



Republic of the Philippines  
**Department of Education**

Office of the Undersecretary for Curriculum and Instruction

444037

**MEMORANDUM**

**DM-OUCI-2021-00221**

**TO : REGIONAL DIRECTORS  
MINISTER, MBHTE, BARMM  
SCHOOLS DIVISION SUPERINTENDENTS  
ALL OTHERS CONCERNED**

**FROM : DIOSDADO M. SAN ANTONIO**  
Undersecretary for Curriculum and Instruction

**SUBJECT : CONDUCT OF BASIC ICT FOR WINDOWS AND INCLUSIVE  
DESIGN TRAININGS BY THE ADAPTIVE TECHNOLOGY FOR  
REHABILITATION, INTEGRATION AND EMPOWERMENT OF  
THE VISUALLY IMPAIRED (ATRIV)**

**DATE : June 14, 2021**

The Department of Education through the Bureau of Learning Delivery-Student Inclusion Division in partnership with the Adaptive Technology for Rehabilitation, Integration and Empowerment of the Visually Impaired or ATRIV will conduct an online training on 1) Basic ICT for Windows scheduled on July 19-24, 2021, and 2) Inclusive Design Training to be held on July 26-31, 2021, via online in which the link will be sent to the participants before the actual date of the activity.

These trainings aim to equip our teachers with the knowledge and skills in using today's technology to create lessons and learning materials accessible to learners with print disability. This is part of the "eATRIV", a virtual learning platform where persons with disabilities, teachers, parents, and disability partners can still learn new skills especially during this time of pandemic.

These intensive, 2-week online training programs shall be participated by teachers as indicated in Enclosure No. 1. The course outline for the trainings is attached as Enclosure 2. Moreover, the trainings are offered for free by ATRIV for the benefit of our teachers. Cognizant of our multiple tasks as forefront of education however, the participants to these trainings are reminded to give time, dedication, and commitment to finish the entire training, as well as to actively engage during sessions and submit the required outputs at the end of each session.

For more information and/or clarification, please contact Mr. Allan R. Mesoga or Ms. Annalyn A. Aquino, Senior Education Program Specialists, Bureau of Learning Delivery-Student Inclusion Division, through email address [allan.mesoga@deped.gov.ph](mailto:allan.mesoga@deped.gov.ph) or [annalyn.aquino@deped.gov.ph](mailto:annalyn.aquino@deped.gov.ph).

Immediate dissemination of this Memorandum is desired.

**ENCLOSURE NO. 1**

<b>Region</b>	<b>Name</b>	<b>Division</b>	<b>School</b>
I	Olivia L. Delossantos	Pangasinan II	Bautista Central School Sped Center
II	Hulita Agustin Madarang	Quirino	Magsaysay Elementary School
III	Margrett Roan Sevilla Aquino	San Fernando City	Pampanga High School
	Raymond S. Inducil	Baliwag, Bulacan	Virgen Delos Flores High School
CALABARZON	Michelle M. Lesondato	Lucena City	Lucena East VII Elementary School
	Babylene A. Palma	San Pablo City	Paaralang Pag-ibig at Pag-asa Integrated
MIMAROPA	Elsa T. Nagutom	Marinduque	Torrijos Central School
V	Jaimelyn B. Betiz	Albay	Malilipot Central School
VI	Sarah Z. Alcachupas	Bacolod City	Bacolod City Sped Center
VII	Dianne Pugosa Montecillo	Mandaue City	Mandaue City Central Special Education School
VIII	Dixie Ann A. Lobrio	Eastern Samar	Guibuangan Elementary School
IX	Edwin C. Eugenio	Zamboanga City	Curuan Central School
X	Virgincita B. Aungon	Valencia City	Valencia City Central School
XI	Clyde Jeniel C. Atillo	Davao City	F. Bangoy Central Elementary School SPED Center
XII	Marizel Maygay Gapa	Sarangani	Malandag Central Elementary School SPED Center
CARAGA	Ma. Lourdez E. Cagampang	Agusan Del Norte	Santiago Central Elementary School
CAR	Leah Grace B. Tuliao	Apayao	Flora East Central School
BARMM	Erlene F. Duyucon	Basilan	Tumahubong Central Elementary School
Central Office	Mitzi Grace Gavilanes	SID	Bureau of Learning Delivery
	Mark Timothy Manaois	TLD	
	Glenda Granadozin	TLD	

Note: To comply with the ATRIEV's requirements, the abovementioned participants are required to registered through the link below:

<https://docs.google.com/forms/d/e/1FAIpQLSdpAm78WeeU9dFxD-rjRGkCxbUnLdoz2ZNHZLF9sHuIXXh3Pg/viewform>

## ENCLOSURE NO. 2

# BASIC ICT FOR TEACHERS (WINDOWS) COURSE OUTLINE



### Course Description

A six-day online training of trainers that aims to equip teachers, professors, rehabilitation workers, leaders of organizations/ institutions, technical vocational instructors, school and faculty heads or members, parents/guardian of blind children and other professionals with the attitude, skills and knowledge about Windows computers in tandem with Non-Visual Desktop Access (NVDA), Microsoft Word and Internet through demonstration and hands-on exercises.

### General Objectives

At the end of this course, the participants should be able to:

- Learn how persons with visual impairment navigate computer using a screen reading software.
- Apply the NVDA basic navigation.
- Learn how to teach persons with visual impairment in using computer independently.
- Share what they learned to their co-teachers and co-employees.

### Prerequisites

Attendees of this course should be:

- SPED/receiving regular/ALS mobile teachers, college professors/instructors, Parents or guardian/caregiver of blind or visually impaired children or Rehabilitation workers / social workers.
- Have functional skills in typing and proficiency in productivity software.

### Resources Needed

#### A. Manpower

- ATRIEV Trainers
- Technical personnel
- ATRIEV Staff

#### B. Equipment

- Laptop/Desktop
- Earphone/headphone
- Internet Connection
- Microphone (optional)
- Web Cam (optional)
- Smartphone (optional)

#### C. Applications

- Team Talk
- Microsoft Word
- Microsoft PowerPoint
- Microsoft Excel
- Web browser
- Non-visual Desktop Access (NVDA)

#### D. Training Materials

- Handouts and Written instructions
- Audio recording of the discussion
- Video and audio materials
- PowerPoint Presentation

### Detailed Outline

Topic/activity

Training Orientation

1. Introduction of ATRIEV as an organization, the ATRIEV trainers and introduction of the training participants
2. ATRIEV proper netiquette
3. Leveling of expectations

Introduction to the course

1. Course outline
2. Flip class style
3. Grading system
4. Course requirements
5. Expected outcomes
6. Course evaluation

### Course Outline

#### Day 1

Topic	Specific Objectives	Methodology	Assessment Method	Time
Windows Basics a. The desktop b. Parts of the desktop c. The start menu d. The taskbar e. Opening applications f. Switching between open applications	<ul style="list-style-type: none"><li>• Describe the desktop user interface.</li><li>• Explain the concept of opening and switching between open application to a person with visual impairment.</li><li>• Apply the basic Windows and NVDA commands</li></ul>	<ul style="list-style-type: none"><li>• Lecture</li><li>• Demonstration</li><li>• Participative Discussion</li><li>• Sharing</li><li>• Hands-on application</li><li>• Self-paced learning</li></ul>	Open-ended questions on Google form	

## Day 2

Topic	Specific Objectives	Methodology	Assessment Method	Time
<b>Keyboard Kinetics</b> a. Importance of keyboard b. Home row keys c. Proper Finger assignment	<ul style="list-style-type: none"> <li>Identify the home row keys.</li> <li>Apply the proper finger assignment on the keyboard.</li> <li>Appreciate the importance of using keyboard.</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Demonstration</li> <li>Participative Discussion</li> <li>Sharing</li> <li>Hands-on application</li> <li>Self-paced learning</li> </ul>	Open-ended questions on Google form	
<b>File and Folder Management</b> a. Folder concept b. Folder management c. Continuous selection d. Non-continuous selection	<ul style="list-style-type: none"> <li>Explain the concept of folders.</li> <li>Apply keyboard commands in managing folders.</li> <li>Explain continuous and non-continuous selection.</li> <li>Execute continuous and non-continuous selection using keyboard.</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Demonstration</li> <li>Participative Discussion</li> <li>Sharing</li> <li>Hands-on application</li> <li>Self-paced learning</li> </ul>	Open-ended questions on Google form	

## Day 3

Topic	Specific Objectives	Methodology	Assessment Method	Time
<b>Microsoft Word Part 1</b> a. Microsoft word user interface b. The cursor and reading commands c. Save and Save as d. Opening between open documents e. Editing.	<ul style="list-style-type: none"> <li>Describe the user interface of Microsoft Word.</li> <li>Explain the concept of cursor.</li> <li>Identify the basic reading commands for Windows and NVDA.</li> <li>Identify the steps in saving a document and</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Demonstration</li> <li>Participative Discussion</li> <li>Sharing</li> <li>Hands-on application</li> <li>Self-paced learning</li> </ul>	Open-ended questions on Google form	

	switching between open documents. <ul style="list-style-type: none"> <li>Edit text using Windows and NVDA commands.</li> </ul>			
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#### Day 4

Topic	Specific Objectives	Methodology	Assessment Method	Time
Microsoft Word Part 2 a. Find b. Find and replace c. Go to d. Spell check e. Text formatting	<ul style="list-style-type: none"> <li>Identify the steps in formatting a document using NVDA and Widows commands.</li> <li>Execute say format of NVDA.</li> <li>Do a spell check to a document.</li> <li>Execute find, find and replace, and go to.</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Demonstration</li> <li>Participative Discussion</li> <li>Sharing</li> <li>Hands-on application</li> <li>Self-paced learning</li> </ul>	Open-ended questions on Google form	

#### Day 5

Topic	Specific Objectives	Methodology	Assessment Method	Time
Internet a. Browser user interface b. Search engines c. The HTML environment d. Single letter navigation e. Elements' list	<ul style="list-style-type: none"> <li>Describe the browser user interface.</li> <li>Explain the concept of search engine.</li> <li>Explain the elements' list.</li> <li>Apply the single letter navigation for each HTML element on the web.</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Demonstration</li> <li>Participative Discussion</li> <li>Sharing</li> <li>Hands-on application</li> <li>Self-paced learning</li> </ul>	Open-ended questions on Google form	

#### Grading Components

Topic	Percentage
Attendance	10%
Modular Grades	65%
Presentation	25%

# INCLUSIVE DESIGN TRAINING FOR TEACHERS COURSE OUTLINE

## Course Description

This six-day Inclusive Design for Teachers Training aims to provide participants with the knowledge and skills in creating accessible documents for students with visual impairment through Microsoft productivity tools and other platforms.

## General Objectives

At the end of this course, the participants should be able to:  
Learn the process of creating accessible documents.  
Appreciate the importance of accessible documents for learners with visual impairment.  
Apply the steps in creating accessible documents.

## Prerequisites

Attendees of this course should be:  
SPED/receiving regular/ALS mobile teachers.  
College professors/instructors.  
Parents or guardian/caregiver of blind or visually impaired children.  
Rehabilitation workers / social workers.  
Information or Communications personnel or IT staff of public, private or not-for-profit institutions.  
Have functional skills in typing and proficiency in productivity software.

## Resources Needed

### Manpower

ATRIEV Trainers  
Channel Moderators  
Technical personnel  
ATRIEV Staff

### Equipment

Laptop/Desktop  
Earphone/headphone  
Internet Connection  
Microphone  
Web Cam (optional)  
Smartphone (optional)

### Applications

Virtual platform (E.G. TeamTalk, Google Meet, etc.)  
Microsoft Word  
Microsoft PowerPoint  
Microsoft Excel  
Web browser  
Non-visual Desktop Access (NVDA)

### Training Materials

Handouts and Written instructions  
Audio recording of the discussion  
Video and audio materials  
PowerPoint Presentation Detailed Outline

## Detailed Outline

### Topic/activity

#### Training Orientation

Introduction of ATRIEV as an organization, the ATRIEV trainers and introduction of the training participants

ATRIEV Training Nnetiquette

Leveling of expectations

#### Introduction to the course

Course outline

Flip class style

Grading system

Course requirements

Expected outcomes

Course evaluation

### Course Outline

#### Introduction to Accessible Documents

Topic	Specific Objectives	Methodology	Assessment Method	Duration
Introduction to Accessible Documents Definition of Accessible Documents and its importance Characteristics of an Accessible Document Scannable Searchable Legible Readable The Accessibility checker The NVDA Document Formatting Setting Browse Mode and Focus Mode	Explain the use and importance of an accessible document. Describe how accessible documents should be. Explore the NVDA Document Formatting Setting. Perform Accessibility Check.	Lecture Demonstration Participative Discussion Sharing Hands-on application Self-paced learning	Kahoot quiz Open-ended questions on Google form	

#### Accessible Word Document

Topic	Specific Objectives	Methodology	Assessment Method	Duration
Introduction to Accessible Word Document Flesch Reading Ease Test	Explain the use and importance of an accessible Word document.	Lecture Demonstration Participative discussion Sharing	Kahoot quiz Open-ended questions on Google form	



Accessibility Checker	Describe an accessible Word document. Run accessibility checker. Perform readability test.	Hands-on application Self-paced learning		
Elements of an Accessible Document Content Table of Contents Headings and Document Structure Ordered or unordered list -Table Alt Text and Headers Hyperlink description Image alt text Font Color contrast Line spacing Glossary	Identify the elements of an accessible Word document. Follow the process in making a Word document accessible. Apply the steps and tips in creating an accessible Word document.	Lecture Demonstration Participative discussion Sharing Hands-on application Self-paced learning	Application of learning by making inaccessible document accessible.	
Conversion into PDF and Other Formats	Define "PDF". Convert a Word document into PDF and other document formats.	Lecture Demonstration Participative discussion Sharing Hands-on application Self-paced learning	Saving a Word document as accessible PDF.	

#### Accessible Spreadsheet

Topic	Specific Objectives	Methodology	Assessment Method	Duration
Introduction to Accessible Spreadsheet Accessibility checker	Explain the use and importance of an accessible Spreadsheet. Describe an accessible spreadsheet. Run accessibility checker.	Lecture Participative Discussion Sharing Hands-on application Self-paced learning	Kahoot quiz Open-ended questions on Google form	
Elements of an Accessible Spreadsheet Worksheet summary Sheet name	Identify the elements of an accessible Excel file. Follow the process in making an Excel file accessible.	Lecture Demonstration Participative Discussion Sharing Hands-on application	Application of learning by making inaccessible spreadsheet accessible.	

Row and Column Headers Hyperlink descriptions Chart and Graph alt text Font Color contrast Style	Apply the steps and tips in creating an accessible Excel file.	Self-paced learning		
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#### Accessible PowerPoint

Topic	Specific Objectives	Methodology	Assessment Method	Duration
Introduction to Accessible PowerPoint Accessibility checker	Explain the use and importance of an accessible PowerPoint. Describe and accessible PowerPoint. Run accessibility checker.	Lecture Participative Discussion Sharing Self-paced learning	Kahoot quiz Open-ended questions on Google form	
Elements of an Accessible PowerPoint Use of predefined layouts Slide titles Logical reading order Image or Video alt text Hyperlink description Font Color contrast	Identify the elements of an accessible PowerPoint document. Follow the process in making a PowerPoint document accessible. Apply the steps and tips in creating an accessible PowerPoint document.	Lecture Demonstration Participative Discussion Sharing Hands-on application Self-paced learning	Application of learning by making inaccessible PowerPoint accessible.	

#### Photo Upload with Alt Text

Topic	Specific Objectives	Methodology	Assessment Method	Duration
Introduction to Facebook photo with alt text Process of adding alt text to a photo	Explain the use and importance of posting a photo with alt text on Facebook. Follow the process in adding alt text to a photo. Post a photo with alt text on Facebook.	Lecture Demonstration Participative Discussion Sharing Hands-on application Self-paced learning	Application of learning by posting a photo with alt text on Facebook.	

## Scanning and Reading Apps

Topic	Specific Objectives	Methodology	Assessment Method	Duration
Introduction to Scanning Apps What are scanning and reading apps? What's their importance? How to use them?	Define scanning and reading apps. Explain their use and importance.	Lecture Participative Discussion Sharing Self-paced learning	Kahoot quiz Open-ended questions on Google form	
List of Scanning Apps Windows Image Descriptor (NVDA add-on) Windows OCR Android Sullivan+ SuperSense @Voice Aloud Reader Drive PDF Viewer iOS Seeing AI Books	Identify the different scanning and reading apps that can be used by learners with visual impairment. Explore these apps on their computers and mobile phones.	Lecture Demonstration Participative Discussion Sharing Hands-on application Self-paced learning	Hands-on exploration of the apps. Open-ended questions on Google form.	
Other Accessible Educational Apps Flipgrid Kahoot Google Forms	Identify the different accessible educational apps that can be used during online class. Explore each app using a laptop or a smartphone.	Lecture Demonstration Participative Discussion Sharing Hands-on application Self-paced learning		

## Grading Components

Topic	Percentage
Introduction to Accessible Documents	15%
Accessible Word Document	25%
Accessible Spreadsheet	20%
Accessible PowerPoint	20%
Photo Upload with Alt Text	10%
Scanning and Reading Apps	10%



# ATRIEV

ADAPTIVE TECHNOLOGY FOR  
REHABILITATION, INTEGRATION, AND  
EMPOWERMENT OF THE VISUALLY IMPAIRED

*... A Vision Beyond Sight...*

26 May 2021

**DIOSDADO M. SAN ANTONIO**

Undersecretary for Curriculum and Instruction  
Department of Education  
Pasig City

Attention: **LEILA P. AREOLA**  
Director IV  
Bureau of Learning Delivery

Dear **Undersecretary San Antonio**:

Greetings! We hope that you and your family are doing well amidst the COVID pandemic.

We are ATRIEV, or Adaptive Technology for Rehabilitation, Integration and Empowerment of the Visually-Impaired, a not-for-profit organization that teaches the blind and visually impaired the use of assistive technology. Our training programs run a range of skills training on computer literacy, basic programming and web design, transcription, and blog writing; language communication and public speaking; and life skills, such as work ethic, working in teams, and self-affirmation. Our trainings and advocacy workshops have reached more than 50,000 people, composed of the blind, their families, teachers, friends, and community workers.

In response to the pandemic, we have launched "eATRIEV" a virtual learning platform where persons with disabilities, teachers, parents and disability partners can still learn new skills. For more information about our programs and projects, please visit our Facebook page at <https://www.facebook.com/atriveofficial/>.

As an organization working for and with persons with disabilities, we are also affected by the lockdown especially in relation to our health needs. In this regard, ATRIEV would like to offer our online trainings to our front liners particularly, SPED and receiving teachers and DepEd's IT personal.

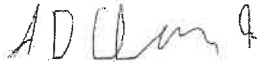
In today's context wherein delivery of lessons uses different modalities to make sure that all learners are reached, those who are in-charge of the education of learners with print disability and visual impairment face greater challenges in ensuring their students have access to quality education.

In line with this and in celebration of the White Cane Safety Day on August 1, 2021, the ATRIEV will conduct online training on (1) Basic ICT for Windows on July 19 -24, 2021 and (2) Inclusive Design Training on July 26-31, 2021. This is a 2-week intensive training program that aims to equip teachers with the knowledge and skills in using today's technology to create lessons and learning materials accessible to learners with print disability. The trainings are free for the benefit of our teachers and would only need time, dedication and commitment to finish the entire training, especially participants will be required to actively engage during sessions and outputs will be submitted at the end of each session.

With this, we would like to request DepEd to nominate twenty (20) Special Education teachers to participate in the training and to issue an advisory and other pertinent communication in relation to the said activities. Attached is the copy of the course outline for your reference.

Thank you.

Very truly yours,



**ANTONIO D. LLANES, JR.**  
Executive director