

## **PART I: DETAILS OF YOUR SCHOOL**

1. Name of your school: Alapasco Primary School
2. Full address: Brgy. Alapasco, Batad, Iloilo, Philippines
3. Postcode: 5016
4. Country: Philippines
5. School's telephone number (country code+city code+telephone number): N/A
6. School's Email Address: 116090@deped.gov.ph
7. Name of the Head Master/Principal/School Director: Charma T. Palmero
8. Name of the Teacher Coordinator: Charma T. Palmero
9. Email address of the Coordinator: charma.palmero@deped.gov.ph
10. School website (if available): N/A
11. Educational level (Such as Kindergarten 1 to Grade/Year 9): Kindergarten to Grade 6
12. Total number of teachers in your school: 5
13. Approximately number of teachers participated in this programme: 5
14. Total number of students in your school: 92
15. Approximate number of students participated in this programme: 38 learners from Grade 4 to Grade 6.

## **PART II: INFORMATION ABOUT THE SCHOOL'S PROGRAMM**

1. Title of the school's programme  
TrompaAralan

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

Alapasco Primary School is located in the mountainous area of the Municipality of Batad, Iloilo with vast land area of 44,827 square meters as per projection from the Department of Environment and Natural Resources Survey. The school is approximately 15 kilometers away from the town proper passing through the famous landmark of Batad, the Alapasco dam. It is a home to 92 learners and 5 dedicated and competent teachers. 54 learners are in Key Stage 1 while 38 learners composed the Key Stage 2 of Basic Education Curriculum.

Since the place is situated along the mountainous area, transportation and communication is quite difficult. Barangay Alapasco had a very small population of more than 500 residents. Majority of the population belongs to the marginalized sector who oftentimes find it hard to send their children to school. Most parents were either elementary undergraduate, elementary graduate and some high school undergraduate. The main source of livelihood is farming. Most resident is into corn and banana production. The school's population solely comes from this barangay since the place is a secluded area.

Due to its topographical location, access to communication and internet connection is impossible. The mode of learning delivery is done through printed modular approach. The previous school year was filled with many challenging experiences as to learning continuity taking into consideration the health and safety of the learners without sacrificing quality, relevant and liberating education. At the first few weeks of implementation, the school encounter several challenges in implementing printed modular

learning delivery. One of them is the completion of self-learning modules. Since most of the parents in the community are laborers, time spent for teaching their children after a long hour of labor is limited. With low educational attainment, most parents find it hard to discuss the content of the learning competencies especially in academic subject to their children because it is beyond their knowledge since most of the learning content is difficult. Learner's exposure to content, information and knowledge outside the community is also limited. In this case, learning must be contextualized for them to be engaged in a meaningful learning experiences.

TrompaAralan is an innovative medium in teaching Self-Learning Module to the 38 learners of Grades 4, 5 and 6 class at the comfort of their home safe from the danger of Covid-19 pandemic. TrompaAralan is an innovative medium in the new normal education setting in a remote area where communication and internet connection is not available. It is design to bring education to every learner's home through the use of public address system. Six trompas had been put up in the strategic places in the community by Sari-Sari Education. This is where the program got its name.

From the heart of the community where Sari-Sari Education community learning hub is located, self-learning modules from Grade 4 to 6 is discussed by the subject teacher via trompa sytem in a scheduled time from Tuesday to Friday to help the learners understand the difficult content of the SLMs. Monday is the distribution and retrieval of modules in school and the conduct of flag ceremony after the flag ceremony, there is a seven-minute week Filipino value focus discussion from the Council of the Restoration of the good Filipino values in order to promote holistic learning experiences among the learners of Alapasco. Academic subjects will not only be the focus of TrompaAralan but as well as values formation which is anchored in the Department of Education's Core Values: MAKADIYOS, MAKATAO, MAKAKALIKASAN and MAKABANSA.

The innovation will allow quality, equitable, and contextualized learning delivery at the comfort of every learner's home. It will not be disrupted by the changing alert level of the area since teaching and learning process is done in a home-based setting. This setting is very conducive for a safe and secured distant learning modality. Remote learning will be done safely at home.

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

TrompaAralan aims to:

- a. Bridge learning gaps between learner's level of knowledge and the difficult learning content of self-learning modules.
  1. Reduced numbers of unanswered items in the SLMs.
  2. Help learning facilitators passed the SLMs on time.
  3. Ensure mastery of learning competencies.
  4. Increase learner's academic performance.
  5. Respond to the problems of learners at risk of failing due low educational background of their learning facilitator.
- b. Ensure the continuity of safe, relevant and quality education in the comfort of the learner's home.
- c. Encourage a culture of learning in the community
- d. Develop learner's character and good moral values.

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

October 4, 2021- June, 2022

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

#### Pre Implementation Stage

Activities	Performance Indicators	Terms of Reference
Meeting with the parents to gather data as to the	Attendance Minutes of the Meeting Photographs	School Head called a meeting and identify challenges encountered while having modular learning in

challenges meet last School Year		the previous School Year and brainstorm as to possible solution.
Collaborated with LGU and Sari- Sari Education partners	Attendance Minutes of the Meeting Resolution Photographs	School Head and Teaching Staff link with parents, LGU and educational partners and present the solution to initiate continuous learning amidst the pandemic.
Discussed activities, prepare materials needed for the innovative medium.	Schedule of Activities, Weekly Home Learning Plans printed	Prepare schedule, activities and materials needed for the conduct of TrompaAralan.
Meeting with Grade 4 to 6 parents and learning facilitators to discuss weekly schedule, design conducive learning spaces at home and other activities relating to TrompaAralan	Attendance Minutes of the Meeting Criteria for Best Learning Space Photographs	Discuss per grade level class schedule, criteria for best learning space at home and other activities.

### Implementation Stage

Distributed printed Self-Learning Modules to Grade 4-6 learners.	Printed Self-Learning Modules	Supervise the distribution of self-learning modules.
Conducted Classes through the public address system in the scheduled time.	Photographs Audio- recording Self-Learning Modules Answered	Conduct classes in Trompa at the schedule time of the day.
Retrieved the Self-learning modules together with the learner's answer sheet.	Log for Retrieve and Distributed Self- Learning Modules	Check the answer sheets.
Conducted Learning Action Cell (LAC) Session with the teachers on the problems meet, adjustment needed and improvement of the program.	Attendance Minutes of LAC Session Photographs	Provide suggestions and recommendations for the innovation improvement.
Conducted meeting with the parents on the problems meet, adjustment needed and gather suggestions for the improvement of the program.	Attendance Minutes of Meeting Photographs	Provide suggestions and recommendations for the innovation improvement.
Monitored innovation implementation of the adjustments made in the LAC session with the teachers and meeting with the parents	Monitoring Form adjusted and reviewed.	Teacher and School Head to monitor innovation implementation
Quarterly Recognition of deserving learners per Grade Level	Certificate of Recognition	Awards and recognition is given to deserving learners.

### Post Implementation Stage

Awarded of prize to the best learning space at home per grade level.	Prizes for the Best Learning Space	Awards and recognition is given to the learner with best learning space per grade level.
Conducted post conference and presented the results to the parents and stakeholders	Attendance Minutes of the Meeting Photographs	Conducted Year End conference to all stakeholders.

and gather information for future plans and development.		
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6. Teaching and learning approaches/strategies that the school has integrated into the programme. The program made use of differentiated instruction to cater the needs of every learner so that no learners will be left behind when it comes to achieving the Most Essential Learning Competencies of difficult academic subjects.

It also made use of explicit teaching when it comes to teaching the learning content so that mastery of skills and competencies will be achieved.

Since the school is located in a remote area, learner's knowledge outside of the community is limited. TrompaAralan teachers contextualized the content of the Self- Learning modules into the context of learner's experience, knowledge, belief system and community culture.

Science subject also make use of 5E's strategies in introducing Science knowledge so that the learners would put into application what she/he had learned into daily life.

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

Sari-Sari education with the help of the Local Government of Batad, Rotary Club of Makati-Olympia, Aklat Alamid, Smart Communications, Alapasco PS General PTA Officers and the different organization in the community put up the community learning hub and installed the public address system to be used by the school and community for classes, values formation program, trompa storytelling and information dissemination. Others stakeholders like Batad PNP, United Architect of the Philippines

8. Monitoring and evaluation mechanisms

Monitoring and evaluation is done through the weekly log of Module Distribution and Retrieval to make sure that modules are passed on time and all learning facilitators are taking the modules on a scheduled time.

Rubrics of performance task are also used to assess the performance of the learner's activities and performances.

Home visitation been conducted to check the learners at home in their learning spaces.

Quarterly Meeting and Awarding been done for parents to have on-hand information of the learner's progress per quarter on their report card.

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

The program sums up the success of the implementation of Basic-Education Learning Continuity plan in school. Teachers had been able to guide and help the learners in answering the SLMs. Improvement of confidence in speaking to the public and the had development of certain creative teaching strategies in discussing lessons in TrompaAralan.

The learners had been able to answer the evaluation part of subjects with difficult learning content. As values restoration is discussed every Monday holistic kind of learning is develop in the child.

The community make use of the trompa for easier information dissemination since the place had no stable cellphone and internet connection. TrompaAralan builds a value laden-learners equip with life-long learning skills even in this time of pandemic.

10. Plan for future

A website of the program be made for other schools with the same location can benchmark and replicate. Creative programs for literacy and numeracy Key Stage 1 can also be develop in the future to lessen the challenges in these areas.

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>)

This programme TrompaAralan of Alapasco Primary School is interrelated with SDGs number 4, 6 and 16.

**SDG 4:** The programme ensures inclusive learning and equitable education since it caters the needs of the learner in learning especially during pandemic that attending school has been stopped and new modalities were introduced. TrompaAralan aids and bridges the gap between the school and learners at home. Trompa were placed in strategic places for accessibility that everyone could hear the lessons

broadcasted through this Public Address (PA) System. Schedule of classes for every grade level is followed. During class hours, learners together with their facilitators either their parent or siblings at home helped together in answering modules while listening to the lessons taught via trompa. This innovation or programme follows flexible learning that adapts to the current situation in these pandemic times. Collaboration between the school and home is a big factor that results to a wider learning on the part of the child because learning did not stop but continuously happening even during challenging times.

In addition, lessons were based on Most Essential Learning Competencies (MELCs) that focuses on the important lessons that were made simple. Video is taken during the whole duration of class of the learning facilitator and later be uploaded on Rachel (explanation for Rachel). Whenever the learner missed to listen to the trompa during his/her schedule of class he could still watch and listen the lesson of the day as discussed through Rachel.

Moreover, lifelong learning was given emphasis as lessons were integrated with real life situation. Performance tasks are given and performed at home and will be validated later on by the teacher with the use of rubrics for scoring.

**SDG 6:** Pandemic had stopped the different activities of learners in school specifically in the School Based Management Wash in Schools (WinS) but it did not hinder the goal of education to reach them at home. Water, Sanitation and Hygiene as it's main component are integrated in some subject areas to address its importance in the daily living and its essential to fight off and stop the spread of germs causing disease.

At 9 o'clock every morning during weekdays as a part of the class program of every learning facilitator a song about handwashing is played in the PA System as a reminder for every learner at home together will their family to perform handwashing using water and soap. This simple activity aims to advocate, inculcate and form habit of washing hands to eliminate or lessen and to fight off diseases especially now that we are in the midst of pandemic.

**SGD 16:**

Values Restoration Program discussed after the flag ceremony every Monday promotes good Filipino character and values that is essential in building a peaceful and value-laden institution and community as a whole. It allows everyone in the community to hear weekly the good Filipino values, beliefs and principles and soon be part of their lifestyle.

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

Since the school is located in a remote area and the teachers needs to be further trained in the knowledge of ICT in the field education, website is yet to be done. Post as to program implementation is also limited but there are some information and post on the fb page of the Teacher in-Charge, **Charma Palmero** and **Alapasco Primary School's** fb page.

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.

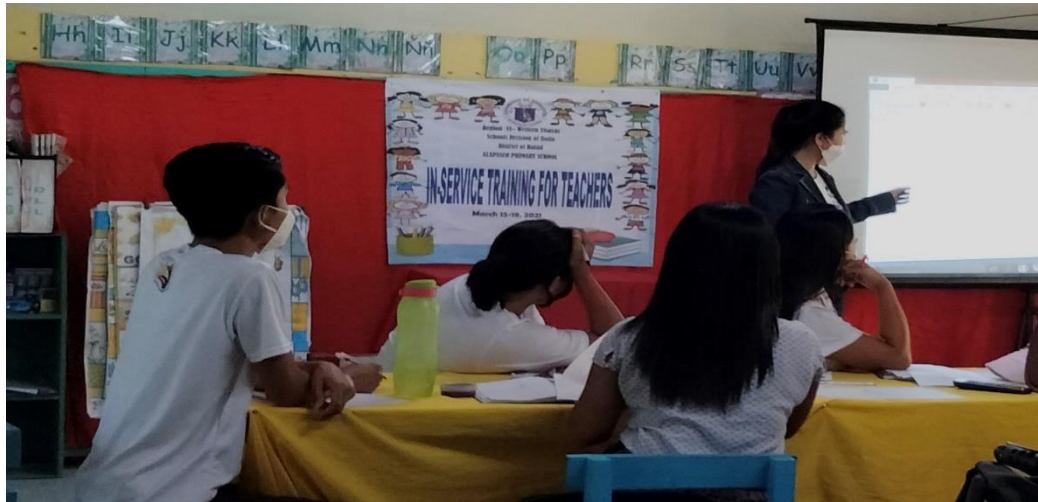
Maximum of two (2) supporting documents can be submitted with this submission form. Each supporting document should be less than or equal to **twenty (20) pages**.

Document 1) (File name) .....

Document 2) (File name) .....

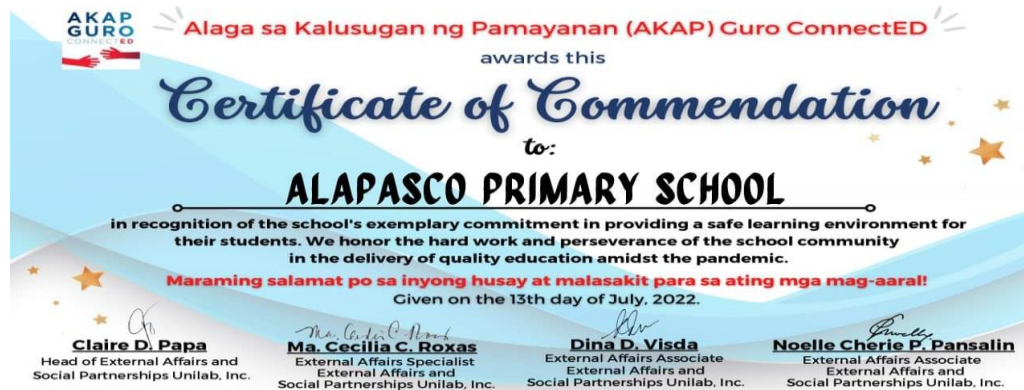
14. Photos related to the activity/programme (Maximum of five (5) photos with captions in English)

Photo1



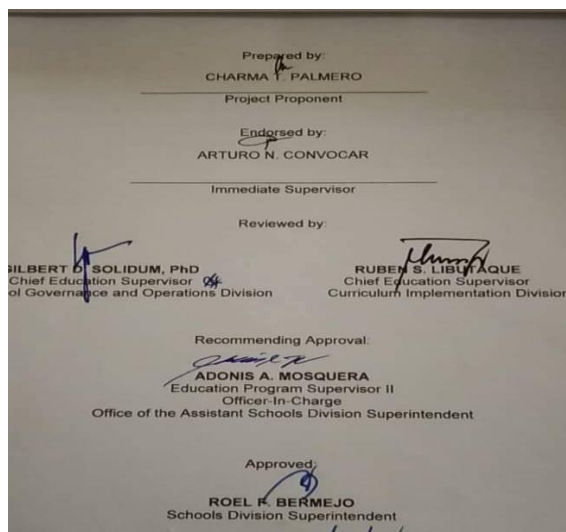
(Learning Action Cell focus in the Implementation of TrompaAralan)

Photo 2



(Certificate of Commendation from AKAP Guro Organization and Unilab Inc.)

Photo 3



(Approved Innovation from DepEd Division of Iloilo)

Photo 4



(Certificate of Appreciation from Education Collaboration Web Forum Series regarding TrompaAralan program)

Photo 5



(Certification from the Council for Restoration of Filipino Values regarding values program in school during pandemic)