LMS tool help us to fight against the transformation from the conventional to the digital way of learning in a situation of such disaster like the recent outbreak of COVID-19 and suggest that educators and learners must be ready to adopt new changes and requirement of the present situation.

10. Plan for future

**Project ePNS Learning System Action Plan for SY 2022-2023**

Concepts to be Applied/ Shared (1)	Activities or Projects & Objectives (2)	Date and Duration (3)	Human Resources Needed (4)	Financial Resources Needed (5)	Material & other Resources Needed (6)	Indicators of Success (7)
1. Integrating Information Communication Technologies (ICTs) in the pedagogical activities with the emphasis on the HOTS	1. Project ePNS Learning System  <i>To maintain the system that serves as an asynchronous platform for online and physical learning</i>	August 2022 to July 2023	School Principal; Finance Officers; Dept. Heads; Faculty; Parents; External Partners; Students; System Admin	Php 5,000 (To be take from Canteen and/or Clubs’ Fund; Donations from External Partners)	PC/Laptop; Internet Connection; Domain Name; Hosting; Learning Resources Material; Moodle Platform	Working and accessible ePNS Learning System portal
	2. Review and add toolkit/ contextualized learning material in the ePNS platform  <i>To review and add learning materials in the ePNS platform;</i>  <i>And to place all the learning materials as a learning activity in the ePNS Learning System (virtual thinking classroom).</i>	June - December 2022	School Principal; Dept. Heads; Selected Content Teacher-Uploaders per grade level/learning areas; System Admin	-	PC/Laptop; Internet Connection; Learning Resources Material; ePNS Portal	Complete contextualized eLearning materials  One (1) Content-Teacher Uploader per grade level/learning areas has created a courseware as evident in the monitoring conducted by every Dept Head.  100% complete set of contextualized learning materials from Quarters I to IV are uploaded and accessible in the course postal.  Courseware with supplied HOTS and

						other learning activities
	<p>3. <i>Orient the students on the use of ePNS Learning System</i></p> <p>To capacitate the students on the use of the virtual classroom</p> <p>And to inform parents and other key school personnel about the virtual classroom features</p>	August 29, 2022	School Principal; Dept. Head; Teacher-Advisers; Parents; Students; System Admin	-	PC/Laptop; Internet Connection; Learning Resources Material; ePNS Portal; System Documentation ; Multimedia Presentation;	100% of students and parents are oriented on the use of the ePNS portal.
2. Fortify technological support for students in their use of the ePNS Learning System	<p>Project ePNS Kiosks (Offline Learning Management System)</p> <p><i>To increase the use of all features of ePNS Learning System and other educational technologies in support to paperless advocacy;</i></p> <p><i>To provide additional accessibility as it will serve as Learning Resource Corner;</i></p>	August 8, 2022	School Principal; Finance Officers; Dept. Heads; Faculty; Parents; External Partners; Students; System Admin	Php 1,500	<p>2 kiosks to be placed in the library;</p> <p>1 kiosk to be placed in the SBM Room;</p> <p>1 kiosk to be placed each in four (4) ICT laboratories; 1 kiosk to be placed in each of the 4 buildings of SHS; and 2 kiosks to be placed in each of the 2 building of JHS. (The 13-unit PCs of these kiosks will be taken from the PC donations given by Banco Dde Oro or BDO)</p> <p>ePNS Kiosks platform</p>	<p>13-unit Kiosks are placed in its designated areas.</p> <p>85% of the students have accessed and used the kiosks</p>
3. Planned and arranged 'Third teacher' to engage learning	<p>Project siLEAD-araLAMP – utilization of <i>LUMI application for interactive offline and contextualized learning resource materials</i></p> <p>(ILLUMInating institutional goals LEADing towards an integrative approach to educational technologies)</p>	July 2022 to September 2022	School Principal; Finance Officers; Dept. Heads; Faculty; Parents; External Partners; Students; System Admin	Php 2,000	PC/Laptop TV/projector HDMI cable	85% of the students have accessed and used the kiosks with Project SiLEAD AraLAMP

	<p><i>To add as another feature of the ePNS Learning System as deemed appropriate for the learning space to support best practice teaching and learning</i></p> <p><i>SiLEAD-AraLAMP was taken from the word 'Silad-Aralan', a filipino word meaning 'classroom'.</i></p>					
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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>)

In order to pave the way for sustainable development in education, the deployment of a Virtual Learning Environment appears to be a critical prerequisite in two ways. First, implementing Project ePNS can be viewed as a strategic approach to contributing to (more) sustainable development in school. Second, adopting Project ePNS provides instruments for delivering and promoting teaching and learning about sustainable development in an innovative and concise manner. When a Virtual Learning Environment is built to improve or increase the spectrum of secondary education target groups, it becomes especially prominent. Demographic borders and other constraining framework conditions for global education can be eliminated in this way. This is especially true in developing countries, where Virtual Learning Environments may act as a catalyst for opening up education and training institutions to the rest of the globe. Initially, building and operating a Virtual Learning Environment appears to be a viable strategic option. Overall, the carbon intensity of the tools and methods used in Project ePNS is substantially lower than that of traditional teaching. More precisely, the utilization of Project ePNS and teaching methodologies has the ability to replace a significant number of resources, face-to-face interaction, and even faculty and students’ mobility.

Similarly, the SDGs provide numerous, diversified possibilities for real-life learning in all subject areas, allowing students at Palawan National School to study, think about, and act on global concerns. Here are a few examples of practical lessons that we have incorporated into our school curriculum:

- Using art to communicate thoughts, ideas, and hopes for the future of our environment.
- Search the internet for quotations on education and use them to inspire critical thinking about what it means to have a high-quality, inclusive, and equitable education.
- Look into how the UN works and what it accomplishes. How did it come about? What choices are made by its members?
- Investigate the positive and negative effects of technology on individuals, communities, and our environment. Learners, for example, analyze concerns linked to mobile phone manufacture, usage, and disposal, as well as the existing and potentially beneficial role of technology in increasing awareness about the SDGs and tackling global difficulties.
- Create a pamphlet or a poster to convince people to take action to safeguard life on land or beneath the sea.



12. Link(s) to the information of school's programme in social media platforms such as Facebook, website, YouTube

<https://www.facebook.com/pns1907/videos/325375822668636>  
<https://youtu.be/JkYVqVttOHk>

Other links:

<https://pns.edu.ph>  
<https://els.pns.edu.ph>

Write ups/articles links about the School's programme

- (1) <https://bit.ly/DepEdPhilippinesfeaturedarticle>
- (2) <https://bit.ly/DepEdPuertoPrincesaFeaturedArticle>
- (3) <https://bit.ly/PalawanNewsFeaturedArticle>

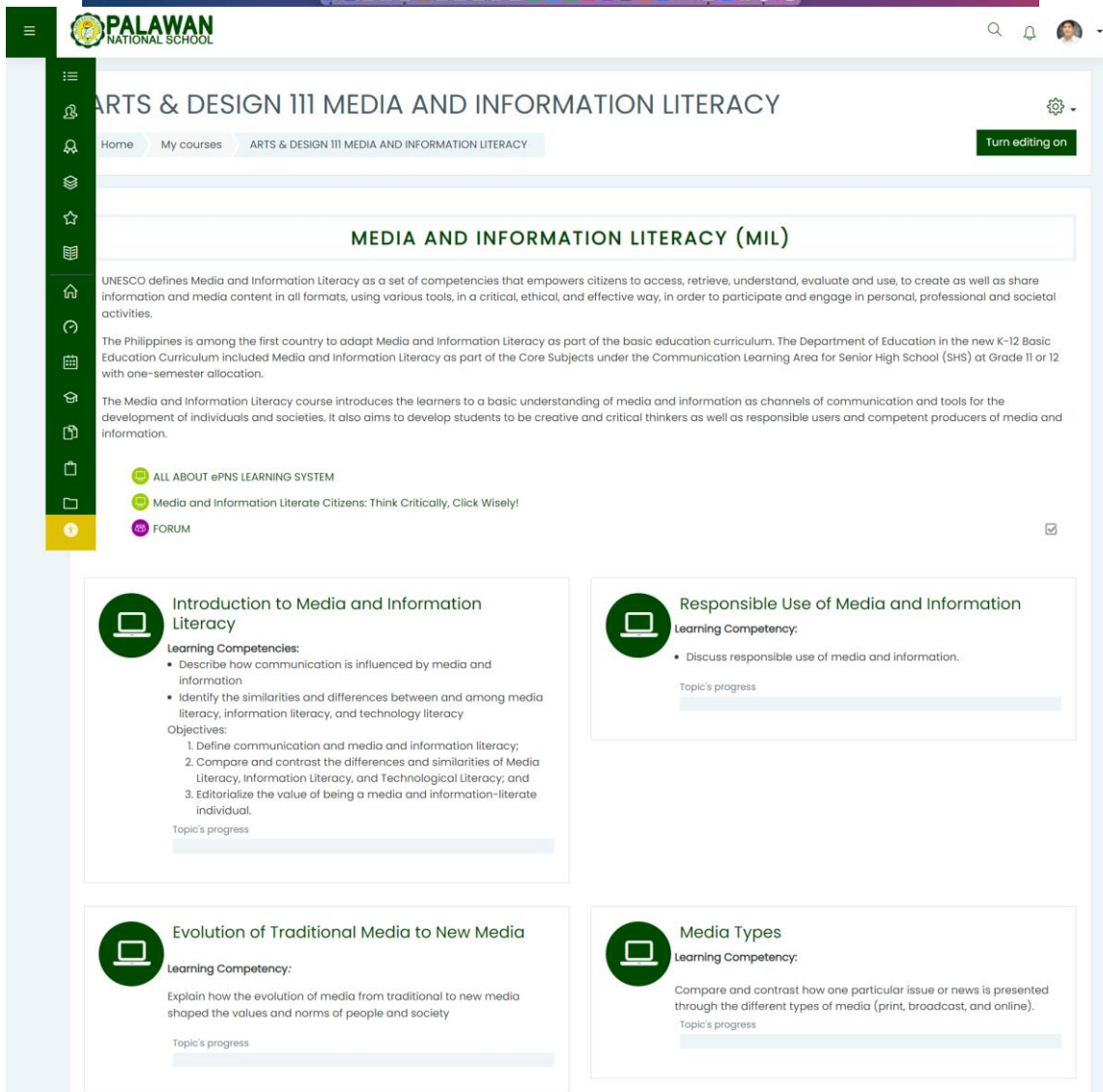
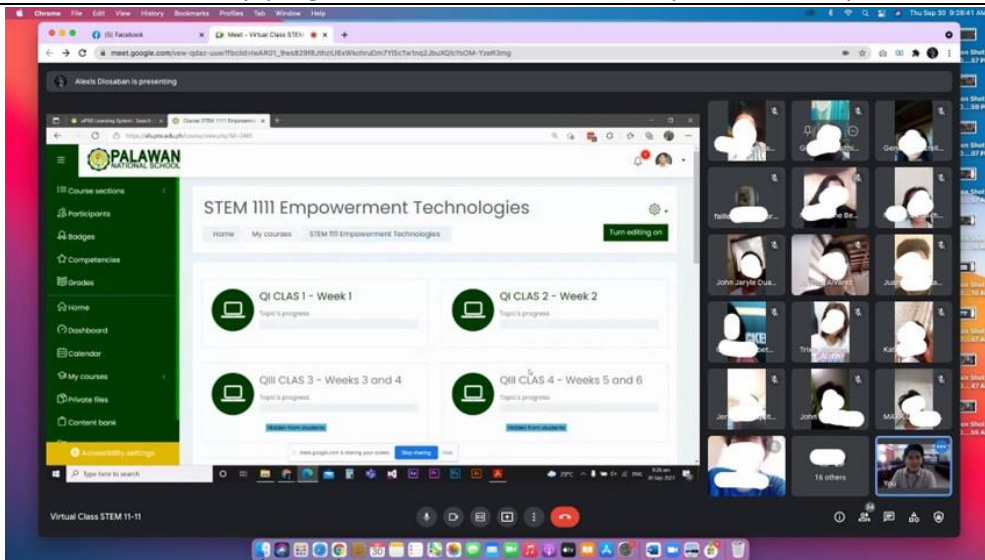
13. (Optional) List of supporting documents such as a copy of the school operational plan or school management plan, action plan, learning/teaching materials, lesson plans, samples of student worksheet, manuals, etc.

If the supporting documents are written in local language, please provide a brief description in English language.

Maximum of two (2) supporting documents can be submitted with this submission form. Each supporting document should be less than or equal to **twenty (20) pages**.

Document 1) (File name) .....SUPPORTING DOCUMENT 1\_ePNS Actual Accomplishment and Photo Documentation.....  
Document 2) (File name) .....SUPPORTING DOCUMENT 2\_Project-Proposal-for-Innovation-in-Schools-ePNS.....

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



*The Project ePNS Learning System served as a tool to promote quality education despite of the rapid changes of educational system due to COVID-19 pandemic. The Senior High School students of Mr. Alexis Diosaban (the Proponent) posed as the live class session is about to adjourn. In the screenshot, the ePNS portal was used to deliver a more accurate, structured, and organized learning activities for students to easily acquire learning competencies that is expected of them to perform.*



*A collage photo of one of the trainings conducted by the Proponent to capacitate the teachers on the use of the ePNS platform. Through this capacity building, teachers were able to create courses and design their own learning activities in the portal.*



One of the stakeholders who took the challenge of accepting a partnership with us. Bgry Captain Gerry Abad of Barangay Mandaragat, Puerto Princesa City, Palawan posed for a snapshot with Mr. Alexis D. Diosaban (on his right), Mr. Napthalie M. Andre-e and Mr. Denard Budao (on his left side). The meeting held to call for courtesy as everyone in the photo discussed the implementation of the support programme for ePNS project.



*Project ePNS Learning System of Palawan National School received a national recognition from the Department of Education ICTs EdTech Unit as Best Education Technology Innovation Project. The award was received by Dr. Eduardo G. Santos, School Principal IV, represented by Alfredo Alpil M. Camacho III, Asst. Principal – OIC. Together with Mr. Camacho from the left is Alexis D. Diosaban, the Proponent; Naphtalie M. Andre-e, the Proponent; Richard Deo Fondevilla, Schools Division of Puerto Princesa Information Technology Officer; and, Director Nicolas T. Capulong, CESO III, DepEd MIMAROPA Regional Director. The award was held during the DepEd EdTech Award 2022 at Baguio City, Benguet, Philippines on June 22, 2022.*