

**A SUSTAINABILITY MODEL FOR ADOPT-A-SCHOOL PROGRAM (ASP)
AMONG PUBLIC ELEMENTARY SCHOOLS IN THE VISAYAS**

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**In Partial Fulfillment
of the Requirements for the Degree
Doctor of Philosophy
Major in Educational Management (Ph.D. -E.M.)**

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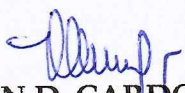
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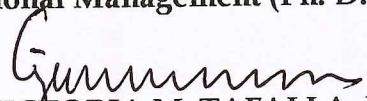

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DEDICATION

To all public schools of the Department of Education,

To my family, fellow teachers, classmates, friends,

To the College of Graduate Studies – Samar State University,

and to our ALMIGHTY FATHER,

this product of love and determination is humbly dedicated.

TO GOD BE THE GLORY!

Arnel

ABSTRACT

This study determined the adopted strategies of the public elementary model schools, the challenges encountered, and the suggested solutions by the three groups of respondents to sustain the effective implementation of the Adopt-a-School Program. The researcher utilized mixed methods in this study by combining quantitative and qualitative research techniques, methods, approaches, and concepts into a single study. School A had a continued improvement in NAT Performance, and Schools B and C had a good performance because the results were above the national passing rate of 75%. The three model schools were moving towards mastery of the learning competencies. These three model schools were moving towards mastery of the learning competencies. This implied that, aside from the other contributing factors to improvement, schools with sustaining development partners tend to perform better for the different supports provided in order to meet the needs of the schools. The three model schools had an excellent performance in drop-out rate. As to the Cohort-Survival Rate, each school had a fluctuating rate for the last three school years but the percentage of enrollees at the beginning grade of the school year who reached the final grade was higher. The fluctuating rate was caused by poverty, lack of motivation, no school materials, and health. The Completion Rate of School A was fluctuating; School B had maintained the rating of 100 percent; and School C had a fluctuating result for the last three school years due to health, no school materials, and lack of motivation.

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Chapter 1

THE PROBLEM AND ITS SETTING

Introduction

Providing quality basic education to millions of Filipino children is a challenging task. To most Filipino families, education brings the hope of a better future closer to reality. It enables their children to empower themselves and pursue their dreams.

As the Department of Education (DepEd) continues to cope with the ever-increasing demand for free public education, it strives to provide learning opportunities for all despite its limited resources. Government funding does not match with the growing student population, public schools experience shortages in teachers, classrooms, textbooks, desks, laboratories and other learning resources. As such, the performances of students are put at risk and many disengage themselves from school.

Recognizing education as a primary national concern, DepEd enjoins the entire country in addressing the education of the children. DepEd calls on communities to involve them in improving the schools where their children study. As a major stakeholder in the nation's development, the private sector is also called upon to become DepEd's partner in improving Philippine education. Business groups, non-government institutions, civic organizations and even

private individuals are all invited to get involved in the cause for a better public education.

DepEd's Adopt-a-School Program (ASP) gives private entities the opportunity to become active partners by providing assistance, either on a short-term or long-term basis, to various concerns in public education. Instituted through the passage of Republic Act No. 8525, also known as Adopt-a-School Program Act, is based on the principles of volunteerism and multiple partnerships for education.

However, despite the legal mechanisms, Philippine education has been dogged with issues. Among them that need to be resolved but have improved lately include the high dropout rates, a high number of repeaters, low grades, lack of particular language skills, failure to adequately respond and address the needs of people, with special needs, overcrowded classrooms and poor teacher performances (DepEd Adopt-a-School Secretariat, 2015). It is, therefore, imperative for the schools to tie network with stakeholders who can provide material support and other needs of the school. Schools should ensure and augment sustainability of support from stakeholders so as to be able to tap the community and other organizations in filling-up the gap of the resources which could not be provided by the agency.

Education sectors in developing countries have received substantial external investments over the years along with increasing national allocations. While investments were targeted initially at specific sub-sectoral projects,

external funding has also begun to address sector-wide systemic issues in education. National and international investments have led to significant and measurable increases in the provision of schooling in terms of both physical access as well as quality. There has been considerable progress in child and adult literacy, and there have been significant improvements in enrollment at all levels. Countries in Asia and the Pacific have made good overall progress in improving enrollment rates in primary education, to an impressive average of about 90%. The region, which had two-thirds of the world's out-of-school children 35 years ago, now has less than one third – 25 million children – out of a world total of 77 million children out of primary school. Progress has been made also in increasing access to secondary and post-secondary education. However, the unfinished agenda are enormous. Public provision of education in the region is still associated with inadequate financing and resources; poor learning outcomes, high rates of grade repetition, school dropout, and teacher absenteeism; and other general inefficiencies (ADB, 2010:1).

Even given market failures and equity concerns, the public sector remains the critical player in the provision of education services, but making high-quality education through all subsectors accessible for all requires innovative programs and initiatives. There is a requirement for a realignment of the traditional education system in which the public sector dominates all four facets of the process – provision, finance, ownership, and monitoring and evaluation – and the recognition of the existence of alternative options for providing education

besides public finance and public delivery. These alternatives need to be designed and measured against their ability to address the following four key challenges: increasing enrollments (access), improving education outcomes (quality and relevance), reducing education inequality (equity and inclusiveness), and reducing costs (finance and cost-efficiency) (ADB, 2010:1).

Sustainability refers to the continuation of a project's goals, principles, and efforts to achieve desired outcomes. Although many grantees think that guaranteeing the sustainability of a project means finding the resources to continue it "as is" beyond the grant period, ensuring sustainability really means making sure that the goals of the project continue to be met through activities that are consistent with the current conditions and resources that are available. (U.S. Department of Labor).

Adopt-a-School Program is one of the research priority areas under DepEd Order No. 39, s. 2016, which adopts the Basic Education Research Agenda to provide guidance to DepEd and its stakeholders in the conduct of education research and in the utilization of research results to inform the Department's planning, policy, and program development. The Research Agenda identify research topics that would fill in critical knowledge gaps and respond to pressing concerns in Philippine basic education, consistent with the Department's vision, mission, and target outcomes and in line with local and international developments in the sector (DepEd Order No. 39, s. 2016).

The researcher selected three public elementary schools in the Visayas with sustainable Adopt-a-School Program implementation and other schools' programs and projects which were benchmarked and replicated by the other institutions. These model schools were Baybay I Central School, Tagbac Elementary School, and Zumarraga Central Elementary School.

Baybay I Central School is located within the Poblacion in Baybay, Leyte. It has easy access on transportation vehicles since it is along the road. The community is composed of eight barangays. The land area is more or less 15 hectares, it has a flat land and accessible to all forms of transportation. The school is near to commercial establishments and located near the public sports complex which gives a great advantage in developing the athletic skills and sportsmanship of pupils. It continues to earn supports from different stakeholders for its programs and projects under the different curricula offered by the school. This was the first SBM Level-III accredited school in Region VIII which has ensured the production of intended outputs and has met all the standards of a system fully integrated in the local and is self-renewing and self-sustaining.

Tagbac Elementary School is located in Tagbac Sur, Oton, Iloilo City. It is three kilometers away from the town proper and can be reached by any type of vehicle. The school has 5,973 square meters lot area. In 2003, the school administrator was assigned to the school and brought many programs and projects with the support of various stakeholders. Some important projects

were the pathway from the road going to the main gate of the school and the construction of the industrial building. The school implemented also an eco-sustainable project focused on organic farming which is being replicated by other schools or institutions. It reached Level-II SBM Assessment which means that it sustained continuous improvement process that integrates wider community participation and has improved significantly in the school performance and learning outcomes.

Zumarraga Central Elementary School is located in the municipality of Zumarraga, in the province of Samar. It has a total land area of 3,128 square meters, more or less, which was donated by a private donor in 1936. To improve the school performance, nutritional status and reading ability of the pupils, the school implements the School-Based Management (SBM), Adopt-A-School Program, School-Based Feeding Program (SBFP) and Gulayansa Paaralan. This school reached the Level-III Regional SBM Assessment and benchmarked by the other schools in Samar.

Hence, the researcher dwelt on the study about the Adopt-a-School Program implementation of the selected public elementary model schools in order to have a deeper understanding of each school and determine the adopted strategies, the challenges encountered, and the suggested solutions in sustaining the support of the development partners. The findings of the study would serve as bases in the development of a sustainability model for Adopt-a-School

Program which would guide the schools and the development partners to sustain the effective implementation of the program.

Statement of the Problem

This study determined the adopted strategies of the public elementary model schools, the challenges encountered, and the suggested solutions by the three groups of respondents in order to develop a sustainability model for the program.

Specifically, this study would answer the following questions:

1. What is the profile of the selected public elementary model schools in terms of:

- 1.1 total enrolment;
- 1.2 number of teaching and non-teaching staff;
- 1.3 Maintenance and Other Operating Expenses (MOOE);
- 1.4 physical facilities and equipment;
- 1.5 ancillary services;
- 1.6 number of development partners;
- 1.7 National Achievement Test (NAT) Result;
- 1.8 School Performance Indicators;
- 1.9 SBM Level of Practice, and
- 1.10 Benchmarking Activities?

2. What is the profile of the school heads and teachers of the selected public elementary model schools in terms of:

- 2.1 age;
- 2.2 sex;
- 2.3 civil status;
- 2.4 educational attainment;
- 2.5 years of administrative/teaching experience;
- 2.6 NCBSH/NCBTS Level of Competency, and
- 2.7 training attended along Adopt-a-School Program?

3. What is the profile of the following development partners in terms of:

3.1 Private Individuals

- 3.1.1 age;
- 3.1.2 sex;
- 3.1.3 civil status;
- 3.1.4 educational attainment;
- 3.1.5 occupation;
- 3.1.6 average monthly income;
- 3.1.7 training attended along Adopt-a-School Program;
- 3.1.8 packages of support to the school, and
- 3.1.9 term of the adoption?

3.2 Government Organizations (GOs), Non-government Organizations (NGOs), and Private Sector

- 3.2.1 type of organization;
- 3.2.2 number of years in operation;
- 3.2.3 funding sources;
- 3.2.4 programs and projects;
- 3.2.5 training attended along Adopt-a-School Program;
- 3.1.6 packages of support to the school, and
- 3.1.7 term of the adoption?

4. What are the strategies adopted by the model schools in the effective implementation of the Adopt-a-School Program?

5. What are the challenges encountered and the suggested solutions by the three groups of respondents to sustain the effective implementation of the Adopt-a-School Program?

6. What sustainability model can be developed for Adopt-a-School Program among public elementary schools based from the findings of the study?

Hypothesis

No hypothesis was tested in this study.

Theoretical Framework

This study was premised on the System Approach, Corporate Social Responsibility (CSR), Stakeholders Theory, and the Republic Act No. 8525 also known as "Adopt-a-School Program Act".

The System Approach to management attempts to view the organization as a unified, purposeful system composed of interrelated parts. Rather than dealing separately with the various parts of an organization, the systems approach gives managers a way of looking at an organization as a whole and as a part of the larger, external environment. In so doing, systems theory tells us that the activity of any part of an organization affects the activity of every other part (Stoner and Wankel, 1987).

Corporate Social Responsibility (CSR) refers to business practices involving initiatives that benefit society. A business's CSR can encompass a wide variety of tactics, from giving away a portion of a company's proceeds to charity, to implementing "greener" business operations (www.en.reset.org).

Liz Maw, CEO of nonprofit organization Net Impact, noted that CSR is becoming more mainstreams as forward-thinking companies embed sustainability into the core of their business operations to create shared value for business and society. "Sustainability isn't just important for people and the planet, but also is vital for business success," said Maw, whose company connects students and professionals who want to use business skills to do social good. "Communities are grappling with problems that are global in scope and

structurally multifaceted – Ebola, persistent poverty, climate change. The business case for engaging in corporate social responsibility is clear and unmistakable."(www.en.reset.org).

"More practically, Corporate Social Responsibility (CRS) often represents the policies, practices, and initiatives a company commits to in order to govern themselves with honesty and transparency and have a positive impact on social and environmental wellbeing," added Susan Hunt Stevens, founder, and CEO of employee engagement platform WeSpire (www.en.reset.org).

As consumers' awareness about global social issues continues to grow, so does the importance these customers place on CSR when choosing where to shop. But consumers aren't the only ones who are drawn to businesses that give back. Susan Cooney, founder of crowdfunding philanthropy platform. Givelocity said that a company's CSR strategy is a big factor in where today's top talent chooses to work (www.en.reset.org).

The traditional definition of a stakeholder is "any group or individual who can affect or is affected by the achievement of the organization's objectives". The general idea of the Stakeholder concept is a redefinition of the organization. In general, the concept is about what the organization should be and how it should be conceptualized. Friedman (2006) states that the organization itself should be thought of as a grouping of stakeholders and the purpose of the organization should be to manage their interests, needs, and viewpoints. This stakeholder management is thought to be fulfilled by the managers of a firm. The

managers should, on the one hand, manage the corporation for the benefit of its stakeholders in order to ensure their rights and the participation in decision making and, on the other hand, the management must act as the stockholder's agent to ensure the survival of the firm to safeguard the long-term stakes of each group (Fontaine, et. al., 2006:3).

The Stakeholder Theory is a quite new theory in the way it introduces the concept of stakeholders in the strategic management of a Multinational Company (MNC). The purpose of the MNC is not anymore only to make a profit for shareholders but also to defend an image and values respecting all stakeholders. There is, of course, a link between the wealth of Shareholders and the wealth of all Stakeholders because the MNC need a good reputation to sell its products and so to make profits. But it has still not been clearly proven by empirical studies (Fontaine, et. al., 2006:33).

The Stakeholder Theory is very popular at this time because of people, and so on stakeholders, are worried about the sustainability of the actual economic system. With globalization, companies take more and more importance and are in many cases more powerful than states. In these conditions, their actions can have a huge impact on the society in general, and people ask such companies to have "ethics" and values. With deregulation and less power of the state in favor of economy, companies should not only enjoy the rights of this deregulation but also duties. And that is what stakeholders (and in particular consumers) are asking for. Examples of Shell or Nike show that an irresponsible way of

management, with low ethic or values, lead to a decreasing wealth of the first stakeholder of an MNC, its owner, shareholders (Fontaine, et. al., 2006:33).

This study was also anchored on Adopt-a-School Program (ASP) Act. DepEd's Adopt-a-School Program gives private entities the opportunity to become active partners by providing assistance, either on a short-term or long-term basis to various concerns in public education. Instituted through the passage of Republic Act No. 8525 (Adopt-a-School Program Act), the program is based on the principles of volunteerism and multiple partnerships for education (Adopt-a-School Program Kit).

Through Adopt-a-School Program, the private sector is enabled to participate in addressing the perennial problems of the public education system, including such problems are classroom, desk and textbook backlogs. It, too, aims to provide mechanisms which will allow the private sector to assist in upgrading and modernizing Philippine public schools. It highlighted that the government allots the biggest share of the national budget to public basic education, but the amount still cannot keep up with the increasing student population. There are even more children who are out on the streets and who have to be shepherded into the schools, but government resources are simply not enough to provide them the free, quality education to which they are entitled (DepEd Bulletin, 2006).

Having an in-depth study of the impacts of Adopt-a-School Program to the schools and to the community will help a lot in filling in the resource gaps in order to address the needs of the schools, learners, and the community as

well. Indeed, the aforementioned principles in conducting inquiry relative to the Adopt-a-School Program in the public elementary schools provided the researcher a concrete framework that should be established in relation to the study undertaken.

Conceptual Framework

This study followed a grounded theory process which began with research questions and collection of qualitative data through a questionnaire, interview, observation, and documentary analysis to have an in-depth understanding of the situation of the school. As the researcher reviewed the data collected, repeated ideas, concepts or elements became apparent, and were tagged with *codes* which had been extracted from the data. As more data were collected and reviewed, codes were grouped into concepts, and then into categories. These categories became the basis for a new theory or a model.

As portrayed in Figure 1, the first few stages of the data-interaction process began with **data collection** and **note-taking** on the profile of the selected public elementary model schools and the profiles of the school heads, the teachers, the development partners and other relevant data.

As soon as interviews were completed, the data were transcribed and the third phase, **coding**, started. This involved labeling pieces of the interviews into meaningful, comparable concepts. The concepts that emerged were related to the

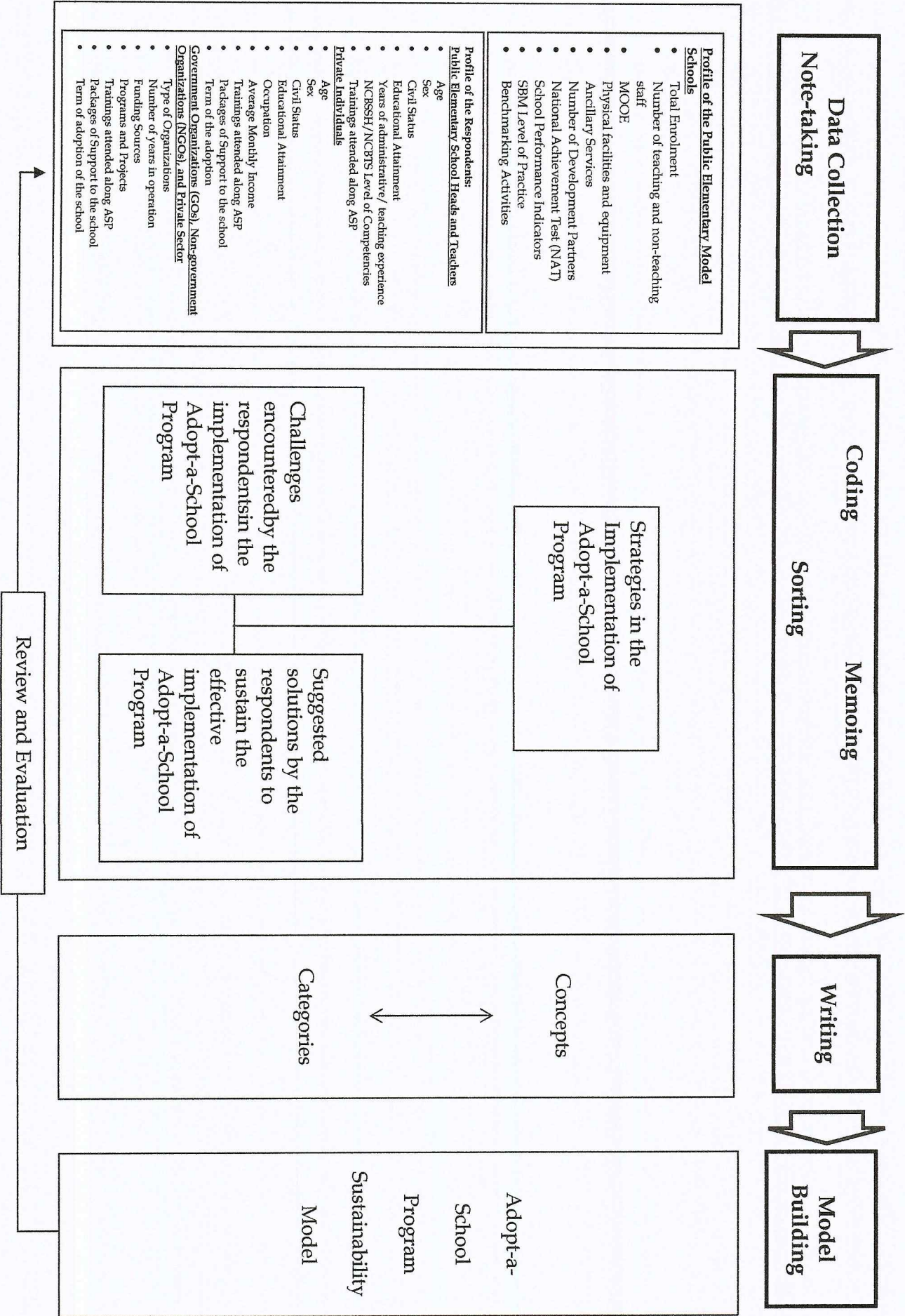


Figure 1. Conceptual Framework of the Study

strategies, the challenges encountered, and the suggested solutions in the effective implementation of the Adopt-a-School Program.

After coding the data, **memoing** was started. Memoing works as an accumulation of written ideas into a bank of ideas about concepts and how they relate to each other. The card-memo system helped make the fifth stage, **sorting**, more manageable. All the cards were organized and assembled together into groups which represented similar ideas. This allowed the researcher to visualize the categories as well as discover relationships between categories. **Memo writing** was the next stage to aid the researcher in the analysis process and in the identifying the elements related to sustainability derived from the categories. The final stage of the study was the **model building** or development of a Sustainability Model for Adopt-a-School Program. Regular review and evaluation on the changes of the profiles would be conducted to ensure sustainability of the program.

Significance of the Study

This study served as a basis for proposing a Sustainability Model for Adopt-a-School Program among public elementary schools in the Visayas. The findings of the study would be beneficial to the following:

Pupils. Pupils are the direct beneficiaries of the educational system. Given the right education, they are to be directed to achieving their goals and that they are able to reach their goals in life through the provision of a better education

which would only prosper when there are significant resources provided for them. The development partners' support to the schools in the different areas of concern will augment the schools' capability of delivering quality services to the pupils which will redound to their total development towards being useful and contributive in the communities they live.

Teachers. Teachers are the key persons of the educational system. When there is ascarcity of facilities and equipment, the teachers are left with the idea of becoming contented with what they have; hence, limiting what they could offer to the educational system. The involvement of teachers in the effective implementation of the program would contribute significantly in sustaining the support of the stakeholders. With development partners' support as it is ensured, the teachers will be doing their part in the maximization and optimization of their skills thereby resulting to a better teaching and, in turn, produce better learning.

School Heads. The school heads are the major players and leaders in a school. They are the ones to look for the resources in times of scarcity as such; they should know the different qualities which stakeholders would want to ensure assistance provided to them. School administrators as a result of the study have been provided with insights on how to ensure sustainability of the support coming from the different stakeholders they have in their respective schools.

Parents. Parents are the clienteles of the educational system. Knowing that their pupils are in good hands because they know that better education is provided to the students, their revenues are properly remunerated. The active involvement of parents would contribute to the effectiveness of the program. The outcomes of the sustained effective implementation would also help the parents to be functional and productive members of the community.

Development Partners. These are the individuals or organizations that are not directly connected to schools but are interested in the affairs of the school. If they would know that the school is doing well in as far as teaching competence, financial management and resource generation are concerned and in achieving the mission and vision of the school, then they would not hesitate to provide assistance to schools more so that it would go to a better aim which is educating the pupils who deserve basic and better education.

Policy makers/curriculum writers. Results of this study would provide policy makers and curriculum writers better insights to propose a new program which would suit the needs and demands of the development partners vis-à-vis school climate, organization and curriculum. They would be able to draft new and better ideas and transform them into programs to settle the gap that has existed between schools and stakeholders which in turn would result in the betterment and reform in the educational arena.

Community. The community would be given a better profile and a vivid picture of a school system and that they would be able to know which schools

deserve help and support. The community is the place where learners and teachers dwell; as such learners, as they would be provided with good education, in turn, would become successful and productive members of the society and would turn communities as progressive as possible.

Future researchers. This would give them better insights with regards to the present study and be motivated to conduct further studies on the program.

Scope and Delimitation

This study aimed to determine the strategies, the challenges encountered, and the suggested solutions to sustain the effective implementation of the Adopt-a-School Program in order to develop a sustainability model for the program among public elementary schools in the Visayas. The first model school was Baybay I Central School (School A) located in Baybay City, Leyte. Second was Tagbac Elementary School (School B) in Tagbac Sur, Oton, Iloilo City, and the third model school was Zumarraga Central Elementary School in Zumarraga, Samar in the Visayas.

It identified the profiles of the model schools in terms of total enrolment, number of teaching and non-teaching staff, Maintenance and Other Operating Expenses (MOOE), physical facilities and equipment, ancillary services, the number of development partners, National Achievement Test (NAT) Performance, School Performance Indicators, SBM Level of Practice, and benchmarking activities. It also identified the profiles of the school heads and

teachers of the model schools in terms of age, sex, civil status, educational attainment, years of administrative/teaching experience, NCBSSH/NCBTS Level of Competencies, and the training attended along Adopt-a-School Program.

Moreover, it identified the profile of the Private Individuals in terms of age, sex, civil status, educational attainment, occupation, average monthly income, the training attended along Adopt-a-School Program, packages of support (Learning Environment, Learning Support, Health and Nutrition, Reading Program, Technology Support, Direct Assistance, Training and Development, Assistive Learning Devices for Students with Special Needs), term of adoption, and also the profile of the Government Organizations (GOs), Non-government Organizations (NGOs) and Private Sector in terms of the type of organization, number of years in operation, funding sources, programs and projects, the training attended along Adopt-a-School Program, packages of support (Learning Environment, Learning Support, Health and Nutrition, Reading Program, Technology Support, Direct Assistance, Training and Development, Assistive Learning Devices for Students with Special Needs), and the term of the adoption.

It determined the strategies adopted by the public elementary model schools, the challenges encountered, and the suggested solutions to sustain the effective implementation of the Adopt-a-School Program. A sustainability model for Adopt-a-School Program among public elementary schools in the Visayas was proposed as an output of this study.

The respondents of the study were the school heads, teachers, and the development partners of the selected model schools. This study was conducted during the School Year 2016 – 2017.

Definition of Terms

The following terms were defined operationally and conceptually to provide a better understanding of the study.

Adopt-a-School Program (ASP). This program allows private entities to assist a public school, whether elementary, secondary, or tertiary, preferably located in any of the twenty (20) poorest provinces identified by the Presidential Council for Countryside Development or any other government agency tasked with identifying the poorest provinces in, but not limited to, the following areas: staff and faculty development for training and further education; construction of facilities; upgrading of existing facilities, provision of books, publications and other instructional materials; and modernization of instructional technologies (RA No. 8525). In this study, it referred to the supports extended by the development partners such as private individuals, government, non-government organizations (NGOs), and private sector to the public elementary model schools.

Ancillary services. This refers to services by a guidance counselor, librarian, property custodian, office clerk, canteen manager, coordinator, and teacher nurse. The class advisory is not included (DepEd Order No. 48, s. 2003).

In this study, it referred to the services provided by schools to support the attainment of its goals such as school canteen, school library, guidance office, SPG Office, PTA Center, registrar's office, school clinic, and the like.

Assistive learning device. It refers to any device that helps someone do something that they might not otherwise be able to do well or at all (nchearingloss.org). In this study, it referred to the Braille books for children with visual impairment provided by the development partners to the model schools.

Average monthly income. This refers to a measure of the amount of money earned by person in a certain area. It can be applied to the average income per person, income for a city, region or country, and is used as a means of evaluating the living conditions and quality of life in different areas (insvetopedia.com). In this study, it referred to the regular earnings of an individual engaged in business, employment, or from a technical job per month.

Cohort-survival rate. This refers to a measure of the efficiency and effectiveness of the delivery of education services in the country, and is defined as the percentage of enrollees at the beginning grade or year in a given school year who reached the final grade or year of the elementary or secondary level (<http://nap.psa.gov.ph/glossary/terms/indicatorDetails.asp?strIndi=145>). In this study, it referred to the proportion of enrollees at the beginning grade who reach the final grade at the end of the required number of years of study and it is one of the key performance indicators subjected as a measure of organizational efficiency.

Completion rate. This refers to the percentage of first year entrants in a level of education who complete/finish the level in accordance with the required number of years of study (<http://nap.psa.gov.ph/glossary/terms/indicatorDetails.asp?strIndi=145>). In this study, it was one of the key performance indicators subjected as a measure of organizational efficiency.

Development Partners. It refers to the individuals or organizations that have no direct relation to the school but are interested in matters and affairs of the school (Spillane, 2007). In this study, it referred to the persons or organizations that help the operation of the school such as private individuals, government and non-government organizations, and private sector that provide assistance and support to the school in many forms both monetary and material supports. The development partners of the model schools were private individuals, Agricultural Training Institutes (ATI), Bonzel Health and Nutrition, JVR Foundation, Inc., Bright Start Children Special Services, Resources for the Blind, Pinlon Volleyball Club, and others.

Development Partners' Support. It refers to the help/aid/assistance/donation or services provided by an adopting entity to a public school (DepEd Order No. 2, s.2013). In this study, it referred to the packages of support or interventions provided to schools such as in the area of the learning environment, learning support, technology support, health and nutrition,

reading program, training and development, direct assistance, and assistive learning devices for pupils with special needs.

Direct assistance. This refers to the help/aid/contribution/donation provided by an adopting entity to a public school (Adopt-a-School Kit). In this study, it referred to the assistance in the form of cash, shoes, and sports equipment provided by the development partners to the model schools.

Drop-out rate. This refers to the proportion of students who leave the school during the year as well as those who complete the grade-level but fail to enroll in the next year-level following the school year to the total number of students enrolled during the previous school year (<http://nap.psa.gov.ph/glossary/terms/indicatorDetails.asp?strIndi=145>). In this study, it was one of the key performance indicators subjected as a measure of organizational efficiency.

Government Organizations (GOs). It refers to the organizations,

program, medicines, and health care provided by the development partners to the model schools.

Implementation. It means to carry into effect, fulfill; accomplish (Newfeldt, 1988). In this study, it referred to the implementation of Adopt-A-School Program in terms of its objectives and program criteria.

Key Performance Indicators. This refers to a particular characteristic or dimension used to measure intended changes defined by an organizational unit's results framework. Performance indicators are used to observe progress and to measure actual results compared to expected results. (Handbook on Monitoring and Evaluating for Results. United Nations Development Programme, Evaluation Office, NY, 2002: 42). In this study, it referred also as KPI or Key Success Indicators (KSI) that help the school define and measure progress toward its goals specifically on academic performance (NAT), cohort-survival rate, completion rate, and drop-out rate.

Learning environment. It stands for the physical facilities of the school. In this study, it refers to classroom buildings, grounds, furniture, toilet, water sanitation and hygiene facilities, equipment, and maintenance essential for imparting education (Adopt-a-School Kit). In this study, it referred to the physical facilities like the Vermicast, school stage, and comfort rooms provided by the development partners to the model schools.

Learning support. It is defined as any activity that contributes to individual students' attendance, retention, learning, and achievement (Green, M.

and L. Milbourne,1998). In this study, it referred to the school supplies provided by the development partners to the model schools.

Maintenance and Other Operating Expenses (MOOE).This pertains to the annual budgetary allocation for public schools divided in twelve months and released to schools monthly (deped.gov.ph). In this study, it referred to the monthly allocation or appropriation of the budget to schools for operational purposes expressed in thousand pesos.

Model school.It refers to a graded school usually connected with a normal school or teachers' training college and used as a model in organization and methods of teaching (Merriam-Webster). In this study, it referred to selected schools in the Visayas with sustainable programs, projects and supports from different development partners under Adopt-a-School Program which are being replicated by other schools.

National Competency-Based Standards for School Heads (NCBSSH).It defines the standards through the domains (school leadership, instructional leadership, creating a student-centered learning climate, Professional Development and Human Resource Management, parent involvement and community partnership, School Management and Daily Operations, Personal Integrity and Interpersonal Effectiveness) and strands which can be used as basis for the school heads' decision making, actions and performance of their functions. In addition to fundamental direction provided by the set of standards, knowledge, skills and values are clarified through the

indicators defined per strand on every domain (DepEd Order No. 32, s. 2010). In this study, NCBSSH Tool results were used to identify the behaviors that the school heads had consistently demonstrated in their roles as leaders or managers across the seven domains.

National Competency-Based Teacher Standards (NCBTS). The National Competency-Based Teacher Standards (NCBTS) defines the desired practice of effective teaching and sets performance indicators classified in appropriate domains (social regard for learning, learning environment, diversity of learners, curriculum, planning, assessing and reporting, community linkages, personal and professional growth) and strands that guide teacher professional development (DepEd Order No. 32, s. 2009). In this study, NCBTS Tool results were used to identify the teachers' professional strengths and development needs across the seven domains.

Non-government Organizations (NGOs). It refers to a non-profit, citizen-based group that functions independently of government. NGOs, sometimes called civil societies, are organized on community, national and international levels to serve specific social or political purposes, and are cooperative, rather than commercial, in nature (investopedia.com). In this study, it referred to non-profit organizations that provide support to the public elementary schools.

Packages of Support. It refers to the assistance, aid, or donations such as learning environment, learning support, technology support, health and nutrition, reading program, direct assistance, and assistive learning devices for

pupils with special needs provided by the development partners to the schools (Adopt-a-School Kit). In this study, it referred to the assistance or donations such as training and development, feeding program, vermicomposting facility, cash assistance, health care, and others.

Private individuals. This refers to individuals engaged in trade or business or engaged in the practice of his profession or other business organizations, like a partnership, corporation or cooperative, either resident or non-resident, who/which teams up with the Department of Education (DepEd), or with the Commission on Higher Education (CHED), or with the Technical Education and Skills Development Authority (TESDA) (Adopt-a-School Kit). In this study, it referred to individuals who are not members in school and community organizations or in government, non-government, and private organizations with the intentions of extending supports to schools.

Private sector. The private sector encompasses all for-profit businesses that are not owned or operated by the government (investopedia.com). In this study, it referred to private entities that provide support to the public elementary schools.

Reading program. It is defined as a planned instructional program in reading, as contrasted with the incidental teaching of reading or with unskilled and unplanned reading instruction (Dictionary of Education, 1973). In this study, it referred to the support of stakeholders to schools in order to improve pupils'

performance in reading through donating books, supplementary materials, and reproducing localized reading materials.

SBM Level of practice. This ensures that School-Based Management works towards improved learning outcomes, which is the ultimate goal of school-based management, a three-scale of practice has been derived. These are Level I (Standard), Level II (Progressive), and Level III (Mature) (www.deped.gov.ph). In this study, it referred to the SBM Level of Practice of the model schools which was used as one of the factors in looking the current status of the school as far as School-Based Management is concerned.

School Head. This pertains to a person responsible for the administrative and instructional supervision of the school or cluster of schools (RA No. 9155). In this study, it referred to the principals and head teacher who directly supervise and lead teachers, parents, and stakeholders towards attaining organizational goals.

Sustainability model. It pertains to the principle of meeting the needs of the present time without compromising the ability of future generations to meet their own needs (oxfordreference.com). In this study, it referred to the output derived from the study which designs the framework, activities, resources and expected outputs and serves as a guide for the effective implementation of a sustainable Adopt-a-School Program.

Technology support. It refers to the assistance given by stakeholders by means of technological products such as mobile phones, televisions, computers,

software products, electronic learning materials, and internet connectivity which aids in the teaching-learning process (Adopt-a-School Kit). In this study, it referred to the laptop, computers, and audio-video materials donated by the development partners.

Training and development. It is the process of providing professional development for the personnel of DepEd. The process is aimed at improving competencies and work performance through the provision of a wide variety of opportunities for individual growth in knowledge, attitudes, and skills (TDNASH Manual: 2010). In this study, it referred to the packages of support extended by the development partners to elementary model schools in the forms of donating books as references of teachers, capability building programs like seminars, field trips, and financial assistance to teachers who are pursuing graduate studies.

Chapter 2

REVIEW OF RELATED LITERATURE AND STUDIES

This chapter presents the review of related literature and studies that have similar bearing to the present study which established the theoretical as well as the conceptual foundation of the study. The researcher made readings on books, general references, periodicals, science journals, dissertations, magazines, surf the internet and other reading materials related to his study.

Related Literature

The following literature contain relevant and pertinent ideas, facts, or principles which supported the present study as to the strategies, the challenges encountered, and the suggested solutions by the respondents to sustain the effective implementation of the Adopt-a-School Program.

On Adopt-a-School Program

The education of the Filipino youth is everybody's concern. While the government is tasked to provide free and quality education to every Filipino child and youth, the community where they grow is an important stakeholder in their education. The private sector, which will sooner or later employ these young Filipinos, is also an important stakeholder in their education. The successful collaboration of all these stakeholders is, therefore, pivotal in ensuring that Filipino children and youth go to school, remain in school and learn in

school. It poses a great challenge to educational stakeholders (Adopt-a-School Manual).

It is with this spirit of volunteerism and public-private partnership for education that Republic Act 8525, or the “Adopt-a-School Act” was made in 1998. Through the Adopt-a-School Program (ASP), private sector companies and professionals are given the opportunity to contribute to improving the public education system of the country. To recognize their goodwill, they can avail of tax incentives of up to 150%. Over the years, the Adopt-a-School Program has attracted more than 200 partners, generating more ₱6 billion worth of projects and interventions (Adopt-a-School Manual).

In its effort to bring the spirit of the Adopt-a-School Program to the community level and maximize civil participation and utilize local resources to improve the public schools, the Department of Education launched the National Schools Maintenance Week in May 2003. Dubbed, Brigada Eskwela, the program brought together teachers, parents and community members every third week of May to work together in repairing and preparing public schools for school opening. In the spirit of *bayanihan*, private institutions/individuals and even the local government units contributed in generating resources for the effort. During the weeklong event, volunteers take time in doing minor repairs, painting, and cleaning of school campus (BRIGADA ESKWELA Manual: 3).

Heizer and Render (2016:55) averred that the systems that operation managers build to convert resources into goods and services are complex. They

function in a world where the physical and social environment is evolving, as are laws and values. These dynamics present a variety of challenges that come from the conflicting perspective of stakeholders, such as customers, distributors, suppliers, owners, lenders, employees, and communities. Stakeholders, as well as government agencies at various levels, require constant monitoring and thoughtful responses.

They further stated that identifying ethical and socially responsible responses while developing sustainable processes that are also effective and efficient productive systems is not easy. Managers are also challenged to develop and produce safe, high-quality green products; train, retain, and motivate employees in a safe workplace; and honor stakeholder commitment (Heizer and Render, 2016).

The Adopt-a-School Program is a yearlong, supported approach to developing partnerships between schools and their network of supporters, specifically business and community organizations. Ultimately, this program is grounded in the belief that all partners can play a pivotal role in accelerating student and school success. From volunteering in our schools to sponsoring donations to support student needs, having a committed partner can truly impact students' lives and learning (ASP Toolkit, 2015:15).

It is designed to connect community resources with schools. Through this program, schools have access to: apply the unique skills and resources of your partner to enhance your student's experience and strengthen school initiatives;

rather than off-events, this program offers a model for building a lasting relationship between schools and organizations; and the school partnerships team will also help to promote the great work happening at your school and via this partnership (ASP Toolkit: 2015:5).

Public-private partnerships (PPPs) are usually seen as a vehicle for bringing together the resources, including skills and knowledge, of both the public and the private sectors. In this way, PPPs can contribute to tackling 'wicked problems' which could not be addressed completely by public sector working alone. The rationale for getting involved in PPPs is that they have the potential to create '*synergy*' or '*collaborative advantage*'. This refers to the added value of PPPs that could not be achieved with each partner working alone (Irfan, 2015).

DepEd Order No. 2, series of 2013 which is about the Revised Implementing Rules and Regulations of Republic Act (RA) No. 8525 Otherwise known as the Adopt-a-School Program Act, Rule 3 states that a periodic review of the adoption shall be undertaken by the Local School Board (LSB) of the province or city where the school is located, about the implementation of the Adopt-a-School Program pursuant to guidelines as maybe periodically issued by the Coordinating Council including but not limited to: delivery and utilization of proposed project; impact of proposed projects on the school and the community in terms of social benefits; and participation of other stakeholders to support the project. LSB, Provincial Technical Education and Skills Development Committee

(PTESDC) and CHED/Philippine Association of State Universities and Colleges (PASUC) Regional Offices are encouraged to conduct a view of the program and submit their recommendations to the Coordinating Council (D.O. No. 2, s. 2013).

Further, they may also recommend the termination of the program due to the poor performance of parties and other grounds as maybe issued by the Coordinating Council. The Adopting Private Entity may appeal the assessment of the LSB, PTESDC, CHED/PASUC to the Coordinating Council whose decisions shall be final and appealable (D.O. No. 2, s. 2013).

On Development Partners Involvement

South East Asian Ministers of Education Organization (SEAMEO-INNOTECH) had noted in "Alternative Options to Expand Access to Quality Basic Education" journal that over a period of more than 30 years, the DepEd implemented large donor-assisted education improvement projects that poured investments in billions of pesos to expand access, promote equity and improve the quality of basic education. These include World Bank (WB) and Asian Development Bank (ADB) assisted projects such as PRODED (Program for Decentralized Education), SEDP (Secondary Education Development Project), TEEP (Third Elementary Education Project), SEDIP (Secondary Education Development and Improvement Project), and the NFE A & E (Non-Formal

Education Accreditation and Equivalency) project which is the only project for non-formal education.

Significant grants-in-aid also came from countries like the United States, Japan, Australia, and Germany for the construction of classrooms, provision of learning tools, equipment and instructional materials and the conduct of teacher training for both mastery of contents and innovative teaching methods. Sadly, most of the important reforms proposed at project-end in terms of pioneering educational policies and modern teaching practices were not implemented and sustained. And until now the goal of achieving access, equity and quality of basic education remain DepEd's biggest challenge (SEAMEO-INNOTECH).

Durban and Catalan (2012:65) mentioned in "Issues and Concerns of Philippine Education through the Years" that education policies and programs including the curriculum must be carefully evaluated and studied whether they are attuned to the needs of the people and the country. Review of the provisions must be done at all levels and participation of the stakeholders must be solicited. Experts must be realistic in coming up with more attainable policies, that will address not only the educational problems but more so contribute to economic growth and development of the country.

Blank and Jacobson (2012:15) emphasized in "Achieving Results through Community-School Partnerships" that the community school strategy is central to efforts to improve America's public schools. Community schools use partnerships to align school and community resources in order to produce

successful students, strong families, and engaged communities. They combine quality education with enrichment opportunities, health and mental services, family support and engagement, early childhood and adult education, and other supports.

Research showed that low-income families regularly experience economic and material hardship. Missed rent, utility shutoffs, inadequate access to health care, unstable child care arrangements and food insecurity are common experiences that inevitably affect students' readiness, attendance, performance, and completion rates at school (Blank and Jacobson (2012:15).

By sharing resources, expertise, and accountability, community schools can address challenges related to economic hardship and create essential conditions for learning by concentrating on a single access point—public schools—to effectively target efforts. Individuals in the communities shared six strategies for building and continuing partnerships: 1) ensure a common vision among all partners; 2) establish structured opportunities to engage stakeholders; 3) encourage open dialogue about challenges and solutions; 4) engage stakeholders in the use of data; 5) create central-office capacity to sustain community schools work; and 6) leverage community resources and braid funding streams (Blank and Jacobson (2012:15).

Non-profit organizations within the third sector became crucial as service providers, including in the field of education. Furthermore, it is also emphasized that the significant role played by Third Sector Organizations (TSOs) in

providing education to the educationally disadvantaged or marginalized sectors and in remote segments in the Indian society has become even more critical in relation to the Right of Education (RTE) Act (2009) implementation. Meanwhile, the government of India also emphasized that “our objective is to investigate and highlight the urgent need for Non-Governmental Organizations (NGOs) in the education sector in order to provide a reference for government and policy-makers’ requirements to provide actionable information to non-governmental firms and donors who are looking to support educational initiatives” (CII Report, 2013:3).

Further, UNESCO also states that NGOs as development actors have become the main service providers in countries where the government is unable to fulfill its traditional role. The right to education which is aimed at addressing several deficiencies for universal access of schooling cannot be achieved unless there is intervention at the community, households as well as school level. Perceptibly, it is NGOs which can, at a larger extent, equip to work at all these levels as they have been active among communities and it may also build capacities among children and teachers in government schools with initiatives at not-for-profit motive.

With the consistent growing population and deteriorating financial resources experienced by the government, the more the school is encouraged to come up with creative fund-raising strategies. This requires the ability of the organization to (a) set forth a compelling statement of why it needs the money

and whom it will benefit; (b) identify prospective donors who will be receptive to the organization's message; (c) create a comprehensive strategy for approaching those prospective 'donors'; (d) assemble a dedicated team that is well-equipped to execute the strategy (CII Report, 2013:3).

In this regard, it is said that there are five general categories of fund-raising initiatives in non-profit organizations. These are: (1) Operating Expenses—often use fund-raising revenue to support the recruitment and training of volunteers, maintain office and activity buildings, keep membership and participation fees low, and provide services to the community, (2) Building or Capital Expenses—efforts are focused solely on upgrading or building new structures to support the organization, (3) Program Expansion—efforts are aimed solely at supporting program expansion, (4) Long-term sustainability—established endowments as a permanent source of investment income to ensure long-term support for their work, (5) Emergency Response—pooled resources/emergency fund to help the victims of natural disasters or other catastrophic events (CII Report, 2013:3).

DOLE Philippines reported that the Adopt-a-School Program allowed business groups, non-governmental organizations, and civil society associations to adopt a public school of their choice anywhere in the country. Donors, such as STANFILCO and DOLEFIL, provided their adopted school with the necessary support and resource mobilization, including infrastructure construction, facilities support, teaching and skill development, monitoring and evaluation

tools, learning support, computer and science laboratory equipment, and adequate nutrition. As partners with the Kasilak Development Foundation and the Mahintula Foundation and under an agreement with the Department of Education (DepEd), the program covered over 55 elementary schools. To ensure the program's success, DOLE emphasized the importance of parent participation, and teaching employees how to help their children succeed in school.

As emphasized in the journal entitled "Civil Society Organizations and Aid Effectiveness," in following the need for a more effective aid regime, the Activity Group (AG) on Civil Society Organizations (CSOs), a CSO process towards ACCRA HLF 3 in 2008. This process comprised consultations and conferences among Civil Society Organizations in the national and regional level. It is intended to draw the perspectives of CSOs towards aid effectiveness together with CSOs concerns, particularly to the Paris Declaration (EDM, 2017:17).

The Paris Declaration focused on the policies which were narrowly shaped by the donor-government perspectives. It discounted the recipients of aid which were those belonging to the grassroots and the marginalized sectors and it did not provide a proper acknowledgment to the role of civil society organizations which play a crucial role as development actors (EDM, 2017:17).

CSOs contend that for Paris Declaration to be applicable in its purpose of aid effectiveness, it should first recognize CSOs role not only as development actors but more so within the context of governance and the explicit social

representation from different sectors of society from grassroots and all marginalized sectors (EDM, 2017:17).

Gichohi (2015:13) conducted a study which sought to establish the stakeholders' involvement in the declining performance in public primary schools in Nakuru Municipality, Kenya. The findings established that most schools embraced stakeholder involvement thus school management committees were actively participating in the decision-making process with respect to the school management; there was a need to sensitize parents to take up roles in their children's class meetings; that more funding was required for the enhancement of participatory activities that improved the learning environment and that participatory management in most schools contributed positively to academic achievement to a large extent.

The UNESCO Associated Schools Project emphasized a world community, human rights, and international understanding. This article investigated the emergence and global diffusion of the project from 1953 to 2001, estimating the influence of national, regional, and world characteristics on the likelihood of a country adopting a UNESCO school. It also addressed the effects of national linkages to the international human rights regime. The results revealed that adoption rates were positively influenced by stronger national links to the human rights regime throughout the period and that various measures of the density of global society influence adoption, particularly "after" the institutionalization of human rights. Finally, the results demonstrated that

democratic countries and nations with more expanded educational systems tend to adopt a UNESCO school "before" the period of human rights institutionalization. The implications of these findings were discussed in relation to the literature on the global environment and the diffusion of innovations in education (Sociology of Education, 2009:197-216).

Geared towards the improvement of education outcomes, the School-based Management (SBM) framework describes the system for: a) securing adequate inputs and managing them efficiently and effectively; b) establishing and developing structures and mechanisms that are helpful in achieving desired goals and objectives; c) introducing and sustaining a continuous improvement process; and d) ensuring that every school produces the intended outputs that lead to the attainment of better education outcomes (Manual on the Assessment of School-based Management Practices, 2009).

To ensure that SBM works toward improved learning outcomes, which is the ultimate goal of school-based management, a three-Scale of Practice has been devised. Level I (Standard) refers to compliance of a school with the minimum requirements for securing and managing inputs, establishing appropriate structures and mechanisms, and improving processes that affect instruction and student achievement in order to produce the desired levels of outputs that lead to improved learning outcomes. Level II (Maturing) pertains to a school that had introduced and sustained continuous improvement process that integrated wider community participation and had improved significant performance and

learning outcomes. Level III (Advanced) refers to school that had ensured the productions of intended outputs or outcomes and had met all standards of a system fully integrated into the local community and was self-renewing and self-sustaining. (Manual on the Assessment of School-based Management Practices, 2009).

Covey (2004:355) cited a Power-influence approach to leadership including participative leadership. Power-influence research examines how much power the leader possesses and exerts. The approach also assumes unidirectional causality. Participative leadership deals with power sharing and empowerment of followers.

He also added the Managerial and Strategic Leadership which means that leadership represents integration between external and internal partnerships. Drucker, as cited also by Covey, highlighted three components of that integration: financial, performance and personal. He believes that leaders are responsible for the performance of their organizations and for the community as a whole. Leaders fill roles and possess special characteristics. According to Kotter, leaders communicate vision and direction, align people, motivate, inspire, and energize followers. In addition, leaders are change agents and empower their people. Leadership is the process of giving purpose (meaningful direction) to the collective effort and causing willing effort to be expended to achieve the purpose.

In the world of international aid, Phillips (2013:22) stated that “participation” emerged in the 1970s as a radical alternative to the top-down development approaches employed by major aid organizations. Yet these grassroots approaches to development, such as Participatory Rural Appraisal (PRA) approach of anthropologist Robert Chambers, have also become a mainstay of mainstream development institutions that, in the post-structural, adjustment era, are aiming for decentralization and the improvement of efficiency and productivity among poor people. Major mechanisms for pursuing these goals include granting expanded political authority to parents, communities, and NGOs to hold governments accountable for basic education and the “move from highly centralized, standardized, and command-driven forms of [educational] management to more decentralized and participatory decision-making, implementation and monitoring at lower levels of accountability”.

In Franco’s (1994:133-134) experience in over 13 countries ranging from Bangladesh, Sri Lanka, to the Marshall Islands in the Pacific and to the Philippines, there were different degrees and levels of community participation. Some countries had a strong cultural tradition in which rural communities contribute land, labor, and volunteer services in village schools. Others depend entirely on government. Still, others had strong community involvement in the past, but to different problems and pressures over time, such community involvement has died down, and government and the private sector became

more dominant in education. A few encouraged non-government organizations (NGOs) such as educational foundations to fill the gaps still not yet breached by the government or local communities.

In all these environments, Franco noted, there was little management and planning know-how on community participation in educational planning. Many technical questions were raised by local community leaders, leaders of the church and civic groups and NGOs, district and local government officials, and government planners and policy-makers in the central cities, congress or parliament, and the headquarters of the president or prime minister. The key were the community leaders themselves, Franco emphasized. Through proper orientation, training and well-motivated programs, local leaders can be encouraged to do the things they must do, and are the best people to do, in their particular environment, Franco emphasized (Franco, 1994).

On Sustainability

The term sustainability has gained significant popularity in policy-oriented research, business development and social sector over the last few decades. It is the most sorted feature to ensure success to a venture.

Sustainability, a word frequently used across several disciplines, has become part of our everyday lexis. Origin of the word Sustain dates back several centuries, from two latin words *sus* which means- up and *tenere* meaning to hold.

The current use of the word implies something that continues for a long time (Joshi, 2016).

Looking at the perspective of donors and NGOs, sustainability of a project simply implies the continuation of project activities and sustenance of project outcomes after the initial/primary grant expires. Most donors are concerned about sustainability aspect of a project and often fund projects which have a well-defined sustainability plan in place. It is a challenge for NGOs to ensure a steady flow of funds for executing their projects and programs. Integrating sustainability principles in their ongoing projects can be an effective way to ensure long term impact (Joshi, 2016).

Schein (2015:14) stressed in the article entitled "Ecological Worldview: A Missing Perspective to Advance Global Sustainability Leadership" that since the corporate sustainability movement emerged more than 20 years ago, much has been written about how multinational corporations must play an important role in solving the planet's ecological challenges. However, corporate sustainability research has focused extensively on environmental impacts, strategies, and best practices at the organizational level, not enough attention has been paid to sustainability leadership at the individual level. As a result, little is known about the psychological motivation of corporate sustainability executives and how this may relate to their behaviors as change agents. Based on insights from social science disciplines, including ecopsychology, integral ecology, and developmental psychology. Specific findings include five experiences that shape

ecological worldviews over the lives of the participants and five ways that ecocentric worldviews are expressed. Based on the findings, the author proposes that participants in the study have developed advanced ecological worldviews that underline their motivation and capacity for effective sustainability leadership, and makes specific recommendations for education and practice.

The Ceres Roadmap for Sustainability explained that sustainability begins with board oversight and commitment and follows through into management systems and processes that integrate sustainability into day-to-day decision-making. It is this chain of accountability stretching from the boardroom to the factory floor or farm that drives home the importance of achieving truly sustainable business performance. As fiduciaries, corporate board members are obliged to assess risk. The financial impact of climate regulation, the scarcity of water and other resources, and litigation over poor labor practices – all represent examples of risks to businesses (Ceres, 2015).

Corporate scandals and the recent economic crisis have heightened demands for new approaches to governance, particularly in relation to executive compensation and risk management. As sustainability has raised up the corporate, investor and public policy agendas, it has become more fully integrated into these governance expectations. Shareholders, consumers, employees, civil society leaders and policymakers are all demanding greater accountability and transparency, as well as the stronger alignment of corporate actions with public policies. Corporate governance has always been a way to

bring new thinking into decision-making at the top of the company. In sustainability terms, a fresh perspective can help identify ways to marry the firm's core competencies with the world's sustainability challenges (Ceres, 2015).

The governance expectations that are outlined in this section are complementary to practices traditionally defined as "good corporate governance," such as executive compensation aligned with long-term value creation, director independence, and appropriately defining the roles and responsibilities of core board committees. The focus on "Governance for Sustainability" is more about establishing and overseeing stronger corporate alignment with the market and society's expectations, creating business value in the process. Companies that follow this path and embrace strong governance will be better positioned to foresee and adapt to changing economic, social, environmental, and political conditions. The mandate for strategic, long-term governance must flow from the very top of the organization. There is a growing expectation that boards of directors as fiduciaries should be informed leaders on sustainability issues that materially impact corporate performance and plans (Ceres, 2015).

Vagnoni and Cavicchi (2015:217) aimed to outline the current status of the implementation of sustainability practices in the context of Italian public universities, highlighting the strengths and gaps. Based on a qualitative approach, an exploratory study design had been outlined using the model of Glavic and Lukman (2007) focusing on the Deming Cycle. The Plan-Do-Check-

Act components of the model were used as a framework for collecting and analyzing data from the official websites and other related web pages of Italian universities.

The following findings were: 1) the results of this exploratory study allowed one to depict a university system addressing the challenge posed by international agendas in a fragmented way, even if many universities were showing a strong commitment to the sustainability challenge. Sustainability was mainly detected at the "Do" dimension when referring to training programs and research projects associated with the sustainability issue. Limitations of the data collection method were addressed when the timeliness of update of web sources and the different emphases that universities can put on Internet disclosure were considered. However, the study contributed to the debate on sustainability by providing findings at a national level, which were derived from the official Web sites of Italian public universities (Vagnoni and Cavicchi, 2015:217)

Furthermore, the study could have implications for policy makers and universities' decision makers. The study pointed out the importance of managing the sustainability process in all its phases (planning, activities, monitoring, further actions), and highlighted the elements that were relevant for measuring and monitoring the process of implementation of sustainability in the specific context of higher education. The paper could contribute to increase the academics' awareness of the sustainability actions, and stimulate them to fill the gaps. This study explored sustainability issue in the Italian university system,

and it was based on a Web-based method of data collection, whereas other contributions were based on case studies (Vagnoni and Cavicchi, 2015:217).

The Office of Adolescent Health (OAH, 2014:5) stressed that achieving sustainability requires careful planning and ongoing monitoring of policies, practices, programs, and services to address community needs, even as they evolve over time. To move towards sustainability, it is critical that grantees develop a plan, develop it early, and review it often. By systematically approaching sustainability planning, grantees can be more effective in addressing and forecasting many future program and service needs. This allows grantees to create a shared vision with partners and community leaders and determine what should be sustained and how. Of equal importance is being able to measure one's success. Grantees should identify the most appropriate indicators of success and develop a process for collecting data, measuring their progress, and incorporate changes based on the data.

Grantees should develop a living sustainability plan that is revisited regularly, identify who is responsible for carrying it out, and specify goals, objectives, action steps, and a timeline. Although the elements of sustainability plans can vary, grantees should anticipate their plan's evolution as their programs and services mature. Leveraging lessons learned, successes, and challenges should lead to the incorporation of new approaches or ideas to sustain a service, program or its activities (OAH, 2014:5).

Aquino (2013:23-24) said in his speech “Why inclusive growth matters?” at the APEC SEO Summit in Bali, Indonesia that the challenge for the government has deepened. When in the past we gravitated towards metrics that reflect merely the wealth collectively amassed by an economy, more and more the task of governments has become ensuring is not concentrated in the hands of the few, but rather it is equitably utilized to raise levels of human development. In this manner, we engender a situation where in the broader base of society can benefit from opportunities opening up through economic growth.

Without these factors, a nation may perhaps experience periods of cyclical growth; any progress, however, will be prone to disruption. Because so long as a society has reason to clamor for change—whether due to a pervading sense of inequality, injustice, unfairness, or lack of opportunity—it will find ways to do so. This, perhaps, offers some insight into the question posed to us today: “Why does inclusive growth matter!” First, inclusiveness matters because it ensures the stability of societies, and consequently, the sustainability of growth (Aquino, 2013).

The equation for sustainability is also integral to a second, perhaps, more important aspect. On top of fostering stability, social inclusiveness also empowers citizens to become bona fide economic actors that can productively contribute to nation building. It allows them to enter into the system, from which they can reap benefits (Aquino, 2013).

Estanislao (2016) reported in a Manila Bulletin (October 10, 2016) newspaper about “Another Sustainability Arrangement” where he pointed out that a good governance program banks upon participation and involvement of various stakeholders, both internal and external. Through the establishment and operation of the Value-Aligned Circles (VACs), the involvement and participation of City Hall officers and employees (often referred to as internal stakeholders) are being secured and continuously harnessed. What about external stakeholders, i.e. ordinary citizens from the private sector, how may their participation and involvement be secured well?

The answer came via City Ordinance No. 435. This established the Talisay City Multi-Sectoral Coalition for Development (TCMCD), which is the multi-sector governance coalition for the city. It draws its members from the “social, economic, infrastructure and environmental sectors” of the city. They are chosen on the basis of “their expertise, commitment to service, integrity, independence and wide experience.” It now has 12 members, whose “track records in leadership are beyond reproach.” (Estanislao, 2016).

It certainly helps that in the case of Talisay City, the chair of its TCMCD is Mr. Carlos Balcello, who is deeply committed to “involving the private sector” in the execution of the city’s strategy map, by getting the city to “work closely with (its) stakeholders in ensuring the sustainability of the transformation (program) and the city’s commitment to excellence.” (Estanislao, 2016).

In the article of Hidalgo and Fuentes (2013:447), they gave importance on the existing paradigms, which are deeply rooted in our educational systems, are fomenting unsustainable development. For this reason, it is necessary to opt for a style of education that allows university students to be aware of the need to live in a different way and be aware of our absolute dependency on our natural environment. This goal requires fundamental changes in the curriculum, as well as a broader vision of the role that educational institutions must play. One of the objectives of education in this new century must be to help achieve sustainable social and environmental human development. In this sense, higher education plays a very important role in the field of education for sustainability and the university must take on this challenge with great determination. This work presents a model for a formation that furthers the development of basic competencies for sustainability, which must be incorporated into the curriculum of all higher educational studies.

Two well-known and accepted concepts related to sustainable development are weak sustainability and strong sustainability. Weak sustainability refers to the notion that we have the responsibility of passing to future generations an equal amount or higher of the capital stock we have now regardless of the form. Strong sustainability refers to notion that the different components of the capital stock (man-made, human, and natural) are not substitutes of each other so that an equal amount or higher of each of them must be transferred to future generations (Muñoz, 2010:4).

Related Studies

In order to strengthen the concept or information relative to the findings of this study, several works were reviewed as they are discussed below.

Roz (2016) conducted a study entitled "Faculty Involvement in Community Extension Services in a University". The main purpose of this study was to determine the level of involvement of the members in community extension services in the four campuses of the University of Cebu, S.Y. 2015-2016. This descriptive research made use of researcher-made survey-questionnaire to assess the level of involvement of the faculty members as perceived by the respondents through the help of activities by phase.

The findings showed that the level of faculty involvement in community extension services among the four campuses of the University of Cebu was "Involved." However, verification was made in order to arrive at the proportion of the faculty who were actually involved versus the faculty members in a program as a whole, and it gave a result of "Less Involved".

Roz recommended the following: 1) motivate faculty in community extension services involvement; 2) enhance community service programs for the improvement of the level of faculty involvement; and 3) adopt the action plan to address the problems encountered in the conduct of activities of the community extension services.

The aforecited study is similar to the present study for both involve a process of determining the level of involvement of the people concern in the program implementation. The former study employed a descriptive research design while the present study utilized a grounded theory which is a qualitative research design.

Aguirre (2015) in his study "Competency-Based Leadership and Management Development Plan for Public Secondary School Heads in the Division of Samar Along School-Based Management" revealed that among the domains of leadership and management, it was only on parental involvement and community partnership where correlation was evident which only meant that when the degree in this domain is higher, drop-out rate becomes lower and when drop-out rate is high, the involvement of parents is low and/or partnership with the community is also low. It was recommended that there was a need for school heads to increase the level of participation of parents and increase partnership with the community so as to improve status of school leavers and drop-outs and other performance indicators.

The foregoing study is relevant to the present study in the sense that one of the domains of leadership and management, the parental involvement and community partnership, is also the utmost concern of the present study. On the contrary, the assessment of the status of the public secondary schools in the division of Samar as to the key performance indicators makes it different from the present study.

The study of Dela Cruz (2015) delved into the participation of stakeholders in the implementation of *Brigada Eskwela* in the division of Northern Samar along pre-planning, planning, implementing, and monitoring activities. The study noted that stakeholders perceived the implementation of *Brigada Eskwela* as highly implemented. However, they found serious problems on the release of MOOE where stakeholders thought the school does not anymore need the financial supports from the stakeholders. Lack of financial assistance from DepEd and lack of support from businessmen/rich persons were found serious.

The study recommended that 1) the schools, headed by the principal, should always encourage all potential volunteers to participate in the pre-planning, planning, implementing, and monitoring activities of the *Brigada Eskwela*; 2) the school head together with the stakeholders should give more attention to address the problems encountered in *Brigada Eskwela* implementation; 3) stakeholders should be given due recognition for their participation during *Brigada Eskwela*; and 4) every school head should be encouraged to conduct simple evaluation or action research immediately after each *Brigada Eskwela* implementation to make some remedies to problems met during program implementation.

The study of Dela Cruz is similar to the present study in the sense that *Brigada Eskwela* is under the Adopt-a-School Program. Both studies are concerned with stakeholders' supports to schools and the problems encountered in the implementation. The former study determined the effectiveness of the program

while the present study aims to come up with a sustainability model for Adopt-a-School Program among public elementary schools. They differ also in the locale of the study.

Dela Torre (2015) conducted a study entitled "Assessment of School-Based Management (SBM) Implementation in Public Elementary Schools in Balicuatro Area: Basis for an Action Plan." The study assessed the extent of School-Based Management (SBM) practices of school heads and teachers in schools in the said area.

Some of the findings were: 1) the overall average level of implementation of School-Based Management (SBM) was highly implemented; 2) the number of manpower to maintain the school facilities development and building was not adequate, ancillary services were not available, physical plant was poorly maintained due to lack of funds, maintenance of school facilities, equipment, and school building was lenient; 3) on the school-community partnership, the school got limited assistance from the community and the LGU, parents were not enlightened of their roles as one of the school's stakeholders; and 4) MOOE did not suffice the needs of schools.

Based on the findings of this study, the following recommendations were arrived at: 1) the school stakeholders such as the GPTA Officers, LGUs, SPG Officers and Teachers' Organizations must be sustained in every school; 2) the Division/School Monitoring and Evaluation Team should really monitor the stakeholders' involvement; 3) identified problems encountered by the school

stakeholders must be addressed in the school improvement plan; 4) transformation of relationships among the stakeholders and change in the schools decision-making process and operations must be adopted in every school; and 5) school heads should provide capacity-building seminar for stakeholders to determine the roles that they should play in exercising their functions as school stakeholders thus, to avoid usurpation of authority and connivance.

The study of Dela Torre is related to the present study in the sense that both studies dealt with development partners/stakeholders' involvement in schools and on how to sustain their supports to schools; however, they differ in a research environment and in the program implementation.

An evaluation of the extension program of the University of Eastern Philippines System and the development of its adopted barangays in Northern, Samar was the focus of the study conducted by Gudio (2015). Results of the study showed that: 1) extension managers were very highly competent, highly committed and value highly their work attitude, high in executive, staff, and financing capabilities; 2) the University Extension Program relied mostly on local and institutional funding for their projects and activities; 3) administrative capability in terms of leadership was significantly related to house-to-house campaign, dole outs, information drives, stage presentation, sports tournament, community assembly and free medical/dental clinic.

Some major recommendations from the study of Gudio were: 1) there was a need to link people, teams, and external stakeholders, so the extension programs can be strengthened; 2) extension managers should also be responsible for the continued monitoring of needs, goals, and preferences of subordinates; 3) there is a need to effectively and efficiently monitor and evaluate the implementation of the extension projects, and 4) the University should also source out technical assistance and service inputs from other agencies; and 5) a system to make the conduct of extension projects sustainable.

The study of Gudio has a significant bearing on the present study in the sense that both studies aim to determine the strategies and approaches to make the program effective and sustainable. On the other hand, these two studies differ in terms of respondents, research environment, and the kind of program implementations.

An assessment of the state of education in the typhoon-affected (Typhoon Haiyan) elementary schools and high schools of Eastern Samar Division was the focus of the study made by Catubao (2015). This study noted that: 1) the impact of the typhoon in schools was severe specifically on the schools' physical facilities; 2) most of the support for the typhoon-affected schools came from the international non-government organizations which were in various forms; 3) the elementary and secondary schools had their own initiatives to restore education system which they claimed were almost accomplished; 4) the most common problem encountered was lack of instructional materials and school supplies as a

result of the devastation due to the typhoon; and 5) the capability level of the stakeholders relative to natural disasters needs to be improved.

The study of Catubao concluded that the agencies involved in information dissemination in relation to disaster warnings were not credible for most stakeholders as this was a common reason for their being complacent. As far as school improvement plans are concerned and based on self-report of the school heads, comprehensive integration of disaster risk reduction management, climate change action, and education in emergency were in place.

Based on the aforementioned conclusions, some of the following were recommended: 1) a more comprehensive integration of disaster risk reduction management, climate change action, and education in emergency was necessary; 2) a comprehensive information campaign must be initiated at the school level to educate people of the warning system; 3) the implementation of the School Improvement Plans (SIP) was strongly recommended; 4) strict implementation of these plans should be done and should form a great part of the parameters of effectiveness of school management; and 5) to encourage school heads to properly implement their plans, regular annual recognition of best performers in relation to implementation of the school improvement plan should be done.

The study of Catubao is similar to the present study in the sense that both studies determined agencies' support to schools. The former study focused on the affected schools by a typhoon while the present study focuses on schools with or without the active implementation of the Adopt-a-School Program. They

also differ in the research environment and the number of the identified respondents.

Escoto (2015) inquired about the difference in students' satisfaction and parents' opinion on the school climate of Isulan National High School (INHS), a division of Sultan Kudarat. The students were moderately satisfied with the school climate and the parents also moderately agreed with the management of teachers in the classroom. However, there was a significant difference between the students' satisfaction level and the parents' opinion on the school climate.

The most challenges encountered by INHS teachers among students include chronic absenteeism, truancy, and deviant behavior. Stakeholders were supportive but generally limited only in the financial contribution for the physical development of the school. Teachers perceived that they were doing their task very satisfactorily, but they longed for due recognition for their jobs done. They also needed training in dealing deviant behaviors of students and in turning positively the effects of technologies and using ICT in the classroom.

The study concluded that students and parents had different perceptions of the school climate. Teachers' management also varied between the opinions of the students and perceptions of parents.

It was recommended that teachers must continue advancing their professional growth through advanced studies and training to keep abreast with new strategies and intervention in creating positive school climate. School

administrators must review and implement school improvement plans for the school clientele.

This study is in a way related to the recent study. Escoto focused on parents' perception of school climate while the present study is concerned with the stakeholders' involvement in schools. Both studies determine the problems/challenges encountered in school program implementations. The present study differs in the research environment.

Another study that is likewise significant was that of Alura (2014) on "Status of Income Generating Projects in Universities and Colleges in Region VIII" aimed to determine the status and impact of the income generating projects on the functions of state universities and colleges in Region VIII. He concluded that 1) income generating projects contributed minimally to the functions of the university and only in terms of funding the construction of physical facilities of the university, provision of supplies and materials, and research and extension projects; 2) income generating projects undertaken by SUCs were of small scale, hence, their low profitability. Their capacity then to support the functions of the university or college was not possible; and 3) the delayed processing of papers such as procurement due to numerous requirements was the most pressing problem expressed by faculty and staff engaged in income generating projects among government agencies. This implies that the success or failure of the project is dependent on the support of the people who are involved in it.

Based on the findings revealed in the study, he recommended some of the following: 1) expansion of income generating projects should be undertaken and sourcing out of funds to augment the capital of the project is imperative. Hence, feasibility studies or project proposals should be prepared and submitted to funding sources; and 2) strengthening and adopting appropriate strategies in the implementation of the income generating projects should be undertaken.

The study of Alura has a significant impact on the recent study in as much as income generation, project sustainability, and supports of the people involved are concerned. The present study deals with the sourcing out of funds or supports from the stakeholders to schools while the study of Alura dealt with the income generating projects and the supports of the people involved in the projects. Both studies differ in the respondents and the research environment.

Picardal (2014) identified the School-Based Management Practices of elementary school heads in Borongan City division in order to develop an intervention scheme. Results of the study revealed the following: 1) public elementary school heads in Borongan City division evidently applied properly SBM Practices except for resource based management program which needs improvement; and 2) teachers concurred that school heads had been employing SBM in their respective schools.

Based on the following findings, the researcher recommended the following: 1) a more intensive school-based resource program may be established in order that school heads will be able to implement such SBM practices; 2) a

validation study may be conducted to adequately assess the SBM implementation and the best practices involving other variables; and 3) the intervention scheme was placed to help school heads improve the implementation of SBM.

The foregoing study of Picardal is similar to the present study since both are concerned with the best practices of the elementary school heads. However, they differ in terms of program implementations. The former study dealt with the School-Based Management program which was general in scope while the present study focuses on a specific program, the Adopt-a-School Program, and is more concerned about the involvement of the private adopting entities or development partners.

Bermudo (2013) determined the *Brigada Eskwela* implementation and stakeholders' sustainability of involvement in secondary schools. This descriptive-comparative survey research employed qualitative and quantitative approaches respectively. A qualitative approach was used in the interview data gathered from the stakeholders' participants. Data on the level of implementation, sources generated and level of sustainability were tested using the simple mean score and t-test. The impact of *Brigada Eskwela* into the school and its stakeholders was moderately implemented. The level of sustainability in the involvement of internal and external stakeholders on the *Brigada Eskwela* was both interpreted as moderately agree. The financial aspect was the most consistent challenge among stakeholders followed by the need for additional

workforce, time frame, and the maintenance together with other related challenges for the sustainability of the program.

The study recommended that the proposed improvement plan should be presented to the school board, PTA and faculty in every school as well as to the Schools Division Superintendent for evaluation, modification, and implementation. A continuous linkage to the community should be developed and strengthened for a stronger partnership between the school and the stakeholders. A yearly evaluation of *Brigada Eskwela* School Maintenance Week should be observed and evaluated for each school to ensure active participation and implementation of the said program.

The aforementioned study is related to the present study in a number of variables such as assessing the profile of the school administrators, the extent of stakeholders' support, the problems met in the program implementation and in coming up with a sustainability model. The present study differs in the program implementations and in the research environment.

Harriet (2013) conducted a study entitled "The Level of Stakeholders' Participation in the District Education Strategic Planning Towards Quality Basic Education: The Case of Salaga Town Council of Ghana," where the need for stakeholders' participation in education planning process at the local or community level had been emphasized. The rationale behind this initiative was to cultivate and ensure stakeholders' involvement and commitment in the management of education at the local level to improve quality and standards.

This study aimed at assessing the stakeholders' level of participation in the District Education Strategic Plan (DESP) development and implementation process. A qualitative approach was adopted in the study with survey strategy. Primary data was collected through in-depth interview and analyzed qualitatively using deductions and inferences approach. The paper revealed a low level of stakeholders' knowledge and involvement in the DESP development process within SalagaTown Council. It was recommended that District Education Officers should collaborate with all stakeholders in the planning and implementation of the DESP to improve the quality of education within SalagaTown Council.

The foregoing study is similar to the present study considering that both studies are concerned with the stakeholders' support to schools. They differ only in the kind of programs being assessed and the research environment.

A study on the "Status of School-Community Partnership of the Secondary Schools in the Implementation of School-Based Management (SBM) in Leyte Division" by Encina (2013) concluded that: 1) the teachers in the secondary schools were sufficient, school facilities were moderately adequate, with secondary schools belonged to small category; 2) most of the seminars attended by the school heads were conducted by division and regional personnel while few administrators were able to attend at the national level; 3) the three groups of respondents perceived the extent of implementation of School-Community Partnership on the school programs and projects, fund resource generation,

voluntary contributions and learning at home as to high extent, except under voluntary contributions as to a very high extent as perceived by the school head; 4) the three groups of respondent had similar perceptions on the school programs and projects as a felt problem, while for fund resource generation, voluntary contributions and learning at home was perceived as slightly felt problem.

Some recommendations were the following: 1) school heads must be given an opportunity to attend various seminars and training to update them in the recent practices and innovations in the School-Community Partnership; 2) conduct seminars/workshops, conferences and conventions for the school heads in upgrading the knowledge and skills for interventions to improve the school management and draw greater support from the parents, LGU, and the community organizations; 3) the GPTA Officials should undertake fund-raising activities to support the school programs and projects, school facilities and other activities subject to pertinent Department of Education guidelines; 4) provide mechanisms to ensure proper coordination with the members of the community for discussing relevant concerns and provide assistance and support to the student services of the secondary schools; and secure acknowledgment receipt for any donations, financial assistance and material support to the school and be aware of the utilization of such donation, assistance, and support for transparency; and 5) the School Governing Council (SGC) must assist in generating resources for continued school improvement.

The study of Encina is similar to the present study in the sense that both studies determine the extent of supports of the community to schools; however, the former study was conducted in secondary schools in Leyte Division, while the present study was conducted in the public elementary model schools in Samar, Leyte, and Iloilo City.

Record (2012) aimed to define common characteristics of successful school-community partnerships supporting the improvement of academic achievement in public elementary schools. Based on the perceptions of elementary school administrators, this study identified important factors of, barriers to, and benefits of successful school-community partnerships. Findings were the following: 1) the most common characteristics of successful school-community partnerships included (a) a positive, collaborative relationship, (b) a common mission and vision supporting student achievement, (c) measurable goals and objectives regularly monitored, and (d) shared resources providing mutual benefits; 2) successful school-community partnerships were similar in that they were student-centered and supported student achievement; 3) partnerships differed in that they existed in a wide array of configurations depending on partnership needs, available resources, and each partner's motivation; 4) the most common school-community partnerships were not necessarily the most effective, possibly only a factor of being easier to establish; and 5) personal relationships were the most important factor in developing, implementing and sustaining school-community partnerships.

He concluded that school-community partnerships became nearly indispensable for schools operating in a climate of increasing expectations and diminishing resources. Community support was important in school improvement, helping to backfill lost resources and to develop long-term, mutually beneficial relationships that support student achievement. Schools benefitted by improved public ratings resulting from producing more competent graduates. The community benefitted by receiving young adults who would be productive, contributing members of society.

The significant relationship of this study to the present study is that both deal with the school-community partnerships in public elementary schools. The present study deviates from the former study in the sense that the present study focuses on the Adopt-a-School Program and differs in terms of the locale of the study.

Gudelosao (2012) observed in his study entitled "The Collaborative Assessment of School-Based Management Practices of Cebu City Public Schools: A Provus Discrepancy Model" that: 1) schools were able to organize the internal stakeholders such as pupil/student, teachers and parent organizations as evidenced by the list of officers but not very successful in organizing the external stakeholders; 2) most of the external stakeholders did not have a clear and common understanding of their rights, responsibilities, and functions in school improvement; 3) most of the schools were able to formulate their School Improvement Plan (SIP) containing the school and community profile,

situational analysis that is data driven, school vision, mission, goals and objectives, priority improvement areas, and work and financial plan; 4) more than half of the schools claimed that they had prepared their Annual School Budget (ASB) and submitted to the Division Office for review; 4) few schools also responded that they had organized committees involving internal and external stakeholders in Monitoring and Evaluation.

The study concluded that the concept of empowerment advocated in RA No. 9155, BESRA and SBM anchored on the theory of decentralization had just started to effect changes in school management in Cebu City public schools. This was demonstrated by the overall status of Cebu City public schools which was generally at the starting stage in SBM Level I Standard practices.

In the light of findings and conclusions, the following recommendations were offered to public schools in the Division of Cebu City which reached Level I Standard SBM Scale of Practice: 1) formulate the Constitutions and By-Laws of each organization for it defines their existence in school; 2) mobilize the external stakeholders and ensure their support in SBM and SIP/AIP implementation; 3) the Division Office should issue a Division Memo granting the School Heads minimal signing authority on financial transactions, designate fiscal staff and train the designated fiscal staff on bookkeeping and disbursement processes; and 4) the Division Office should encourage the School Heads to continue the assessment of school practices and require them to submit a monthly progress report of the school status of the SBM Level I Standard Practices.

The above-mentioned study relates to the present study in the sense that both give importance to the crucial roles of stakeholders in the school and the best practices of program implementations. On the other hand, the study of Gudelosao was wider in scope while the present study covers only the selected public elementary model schools in Samar, Leyte, and Iloilo City.

According to Bienes (2010) in his assessment of the implementation of Total Quality Management (TQM) in the Public Elementary Schools of Misamis Occidental Division, TQM is a continuous improvement process which builds on product quality. Training, strategic planning, product design, management information systems, marketing, and other key activities all play a role in attaining quality goals.

In conclusion, administrators' and master teachers' level of knowledge in TQM and its attributes were not well imbibed for continuous improvement in the operation of the organization.

The following recommendations were: 1) master teachers should have the potentials for more responsibilities and they could be trained; 2) communication should be built on openness and trust facilitate school linkages; 3) community strategies for school administrators and master teachers should develop community interrelationships; 4) teachers should motivate students to move on academically; 5) a Deming-inspired educator should develop a strong sense of purpose and school values; 6) quality teachers should seek opportunities instead of obstacles; and 7) the training program explained in the study of administrative

management and instructional leadership should help develop TQM principles among administrators and master teachers.

The study of Bienes has the same end view with the present study which is continuous improvements for schools and both cover public elementary schools. They differ, however, mostly in variables and the assessment of programs being implemented. The former study was more general in scope while the present study focuses on the Adopt-a-School Program.

Agban (2009) found out in his study entitled "Stakeholders' Motives and Extent of Support to Public and Private Elementary and Secondary Schools of City Divisions in Region VIII" that both public and private elementary and secondary schools had sufficient classrooms, chairs, teachers' tables, and cabinets while it lacked computer rooms, science laboratory, TLE laboratory, and gymnasium. As to ancillary services, most of the private schools had school canteen, school library, guidance office, school clinic and registrar's office; whereas, they lacked student center, SSG/SPG, and PTA Centers. Generally, public schools, on the other hand, lacked almost all of the ancillary services.

The extent of stakeholders' support to public and private elementary and secondary schools of city divisions in Region VIII revealed that attendance and financial support were described as "moderately extent". The least two variables described as "fair extent" were material support and infrastructure. There is no significant relationship between the profile of the public and private elementary and secondary schools of city divisions in Region VIII and the extent of support

of stakeholders. There was no significant difference in the perception of the respondents on the problems encountered and suggested solutions by the stakeholders in providing support to public and private elementary and secondary schools in city divisions in Region VIII.

From the study of Agban, the researcher of the present study feels the need to conduct the same in order to strengthen and sustain the support of development partners to any public elementary schools. However, it focuses on a specific program implementation of the Department of Education which is the Adopt-a-School Program. The present study adds profiles to be determined with some revisions in the statement of the problem and in the methodologies. The locale of the present study is limited to the public elementary model schools in the Samar, Leyte, and Iloilo City.

The purpose of the study made by Noveras (2007) was to assess the impact of the "Adopt-a-School Program" of the five adopted schools in the Division of Lapu-Lapu City for the School Year 2000-2005 in three Key Result Areas, namely: Pupil Development, Staff Development, and Physical Facilities Development.

It was very evident that "deeply depressed unit" (DDU) schools as in the cases of the five adopted schools, far better after adoption in the KRAs such as Pupil Development, Staff Development, and Physical Facilities Development. These areas received the most positive impact with the program implementation in the span of five years. The significant development can be seen and felt in the

different areas of school life. The collaborative efforts of all the stakeholders to improve the adopted schools' performance in the division were effective. The data supported that the Adopt-a-School Program made it possible for the schools to come out of the bottom group and was able to maintain a higher level of performance during program implementation.

The study recommended 1) to create a flowchart with a corresponding Implementing Rules and Guidelines on the functions of the Region, Division and schools in the information dissemination about the program; 2) to include in the MOA that benefactors must provide the prime mover with a copy of the Deed of Donations; 3) to encourage friends in the corporate world to adopt a public school; 4) to invite the school personnel for an annual program assessment and planning workshop to get the best practices of the year; 5) to meet once in a while with all benefactors to compare notes and probably gather some brilliant interventions from other benefactors in order to maximize program implementation; and 6) to establish mechanism that would facilitate communication between partners in order to solve problems faced by the school.

The former study had a significant bearing on the present study in the sense that it dealt with the same program implementation and it determined the level of support of stakeholders. They differ in the objective in the sense that the former study dealt with the evaluation of how effective the program on school development within a specified period; whereas, the present study is more focused on the how to sustain the supports of the development

partners/stakeholders for a long period of time. They also differ in the locale of the study and the scope of respondents.

After an exhaustive review of the above-cited literature and studies, the researcher had a better grasp and understanding on the conceptualization of the study of the Adopt-a-School Program among public elementary schools. The researcher was able to acquire more relevant ideas which provided him with significant insights and direction of this study.

Chapter 3

METHODOLOGY

This chapter contains the following components: research design, instrumentation, validation of instrument, sampling procedure, data gathering procedure, and statistical treatment of data.

Research Design

The researcher utilized mixed methods in this study where the researcher combined quantitative and qualitative research techniques, methods, approaches, and concepts into a single study.

The researcher also used a Grounded Theory (Corbin & Strauss, 2008), a qualitative research designed to aid in the systematic collection and analysis of data and the construction of a theoretical model.

Descriptive-developmental research design was also employed in this study. Descriptive research is applied to studies aimed at gathering additional information, learning more about an area of interest or becoming familiar with a topic. Developmental research refers to the systematic study of designing, developing, and evaluating instructional programs, processes, and products that must meet criteria of internal consistency and effectiveness (Richey, 1994).

The statistical tools used in the study were the frequency count, percentages, and weighted means to describe the profiles of the model schools, the respondents, and the responses from the questionnaire.

Instrumentation

The study utilized the questionnaire, interview guide, observation checklist, and documentary analysis.

The interview guide is a list of questions being asked to the participants during the interview. It does not go into details but it only provides ideas and allows the interviewer to freely pursue topics in depth. Observation, as a method of collecting research data, involves observing behavior and systematically recording the results of those observations. A checklist is a device which contains the items to be observed and a space for number, checkmarks or short verbal entries (Calderon and Gonzales, 1993). Documentary analysis refers to the various procedures involved in analyzing and interpreting data generated from the examination of documents and records relevant to the study.

The questionnaire to be answered by school heads contains the following parts: the profile of the schools, profile of the school heads, strategies, the challenges encountered, and the suggested solutions to sustain the effective implementation of the Adopt-a-School Program; while the questionnaire to be answered by the teachers contains the following parts: the profile of the teacher, strategies adopted by the school, problems encountered, and the suggested

solutions to sustain the effective implementation of the Adopt-a-School Program (ASP).

The other set of the questionnaire which is to be answered by the development partners contains profile of private individuals, and the profile of the Government Organizations (GOs), Non-government Organizations (NGOs), and the Private Sector. It contains also the strategies adopted by the model schools, challenges encountered, and the suggested solutions to sustain the effective implementation of the Adopt-a-School Program (ASP).

Their specific parts will be discussed below:

Questionnaire for school heads. This questionnaire is composed of four parts. The first part contains the profile of the public elementary schools which is to be answered by the School Head. This includes the total enrolment, number of teaching and non-teaching staff, Maintenance and Other Operating Expenses (MOOE), physical facilities and equipment, ancillary services, the number of development partners, National Achievement Test (NAT) Performance Result, School Performance Indicators, the SBM Level of Practices, and the benchmarking activities of the school.

The second part contains the profile of the public elementary school heads in terms of age, sex, civil status, educational attainment, years of administrative experience, NCBSSH Level of Competency, and the training attended along Adopt-a-School Program (ASP).

The third part determines the strategies adopted in the implementation of the Adopt-a-School Program (ASP). For the strategies of the school, twenty (20) statements are indicated to be answered by the school heads. The manner of answering the instrument for the strategies is by checking the blank before the statement. The last part of the questionnaire is all about challenges encountered with 15 statements and 20 statements for suggested solutions for a more effective implementation of a sustainable Adopt-a-School Program (ASP).

Questionnaire for teachers. This questionnaire is composed of three parts. The first part contains the profile of the teacher in terms of age, sex, civil status, educational attainment, years of teaching experience, NCBTS Level of Competency, and the training attended along Adopt-a-School Program (ASP).

The second part determines the strategies adopted in the implementation of the Adopt-a-School Program (ASP). For the strategies of the school, twenty (20) statements are indicated to be answered by the teachers. The manner of answering the instrument for the strategies is by checking the blank before the statement. The last part of the questionnaire is all about challenges encountered with 15 statements and 20 statements for suggested solutions for a more effective implementation of a sustainable Adopt-a-School Program (ASP).

Questionnaire for the development partners. This pertains to the other set of questionnaire which is composed three parts. The first part pertains to the profile of the private individuals in terms of age, sex, civil status, educational attainment, occupation, average monthly income, training attended along

Adopt-a-School Program(ASP), packages of support(Learning Environment, Learning Support, Health and Nutrition, Reading Program, Technology Support, Direct Assistance, Training and Development, Assistive Learning Devices for Students with Special Needs), and the term of the adoption, and the profile of government organizations (GOs), non-government organizations(NGOs), and private sector in terms of the type of the organization, the number of years in operation, funding sources, programs and projects, training attended along Adopt-a-School Program, packages of support(Learning Environment, Learning Support, Health and Nutrition, Reading Program, Technology Support, Direct Assistance, Training and Development, Assistive Learning Devices for Students with Special Needs), and the term of adoption of the school.

The second part determines the strategies adopted by the public elementary model schools in the effective implementation of the Adopt-a-School Program. Twenty (20) statements are indicated to be answered by the development partners. The last part of the questionnaire for development partners is all about the challenges encountered with 15 statements and 20 statements for the suggested solutions for a more effective implementation of a sustainable Adopt-a-School Program (ASP).

Validation of the Instrument

There was no validation of the instrument since this research employed grounded theory wherein the researcher had an in-depth study of the model

schools. Collected data through interviews, observations, documentary analysis, and questionnaires were organized through the process of Grounded Theory. Transcriptions were made from the collected data to come up with finalized guide questions for the interview.

Sampling Procedure

The respondents of the study were the school heads, teachers and development partners of the selected public elementary model schools in Leyte, Samar, and Iloilo City in the Visayas with a sustainable Adopt-a-School Program (ASP) implementation and accredited through the School-Based Management (SBM) Assessment. Hence, these schools were considered by the researcher as model schools.

For school heads and teacher respondents, the total enumeration was used. For development partner respondents, samples from private individuals, government organizations (GOs), non-government organizations (NGOs), and private sector were identified. Selection of the samples was through purposive sampling. Only those active development partners and could be reached by the researcher and by means of social media were considered as samples during the present school year.

Data Gathering Procedure

Permission to conduct the study was secured from the three Schools Division Superintendents where the model schools belonged which the

researcher presented to the school head/principals of the model schools. Arrangements were made as to the manner and schedule the research activities would be done such as interview, observation, documentary analysis, and administration of questionnaire. These were done personally by the researcher to the identified respondents. Other significant pieces of information and relevant data were obtained through interview, observation, and document analysis.

The researcher experienced difficulty in conducting for the interview with the development partners due to their locations, no specific contact number, and complete provided in the Adopt-a-School Accomplishment Report of each model school. The researcher conducted a research on the profiles of the development partners through the social media. Only those development partners whose locations were near the model schools and responded through phone calls and e-mail had been interviewed by the researcher. It is important for the schools to secure complete information of the development partners to establish constant communication with them and for future references.

During data analysis, the researcher immersed himself in the data. Techniques included several iterations of coding, sorting, writing memos, and comparing. After all interviews were transcribed, an initial reading of the narratives was the first step in the process. The transcripts then were open coded by analyzing section by section of the text. Corbin and Strauss (2008) described open coding as "breaking data apart and delineating concepts to stand for blocks of raw data. The responses of the respondents guided the researcher in the

development of final code and category labels utilizing the NVivo Analysis. The open codes were identified from the transcripts and compared and contrasted.

The researcher returned to the data to engage in axial coding for the purpose of determining the causal conditions, context, intervening conditions, strategies, and consequences to the central phenomena. Throughout the saturation process of coding, the researcher wrote analytic and self-reflective notes for further understanding and to document and enrich the process. These notes consisted of questions and reflections about the data, as well as personal reactions to respondents' narratives. Categories emerged from concepts through memo writing and these were used in developing a sustainability model for the Adopt-a-School Program (ASP).

The researcher utilized NVivo, a qualitative data analysis (QDA) computer package software produced by QSR International, to code the data in order to come up with keywords. These keywords were used in coming up with categories.

Statistical Treatment of Data

In the processing of data, the following statistical techniques were utilized.

Frequencies and percentages. These were used to consolidate data on the profiles of the model schools and the respondents, the strategies, the

identified problems, and the suggested solutions to sustain the effective implementation of the Adopt-a-School Program (ASP) Implementation.

Weighted means. This was used in the ranking of the perceived strategies, challenges encountered, and the suggested solutions to sustain the effective implementation of the Adopt-a-School Program.

Chapter 4

PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

This chapter presents, analyzes and interprets the data gathered through the different instruments administered and fielded to the model schools as respondents of the study. It includes the profiles of the public elementary model schools, school heads, teachers, and the development partners. It also includes the strategies, challenges encountered, suggested solutions, and other relevant data obtained from the questionnaire, interview, observations, and documentary analysis.

Profile of the Public Elementary Model Schools

Table 1 presents the profile of the three public elementary model schools in terms of the total enrolment, number of teaching and non-teaching staff, MOOE, physical facilities and equipment, ancillary services, number of development partners, NAT Results, Key Performance Indicators, SBM Level of Practices, and the benchmarking activities.

School A had a total enrolment of 1, 670 pupils with 52 teachers and no non-teaching staff. The MOOE was ₱78, 066.00 because of the big population of teachers, pupils, classrooms, and other factors the government set for provision. The Maintenance and Other Operating Expenses (MOOE) is the allocated fund for public elementary and secondary schools that can be spent on activities and

necessities that support learning programs and help maintain a safe and healthy environment in schools (www.deped.gov.ph).

It had a Computer Laboratory, Science Laboratory, HE Laboratory, School Canteen, School Library, SBM Center, Comfort Rooms, WASH Facilities, and School Stage. It also had equipment such as printer, computer/laptop, LCD projector, DVD player, cassette stereo, amplifier, megaphone, electric fan, chairs, desks, armchairs, and tables. It had a functional canteen and library.

The development partners of the school were five private individuals, three came from government organizations, three from non-government organizations, and six from private sector. It implied that School A had insufficient physical facilities and equipment and lack of ancillary services.

School B had a total enrolment of 208 pupils with 8 teachers and no non-teaching staff. The MOOE was ₱13,965.00. The amount of MOOE depends upon the total numbers of enrolment, teachers, classrooms, and other factors the government set for provision.

It had a computer laboratory, HE Laboratory, School Library, Comfort Rooms, School Stage, Vermicast, and Nursery. The equipment were printer, computer, LCD projector, DVD Player, cassette stereo, amplifier, electric fan, chairs, desks, armchairs, tables, sewing machines, refrigerator, blender, solar dryer, artesian, and water tank. It had a functional library.

Table 1
Profile of the Model Schools

Profile	School A	School B	School C	Total
Enrolment	1,760	208	456	2,334
Teaching Staff	52	8	16	76
Non-teaching Staff	0	0	0	0
MOOE	78,066.00	13,965.00	30,500.00	122,531.00
Facilities:				
Computer Laboratory	1	1	1	3
Science Laboratory	1	-	-	1
HE Laboratory Room	1	1	-	2
School Gymnasium	-	-	-	-
School Canteen	1	-	1	2
School Library	1	1	1	3
SPG Center	-	-	-	-
PTA Center	-	-	-	-
Guidance Office	-	-	-	-
SBM Center	1	-	1	2
Comfort Rooms	1	1	1	3
WASH Facilities	1	-	1	2
DRRM Center	-	-	-	-
School Stage	1	1	1	3
Others :				
Vermicast	-	1	-	1
Nursery	-	1	-	1
Equipment				
Printer	1	1	1	3
Computer/Laptop	1	1	1	3
LCD Projector	1	1	1	3
DVD Player	1	1	1	3
Cassette Stereo	-	1	-	1
Amplifier	1	1	-	2
Megaphone	1	-	-	1
Electric Fan	1	1	1	3
Chairs	1	1	1	3
Desks	1	1	1	3
Armchairs	1	1	1	3
Tables	1	1	1	3

Table 1 continued

Profile	School A	School B	School C	Total
Others:				
Sewing machines	-	1	-	1
Refrigerator	-	1	-	1
Blender	-	1	-	1
Solar dryer	-	1	-	1
Artesian	-	1	-	1
Water Tank	-	1	1	2
Ancillary Services:				
1. School Canteen sells snacks and meals and serves as a support mechanism in the effort to eliminate malnutrition concerns of the school.	1	-	1	2
2. School Library has a librarian, volumes of books, furniture, dispense books to borrowers.	1	1	1	3
3. SPG Center caters to pupils activities such as meetings, induction of officers, demonstrations, etc.	-	-	-	-
4. Guidance Office offers programs and services designed to equip the students with the necessary tools for self-actualization in the context of personal, familial, and societal realities.	-	-	-	-
5. School Clinic assures adequate medical care and protects the school against health hazards.	-	-	-	-
6. Registrar's Office ensures the integrity, accuracy, and security of all academic records of current and former pupils.	-	-	-	-

Table 1 continued

Profile	School A	School B	School C	Total
Development Partners:				
Private Individuals	5	1	4	10
Gov't. Organization (GO's)	3	2	1	6
Non-Gov't. Organizations (NGO's)	3	3	0	6
Private Sector	6	3	1	10
Total	17	9	6	32

The development partners of the school were one private individual, two came from government organizations, three from non-government organizations, and three from private sector. The school had insufficient physical facilities and equipment and lacked of ancillary services.

School C had a total enrolment of 456 pupils with 16 teachers and no non-teaching staff. The MOOE was ₱30,500.00 because of the population of teachers, pupils, classrooms, and other factors the government set for provision. It had a Computer Laboratory, School Canteen, School Library, SBM Center, Comfort Rooms, WASH Facilities, and School Stage. It also had equipment such as printer, computer/laptop, LCD projector, DVD player, cassette stereo, amplifier, megaphone, electric fan, chairs, desks, armchairs, and tables. It had a functional canteen and library. The development partners of the school were four private individuals, one came from government organizations and six from private sector.

NAT Result. School A had an increasing NAT result; Schools B and C NAT Results were fluctuating. It implied that School A had a continued

improvement in NAT Performance, and Schools B and Chad a good performance because the results were above the national passing rate of 75%. The three model schools were moving towards mastery of the learning competencies. This implied that, aside from the other contributing factors to improvement, schools with sustaining development partners performed better for the different supports provided in order to meet the needs of the schools.

Table 2

NAT Result of the Model Schools

Respondents' School	SY 2012-13	SY 2013-2014	SY 2014-2015
School A	52.57	64.34	84.95
School B	86.51	71.88	86.84
School C	86.96	70	86.89

School Performance Indicators. The status of the performance indicators for the last three school years, S.Y. 2013-2014, S.Y. 2014-2015, and S.Y. 2015-2016 of the model schools is provided for in Table 3.

From the table, it could be derived that in the S.Y. 2015-2016, the three model schools had zero (0) or no dropped-out pupils. This implied that the three model schools had an excellent performance.

As to the Cohort-Survival Rate, each school had a fluctuating rate for the last three school years but the percentage of enrollees at the beginning grade of the school year who reached the final grade was higher. The fluctuating rate was caused by poverty, lack of motivation, no school materials, and health.

Table 3
School Performance Indicators of the Model Schools

Performance Indicators	School Year		
	2013-14	2014-2015	2015-2016
Drop-out Rate			
School A	0.44	0.12	0.00
School B	0.57	0.55	0.00
School C	0.00	0.17	0.00
Cohort-Survival Rate			
School A	94.98	100.00	81.75
School B	100.00	84.55	87.00
School C	80.39	96.70	83.84
Completion Rate			
School A	94.98	95.82	78.95
School B	100.00	100.00	100.00
School C	78.00	72.13	81.72

The Completion Rate of School A was fluctuating; School B had maintained the rating of 100 percent; and School C had fluctuating result for the last three school years due to health, no school materials, and lack of motivation.

SBM Level of Practice. The level of SBM Practices profile and benchmarking activities of the model schools is shown in Table 4.

School B fell under Level-II interpreted as maturing which means that the school had introduced and sustained continuous improvement process that integrated wider community participation and had improved significant performance and learning outcomes.

Schools A and C had reached the Level-III of SBM Practices accredited in the region which was described as advanced level. It implied that said

schoolshad ensured the productions of intended outputs or outcomes and had met all standards of a system fully integrated into the local community and were self-renewing and self-sustaining.

Table 4

SBM Level of Practice and Benchmarking Activities

SBM Level of Practice	Sch A	Sch B	Sch C	Total
I (Developing)	-	-	-	-
II (Maturing)	-	1	-	1
III (Advanced)	1	-	1	2
Benchmarking Activities				
From other schools to model schools	1	1	1	3
Model Schools to Other Schools/ Agencies	1	1	1	3

Benchmarking Activities. All schools had been benchmarked by other schools in terms of their best practices and sustainable programs and projects. Schools A and C were benchmarked by other schools because of the SBM Level-III Practices, and School B was benchmarked by other elementary and secondary schools, universities, government agencies and private sector because of its sustainable the organic farming and other eco-friendly programs and projects.

Profile of the School Heads and Teachers

School Heads. Table 5 presents the profile of the three school heads of the public elementary model schools in terms of their age, sex, civil status,

educational attainment, administrative experience, NCBSSH Level of Competency, and the training attended along Adopt-a-School Program.

School Head of School A was 53 years old, female, and married. She had earned units in master's degree program with 31 years of administrative experience. Her NCBTS competency fell under the level of Can Support Training (CST) in all domains. It implied that she had strong qualities and abilities in training teachers to do the same. She had no training attended along Adopt-a-School Program.

School Head of School B was 54 years old, female, and married. She had earned units in master's degree program with 14 years of administrative experience. Her NCBTS competency fell under the level of Can Support Training (CST) in all domains. It implied that she had strong qualities and abilities in training teachers to do the same. She had no training attended along Adopt-a-School Program.

School Head of School C was 45 years old, female, married, a master's degreeholder with doctoral units. She had 14 years of administrative experience. Her NCBTS competency fell under the level of Can Support Training (CST) in all domains. It implied that she had strong

Table 5

Profile of the School Heads of the Model Schools

Profile	Sch Head A	Sch Head B	Sch Head C	Total
Age	53 y.o.	54 y.o.	45 y.o.	-
Sex				-
Male	-	-	-	-
Female	1	1	1	3
Civil Status				
Married	1	1	1	3
Educational Attainment				
MA with doctoral units	-	-	1	1
Baccalaureate with MA units	1	1	-	2
Administrative Experience	31 years	14 years	20 years	
NCBSSH Level of Competency				
School Leadership				
Can Support Training	1	1	1	3
Instructional Leadership				
Can Support Training	1	1	1	3
Creating a Student-Centered Learning Climate				
Can Support Training	1	1	1	3
Professional Development and Human Resource Management				
Can Support Training	1	1	1	3
Parental Involvement and Community Partnership				
Can Support Training	1	1	1	3
School Management and Daily Operations				
Can Support Training	1	1	1	3
Personal Integrity and Interpersonal Effectiveness				
Can Support Training	1	1	1	3
Training Attended along ASP	0	0	0	-

qualities and abilities in training teachers to do the same. She had no training attended along Adopt-a-School Program.

Though these model schools have sustaining development partners, there is still a need to attend training particularly on Adopt-a-School Program in order to have a deeper understanding of the program; thus, partnerships between the school and development partners would be more sustainable and the schools could add more potential partners for the adoption of the school.

Teachers. Table 6 depicts the profile of the 76 teachers of the public elementary model schools in terms of their age, sex, civil status, educational attainment, teaching experience, NCBTS Level of Competency, and the training attended along Adopt-a-School Program.

School A. Out of 52 teachers, most of the teachers in School A fell under the age group of 34-37 years having 10 teachers. The least number of teachers fell under the age groups of 26-29 and 22-25 years old with one teacher each. There were seven males and 45 females. Majority of the teachers were married with a frequency of 44, while others were single (six out of 52) and the least number of frequency belonged to widow status with two teachers.

As reflected in the table, educational attainment on baccalaureate degree with MA units had the highest number of frequency with 32 teachers, followed by 11 teachers with bachelor's degree, and six with

master's degree. This implied that most teachers in School A were slightly high qualified.

It could be derived from the table that 13 - 15 years of teaching experience had the highest number of frequency with eight teachers, while one teacher fell under 1-3 years of teaching experience. It implied that majority of the teachers had minimal teaching experience.

School B. Out of eight teachers, most of the teachers in School B fell under the age group of 30-33 years having three teachers. All teachers were females. Majority of the teachers were married with a frequency of five, while others were single (three out of eight).

As reflected in the table, educational attainment on baccalaureate degree with MA units had the highest number of frequency with six teachers, and two teachers with bachelor's degree. This implied that most teachers in School A were slightly high qualified.

It could be derived from the table that 10 - 12 and 1 - 3 years of teaching experience had the highest number of frequency with two teachers each. It implied that majority of the teachers had minimal teaching experience.

School C. Out of 16 teachers, most of the teachers in School C fell under the age group of 46 - 49 years having 13 teachers. The least number of teachers fell under the age groups of 58 - 61, 34 - 37, and 30 - 33 years old with one teacher each. There were three males and 13 females.

Table 6

Profile of the Teachers of the Model Schools

Profile	School A (f)	School B (f)	School C (f)	Total
Age				
58 - 61	2	-	1	3
54 - 57	8	-	2	10
50 - 53	6	-	3	9
46 - 49	8	-	4	12
42 - 45	6	1	2	9
38 - 41	6	1	2	9
34 - 37	10	2	1	13
30 - 33	4	3	1	8
26 - 29	1	1	-	2
22 - 25	1	-	-	1
Sex				
Male	7	-	3	10
Female	45	8	13	66
Civil Status				
Single	6	3	5	14
Married	44	5	9	58
Widow	2	0	2	4
Educational Attainment				
MA with doctoral units	4	0	0	4
MA degree	5	0	1	6
Baccalaureate degree with MA units	32	6	7	45
Bachelor's degree	11	2	8	21
Teaching Experience				
31 - 34	4	-	-	4
28 - 30	1	-	1	2
25 - 27	4	-	1	5
22 - 24	3	-	6	9
19 - 21	7	-	1	8
16 - 18	5	1	3	9
13 - 15	8	1	1	10
10 - 12	4	2	2	8
7 - 9	5	1	1	7
4 - 6	5	-	-	5
1 - 3	6	2	-	8
< 1	-	1	-	1

Table 6 continued

Profile	School A	School B	School C	Total
NCBTS Level of Competency				
Domain 1				
Expert	17	2	4	23
Experienced	33	6	12	51
Developing	2	-	-	2
Beginning	-	-	-	-
Domain 2				
Expert	19	7	5	31
Experienced	32	1	10	43
Developing	1	-	1	2
Beginning	-	-	-	-
Domain 3				
Expert	18	1	5	24
Experienced	30	7	10	47
Developing	4	-	1	5
Beginning	-	-	-	-
Domain 4				
Expert	19	1	2	22
Experienced	28	7	12	47
Developing	5	-	2	7
Beginning	-	-	-	-
Domain 5				
Expert	17	2	10	29
Experienced	30	6	5	41
Developing	5	-	1	6
Beginning	-	-	-	-
Domain 6				
Expert	21	8	7	36
Experienced	29	-	8	37
Developing	2	-	1	3
Beginning	-	-	-	-
Domain 7				
Expert	23	4	11	38
Experienced	28	4	5	37
Developing	1	-	-	1
Beginning	-	-	-	-
Training Attended along ASP	-	-	-	-

Majority of the teachers were married with a frequency of nine, while others were single (five out of 16) and the least number of frequency belonged to widow status with two teachers.

As reflected in the table, educational attainment on bachelor's degree had the highest number of frequency with eight teachers, followed by seven teachers with MA units, and one with master's degree. This implied that most teachers in School A need further studies.

It could be derived from the table that 22 – 24 years of teaching experience had the highest number of frequency with six teachers, while three teachers and two teachers fell under 16 – 18 and 10 – 12 years of teaching experience respectively. It implied that majority of the teachers had minimal teaching experience.

NCBTS Level of Competency. NCBTS Assessment is composed of seven domains, namely: (1) Social Regard for Learning, (2) Learning Environment, (3) Diversity of Learners, (4) Curriculum, (5) Planning, Assessing, and Reporting, (6) Community Linkages, and (7) Personal and Professional Development.

As shown, majority of the 52 teachers in School A were at the experienced level in all domains. It implied that teachers were competent in knowledge, skills, and attitudes but would benefit from further training and development.

All teachers in School B were experts in Domain Six which is about Community Linkages. Seven out of eight teachers were expert in Domain Two which is about Learning Environment. It denoted that the teachers were very competent and can support

other teachers' improvement. Experienced level for the other domains.

In School C, Domains Five and Seven which are about Planning, Assessing, and Reporting and Personal and Professional Development respectively had the highest number of frequency on expert level; while, majority of the teachers fell under experienced level in the other domains.

Training Attended along Adopt-a-School Program. There were no teachers who attended the training specifically on the Adopt-a-School Program. It meant that 100 percent of the teachers were lacked of knowledge on the implementing rules and regulations on the Adopt-a-School Program.

Though these model schools have sustaining development partners, there is still a need to send teachers training particularly on Adopt-a-School Program in order to have a deeper understanding of the program; thus, partnerships between the school and development partners would be more sustainable and the schools could add more potential partners for the adoption of the school.

Profile of the Development Partners

Table 7 provides data on the profile of the private individual, government organizations (GOs), non-government organizations (NGOs), and private sector

which were considered as development partners of the model schools. The researcher conducted an interview with the development partners of the model schools to obtain relevant information that would validate the data of the schools and to get their perceptions on the formulated questions. The information of the development partners prior to the interview was obtained by the researcher from the ASP Coordinator of the model schools and from their social media accounts.

Private Individual. Out of 10 private individuals, the researcher was able to interview and had obtained relevant information from one private individual.

The private individual-respondent was 76 years old, female, a widow in civil status, a college graduate, a Pharmacist with an income above Php30, 000 described as highly paid, did not have ASP training, but had provided direct assistance (cash) as long-term and continuous support to the school.

The profiles of the other private individuals were not obtained due to location and no complete information provided to the model schools. Only names of the donor and the donated items were available in the schools. Donations from other non-respondents whom considered by the model schools as development partners were school stage, comfort rooms, computer or laptop, audio-video materials, and sewing machines.

Table 7
Profile of the Private Individual

Profile	x/modal
Age	76 years
Sex	Female
Civil Status	Widow
Educational Attainment	Bachelor's Degree
Occupation	Pharmacist
Average Monthly Income	Above Php30,000
Training Attended along ASP	None
Packages of Supports	Cash
Term of Adoption	Long-term, continuous

GOs, NGOs, and Private Sector of the Model Schools

Table 8 presents the profile of the government organizations (GOs), non-government organizations (NGOs), and the private sector of the public elementary model schools. Six out of 22 development partners belonging to the aforementioned categories had been interviewed by the researcher to obtain relevant information for the study.

Type of Organization. The three model schools were partnered with one (16.67 percent) government organization (GO), three (50.00 percent) non-government organizations, and two (33.33 percent) from a private sector with a total of six development partner-respondents of the model schools.

Number of Years in Operation. As shown in the table, the different organizations which were considered as development partners of the three model schools operates for almost 33 years now, while others were 29 and seven years in operation.

Funding Sources. It could be noted that three (42.86 percent) organizations obtained funds to support the school from individual donations, and the other three organizations had funding sources from project grants, company proceeds, and government funds. The most funding source of the development partner came from individual donations.

Programs and Projects. The Basic Education Learner's Assistance garnered the highest frequency of five or 71.43 percent, followed by community disaster program, livelihood program, and youth empowerment with equal frequencies of four. Poverty alleviation, food security and nutrition, and environmental awareness and conservation were also the priority programs and projects of the development partners.

Special programs and projects were SPED Assistance to pupils with visual impairment, eye care, provision for assistive devices, farm inputs for the establishment of Gulayan sa Paaralan, and integration of organic agriculture in the school curricula.

Training Attended along Adopt-a-School Program. One (16.67 percent) out of five development partners under the aforementioned category had attended training related to Adopt-a-School Program. It implied that the

Table 8

Profile of the GOs, NGOs, and Private Sector

Profile	F	Percent
Type of Organization		
Gov't Org.	1	16.67
Non-Gov't Org.	3	50.00
Private Sector	2	33.33
Total	6	100.00
Number of Years in Operation		
33	2	33.33
29	2	33.33
7	2	33.33
Mean	23.00	-
Funding Sources		
Individual donations	3	50.00
Project Grants	1	16.67
Company Proceeds	1	16.67
Government Fund	1	16.67
ProgramsandProjects		
Poverty Alleviation	3	6.67
Basic Education Learners' Assistance	5	11.11
Food Security and Nutrition	3	6.67
Community Disaster Program	4	8.89
Gender Equality and Development	1	2.22
Human Rights Protection	2	4.44
Livelihood Programs	4	8.89
Water, Sanitation, and Hygiene	2	4.44
Good Governance/Management	2	4.44
Environmental Awareness and Conservation	3	6.67
Youth Empowerment	4	8.89
Others:		
SPED Assistance for Pupils with Impairment	1	2.22
Health Care Program	1	2.22
Higher Education	1	2.22
Job Placement	1	2.22
Eye Care	1	2.22
Rehabilitation	1	2.22

Table 8 continued

Profile	F	Percent
Provision of Assistive Devices	1	2.22
Skills Training	1	2.22
Parent Support	1	2.22
Advocacy	1	2.22
Farm Inputs for the Establishments of Gulayan sa Paaralan Program	1	2.22
Integration of Organic Agriculture in the School Curricula	1	2.22
Training Attended along ASP		
With Training	1	16.67
None	5	83.33
Packages of Support	f	Percent
Learning Environment		
Vermicast	1	33.33
Learning Support		
Textbooks	1	33.33
Health and Nutrition		
Medicines	1	33.33
School Feeding	1	33.33
Health Care	1	33.33
Reading Program		
Supplementary Reading Materials	2	66.67
Technology Support		
Computer	-	-
Direct Assistance		
Cash	1	33.33
Sports Equipment	1	33.33
Shoes	1	33.33
Goods	1	33.33
School Supplies	1	33.33
Training and Development		
Training/Seminars	3	100.00
Sports Training	1	33.33
Assistive Learning Devices		
Braille Books	1	33.33
Term of the Adoption		
Long-term, continuous	5	83.33
One-shot deal	1	16.67

development partners need to undergo training and seminars along Adopt-a-School Program to have a deeper and common understanding with the partner schools on the implementing rules and regulations of the program.

Packages of Support. Seven development partner-respondents provided the three model schools with training/seminars/sports training (three out of three model schools or 100 percent), cash (one school or 33.33 percent), Vermicast (one school or 33.33 percent), supplementary reading materials (two schools or 66.67 percent), medicines (one school or 33.33 percent), goods (one school or 33.33 percent), textbooks (one school or 33.33 percent), Braille books (one school or 33.33 percent), school feeding (one school or 33.33 percent), sports equipment (one school or 33.33 percent), shoes (one school or 33.33 percent), and health care (one school or 33.33 percent).

Term of the Adoption. Five out of six development partner-respondents from the aforementioned categories had long-term and continuous supports, and the other one had provided a one-shot deal support to the model school.

Strategies Adopted by the Model Schools

Table 9 presents the frequency distribution of the strategies adopted by the three model schools in the implementation of the Adopt-a-School Program. The top five responses were: (1) the school submits a GPTA resolution or project

Table 9
Strategies Adopted by the Model Schools

Strategies	Respondents' Category						MPS	Rank
	School Head		Teacher		Dev't Partner			
	f	%	f	%	f	%		
1. The school submits a GPTA resolution or project proposals to donors or development partners for funding sources.	3	100	74	97	5	71	89	1
2. The school maintains a functional and updated network such as suggestion box, log books, transparency board, school paper, newsletter, school report card, and social media.	3	100	71	93	5	71	88	2
3. The school head secures Memorandum of Agreement (MOA), deed of donations and other pertinent requirements with the development partners.	3	100	65	86	5	71	86	3
4. An establishment system of partnership is managed and sustained by the school and stakeholders for continuous improvements.	3	100	59	78	5	71	83	4
5. The school conducts consultative meetings with the community to further effect changes on feedback and DepEd directives.	3	100	67	88	4	57	82	5
6. The school sends letter or appreciation or gives awards for the recognition of the support provided by the development partners.	2	67	72	95	5	71	78	6
7. The school develops a strategic partnership plan with the development partners/stakeholders.	3	100	58	76	4	57	78	7
8. The school head recognizes teachers as a good channel of communication	2	67	70	92	5	71	77	8
9. The school keeps lists of active development partners from private individuals, government, non-government, and private sector for future references.	3	100	69	91	2	29	73	9.5
10. The school establishes accessible and responsive means for stakeholders to raise concerns and grievances about the project throughout its life.	3	100	58	76	3	43	73	9.5
11. Shared and participatory processes are used in determining roles, responsibilities, and accountabilities of development partners in managing and supporting education.	2	67	59	78	5	71	72	11

Table 9 continued

Strategies		Respondents' Category						MPS	
		School Head		Teacher		Dev't Partner			
		F	%	f	%	f	%		
12.	The school identifies development partners directly and indirectly affected by the projects.	2	67	58	76	5	71	71	12
13.	Development partners collaborate to ensure timely implementation of programs and projects.	2	67	60	79	4	57	68	13
14.	The school involves development partners/stakeholders in project monitoring and evaluation.	1	33	63	83	5	71	62	14.5
15.	The school tracks changes in the quality of development partners/stakeholders' participation.	2	67	57	75	3	43	62	14.5
16.	The school maintains a functional School Bids and Awards Committee (SBAC).	2	67	47	62	2	29	53	16.5
17.	Resource inventory result is communicated to development partners and community as the basis for resource allocation and mobilization.	1	33	52	68	4	57	53	16.5
18.	The school and stakeholders work as partners in the periodic review of the Adopt-a-School Implementation.	1	33	55	72	3	43	49	18
19.	The school conducts school-based training on Adopt-a-School Program and other related seminars involving different stakeholders.	0	0	54	71	3	43	38	19
20.	They benchmark from other active Adopt-a-School Program school implementers.	0	0	48	63	2	29	31	20

proposals to donors or development partners for funding sources; (2) the school maintains a functional and updated network such as suggestion box, log books, transparency board, school paper, newsletter, school report card, and social media; (3) the school head secures Memorandum of Agreement (MOA), deed of donations and other pertinent requirements with the development partners; (4) an established system of partnership is managed and sustained by the school and stakeholders for continuous improvements; and (5) the school conducts

consultative meetings with the community to further effect changes on feedback and DepEd directives.

The least adopted strategies of the model schools were: (1) the school benchmarks from other active Adopt-a-School Program school implementers; (2) the school conducts school-based training on Adopt-a-School Program and other related seminars involving different stakeholders; and (3) the school and stakeholders work as partners in the periodic review of the Adopt-a-School Program Implementation.

Challenges Encountered by the Model Schools

Table 10 presents the challenges encountered to sustain the effective implementation of the Adopt-a-School Program by the three public elementary model schools.

From the responses of the three groups of respondents (school heads, teachers, and the development partners), the topmost perceived challenges were the following: (1) lack of information on how to avail of tax incentive for the donors; (2) limited financial/material support extended to school by the stakeholders; (3) lack of knowledge in implementing rules and regulations of the Adopt-a-School Program; (4) no regular updates on financial statement of the school's funds; and (5) no functional School Bids and Awards Committee (SBAC).

Table 10

Challenges Encountered by the Model Schools

Problems/Challenges	Respondents' Category						MPS	Rank
	School Head		Teacher		Dev't Partner			
	f	%	f	%	f	%		
1. Lack of information on how to avail of tax incentive for the donors	1	33	22	29	2	29	30	1
2. Limited financial/material support extended to school by the stakeholders	0	0	24	32	2	29	20	2
3. Lack of knowledge in implementing rules and regulations of the Adopt-a-School Program	0	0	16	21	2	29	17	3
4. No regular updates on financial statement of the school's funds	0	0	22	29	0	0	10	4.5
5. No functional School Bids and Awards Committee (SBAC)	0	0	13	17	1	14	10	4.5
6. Lack of stakeholders' participation	0	0	10	13	1	14	9	7
7. Improper documentation of stakeholders' supports or donations	0	0	9	12	1	14	9	7
8. No school interventions to sustain the support of the development partners	0	0	10	13	1	14	9	7
9. No consultation between stakeholders and school officials in school matters and affairs	0	0	8	11	1	14	8	9
10. No Memorandum of Agreement (MOA) drafted by the school and the	0	0	11	14	0	0	5	10
11. No acknowledgment of projects/donations provided by the development partners	0	0	6	8	0	0	3	11
12. No comprehensive School Improvement Plan	0	0	3	4	0	0	1	13.5
13. Improper use and care of school's materials or properties donated by the development partners	0	0	2	3	0	0	1	13.5
14. No deed of donation or tax declaration of the school site	0	0	3	4	0	0	1	13.5
15. Unmet standards required by the development partners	0	0	3	4	0	0	1	13.5

The challenges such as no comprehensive School Improvement Plan (SIP), improper use and care of school's materials or properties donated by the development partners, and unmet standards required by the development

partners had the least number of frequencies as perceived by the three groups of respondents.

Suggested Solutions by the Respondents

Table 11 presents the frequency distribution of the suggested solutions to sustain the effective implementation of the Adopt-a-School Program by the public elementary model school-respondents.

Table 11

Suggested Solutions by the Respondents

Suggested Solutions	Respondents' Category						MPS	Rank
	School Head		Teacher		Dev't Partner			
	F	%	f	%	f	%		
1. Development of a model for the sustainability of the Adopt-a-School Program	1	14	60	79	4	57	50	1
2. Conduct school-based seminars/training on Adopt-a-School Program to school heads, teachers, PTA Officers, Brgy. Officials and Stakeholders	1	14	57	75	4	57	49	2
3. Strengthen network and ties among development partners	0	0	41	54	4	57	37	3
4. Intensify integration of DRRM along Adopt-a-School Program for sustainability of projects	1	14	39	51	3	43	36	4
5. Transparency of financial statements to donors	0	0	49	64	2	29	31	5
6. Proper recognition of development partners through special awarding program	1	14	24	32	3	43	30	6
7. Proper coordination with the BIR on Tax Information Drive to avail tax incentives	1	14	33	43	2	29	29	7
8. Preparation and regular revision of a comprehensive School Improvement Plan	0	0	29	38	3	43	27	8

Table 11 continued

Suggested Solutions	Respondents' Category						MPS	Rank
	School Head		Teacher		Dev't Partner			
	F	%	f	%	f	%		
9. Create a school page in the social media for information dissemination of school activities	0	0	36	47	2	29	25	10
10. Correct execution of required documents	1	14	36	47	1	14	25	10
11. Information of the donors as to the utilization of the donations	0	0	34	45	2	29	25	10
12. Proper utilization and regular care, rehabilitation and repair of donated materials	0	0	31	41	2	29	23	12
13. Involvement of development partners' in the planning process	0	0	40	53	1	14	22	13
14. Conduct of a regular inventory of materials and equipment	0	0	26	34	2	29	21	14.5
15. Consultation with the division project coordinator and school project teams	0	0	26	34	2	29	21	14.5
16. Maintain a functional Bids and Awards Committee (SBAC) for school projects	0	0	23	30	2	29	20	16
17. Provision of Memorandum of Agreement between school and stakeholders	0	0	31	41	1	14	18	17
18. Regular submission of a school report to participate development partners	0	0	26	34	1	14	16	18
19. Compliance of requirements set forth by the development partners	0	0	23	30	1	14	15	19
20. Secure deed of donation and tax declaration of the school site	0	0	22	29	1	14	14	20

From the three groups of respondents (school heads, teachers, and development partners), the topmost suggested solutions were the following: (1) development of a model for the sustainability of the Adopt-a-School Program; (2) conduct school-based seminar/training on Adopt-a-School Program to school heads, teachers, PTA Officers, Brgy. Officials and Stakeholders; (3) strengthen network and ties among development partners; (4) intensify integration of DRRM along

Adopt-a-School Program for sustainability of projects; and (5) transparency of financial statements to donors.

Interview Results and Discussion

The researcher conducted an interview with the school heads and developments partners of the model schools to gather additional responses from questions in the questionnaire and to formulate concepts, categories, and properties that would help in the development of a sustainability model for the program. The answers of the respondents were coded as Participant 1 (P1), P2, and so on to assure them of the confidentiality of their responses.

The following concepts were derived from the transcriptions of interview data. Then, the researcher utilized NVivo, a qualitative data analysis (QDA) computer package software produced by QSR International, to code the data in order to come up with keywords.

Concept 1: Strategies Adopted. Most of the strategies adopted by the respondents were connected to the conduct of an assembly to the parents, teachers, and stakeholders to disseminate information and others submitted a project proposal to the potential donors to let them know the needs and priorities of the school.

Participant 1 states:

"The school conducted general assembly and homeroom PTA Meeting."

"The school had marketing promotion of its organic farm products, submitted a project proposal to potential development partners and conducted a general PTA assembly." (P2)

"The school conducted a general PTA assembly." (P3)

"It was the company's choice." (P10)

"The School Head coordinated to the organization for donations. (P11)

The Word Cloud Analysis of NVivo projected big words like assembly, meeting, and proposal which were supported by the words initiatives, project, company, choice, coordination, and marketing. These keywords could be associated to the words leadership and communication.

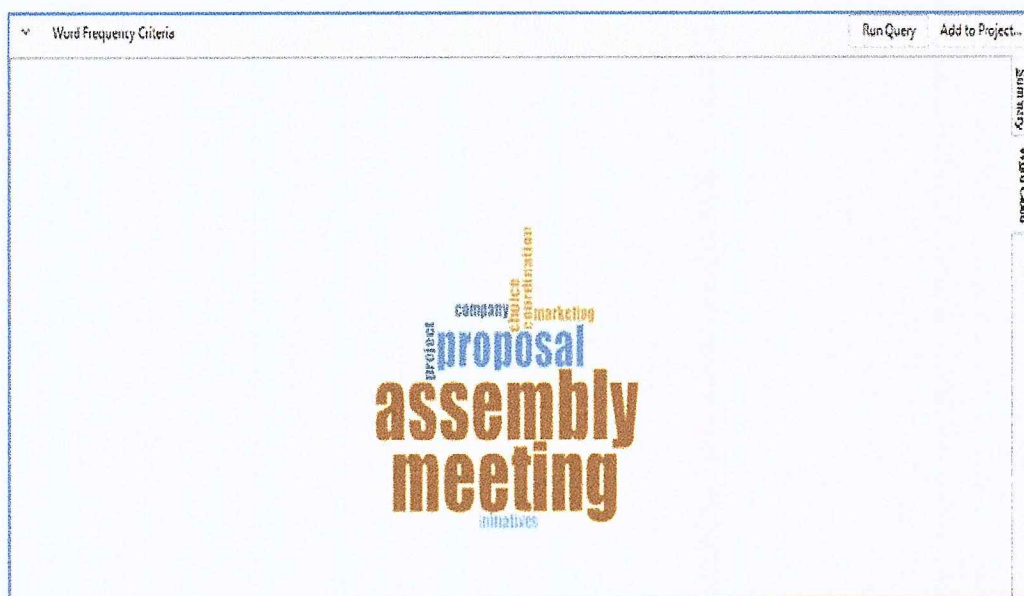


Figure 3. Word Cloud on the Strategies Adopted by the Model Schools

Concept 2: Qualifications for the Adoption. The participants stated that development partners extended support to the school because of the active leadership of the school heads, excellent and sustainable programs and projects of the school, responsive to the needs of the school and the community.

"The active leadership of the principal and coordination of teachers." (P3)

"The school has a SPED Center." (P6)

"To provide opportunities and means to the needy and qualified individuals through feeding program" (P7)

"The programs and projects of the school are sustainable and responsive to the community." (P8)

"The passion and leadership of the principal... The school is an excellent learning site." (P9)

"It was the school's initiatives and excellent leadership." (P7)

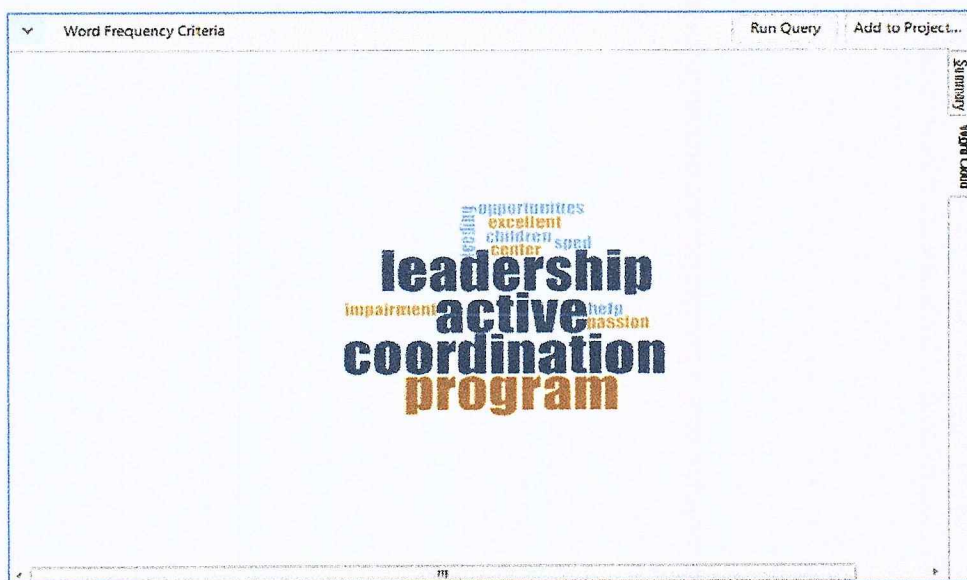


Figure 4. Word Cloud on the Qualifications for the Adoption

As gleaned from the Word Cloud analysis, words like coordination, leadership, active, and coordination were emphasized which were supported by the words help, passion, impairment, feeding, opportunities, excellent, children, and SPED.

Concept 3.Sources of Information. The participants responded that they the schools do not have manual for Adopt-a-School Program, however, they looked for other references through national memoranda, readings, and posters.

"No manual for Adopt-a-School Program... posting of donations on the transparency board." (P3)

"No, only MOA with the school." (P4)

"Yes, through PowerPoint Presentation." (P7)

"None, only readings and compliance to national memos." (P9)

"Just a short program recognizing the donors." (P11)

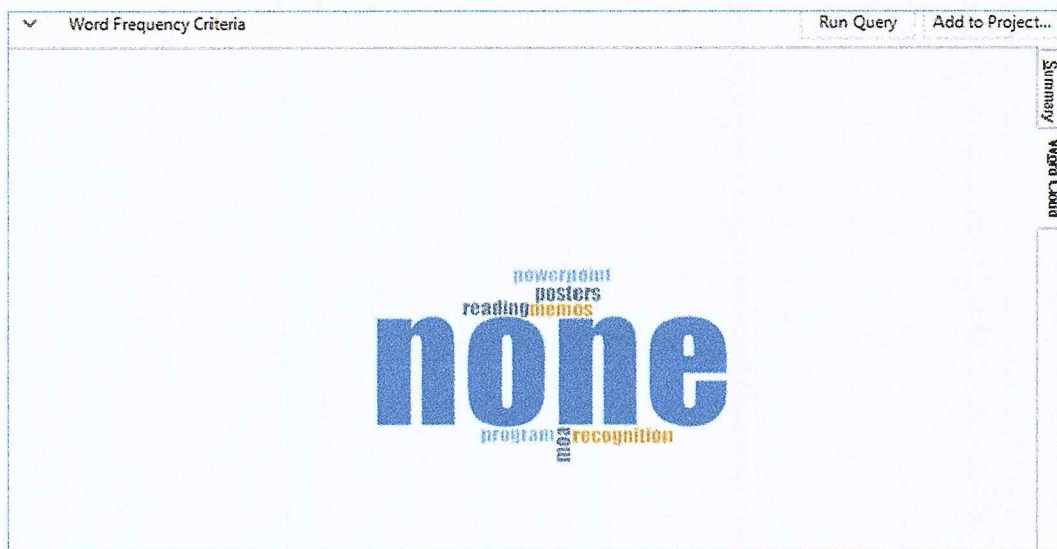


Figure 5. Word Cloud on the Sources of Information

The Word Cloud Analysis emphasized the word none which were supported by the words reading, memos, posters, power point, program, MOA, and recognition.

Concept 4: Challenges Encountered. Some participants did not encounter challenges in the implementation of the program because of the strategies adopted by the school but there were participants who experienced challenges such as convincing the development partners to provide assistance to the school, lack of funds, cooperation, expert personnel, and sustainability of projects at the initial stage.

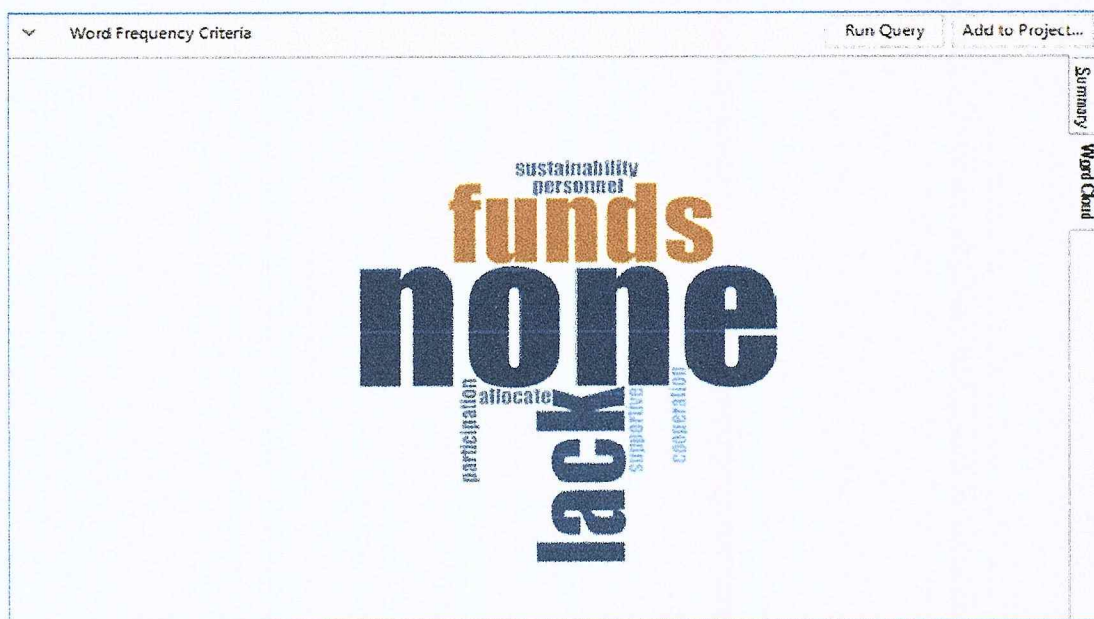


Figure 6. Word Cloud on the Challenges Encountered

"No challenges. Everyone is supportive." (P1)

"How to convince the development partners to allocate funds to school's programs and projects" (P2)

"Pupil's lack of cooperation." (P4)

"Not enough funds for the other important needs of pupils" (P6)

"Sustainability and strong participation at the initial" (P9)

"Lack of expert personnel in the local community to conduct sports training" (P11)

The Word Cloud Analysis highlighted the words none, funds, and lack which were supported by the words sustainability, personnel, participation, allocate, supportive, and cooperation.

Concept 5: Suggested Solutions. The participants suggested that in order to sustain the effective implementation of the program, there should have coordination, honesty, transparency, sustainability of school's programs and projects, constant communication, monitoring and feedback.

"Through coordination with the different stakeholders" (P1)

"Sustain the programs and projects of the school" (P2)

"Honesty and transparency" (P3)

"Improve the programs and projects of the school." (P4)

"Annual reporting/summary of the different activities implemented for Adopt-a-School Program such that all stakeholders will have an idea on what else they can donate." (P5)

"Constant communication between the school and the development partners" (P6)

"Continuous partnership, monitoring, and feedback on the status of the program." (P7)

"Be transparent and craft sustainability measures" (P8)

"Respond to the felt need of the school and the community" (P9)

"Transparency and accountability" (P10)

The Word Cloud Analysis projected the big words like sustainability and transparency which were supported by the words communication, cooperation, honesty, coordination, improve, report, accountability, and monitoring.

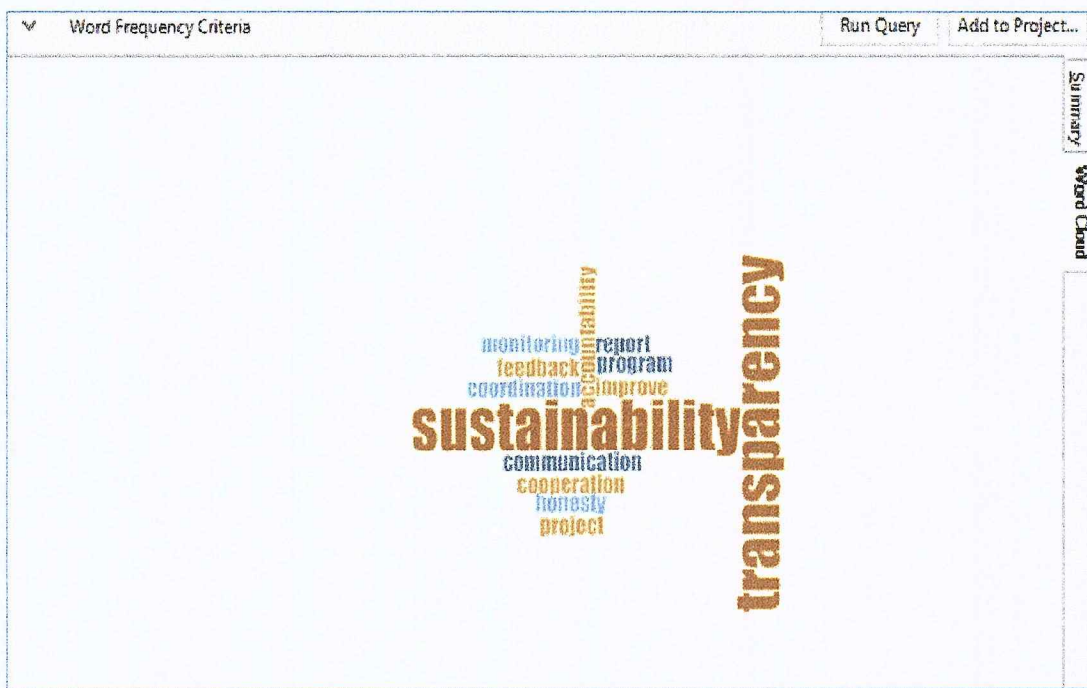


Figure 7. Word Cloud on the Suggested Solutions

On the Significant Observations

Table 12 shows the significant observations made by the researcher in each model school as to sustainability of programs and projects and other related school's activities.

Table 12
Significant Observations

School A	School B	School C
Lasting relationships with the development partners are established.		
	The school begins planning for sustainability early in the life of their programs and services.	
The Principal's Office was very organized and all areas of school's concerns were posted or displayed for easy access of information.	The school head and teachers continued to implement the program and think about how to improve it.	The Principal's Office was very organized and all areas of school's concerns were posted/ displayed for easy access of information.
	The program was integrated in other programs and projects of the school.	
	The school assessed community readiness for the program by considering key development partners' perspectives.	
	The school head gave importance to tourism in the school.	Pupils were aware of the school's accomplishments and achievements.
The school offered different curricula like SPED, SSEP, K to 12.	The school head served as resource persons to various trainings in organic agriculture.	The school community was updated of the school's activities and programs.
The school conducted a daily school feeding program sponsored by the donors.	The school head and teachers visited the other private seed/ farm companies for additional inputs.	

Table 12 continued

School A	School B	School C
The school's banner project was PROJECT LESLIE that gave emphasis on the significant contributions of the stakeholders.	The pupils were well-trained as tour guides to benchmarking activities of other institutions.	
	The pupils garnered various awards on cooking and food-processing/cooking through organic herbs	
	The school had a daily supervised feeding program led by parents with the funds and ingredients from the school's own products and IGP from organic garden.	
	The school joined in the exhibits of products during the LGU activities	
<ul style="list-style-type: none"> • The school head and teachers continued to implement the program and think about how to improve it. 		
<ul style="list-style-type: none"> • The implementation of the program continued to have more participation from the stakeholders/development partners. 		
<ul style="list-style-type: none"> • Teachers experienced personal and professional growth. 		
<ul style="list-style-type: none"> • The schools secured diverse financial opportunities. 		
<ul style="list-style-type: none"> • The names of donors and the donations provided to the school were posted in the principal's office, at the campus, and in the social media for recognition and transparency purposes. 		
<ul style="list-style-type: none"> • The model schools assigned Adopt-a-School Coordinator. 		
<ul style="list-style-type: none"> • The model schools compiled records of best practices. 		
<ul style="list-style-type: none"> • The model schools had a record of Adopt-a-School Accomplishment Report but no complete information of donors like contact number, complete address, and social media account for future references. 		
<ul style="list-style-type: none"> • The model schools integrated environmental awareness or disaster and risk reduction management in every programs and projects of the schools. 		
<ul style="list-style-type: none"> • The schools joined the programs and activities in the community. 		
<ul style="list-style-type: none"> • All the programs and activities of the schools were posted in the social media. 		

On the Documentary Analysis

School A. The school had accessible files in all areas of concerns because they were all displayed in the SBM Center or Principal Office. Each area had assigned teams who would monitor and keep the updated. It secured a Memorandum of Agreement (MOA) for all the donations received by the school.

School B. The school was focused on the sustainable and eco-friendly initiatives where most of their accomplishment reports had integrations of environmental awareness with sustainability plans. The school garnered several awards and recognitions in organic farming and other eco-friendly school initiatives.

School C. The school had a compilation of Adopt-a-School Program projects or donations with the integration of disaster and environmental awareness. It had an organized and complete document in SBM and other school reports.

Categories had emerged from the data collected by the researcher from the respondents, responses from the questionnaire, interview, Word Cloud Analysis of NVivo, observations, and the documentary analysis. These categories became the bases in the development of the sustainability model for Adopt-a-School Program.

Category 1. Knowledge

Knowledge was evident in Concept 3 where the respondents did not have complete source of information about the Adopt-a-School Program. They just relied from the memorandum and readings. Knowledge was also manifested from the questionnaire in the topmost challenges encountered by the respondents where the respondents were lacked of information on how to avail of tax incentive for the donors and in the implementing rules and regulations of the program. Without proper and sufficient knowledge, teachers and school heads would not be able to explain well to the potential development partners. The latter would not know the adoption process and the benefits they could from participating in the program. Thus, a common understanding among these respondents could not be achieved.

Category 2. Leadership

Leadership was evident in Concepts 1 and 2. The schools were headed by active leaders with effective initiative and strategies. The development partners looked into the active leadership of the school head and coordination of the teachers. Leadership was also evident in the NCBSSH level of competency and in the SBM Level of Practice where the three model schools had an excellent performance in leading and in managing their schools.

Category 3. Communication

Communication was manifested in C1, C4, and C5 which were derived from the responses of the participants. It was also manifested in the adopted strategies by the model schools where they send letter of appreciation and keep constant coordination with the development partners.

S. F. Scudder (1980) stated that **all living beings existing on the planet communicate** although the way of communication is different. The communication theory proposes that to survive, every living entity, needs to communicate with others and also among themselves. Communication is a dire need of survival.

Category 4. Transparency

Transparency was apparent in C3 & 5 where the school posted name of donors in the bulletin board and in the social media. The participants in the program wanted a regular reporting of the programs and projects.

Transparency (Syrjane, 2014) brings many benefits to the organization, such as autonomy which improves overall motivation, speed and efficiency; organization can respond to market changes much faster when build on informed, proactive and thinking individuals.

Category 5. Commitment

Commitment is felt in C3 and C5 where the school secured a Memorandum of Agreement (MOA) with the development partners, and the latter expressed their willingness for continuous and long-term partnership.

Communication (Holt, 2009) in organization increases productivity, decreases employee turnover and improves office atmosphere. Whether a supervisor or regular employee at the organization, the better you communicate--as difficult as it might be at times--the better working relationships you'll have.

Category 6. Responsiveness

Responsiveness was felt in C2 and C5. The development partners extended support to the schools to provide the needs of the schools and pupils. They tied up with schools that respond to the needs of the community. It was also manifested in the Action Plans and Accomplishment Reports of the model schools where community and environmental awareness were integrated.

Bray et al., 2007 examine organizational responsiveness in the context of inter individual knowledge exchanges that influence the ability of an organization to respond in an appropriate manner to a changing environment. They define organizational responsiveness as the ability of an organization to respond in an appropriate manner to mitigate negative threats or capitalize on positive opportunities generated by an organization's environment.

Chapter 5

SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

This chapter presents the summary of findings, conclusions, and recommendations of the study which is endeavored to determine the strategies, problems encountered, and the suggested solutions to sustain the effective implementation of the Adopt-a-School Program.

Summary of Findings

This study revealed the following findings:

1. School A had a total enrolment of 1,670 pupils with 52 teachers and no non-teaching staff. The MOOE was P78,066.00 because of the big population of teachers, pupils, classrooms, and other factors the government set for provision. The Maintenance and Other Operating Expenses (MOOE) is the allocated fund for public elementary and secondary schools that can be spent on activities and necessities that support learning programs and help maintain a safe and healthy environment in schools (www.deped.gov.ph).

It had a Computer Laboratory, Science Laboratory, HE Laboratory, School Canteen, School Library, SBM Center, Comfort Rooms, WASH Facilities, and School Stage. It also had equipment such as printer, computer/laptop, LCD projector, DVD player, cassette stereo, amplifier, megaphone, electric fan, chairs, desks, armchairs, and tables. It had a functional canteen and library.

The development partners of the school were five private individuals, three came from government organizations, three from non-government organizations, and six from private sectors. It implied that School A had insufficient physical facilities, equipment, and ancillary services.

School B had a total enrolment of 208 pupils with 8 teachers and no non-teaching staff. The MOOE was P13,965.00. The amount of MOOE depends upon the total numbers of enrolment, teachers, classrooms, and other factors the government set for provision.

It had a computer laboratory, HE Laboratory, School Library, Comfort Rooms, School Stage, Vermicast, and Nursery. The equipment were printer, computer, LCD projector, DVD Player, cassette stereo, amplifier, electric fan, chairs, desks, armchairs, tables, sewing machines, refrigerator, blender, solar dryer, artesian, and water tank. It had a functional library.

The development partners of the school were one private individual, two came from government organizations, three from non-government organizations, and three from private sector. The school had insufficient physical facilities, equipment, and ancillary services.

School C had a total enrolment of 456 pupils with 16 teachers and no non-teaching staff. The MOOE was P30,500.00 because of the population of teachers, pupils, classrooms, and other factors the government set for provision. It had a Computer Laboratory, School Canteen, School Library, SBM Center, Comfort Rooms, WASH Facilities, and School Stage. It also had equipment such as

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printer, computer/laptop, LCD projector, DVD player, cassette stereo, amplifier, megaphone, electric fan, chairs, desks, armchairs, and tables. It had a functional canteen and library.

The development partners of the school were four private individuals, one came from government organizations and six from private sectors. The school had insufficient physical facilities, equipment, and ancillary services.

2. School A had an increasing NAT result; Schools B and C NAT Results were fluctuating. It implied that School A had a continued improvement in NAT Performance, and Schools B and C had a good performance because the results were above the national passing rate of 75%. The three model schools were moving towards mastery of the learning competencies. This implied that, aside from the other contributing factors to improvement, schools with sustaining development partners performed better for the different supports provided in order to meet the needs of the schools.

3. The three model schools had zero (0) or no dropped-out pupils. This implied that the three model schools had an excellent performance. As to the Cohort-Survival Rate, each school had a fluctuating rate for the last three school years but the percentage of enrollees at the beginning grade of the school year who reached the final grade was higher. The fluctuating rate was caused by poverty, lack of motivation, no school materials, and health. The Completion Rate of School A was fluctuating; School B had maintained the rating of 100 percent;

and School C had fluctuating result for the last three school years due to health, no school materials, and lack of motivation.

4. School B fell under Level-II interpreted as maturing which means that the school had introduced and sustained continuous improvement process that integrated wider community participation and had improved significant performance and learning outcomes.

Schools A and C had reached the Level-III of SBM Practices accredited in the region which was described as advanced level. It implied that said schools had ensured the productions of intended outputs or outcomes, had met all standards of a system fully integrated into the local community, and were self-renewing and self-sustaining.

5. All schools had been benchmarked by other schools in terms of their best practices and sustainable programs and projects. Schools A and C were benchmarked by other schools because of the SBM Level-III Practices, and School B was benchmarked by other elementary and secondary schools, universities, government agencies and private sector because of its sustainable organic farming and other eco-friendly programs and projects.

6. School Head of School A was 53 years old, female, and married. She had earned units in master's degree program with 31 years of administrative experience. Her NCBTS competency fell under the level of Can Support Training (CST) in all domains. It implied that she had strong qualities and abilities in

training teachers to do the same. She had no training attended along Adopt-a-School Program.

School Head of School B was 54 years old, female, and married. She had earned units in master's degree program with 14 years of administrative experience. Her NCBTS competency fell under the level of Can Support Training (CST) in all domains. It implied that she had strong qualities and abilities in training teachers to do the same. She had no training attended along Adopt-a-School Program.

School Head of School C was 45 years old, female, married, a master's degree holder with doctoral units. She had 14 years of administrative experience. Her NCBTS competency fell under the level of Can Support Training (CST) in all domains. It implied that she had strong qualities and abilities in training teachers to do the same. She had no training attended along Adopt-a-School Program.

7. Out of 52 teachers, most of the teachers in School A fell under the age group of 34-37 years having 10 teachers. The least number of teachers fell under the age groups of 26-29 and 22-25 years old with one teacher each. There were seven males and 45 females. Majority of the teachers were married with a frequency of 44, while others were single (six out of 52) and the least number of frequency belonged to widow status with two teachers.

Educational attainment on baccalaureate degree with MA units had the highest number of frequency with 32 teachers, followed by 11 teachers with

bachelor's degree, and six with master's degree. This implied that most teachers in School A were slightly high qualified.

Teaching experience of 13 – 15 years had the highest number of frequency with eight teachers, while one teacher fell under 1-3 years of teaching experience. It implied that majority of the teachers had minimal teaching experience.

Out of eight teachers, most of the teachers in School B fell under the age group of 30-33 years having three teachers. All teachers were females. Majority of the teachers were married with a frequency of five, while others were single (three out of eight).

Educational attainment on baccalaureate degree with MA units had the highest number of frequency with six teachers, and two teachers with bachelor's degree. This implied that most teachers in School A were slightly high qualified.

Teaching experience of 10 – 12 and 1 – 3 years had the highest number of frequency with two teachers each. It implied that majority of the teachers had minimal teaching experience.

Out of 16 teachers, most of the teachers in School C fell under the age group of 46 – 49 years having 13 teachers. The least number of teachers fell under the age groups of 58 – 61, 34 – 37, and 30 – 33 years old with one teacher each. There were three males and 13 females. Majority of the teachers were married with a frequency of nine, while others were single (five out of 16) and the least number of frequency belonged to widow status with two teachers.

Educational attainment on bachelor's degree had the highest number of frequency with eight teachers, followed by seven teachers with MA units, and one with master's degree. This implied that most teachers in School A need further studies.

Teaching experience of 22 - 24 years had the highest number of frequency with six teachers, while three teachers and two teachers fell under 16 - 18 and 10 - 12 years of teaching experience respectively. It implied that majority of the teachers had minimal teaching experience.

8. Majority of the 52 teachers in School A were at the experienced level in all domains. It implied that teachers were competent in knowledge, skills, and attitudes but would benefit from further training and development.

All teachers in School B were experts in Domain Six which is about Community Linkages. Seven out of eight teachers were expert in Domain Two which is about Learning Environment. It denoted that the teachers were very competent and can support other teachers' improvement. Experienced level for the other domains.

In School C, Domains Five and Seven which are about Planning, Assessing, and Reporting and Personal and Professional Development respectively had the highest number of frequency on expert level; while, majority of the teachers fell under experienced level in the other domains.

9. There were no teachers who attended the training specifically on the Adopt-a-School Program. It means that 100% of the teachers were lacked of

knowledge on the implementing rules and regulations on the Adopt-a-School Program.

10. Out of 10 private individuals considered as development partners of the model schools, the researcher was able to interview and had obtained information from one private individual. This private individual was 76 years old, female, a widow in civil status, a college graduate, a Pharmacist with an income above Php 30, 000 described as highly paid, did not have ASP training, but had provided direct assistance (cash) as a long-term and continuous support to the school.

The profiles of the other private individuals were not obtained due to location and no complete information provided to the model schools. Only names of the donor and the donated items were available in the schools. Donations from other non-respondents whom considered by the model schools as development partners were school stage, comfort rooms, computer or laptop, audio-video materials, and sewing machines.

11. Out of 22 development partners of the model schools, seven had been interviewed by the researcher to obtain relevant information for the study.

As to the type of the organization, the three model schools were partnered with one (16.67 percent) government organization (GO), three (50.00 percent) non-government organizations, and two (33.33 percent) private sectors with a total of six development partners of the model schools.

As to the number of years in operation, the different organizations which were considered as development partners of the three model schools operate for almost 33 years now, while others were 29 and seven years in operation.

On funding sources, three out of six (50 percent) organizations obtained funds to support the school from individual donations, and the other three organizations' sources came from project grants, company proceeds, and government funds.

As to the training attended along Adopt-a-School Program, one out of seven interviewed development partners had attended training related to Adopt-a-School Program.

For the programs and projects, Basic Education Learner's Assistance had the highest frequency of five or 11.11 or 11 percent, followed by community disaster program, livelihood program, and youth empowerment with 8.89 or nine percent each. Poverty alleviation, food security and nutrition, and environmental awareness and conservation were also the priority programs and projects of the development partners with 6.67 or seven percent each.

Special programs and projects were SPED Assistance with pupils impairment, eye care, provision for assistive devices, farm inputs for the establishment of Gulayan sa Paaralan, and integration of organic agriculture in the school curriculum.

As to the packages of support or donations, seven development partner-respondents provided the three model schools with training/seminars/sports

training (three out of three model schools or 100percent), cash (one school or 33.33 percent), Vermicast (one school or 33.33 percent), supplementary reading materials (two schools or 66.67 percent), medicines (one school or 33.33 percent), goods (one school or 33.33 percent), textbooks (one school or 33.33 percent), Braille books (one school or 33.33 percent), school feeding (one school or 33.33 percent), sports equipment (one school or 33.33 percent), shoes (one school or 33.33 percent), and health care (one school or 33.33 percent).

For the term of the adoption, five out of six development partners had a long-term and continuous support; and the other one development partner had provided a one-shot deal support to the model school.

12. The top five strategies perceived by the three groups of respondents of the public elementary model schools in the implementation of the Adopt-a-School Program were: (1) the school submits a GPTA resolution or project proposals to donors or development partners for funding sources; (2) the school maintains a functional and updated network such as suggestions box, log books, transparency board, school paper, newsletter, school report card, and social media; (3) the school head secures Memorandum of Agreement (MOA), deed of donations and other pertinent requirements with the development partners; (4) an established system of partnership is managed and sustained by the school and stakeholders for continuous improvements; and (5) the school conducts consultative meetings with the community to further effect changes on feedback and DepEd directives.

The least adopted strategies of the model schools were: (1) the school benchmarks from other active Adopt-a-School Program school implementers; (2) the school conducts school-based training on Adopt-a-School Program and other related seminars involving different stakeholders; and (3) the school and stakeholders work as partners in the periodic review of the Adopt-a-School Implementation.

13. From the responses of the three groups of respondents (school heads, teachers, and the development partners), the topmost perceived challenges were the following: (1) lack of information on how to avail of tax incentive for the donors; (2) limited financial/material support extended to school by the stakeholders; (3) lack of knowledge in implementing rules and regulations of the Adopt-a-School Program; (4) no regular updates on financial statement of the school's funds; and (5) no functional School Bids and Awards Committee (SBAC).

The challenges such as no comprehensive School Improvement Plan (SIP), improper use and care of school's materials or properties donated by the development partners, and unmet standards required by the development partners were the least perceived problems by the three groups of respondents.

14. The topmost suggested solutions were the following: (1) development of a model for the sustainability of the Adopt-a-School Program; (2) conduct school-based seminar/training on Adopt-a-School Program to school heads, teachers, PTA Officers, Brgy. Officials and Stakeholders; (3) strengthen

network and ties among development partners; (4) intensify integration of DRRM along Adopt-a-School Program for sustainability of projects; and (5) transparency of financial statements to donors.

15. Based on the interview of the researcher with the school heads and development partners of the model schools, the responses were transcribed by the researcher to come up with similar ideas. Then, the researcher utilized NVivo, a qualitative data analysis (QDA) computer package software produced by QSR International, to code the data in order to come up with keywords.

On the strategies adopted by the model schools, Most of the strategies adopted by the respondents were connected to the conduct of an assembly to the parents, teachers, and stakeholders to disseminate information and others submitted a project proposal to the potential donors to let them know the needs and priorities of the school.

The Word Cloud Analysis of NVivo projected big words like assembly, meeting, and proposal which were supported by the words initiatives, project, company, choice, coordination, and marketing. These keywords could be associated with the words leadership and communication.

On the qualifications for the adoption, the participants stated that development partners extended support to the school because of the active leadership of the school heads, excellent and sustainable programs and projects of the school, responsive to the needs of the school and the community.

Word Cloud Analysis projected the words like coordination, leadership, active, and coordination were emphasized which were supported by the words help, passion, impairment, feeding, opportunities, excellent, children, and SPED. These keywords could be associated with the words leadership and responsiveness.

On the ASP sources of information, the participants responded that they the schools do not have manual for Adopt-a-School Program, however, they looked for other references through national memoranda, readings, and posters.

The Word Cloud Analysis emphasized the word none which were supported by the words reading, memos, posters, power point, program, MOA, and recognition. These keywords could be associated with the word transparency and commitment.

On the challenges encountered, some participants did not encounter challenges in the implementation of the program because of the strategies adopted by the school but there were participants who experienced challenges such as convincing the development partners to provide assistance to the school, lack of funds, cooperation, expert personnel, and sustainability of projects at the initial stage.

The Word Cloud Analysis highlighted the words none, funds, and lack which were supported by the words sustainability, personnel, participation, allocate, supportive, and cooperation. These keywords could be associated to the word communication.

On the suggested Solutions, the participants suggested that in order to sustain the effective implementation of the program, there should have coordination, honesty, transparency, sustainability of school's programs and projects, constant communication, monitoring and feedback.

The Word Cloud Analysis projected the big words like sustainability and transparency which were supported by the words communication, cooperation, honesty, coordination, improve, report, accountability, and monitoring. These keywords could be associated with the words communication, transparency, commitment, and responsiveness.

16. From the observations made by the researchers in the model schools, the common observations were the following: the school head and teachers continued to implement the program and think about how to improve it, the implementation of the program continued to have more participation from the stakeholders/development partners, teachers experienced personal and professional growth, the schools secured diverse financial opportunities, the names of donors and the donations were posted in the principal's or school heads' office and in the social media for recognition and transparency purposes, the school compiled records of best practice and assigned ASP Coordinator, and the schools had a record of Adopt-a-School Accomplishment Report but no complete information of donors like contact number, complete address, and social media account for future references.

17. On the documentary analysis, School A had accessible files in all areas of concerns because they were all displayed in the SBM Center or Principal Office. Each area had assigned teams who would monitor and keep the updated. It secured a Memorandum of Agreement (MOA) for all the donations received by the school.

School B was focused on the sustainable and eco-friendly initiatives where most of their accomplishment reports had integrations of environmental awareness with sustainability plans. The school garnered several awards and recognitions in organic farming and other eco-friendly school initiatives.

School C had a compilation of Adopt-a-School Program projects or donations with the integration of disaster and environmental awareness. It had an organized and complete document in SBM and other school reports.

18. Categories like knowledge, leadership, communication, transparency, commitment, and responsiveness had emerged from the data collected by the researcher from the respondents, responses from the questionnaire, interview, Word Cloud Analysis of NVivo, observations, and the documentary analysis. These categories became the bases in the development of the sustainability model for Adopt-a-School Program

Conclusions

From the findings of the study, the following conclusions were drawn:

1. School A had a big amount of MOOE due to the high number of classrooms, teachers, pupils and other factors the government set for provision. It had a sufficient number of teachers but no non-teaching staff. This could be attributed to the inadequate amount of MOOE of the model schools which was not sufficient to defray its monthly expenses and in supporting the programs, projects, and activities of the schools.

Most of the development partners of the school came from the private sector. It had insufficient physical facilities, equipment, and ancillary services. Hence, the model schools need to look for more development partners and sustain their support in order to meet the need of the schools on facilities and equipment.

School B had a small amount of MOOE due to less number of buildings, teachers, learners and other factors the government set provision for. It had a sufficient number of teachers but no non-teaching staff. This could be attributed to the inadequate amount of MOOE of the model schools which was not sufficient to defray its monthly expenses and in supporting the programs, projects, and activities of the schools.

Most of the development partners of the school came from non-government organizations and the private sector. It had insufficient physical facilities, equipment, and ancillary services. Hence, the model schools need to

look for more development partners and sustain their support in order to meet the need of the schools on facilities and equipment.

School C had an average amount of MOOE due to the number of buildings, teachers, learners and other factors the government set provision for. It had a sufficient number of teachers but no non-teaching staff. This could be attributed to the inadequate amount of MOOE of the model schools which was not sufficient to defray its monthly expenses and in supporting the programs, projects, and activities of the schools.

Most of the development partners of the school came from the private sector. It had insufficient physical facilities, equipment, and ancillary services. Hence, the model schools need to look for more development partners and sustain their support in order to meet the need of the schools on facilities and equipment.

2. School A had a continued improvement in NAT Performance, and Schools B and C had a good performance because the results were above the national passing rate of 75%. The three model schools were moving towards mastery of the learning competencies. This implied that, aside from the other contributing factors to improvement, schools with sustaining development partners performed better for the different supports provided in order to meet the needs of the schools.

3. The three model schools had an excellent performance in drop-out rate. As to the Cohort-Survival Rate, each school had a fluctuating rate for the

last three school years but the percentage of enrollees at the beginning grade of the school year who reached the final grade was higher. The fluctuating rate was caused by poverty, lack of motivation, no school materials, and health. The Completion Rate of School A was fluctuating; School B had maintained the rating of 100 percent; and School C had a fluctuating result for the last three school years due to health, no school materials, and lack of motivation.

4. With regards to the SBM Level of Practices, School B had introduced and sustained continuous improvement process that integrated wider community participation and had improved significant performance and learning outcomes

Schools A and C had reached the Level-III of SBM Practices which means that these schools had ensured the productions of intended outputs or outcomes, had met all standards of a system fully integrated into the local community, and were self-renewing and self-sustaining.

5. All schools had been benchmarked by other schools in terms of their best practices and sustainable programs and projects. Schools A and C were benchmarked by other schools because of the SBM Level-III Practices, and School B was benchmarked by other elementary and secondary schools, universities, government agencies and private sector because of its sustainable organic farming and other eco-friendly programs and projects.

6. The school heads of the model schools were in their early fifties, all females, married, and professionally qualified of the position they were

occupying, experienced as school heads and highly competent or can support training along all domains in the NCBSSH.

However, no school head in the model schools had training along Adopt-a-School Program. Thus, there is a need to enhance the school heads' knowledge, skills, and attitudes (KSAs) along this program.

7. The teacher-respondents from the model schools were middle-aged, predominantly females, mostly married, educationally qualified, experienced in teaching as supported by the results of the NCBTS.

However, like the school heads, no teacher had been trained along ASP; thus, there is a need to train them on ASP towards a more sustainable implementation and a more effective working relationship with the development partners.

8. Out of 10 private individuals considered as development partners of the model schools, the researcher was able to interview and had obtained information from one private individual. The private individual-respondent was on her late seventies, female, widow, a college graduate, a Pharmacist with an income above Php 30, 000 and had been providing a long-term and continuous support to the school.

The profiles of the other private individuals were not obtained due to location and no complete information provided to the model schools. Only names of the donor and the donated items were available in the school.

9. Out of 22 development partners of the model schools, seven had been interviewed by the researcher to obtain relevant information for the study.

Majority of the development partners came from non-government organizations and obtained funds from individual donations while others were from project grants, company proceeds, and government funds and need training specifically in the Adopt-a-School Program.

Most programs and projects were Basic Education Learner's Assistance followed by community disaster program, livelihood program, and youth empowerment.. Poverty alleviation food security and nutrition, and environmental awareness and conservation were also the priority programs and projects of the development partners.

Special programs and projects were SPED Assistance with pupils impairment, eye care, provision for assistive devices, farm inputs for the establishment of Gulayan sa Paaralan, and integration of organic agriculture in the school curriculum.

As to the packages of support or donations, seven development partners provided the three model schools with training/seminars/sports, cash, Vermicast, supplementary reading materials, medicines, goods, textbooks, Braille books, school feeding, sports equipment, shoes, and healthcare.

For the term of the adoption, majority had a long-term and continuous support to the model schools.

10. The top five strategies perceived by the three groups of respondents of the public elementary model schools in the implementation of the Adopt-a-School Program were: (1) the school submits a GPTA resolution or project proposals to donors or development partners for funding sources; (2) the school maintains a functional and updated network such as suggestions box, log books, transparency board, school paper, newsletter, school report card, and social media; (3) the school head secures Memorandum of Agreement (MOA), deed of donations and other pertinent requirements with the development partners; (4) an established system of partnership is managed and sustained by the school and stakeholders for continuous improvements; and (5) the school conducts consultative meetings with the community to further effect changes on feedback and DepEd directives.

The least adopted strategies of the model schools were: (1) the school benchmarks from other active Adopt-a-School Program school implementers; (2) the school conducts school-based training on Adopt-a-School Program and other related seminars involving different stakeholders; and (3) the school and stakeholders work as partners in the periodic review of the Adopt-a-School Implementation.

11. From the responses of the three groups of respondents (school heads, teachers, and the development partners), the topmost perceived problems or challenges were the following: (1) lack of information on how to avail of tax incentive for the donors; (2) limited financial/material support extended to

school by the stakeholders; (3) lack of knowledge in implementing rules and regulations of the Adopt-a-School Program; (4) no regular updates on financial statement of the school's funds; and (5) no functional School Bids and Awards Committee (SBAC).

The challenges such as no comprehensive School Improvement Plan (SIP), improper use and care of school's materials or properties donated by the development partners, and unmet standards required by the development partners were the least perceived problems by the three groups of respondents.

12. The topmost suggested solutions were the following: (1) development of a model for the sustainability of the Adopt-a-School Program; (2) conduct school-based seminar/training on Adopt-a-School Program to school heads, teachers, PTA Officers, Brgy. Officials and Stakeholders; (3) strengthen network and ties among development partners; (4) intensify integration of DRRM along Adopt-a-School Program for sustainability of projects; and (5) transparency of financial statements to donors.

13. Based on the collected data, questionnaire, interview of the researcher with the respondents, observations, and documentary analysis, the following categories had emerged: knowledge, leadership, transparency, commitment, communication, and responsiveness. These were termed as sustainability elements and became the basis for the development of a sustainability model for Adopt-a-School Program among public elementary schools.

With the collaborative efforts of the school head, teachers, and the development partners and by possessing with all these elements (knowledge, leadership, transparency, commitment, communication, and responsiveness), effective implementation of the Adopt-a-School Program (ASP) would be sustained.

Recommendations

In the light of the findings and conclusions of this study, the following recommendations were formulated:

1. Conduct a school-based Adopt-a-School seminars, conferences, and conventions so that teachers, parents, pupils, Brgy. Officials and development partners would have a common understanding of the implementing rules and regulations, strategies, problems, and solutions or interventions;
2. School heads and teachers should further access information about the ASP from internet , department memoranda, and other sources of information related to Adopt-a-School Program implementation in order to gain knowledge and skills on how to draw greater support from development partners;
3. Schools should revisit the implementing rules and regulations of the program, list of potential development partners with a complete information such as a contact number, complete home or office address, e-mail address, and social media account;

4. Keep development partners informed on how to avail of tax incentives and secure acknowledgment receipt for any donations, financial assistance, and material support to the school;
5. Financial auditing and liquidation of all sources of funds should be conducted regularly and place the financial report in the transparency board of the school;
6. Schools should render a financial report to the development partners during gatherings where they are present, even if they do not require;
7. Schools should conduct a periodic review of the effective strategies in ASP implementation and work for its sustainability towards institutionalizing the strategies and the entire program;
8. Establish mechanisms that would intensify the functions and duties of the School Bids and Awards Committee (SBAC) advocating transparency in all transactions;
9. Provide due recognition to the generous support of the development partners either through the media or an elaborate ceremony as they so deserve;
10. School heads must be given an opportunity to attend various national/international seminars and training to update them in the recent practices and innovations in the Adopt-a-School Program;
11. School heads and teachers should ensure that a harmonious relationship between them and their development partners be intensified

through constant invitation to them in all affairs, matters, meetings, conference, planning sessions and other activities of the school;

12. School heads should devise a mechanism or a protocol for whatever form of assistance received such as step by step procedure upon receiving donation, implementation, reporting and feedbacking;

13. Development Partners should be involved in the preparation of the School Improvement Plan and Annual Improvement Plan and in the corresponding review and revision of their documents;

14. Schools should ensure that whatever aid is provided to them by stakeholders, it should be used for the specified purpose it was intended and not redirecting it to other purposes;

15. Schools should ensure a more comprehensive integration of disaster risk reduction management in every program and project of the school to ensure sustainability;

16. Communicate information to development partners early in the decision-making process, in ways that are meaningful and accessible, and continue this communication throughout the project life.

17. School Heads and teachers should undergo further studies in order to be extremely competent and enhance their skills in community linkages.

18. Schools should increase the level of participation of parents and increase partnership with the community so as to have more sustaining development partners.

19. Benchmarking with other successful ASP school implementers be conducted involving school heads, teachers, and stakeholders;
20. A similar study may be conducted using other variables not utilized in the present study;
21. Use the outcome of this study as a guide on how to maximize the benefits of the program in the school;
22. Other researchers may replicate the present study using the same variables but among secondary schools; and
23. It is recommended that the herein sustainability model be tried out in public elementary schools.

Chapter 6

PROPOSED SUSTAINABILITY MODEL FOR ADOPT-A-SCHOOL PROGRAM(ASP) AMONG PUBLIC ELEMENTARY SCHOOLS

This chapter presents the proposed Sustainability Model for Adopt-A-School Program among Public Elementary Schools as an output of the case study in the public elementary schools with the end view of sustaining the effective implementation of the program.

Rationale

The Adopt-A-School Program (ASP), which started in 1998, was created to help generate investments and support to education outside the mainstream funding and the national budget. Under the program, legally instituted by the passage of Republic Act 8525, also known as the Adopt-a-School Program Act, private entities or development parties are given the opportunity to become partners in education through their assistance in the upgrading and modernizations of public schools. In return, they are to enjoy additional tax incentives (150%) as they implement their project.

ASP is designed to connect community resources with schools. Through this program, schools have access to: apply the unique skills and resources of your partner to enhance your student's experience and strengthen school initiatives; rather than off-events, this program offers a model for building a lasting relationship between schools and organizations; and the school

partnerships team will also help to promote the great work happening at your school and via this partnership.

The Adopt-a-School Program not only impacts on the lives and development of the learners in adopted schools but also on the quality of education and the sustainability of the school for generations to come.

Description

The emphasis of the model shown in Figure 8 is that a variety of sustainability elements (knowledge, leadership, transparency, commitment, communication, and responsiveness) could contribute to the effective implementation of the Adopt-a-School Program (ASP). These elements were selected because they emerged as important variables of Adopt-a-School Program's sustainability based from the study conducted by the researcher.

With the collaborative efforts of the school head, teachers, and the development partners and by possessing with all these elements (knowledge, leadership, transparency, commitment, communication, and responsiveness), effective implementation of the Adopt-a-School Program (ASP) would be sustained.

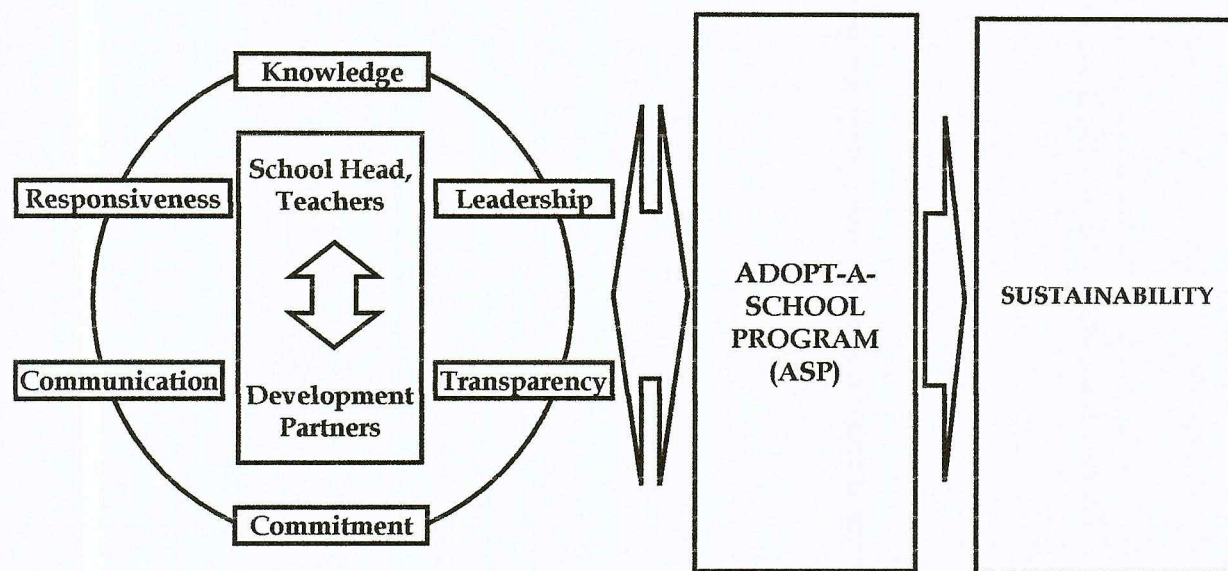


Figure 8. A Sustainability Model for Adopt-A-School Program

Knowledge

Knowledge is important in the marketing strategy of the program and in drawing greater support from the development partners. Without proper and sufficient knowledge, teachers and school heads would not be able to explain well to the potential development partners. The latter would not know the adoption process and the benefits they could earn from participating in the program.

Thus, a common understanding among these respondents could not be achieved. The school should conduct a school-based training on Adopt-a-School Program with the total participation of the school heads, teachers, pupils, parents, and stakeholders or development partners so that they would know the implementing rules and regulations of the program and the benefits they could derived from it.

Leadership

Focused and effective leadership facilitates sustainability in community coalitions (Goodman et al., 1998; Leviton, Herrera, Pepper, Fishman, & Racine, 2006; Mancini & Marek, 2004). The Alexander et al. (2006) study of community coalitions found that coalitions with a high potential for sustainability invested significant resources in ensuring that the coalition had effective leadership and staffing. The study also found that continuity of leadership over time helps to

facilitate sustainability. Butterfoss (2007) also indicates that sustainability is facilitated by core leadership with a strong commitment to the coalition (

The development partners looked into the active leadership of the school head and coordination of the teachers. Leadership was also evident in the NCBSH level of competency and in the SBM Level of Practice where the three model schools had an excellent performance in leading and in managing their schools.

Communication

S. F. Scudder (1980) stated that all living beings existing on the planet communicate although the way of communication is different. The communication theory proposes that to survive, every living entity, needs to communicate with others and also among themselves. Communication is a dire need of survival. Communication (Holt, 2009) in organization increases productivity, decreases employee turnover and improves office atmosphere. Whether a supervisor or regular employee at the organization, the better you communicate--as difficult as it might be at times--the better working relationships you will have (<http://smallbusiness.chron.com/effective-communication-methods-organization-2.html>).

The school should maintain a constant communication with the development partners by inviting them to school's programs and activities, by

sending them newsletter or any updates of the school especially when it pertains to the Adopt-a-School Implementation and accomplishments.

Transparency

Transparency (Syrjane, 2014) brings many benefits to the organization, such as autonomy which improves overall motivation, speed and efficiency; organization can respond to market changes much faster when build on informed, proactive and thinking individuals.

Transparency is about sharing all the information the receiver wants or needs, and not just the information that the sender is willing to share. It is about putting all facts on the table, even when some of them are uncomfortable. It is about being honest and open about what actions are taken, by whom and on what grounds. It is about enabling people to have conversations where questions can be asked and answered in open and honest ways, creating mutual understanding. It is about removing any barriers that hinder people from accessing the information they could need to be better at their jobs. It is about making people and their skills, knowledge and ideas visible and accessible to all their colleagues (Berg, 2011).

The school should post all the information about the Adopt-a-School Program implementation and accomplishments on the transparency board accessible to everyone and should be reflected also in the Accomplishment Report. The school should post it in the school's social media account so that

development partners who cannot regularly visit the school would know the school's updates on the program. It should also be reported during general meeting and assembly.

Commitment

Commitment is dedication to a particular organization, cause, or belief, and a willingness to get involved. People who are committed to an organization or effort truly believe that it is important, and they show up, follow through, and stick with it. The more committed people there are, the more effective they are influencing others. If a whole group acts with determination and commitment, great numbers of people will really pay attention (<http://ctb.ku.edu/en/table-of-contents/leadership/leadership-functions/build-sustain-commitment/main>).

The school should secure a Memorandum of Agreement (MOA) with the development partners in order to establish a strong partnership with them and to have a better understanding of the roles and responsibilities. The school should also secure Deed of Donations and Acknowledgment Receipts so that development partners could benefit tax incentives from participating in the program.

Responsiveness

Bray et al., 2007 examine organizational responsiveness in the context of inter individual knowledge exchanges that influence the ability of an

organization to respond in an appropriate manner to a changing environment. They define organizational responsiveness as the ability of an organization to respond in an appropriate manner to mitigate negative threats or capitalize on positive opportunities generated by an organization's environment.

The development partners extend support to the schools to provide the needs of the schools and pupils. They tie up with schools that respond to the needs of the community. It was also manifested in the Action Plans and Accomplishment Reports of the model schools where community and environmental awareness were integrated.

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APPENDICES



Republic of the Philippines
SAMAR STATE UNIVERSITY
 College of Graduate Studies
 Catbalogan City



Telephone Numbers: (055)-543-83-94/(055)-251-21-39
 Website: www.ssu.edu.ph

May 3, 2016

DR. VICTORIA M. TAFALLA
 Dean, College of Graduate Studies
 Samar State University

Madam:

I have the honor to submit the following titles for my Dissertation Proposal.

It is my earnest desire to study one of these titles for my Dissertation preferably title number 1:

1. Stakeholders' Support and Problems in the Implementation of Adopt-A-School Program (ASP) Among Public Elementary Schools in the Division of Samar: Basis for a Sustainability Model
2. Management Training and Development Needs Assessment for the Public Elementary School Heads in the Division of Samar
3. Research Skills of the Public Elementary School Heads in the Division of Samar

I hope for your favorable action regarding this matter.

Respectfully yours,

(Sgd.)ARNEL N. MABINGNAY
 Researcher

APPROVED:

(Sgd.)VICTORIA M. TAFALLA, Ph.D.
 Dean, College of Graduate Studies



Republic of the Philippines
SAMAR STATE UNIVERSITY
Catbalogan City



COLLEGE OF GRADUATE STUDIES

ASSIGNMENT OF ADVISER

June 4, 2016

DR. ALFREDO D. DACURO
Part-Time Professor, CGS
This University

Sir:

Please be informed that you have been designated as adviser of **Mr. Arnel N. Mabingnay**, a candidate for the degree in Doctor of Philosophy, major in Educational Management, who proposes to write a dissertation entitled **"Stakeholders' Support and Problems in the Implementation of Adopt-A-School Program (ASP) Among Public Elementary Schools in the Division of Samar: Basis for a Sustainability Model."**

Thank you for your cooperation.

Very truly yours,

(Sgd.)DR. VICTORIA M. TAFALLA
Dean, College of Graduate Studies

CONFORME:

(Sgd.)ALFREDO D. DACURO, Ph.D.
Adviser



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Samar State University
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Telephone Numbers: (055)-543-83-94/(055)-251-21-39
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November 28, 2016

VICTORIA M. TAFALLA, Ph. D.
Dean, College of Graduate Studies
Samar State University

Madam:

This dissertation entitled "Stakeholders' Support and Problems in the Implementation of the Adopt-a-School Program Among Public Elementary Schools in the Division of Samar: Basis for a Sustainability Model," prepared and submitted by ARNEL N. MABINGNAY, in partial fulfillment of the requirements for the degree of Doctor of Philosophy (Educational Management), is recommended for Pre-oral Examination on the date and time convenient to your office.

(Sgd.) **ALFREDO D. DACURO, Ph.D.**
Adviser

APPROVED:

(Sgd.) **VICTORIA M. TAFALLA, Ph.D.**
Dean, College of Graduate Studies



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Catbalogan City



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Website: www.ssu.edu.ph

February 20, 2017

VICTORIA M. TAFALLA, Ph. D.
Dean, College of Graduate Studies
Samar State University

Madam:

This dissertation entitled "Sustainability Model for Adopt-a-School Program (ASP) among Public Elementary Schools," prepared and submitted by ARNEL N. MABINGNAY, in partial fulfillment of the requirements for the degree of Doctor of Philosophy (Educational Management), is recommended for Final Oral Examination on the date and time convenient to your office.

(Sgd.) ALFREDO D. DACURO, Ph.D.
Adviser

APPROVED:

(Sgd.) VICTORIA M. TAFALLA, Ph.D.
Dean, College of Graduate Studies



Republic of the Philippines
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Catbalogan City



Telephone Numbers: (055)-543-83-94/(055)-251-21-39
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Name: _____ Date of Exam: _____

Degree: _____ Major: _____

Title: **Stakeholders' Support and Problems in the Implementation of the Adopt-a-School Program Among Public Elementary Schools in the Division of Samar: Basis for a Sustainability Model**

- Adviser's Certificate of Recommendation for Pre/Final Oral Examination
- Evaluated Transcript of Records
- Comprehensive Examination Results
 - Rating _____
 - Date _____
- Enrolment in Dissertation Writing
 - Semester: _____ S.Y. _____

PANEL OF EXAMINERS SIGNATURE

**DATE OF
PRE-ORAL EXAM.**

Day: _____
Time: _____

APPROVED:

(Sgd.) VICTORIA M. TAFALLA, Ph.D.
Dean, College of Graduate Studies



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Website: www.ssu.edu.ph

Name: _____ Date of Exam: _____

Degree: _____ Major: _____

Title: **"Sustainability Model for Adopt-a-School Program among Public Elementary School in the Visayas"**

- Adviser's Certificate of Recommendation for Pre/Final Oral Examination
- Evaluated Transcript of Records
- Comprehensive Examination Results
 - Rating _____
 - Date _____
- Enrolment in Dissertation Writing
 - Semester: _____ S.Y. _____

PANEL OF EXAMINERS SIGNATURE

**DATE OF
FINAL ORAL EXAM.**

Day: _____
Time: _____

APPROVED:

(Sgd.) VICTORIA M. TAFALLA, Ph.D.
Dean, College of Graduate Studies



Republic of the Philippines
Samar State University
COLLEGE OF GRADUATE STUDIES
Catbalogan City



December 22, 2016

GORGONIO G. DIAZ, Ph.D., CESO VI
Schools Division Superintendent
DepEd, Samar Division
Catbalogan City

Sir:

Greetings!

The undersigned researcher is currently conducting a dissertation writing entitled **"A SUSTAINABILITY MODEL FOR ADOPT-A-SCHOOL PROGRAM AMONG PUBLIC ELEMENTARY SCHOOLS"** as part of the requirements in the degree of Doctor of Philosophy, major in Educational Management.

In this regard, the researcher would like to seek permission from your good office to allow him to venture into the gathering of data at Zumarraga Central Elementary School, Zumarraga, Samar.

Rest assured that responses would be kept confidential. Your favorable action on this matter is earnestly sought. Thank you and more power!

Very truly yours,

(Sgd.) **ARNEL N. MABINGNAY**
Researcher

NOTED:

(Sgd.) **ALFREDO D. DACURO, Ph.D.**
Adviser

RECOMMENDING APPROVAL:

(Sgd.) **VICTORIA M. TAFALLA, Ph.D.**
Dean, College of Graduate Studies

APPROVED:

(Sgd.) **GORGONIO G. DIAZ, Ph.D., CESO VI**
Schools Division Superintendent



Republic of the Philippines
Samar State University
COLLEGE OF GRADUATE STUDIES
Catbalogan City



December 22, 2016

The Principal

Zumarraga Central Elementary School
Zumarraga, Samar

Sir:

Greetings!

The undersigned researcher is currently conducting a dissertation writing entitled "**A SUSTAINABILITY MODEL FOR ADOPT-A-SCHOOL PROGRAM AMONG PUBLIC ELEMENTARY SCHOOLS**" as part of the requirements in the degree of Doctor of Philosophy, major in Educational Management.

In this regard, the researcher would like to seek permission from your good office to allow him to venture into the gathering of data in your school.

Rest assured that responses would be kept confidential. Your favorable action on this matter is earnestly sought. Thank you and more power!

(Sgd.)**ARNEL N. MABINGNAY**
Researcher

NOTED:

(Sgd.)**ALFREDO D. DACURO, Ph.D.**
Adviser

RECOMMENDING APPROVAL:

(Sgd.)**VICTORIA M. TAFALLA, Ph.D.**
Dean, College of Graduate Studies

APPROVED:

(Sgd.)**GORGONIO G. DIAZ, Ph.D., CESO VI**
Schools Division Superintendent



Republic of the Philippines
Department of Education
Region VIII
Division of Samar



December 22, 2016

The School Head
Tagbak Elementary School
Oton, Iloilo City

Sir/Madam:

Greetings!

The undersigned researcher is currently conducting a dissertation writing entitled **"A SUSTAINABILITY MODEL FOR ADOPT-A-SCHOOL PROGRAM AMONG PUBLIC ELEMENTARY SCHOOLS"** as part of the requirements in the degree of Doctor of Philosophy, major in Educational Management. He is also assigned as Teacher-III at Bontod Elementary School, San Sebastian, Samar.

In this regard, the researcher would like to seek permission from your good office to allow him to venture into the gathering of data in your school.

Rest assured that responses would be kept confidential. Your favorable action on this matter is earnestly sought. Thank you and more power!

(Sgd.) ARNEL N. MABINGNAY
Researcher

NOTED:

(Sgd.) ALFREDO D. DACURO, Ph.D.
Adviser

RECOMMENDING APPROVAL:

(Sgd.) VICTORIA M. TAFALLA, Ph.D.
Dean, College of Graduate Studies

APPROVED:

(Sgd.) GORGONIO G. DIAZ, Ph.D., CESO VI
Schools Division Superintendent



Republic of the Philippines
Department of Education
Region VIII
Division of Samar



December 22, 2016

The School Head
Baybay I Central School
Baybay City, Leyte

Sir/Madam:

Greetings!

The undersigned researcher is currently conducting a dissertation writing entitled "**A SUSTAINABILITY MODEL FOR ADOPT-A-SCHOOL PROGRAM AMONG PUBLIC ELEMENTARY SCHOOLS**" as part of the requirements in the degree of Doctor of Philosophy, major in Educational Management. He is also assigned as Teacher-III at Bontod Elementary School, San Sebastian, Samar.

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Rest assured that responses would be kept confidential. Your favorable action on this matter is earnestly sought. Thank you and more power!

(Sgd.) **ARNEL N. MABINGNAY**
Researcher

NOTED:

(Sgd.) **ALFREDO D. DACURO, Ph.D.**
Adviser

RECOMMENDING APPROVAL:

(Sgd.) **VICTORIA M. TAFALLA, Ph.D.**
Dean, College of Graduate Studies

APPROVED:

(Sgd.) **GORGONIO G. DIAZ, Ph.D., CESO VI**
Schools Division Superintendent



Republic of the Philippines
Samar State University
COLLEGE OF GRADUATE STUDIES
Catbalogan City



December 22, 2016

The Schools Division Superintendent
DepEd, Baybay City Division
Baybay City

Sir:

Greetings!

The undersigned researcher is currently conducting a dissertation writing entitled **"A SUSTAINABILITY MODEL FOR ADOPT-A-SCHOOL PROGRAM AMONG PUBLIC ELEMENTARY SCHOOLS"** as part of the requirements in the degree of Doctor of Philosophy, major in Educational Management.

In this regard, the researcher would like to seek permission from your good office to allow him to venture into the gathering of data at Baybay City Central Elementary School, Leyte.

Rest assured that responses would be kept confidential. Your favorable action on this matter is earnestly sought. Thank you and more power!

(Sgd.) **ARNEL N. MABINGNAY**
Researcher

NOTED:

(Sgd.) **ALFREDO D. DACURO, Ph.D.**
Adviser

RECOMMENDING APPROVAL:

(Sgd.) **VICTORIA M. TAFALLA, Ph.D.**
Dean, College of Graduate Studies

APPROVED:

(Sgd.) **GORGONIO G. DIAZ, Ph.D., CESO VI**
Schools Division Superintendent



Republic of the Philippines
SAMAR STATE UNIVERSITY
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Telephone Numbers: (055)-543-83-94 / (055)-251-21-39

Website: www.ssu.edu.ph

**"A Sustainability Model for Adopt-a-School Program among Public
Elementary Schools"**

QUESTIONNAIRE FOR THE SCHOOL HEAD

ARNEL N. MABINGNAY
Researcher

QUESTIONNAIRE FOR THE SCHOOL HEAD

Complete Name: _____ Position: _____
 Name of School: _____ District: _____

1. PROFILE OF THE SCHOOL

Direction: Please supply the information asked for by checking the appropriate space or by supplying the data required.

- 1.1 **Total Enrolment:** _____
- 1.2 **Number of Teachers:** _____
- Number of Non-teaching Staff:** _____
- 1.3 **Amount of MOOE:** _____
- 1.4 **Physical Facilities (Please check)**
- _____ Computer Laboratory Room
 - _____ Science Laboratory Room
 - _____ HE Laboratory Room
 - _____ School Gymnasium
 - _____ School Canteen
 - _____ School Library
 - _____ SPG Center
 - _____ PTA Center
 - _____ Guidance Office
 - _____ SBM Center
 - _____ Comfort Rooms
 - _____ WASH Facilities
 - _____ DRRM Center
 - _____ School Stage
 - _____ Others, please specify below:

Equipment (Please check)

- _____ printer
- _____ computer/laptop
- _____ LCD Projector
- _____ DVD Player
- _____ Cassette Stereo
- _____ Amplifier
- _____ Megaphone

_____ Electric Fan
 _____ chairs
 _____ desks
 _____ armchairs
 _____ tables

Others, please specify below:

1.5. Ancillary Services

Services Offered	Status (Please check)	
	Functional	Needs Improvement
a. School Canteen sells snacks and meals and serves as a support mechanism in the effort to eliminate malnutrition concerns of the school.		
b. School Library has a librarian, volumes of books, furniture, dispense books to borrowers.		
c. SPG Center caters to pupil activities such as meetings, induction of officers, demonstrations, etc.		
d. Guidance Office offers programs and services designed to equip the students with the necessary tools for self-actualization in the context of personal, familial, and societal realities.		
e. School Clinic assures adequate medical care and protects the school against health hazards.		
f. Registrar's Office ensures the integrity, accuracy, and security of all academic records of current and former pupils.		
Others, please specify below:		

1.6 Number of Stakeholders Involved in the Adopt-a-School Program

Development Partners	Type of Support/ Donations (Please specify)	Term of Adoption (short/long term/ one- shot deal)	Contact Number	E-mail Address	Social Media Account (e.g. FB, Twitter)	Complete Office/ Home Address
Private Individuals						
1.						
2.						
3.						
4.						
5.						
Government Organizations(GOs):						
1.						
2.						
3.						
4.						
5.						
Non-Government Organizations (NGOs):						
1.						
2.						
3.						
4.						
5.						
Private Sector:						
1.						
2.						
3.						
4.						
5.						

1.7 National Achievement Test (NAT) Result

	<u>S.Y. 2013-'14</u>	<u>S.Y. 2014-'15</u>	<u>S.Y. 2015-'16</u>
NAT-6	_____	_____	_____

1.8 School Performance Indicators

	<u>S.Y. 2013-'14</u>	<u>S.Y. 2014-'15</u>	<u>S.Y. 2015-'16</u>
Drop-out Rate	_____	_____	_____
Cohort-Survival	_____	_____	_____
Completion Rate	_____	_____	_____

1.9 SBM Level of Practice: (Present Status)

- _____ Level-III (Advanced/ Accredited)
 _____ Level-II (Maturing)
 _____ Level-I (Developing)

II. PROFILE OF THE SCHOOL HEAD

Direction: Supply the appropriate information asked for that applies to you as a school head.

2.1 Age: _____

2.2 Sex: _____

2.3 Civil Status: _____

2.4 Educational Attainment:

Doctor's degree : _____

MA with doctoral Units : _____

MA degree : _____

Baccalaureate degree with
MA units : _____

Bachelor's degree : _____

2.5 Administrative Experience : _____

2.6 NCBSSH Level of Competencies:

Rating/Description

Domain 1 - School Leadership : _____

Domain 2 - Instructional Leadership : _____

Domain 3 - Creating a Student-Centered Learning Climate : _____

Domain 4 -HR Management and Professional Development : _____

Domain 5 -Parent Involvement and Community Partnership: _____

Domain 6 -School Management and Operations : _____

Domain 7 -Personal and Professional Attributes : _____

2.7 Trainings Attended Along Adopt-a-School Program

INSET	LEVEL	NO. OF DAYS
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

III. STRATEGIES OF THE MODEL SCHOOLS IN THE IMPLEMENTATION OF THE ADOPT-A-SCHOOL PROGRAM

Direction: Below are the strategies of the school in disseminating the program to potential development partners in the implementation of the Adopt-a-School Program. Please check the statement which you think exists in the school.

Direction: Below are the strategies of the school in the implementation of the Adopt-a-School Program. Please check the statement which you think exists in the school.

- _____ 1. The school conducts consultative meetings with the community to further effect changes on feedback and DepEd directives.
- _____ 2. The school conducts school-based trainings on Adopt-a-School Program and other related seminars involving different stakeholders.
- _____ 3. The school maintains a functional and updated network such suggestion box, log books, transparency board, school paper, newsletter, school report card, and social media.
- _____ 4. The school benchmarks from other active Adopt-a-School Program school implementers.
- _____ 5. Shared and participatory processes are used in determining roles, responsibilities, and accountabilities of development partners in managing and supporting education.
- _____ 6. Development partners collaborate to ensure timely implementation of programs and projects.
- _____ 7. An established system of partnership is managed and sustained by the school and stakeholders for continuous improvements.
- _____ 8. The school identifies development partners directly and indirectly affected by the projects.
- _____ 9. The school develops a strategic partnership plan with the development partners/stakeholders.
- _____ 10. The school submits a GPTA resolution or project proposals to donors or development partners for funding sources.
- _____ 11. The school keeps lists of active development partners from parents, private individuals, government, non-government, and private sector for future references.
- _____ 12. The school head recognizes teachers as a good channel of communication.
- _____ 13. The school involves development partners/stakeholders in project monitoring and evaluation.
- _____ 14. The school head secures Memorandum of Agreement (MOA), deed of donations and other pertinent requirements with the development partners.
- _____ 15. The school tracks changes in the quality of development partners/stakeholders' participation.

- _____ 16. The school establishes accessible and responsive means for stakeholders to raise concerns and grievances about the project throughout its life
- _____ 17. The school maintains a functional School Bids and Awards Committee (SBAC)
- _____ 18. Resource inventory result is communicated to development partners and community as the basis for resource allocation and mobilization.
- _____ 19. The school sends letter of appreciation or gives awards for the recognition of the supports provided by the development partners.
- _____ 20. The school and stakeholders work as partners in the periodic review of the Adopt-a-School Implementation.
- _____ Others, please specify below:

V. CHALLENGES ENCOUNTERED& SUGGESTED SOLUTIONS

A. Challenges Encountered

Direction: Below are identified problems/challenges encountered in the implementation of the Adopt-a-School Program. Please check the statement which you think encountered by the school.

- _____ 1. Lack of stakeholders' participation
- _____ 2. No consultation between stakeholders and school officials in school matters and affairs
- _____ 3. Limited financial/material support extended to school by the stakeholders
- _____ 4. Lack of knowledge in implementing rules and regulations of the Adopt-a-School Program
- _____ 5. No comprehensive School Improvement Plan
- _____ 6. No regular updates on financial statement of the school's funds
- _____ 7. Improper use and care of school's materials or properties donated by the development partners
- _____ 8. No deed of donation or tax declaration of the school site
- _____ 9. No functional School Bids and Awards Committee (SBAC)
- _____ 10. Improper documentation of stakeholders' supports or donations
- _____ 11. Lack of information on how to avail of tax incentive for the donors
- _____ 12. Unmet standards required by the development partners
- _____ 13. No acknowledgment of projects/donations provided by the development partners

- _____ 14. No Memorandum of Agreement (MOA) drafted by the school and the stakeholders
- _____ 15. No school interventions to sustain the support of the development partners
- _____ Others, please specify: _____

B. Suggested Solutions

Direction: Below are suggested solutions to sustain the effective implementation of the Adopt-a-School Program among public elementary schools. Please check the statement which you think necessary for the school.

- _____ 2. Involvement of development partners' in the planning process
- _____ 3. Transparency of financial statements to donors
- _____ 4. Create a school page in the social media for information dissemination of school activities
- _____ 5. Conduct seminars/trainings on Adopt-a-School Program to school heads, teachers, PTA Officers, Brgy. Officials and stakeholders
- _____ 6. Preparation and regular revision of a comprehensive School Improvement Plan
- _____ 7. Proper utilization and regular care, rehabilitation and repair of donated materials
- _____ 8. Correct execution of required documents
- _____ 9. Conduct of a regular inventory of materials and equipment
- _____ 10. Maintain a functional Bids and Awards Committee (SBAC) for school projects
- _____ 11. Regular submission of a school report to participative development partners
- _____ 12. Proper coordination with the BIR on Tax Information Drive to avail tax incentives
- _____ 13. Intensify integration of DRRM along Adopt-a-School Program for sustainability of projects
- _____ 14. Information of the donors as to the utilization of the donations
- _____ 15. Secure deed of donation and tax declaration of the school site
- _____ 16. Compliance of requirements set forth by the development partners
- _____ 17. Proper recognition of development partners through special awarding program
- _____ 18. Provision of Memorandum of Agreement between school and stakeholders
- _____ 19. Consultation with the division project coordinator and school project teams
- _____ 20. Development of a model for the sustainability of the Adopt-a-School Program
- _____ Others, please specify below:



Republic of the Philippines
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College of Graduate Studies
Catbalogan City



Telephone Numbers: (055)-543-83-94 / (055)-251-21-39

Website: www.ssu.edu.ph

**"A Sustainability Model for Adopt-a-School Program among Public
Elementary Schools"**

QUESTIONNAIRE FOR THE TEACHERS

ARNEL N. MABINGNAY
Researcher

QUESTIONNAIRE FOR THE TEACHER

Complete Name : _____ Position: _____
 Name of School: _____ District: _____

1. PROFILE OF THE TEACHER

Direction: Supply the appropriate information asked for that applies to you as a school head or a teacher.

1.1 Age: _____

1.2 Sex: _____

1.3 Civil Status: _____

1.4 Educational Attainment:

Doctor's degree	:	
MA with doctoral Units	:	
MA degree	:	
Baccalaureate degree with MA units	:	
Bachelor's degree	:	

1.5 Teaching Experience: _____

1.6 NCBTS Level of Competencies:

	<u>Rating</u>
Domain 1 - Social Regard for Learning	: _____
Domain 2 - Learning Environment	: _____
Domain 3 - Diversity of Learners	: _____
Domain 4 - Curriculum	: _____
Domain 5 - Planning, Assessing and Reporting	: _____
Domain 6 - Community Linkages	: _____
Domain 7 - Personal and Professional Development	: _____

1.7 Trainings Attended Along Adopt-a-School Program

INSET	LEVEL	NO. OF DAYS

II. STRATEGIES OF THE SCHOOL

Strategies of the Public Elementary Model Schools

Direction: Below are the strategies of the school in disseminating the program to potential development partners in the implementation of the Adopt-a-School Program. Please check the statement which you think exists in the school.

- _____ 1. The school conducts consultative meetings with the community to further effect changes on feedback and DepEd directives.
- _____ 2. The school conducts school-based trainings on Adopt-a-School Program and other related seminars involving different stakeholders.
- _____ 3. The school maintains a functional and updated network such suggestion box, log books, transparency board, school paper, newsletter, school report card, and social media.
- _____ 4. The school benchmarks from other active Adopt-a-School Program school implementers.
- _____ 5. Shared and participatory processes are used in determining roles, responsibilities, and accountabilities of development partners in managing and supporting education.
- _____ 6. Development partners collaborate to ensure timely implementation of programs and projects.
- _____ 7. An established system of partnership is managed and sustained by the school and stakeholders for continuous improvements.
- _____ 8. The school identifies development partners directly and indirectly affected by the projects.
- _____ 9. The school develops a strategic partnership plan with the development partners/stakeholders.
- _____ 10. The school submits a GPTA resolution or project proposals to donors or development partners for funding sources.
- _____ 11. The school keeps lists of active development partners from parents, private individuals, government, non-government, and private sector for future references.
- _____ 12. The school head recognizes teachers as a good channel of communication.
- _____ 13. The school involves development partners/stakeholders in project monitoring and evaluation.
- _____ 14. The school head secures Memorandum of Agreement (MOA), deed of donations and other pertinent requirements with the development partners.
- _____ 15. The school tracks changes in the quality of development partners/stakeholders' participation.
- _____ 16. The school establishes accessible and responsive means for stakeholders to raise concerns and grievances about the project throughout its life

_____ 17. The school maintains a functional School Bids and Awards Committee (SBAC)

_____ 18. Resource inventory result is communicated to development partners and community as the basis for resource allocation and mobilization.

_____ 19. The school sends letter of appreciation or gives awards for the recognition of the supports provided by the development partners.

_____ 20. The school and stakeholders work as partners in the periodic review of the Adopt-a-School Implementation.

_____ Others, please specify below:

III. CHALLENGES ENCOUNTERED& SUGGESTED SOLUTIONS

A. Challenges Encountered

Direction: Below are identified problems/challenges in the implementation of the Adopt-a-School Program. Please check the statement which you think encountered by the school.

_____ 1. Lack of stakeholders' participation

_____ 2. No consultation between stakeholders and school officials in school matters and affairs

_____ 3. Limited financial/material support extended to school by the stakeholders

_____ 4. Lack of knowledge in implementing rules and regulations of the Adopt-a-School Program

_____ 5. No comprehensive School Improvement Plan

_____ 6. No regular updates on financial statement of the school's funds

_____ 7. Improper use and care of school's materials or properties donated by the development partners

_____ 8. No deed of donation or tax declaration of the school site

_____ 9. No functional School Bids and Awards Committee (SBAC)

_____ 10. Improper documentation of stakeholders' supports or donations

_____ 11. Lack of information on how to avail of tax incentive for the donors

_____ 12. Unmet standards required by the development partners

_____ 13. No acknowledgment of projects/donations provided by the development partners

_____ 14. No Memorandum of Agreement (MOA) drafted by the school and the stakeholders

_____ 15. No school interventions to sustain the support of the development partners

_____ Others, please specify: _____

B. Suggested Solutions

Direction: Below are suggested solutions to sustain the effective implementation of the Adopt-a-School Program among public elementary schools. Please check the statement which you think necessary for the school.

- ☐ 1. Strengthen network and ties among development partners
- ☐ 2. Involvement of development partners' in the planning process
- ☐ 3. Transparency of financial statements to donors
- ☐ 4. Create a school page in the social media for information dissemination of school activities
- ☐ 5. Conduct seminars/trainings on Adopt-a-School Program to school heads, teachers, PTA Officers, Brgy. Officials and stakeholders
- ☐ 6. Preparation and regular revision of a comprehensive School Improvement Plan
- ☐ 7. Proper utilization and regular care, rehabilitation and repair of donated materials
- ☐ 8. Correct execution of required documents
- ☐ 9. Conduct of a regular inventory of materials and equipment
- ☐ 10. Maintain a functional Bids and Awards Committee (SBAC) for school projects
- ☐ 11. Regular submission of a school report to participative development partners
- ☐ 12. Proper coordination with the BIR on Tax Information Drive to avail tax incentives
- ☐ 13. Intensify integration of DRRM along Adopt-a-School Program for sustainability of projects
- ☐ 14. Information of the donors as to the utilization of the donations
- ☐ 15. Secure deed of donation and tax declaration of the school site
- ☐ 16. Compliance of requirements set forth by the development partners
- ☐ 17. Proper recognition of development partners through special awarding program
- ☐ 18. Provision of Memorandum of Agreement between school and stakeholders
- ☐ 19. Consultation with the division project coordinator and school project teams
- ☐ 20. Development of a model for the sustainability of the Adopt-a-School Program
- ☐ Others, please specify below:



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**"A Sustainability Model for Adopt-A-School Program among Public
Elementary Schools"**

QUESTIONNAIRE FOR DEVELOPMENT PARTNERS

ARNEL N. MABINGNAY
Researcher

QUESTIONNAIRE FOR DEVELOPMENT PARTNERS

I. DEVELOPMENT PARTNERS' PROFILE

Direction: Please supply the information asked for by checking the appropriate space or by supplying the data required.

A. Private Individual

Please fill in the needed information

1. Age: _____ 2. Sex: _____ 3. Civil Status: _____

4. Educational Attainment:

Doctor's degree	:	
MA with doctoral units	:	
MA degree	:	
Baccalaureate degree with MA units	:	
Bachelor's degree	:	

5. Occupation: _____

6. Average Monthly Income (Please check):

P 30,000 & above	
P 20,000 - 29,000	
P 10,000- 19,000	
P 5,000 - 9,000	
P 4,000 & below	

7. Trainings attended along Adopt-a-School Program:

INSET	LEVEL	NO. OF DAYS

8. Packages of Support

9. Term of Adoption of the School: *(Please check)*

	long-term, continuous
	short-term, continuous
	one-shot deal

B. Government Organizations (GOs), Non-government Organizations, and Private Sector

Name of the Organization: _____

Type of Organization: _____

Number of Years in Operation: _____

Funding Sources: _____

Programs and Projects: (Please check.)

- _____ Poverty Alleviation
- _____ Basic Education Learners' Assistance
- _____ Food Security and Nutrition
- _____ Community Disaster Program
- _____ Gender Equality and Development
- _____ Human Rights Protection
- _____ Livelihood Program
- _____ Water, Sanitation and Hygiene
- _____ Good Governance/Management
- _____ Environmental Awareness and Conservation
- _____ Youth Empowerment
- _____ Others, please specify: _____

Trainings attended along Adopt-a-School Program:

INSET	LEVEL	NO. OF DAYS
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Packages of Support

Term of Adoption of the School: (Please check)

- _____ long-term, continuous
- _____ short-term, continuous
- _____ one-shot deal

II. STRATEGIES OF THE SCHOOL

Strategies of the Public Elementary Model Schools

Direction: Below are the strategies of the school in disseminating the program to potential development partners in the implementation of the Adopt-a-School Program. Please check the statement which you think exists in the school.

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- _____ 19. The school sends letter of appreciation or gives awards for the recognition of the supports provided by the development partners.
- _____ 20. The school and stakeholders work as partners in the periodic review of the Adopt-a-School Implementation.
- _____ Others, please specify below:

III. CHALLENGES ENCOUNTERED & SUGGESTED SOLUTIONS

A. Challenges Encountered

Direction: Below are identified problems/challenges in the implementation of the Adopt-a-School Program. Please check the statement which you think encountered by the school.

- _____ 1. Lack of stakeholders' participation
- _____ 2. No consultation between stakeholders and school officials in school matters and affairs
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- _____ 8. No deed of donation or tax declaration of the school site
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- _____ 12. Unmet standards required by the development partners
- _____ 13. No acknowledgment of projects/donations provided by the development partners
- _____ 14. No Memorandum of Agreement (MOA) drafted by the school and the stakeholders
- _____ 15. No school interventions to sustain the support of the development partners
- _____ Others, please specify: _____

B. Suggested Solutions

Direction: Below are suggested solutions to sustain the effective implementation of the Adopt-a-School Program among public elementary schools. Please check the statement which you think necessary for the school.

- _____ 1. Strengthen network and ties among development partners
- _____ 2. Involvement of development partners' in the planning process
- _____ 3. Transparency of financial statements to donors
- _____ 4. Create a school page in the social media for information dissemination of school activities
- _____ 5. Conduct seminars/trainings on Adopt-a-School Program to school heads, teachers, PTA Officers, Brgy. Officials and stakeholders
- _____ 6. Preparation and regular revision of a comprehensive School Improvement Plan
- _____ 7. Proper utilization and regular care, rehabilitation and repair of donated materials
- _____ 8. Correct execution of required documents
- _____ 9. Conduct of a regular inventory of materials and equipment
- _____ 10. Maintain a functional Bids and Awards Committee (SBAC) for school projects
- _____ 11. Regular submission of a school report to participative development partners
- _____ 12. Proper coordination with the BIR on Tax Information Drive to avail tax incentives
- _____ 13. Intensify integration of DRRM along Adopt-a-School Program for sustainability of projects
- _____ 14. Information of the donors as to the utilization of the donations
- _____ 15. Secure deed of donation and tax declaration of the school site
- _____ 16. Compliance of requirements set forth by the development partners
- _____ 17. Proper recognition of development partners through special awarding program
- _____ 18. Provision of Memorandum of Agreement between school and stakeholders
- _____ 19. Consultation with the division project coordinator and school project teams
- _____ 20. Development of a model for the sustainability of the Adopt-a-School Program
- _____ Others, please specify below:



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Interview Guide

NAME: _____

School: _____

1. What procedures were initiated by the school in disseminating the Adopt-a-School Program?
2. What factors qualified the school for the adoption?
3. Does the school have manuals, pamphlets, or models which serve as a guide in the implementation of the Adopt-a-School Program? Cite other sources of information about the program?
4. What challenges did you encounter in the Adopt-a-School Program implementation?
5. What suggestion can you give to sustain the implementation of the Adopt-a-School Program?



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OBSERVATION CHECKLIST

Direction: Below are statements that describe the sustainability of the Adopt-a-School Program in the model schools. Please check the statement if it is evident in the school.

- _____ 1. The school begins planning for sustainability early in the life of their programs and services.
- _____ 2. The school head and teachers continue to implement the program and think about how to improve it.
- _____ 3. Implementation of the program continues without ongoing input from program staff.
- _____ 4. Teachers experience changes to their thinking.
- _____ 5. The program becomes part of the school culture.
- _____ 6. The program influences pupils practice.
- _____ 7. The program becomes part of the "story" coming out of that school (e.g. district annual reports may cite the program).
- _____ 8. Lasting relationships with community partners are established.
- _____ 9. The school assesses community readiness for the program by considering key stakeholders perspectives.
- _____ 10. The school secure diverse financial opportunities.

Other significant observations:



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DOCUMENTARY ANALYSIS

Name of the School : _____

1. School Improvement Plan (SIP)
2. School Report Card
3. Adopt-a-School Program Accomplishment Report
4. School Organizational Structure
5. School's Sustainable Programs and Projects
6. Donated Projects/Items
7. NCBSSH / NCBTS Report
8. School Performance Indicators
9. Benchmarking Activities
10. Other related documents to ASP Implementation (e.g. pictures, awards received, etc.)

PROJECT PROPOSAL

STAGE PROJECT DEVELOPMENT	PROPOSAL ELEMENTS	PROPOSAL FORMAT
PROJECT ID: PROBLEM/ OPPORTUNITIES ORIENTED APPROACH	Project Scope	1. Identifying Information 2. Project Background and Rationale
	Problem Analysis (or Validation of the problem)	3. Description of the Problem
	Project Objectives	4. Project Objectives & Expected Outcomes
	Intervention/Approach: Project identified Justification of identified solution	5. Project Technical Description <ul style="list-style-type: none"> • Intervention Identified • Justification for the Strategy/ Alternative
	Description of Stakeholder groups (2nd round of analysis)	6. Project Target Beneficiaries and Stakeholders
PROJECT DESIGN STAGE	Project Strategies (includes Additional strategies): Outputs/Targets; OVIs; MOVs; & Assumptions	7. Project Framework: Strategies, Methods and Instruments
	Project Implementing Structure	8. Implementation Structure/ Organization
	Project Implementation Plan (Operational plan): Project Activities; Project Schedule; & Resource Requirements Business Plan	9. Project Implementation Plan 10. Project Budget
	PM & E Plan: Progress M & E and Benefits M & E	11. Monitoring and Evaluation
	Sustainability Plan	12. Project Sustainability & Replication

MEMORANDUM OF AGREEMENT (MOA)

This Agreement made and entered into this ____ day of _____ at Pasig City, Metro Manila, Philippines, by and between,

The DEPARTMENT OF EDUCATION , an Agency of the government, with office address at DepEd Complex Meralco Ave., Pasig City Metro Manila, represented by its Secretary, _____, herein referred to as " DepEd".

-and-

(company/organization's name), a corporation/organization organized and existing under the laws of the Republic of the Philippines, with office address at _____ represented in this transaction by its President/Chairman (name) _____, hereinafter referred to as the "PROPONENT";

WITNESSETH:

WHEREAS , Republic Act 8525, otherwise known as An Act Establishing the "Adopt-A-School Program" and Providing Incentives Therefore and for Other Purposes, was entered to encourage private companies to assist in the delivery of better quality education to public schools in the country, particularly in the poverty-stricken provinces;

WHEREAS, Revenue Regulations No. 10 s. 2003, Implementing the Tax Incentives Provision of RA 8525 otherwise known as the Adopt-a-School Act of 1998 has been issued by the Department of Finance thru the Bureau of Internal Revenue;

WHEREAS, DepEd has the responsibility of securing resources to make our public schools competitive and is now calling on the private sector to serve as a major partner in the nation's development and in the improvement of the public education system;

WHEREAS, DepEd believes that one way of _____(e.g. addressing the classroom shortage in

public schools) is by the provision of _____ (e.g. new school building);

WHEREAS, the PROPONENT is a business enterprise engaged in _____;

and

WHEREAS, the PROPONENT, has proposed to DepEd the _____ (e.g. construction of a three -classroom-school building).

NOW THEREFORE, for and in consideration of the foregoing premises and the terms and conditions herein set forth, the parties hereby agree as follows:

Section 1 Description of Sponsorship or Package

The project known as _____ (Title, if any) , consists of the construction of three classroom school building , with toilet, classroom equipment including tables, chairs and chalkboards).

Section 2 Rights and Obligations of the DepEd

- a. Provide policy guidance and directions to ensure the proper implementation of the Program;
- b. Coordinate with the adopting private entity in the implementation of program activities and accept the package of assistance thru the School Division Office;
- c. Assist in the evaluation of the implementation of the Program and;
- d. Review and endorse the application of the adopting private entity for tax incentive entitlement to the Revenue District Office.

Section 3 Rights and Obligations of the PROPONENT

- a. The Proponent shall cause the planning and construction of a three-classroom-school building. The infrastructure shall be built according to the dimensions specified by DepED and shall be designed in pursuant to the building plans and architect's perspectives hereto attached as "Annex A".
- b. The Proponent shall be entitled to engage services of licensed architects and engineers to prepare the plans, designs, specifications and construction

drawings for the school building and contract out the construction of the school building to duly licensed contractors;

c. The Proponent shall administer the efficient and effective implementation of the construction, especially during the three-month-period from the commencement of construction and cause contractors to comply with and adhere to basic safety practices in and during construction. Likewise, the Proponent shall coordinate closely with DepEd in the implementation of program activities;

d. Actual cost of the construction shall be paid out to contractors, suppliers and consultants by the Proponent; and

e. A Deed of Donation in favor of DepED for the completed school building shall be executed.

Section 4 Scope of the Program or Package

The project beneficiary shall be (name of school, address)

Section 5 Program Cost\ Breakdown

The estimated construction cost of the school building is (amount)

Section 6 Term(starting term and ending term)

The School building shall be constructed during a three-month period from commencement of construction and following a timetable which will cause the completion of construction before 2007.

Section 7 Capacity and Authorization

The parties herein warrant that they have the capacity, power and requisite authorization to enter into this Agreement

Section 8 Separability Clause

Should any part of this Agreement be judicially declared null and void, such nullity shall not affect the validity of the remaining provisions hereof.

Section 9 Breach of Contract

The violation or omission of any of the provisions of this Agreement shall be ground for the cancellation or rescission of the same without need for legal or court action.

SIGNED on the date and at the place first above written.

DEPARTMENT OF EDUCATION

SPONSORING BODY

By

By

Secretary

President/Head

SIGNED IN THE PRESENCE OF:

ACKNOWLEDGMENT

REPUBLIC OF THE PHILIPPINES)

_____) ss.

BEFORE ME this _____ (date) _____ - _____ , personally appeared:

_____ CTC# _____, Issued on/at _____

_____ CTC# _____, Issued on/at _____

Known to me and to me known to be the same persons who executed the foregoing instrument, and they acknowledged to me that the same is their free

and voluntary act and deed and that of the corporations herein they represented. This Memorandum of Agreement consists of _____ pages including this page in which this acknowledgement is written, signed by the parties in their instrumental witnesses each and every page thereof.

WITNESS MY HAND AND NOTARIAL SEAL, on the date at the place first written above.

NOTARY PUBLIC

Doc. No. _____

Page No. _____

Book No. _____

Series of _____

DEED OF DONATION (DOD)

KNOW ALL MEN BY THESE PRESENTS:

This Deed of Donation made and executed by the _____ (donating organization) herein represented by its _____ (title of representative) _____ (name of representative) with office address at _____, hereinafter called the DONOR

-- in favor of --

The (name of the school) herein represented by its _____ SDS/Principal _____ (name of the representative) with office address at _____, hereinafter called the DONEE.

WITNESSETH

That for and in consideration of a desire to contribute a share for the cause of the education of Filipino learners through the Adopt-a-School Program of the Department of Education, the DONOR has freely and voluntarily given, transferred and conveyed by way of donation to the DONEE, its successors and assigns free and clear of any and all liens and encumbrances whatsoever all its rights, interests and title on:

" _____ "

Details of the Donation	Amount	Schools & Addresses
_____	_____	_____
_____	_____	_____
_____	_____	_____
TOTAL _____		

(Note: Use Annex page for more details of the donation)

IN WITNESS WHEREOF, the DONOR has hereto subscribed herself/himself this __ day of _____, 2012.

(Signature over Donor's Name)

Deed of Donation

ACKNOWLEDGMENT

REPUBLIC OF THE PHILIPPINES)

_____) ss.

BEFORE ME this (date), personally appeared to me with

Name

Details

Issued on/at

Known to me and to me known to be the same persons who executed the foregoing instrument, and they acknowledged to me that the same is free and voluntary act and deed, including that of the entities that they represent.

This instrument refers to a Deed of Donation that consists of ____ page, including this whereon this acknowledgement is written, and which is signed by the parties concerned on each and every page thereof.

WITNESS MY HAND AND NOTARIAL SEAL, on the date at the place
first written above.

NOTARY PUBLIC

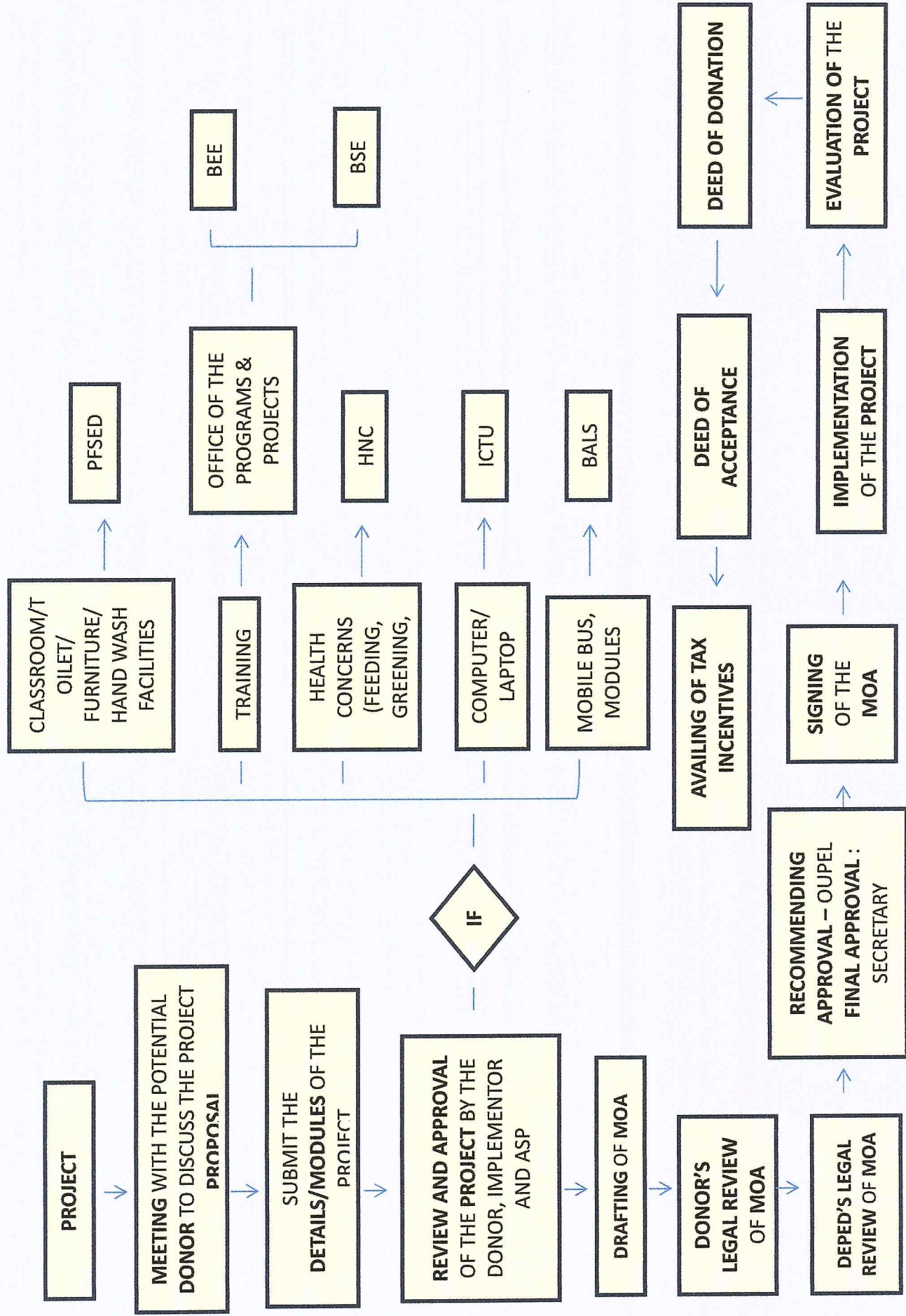
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Book No. _____

Series of _____

WORK FLOW OF THE ADOPTION PROCESS



Republic Act 8525

**AN ACT ESTABLISHING AN "ADOPT-A- SCHOOL
PROGRAM" PROVIDING INCENTIVES THEREFOR, AND FOR OTHER
PURPOSES**

II. No. 7971

S. No. 1827

Republic of the Philippines
CONGRESS OF THE PHILIPPINES
Metro Manila

Tenth Congress.

Third Regular Session

Begun and held in Metro Manila, on Monday, the twenty-eight day of July,
nineteen hundred and ninety seven.

[REPUBLIC ACT NO. 8525]

**AN ACT ESTABLISHING AN "ADOPT-A- SCHOOL PROGRAM"
PROVIDING INCENTIVES THEREFOR, AND FOR OTHER PURPOSES**

Be enacted by the Senate and House of Representatives of the Philippines
in Congress assembled.

SECTION 1. Title. – This Act shall be known and cited as the "Adopt-a-
School Act of 1998."

SEC. 2. Declaration of Policy. – It is the policy of the State to provide
quality and relevant education to the Filipino youth and to encourage private

initiative to support public education. Towards this end, the State shall institute programs to encourage private companies and enterprises to help in the country, particularly those in poverty-stricken provinces.

SEC. 3. Adopt-a-School Program. – there is hereby established the “Adopt-a-School Program” which will allow private entities to assist a public school, whether elementary, secondary, or tertiary, preferably located in any of the twenty (20) poorest provinces identified by the Presidential Council for Countryside Development or any other government agency tasked with identifying the poorest provinces in, but not limited to, the following areas: staff and faculty development for training and further education, construction facilities, upgrading of existing facilities, provision of books, publications and other instructional materials; and modernization of instructional technologies.

Republic Act 8525

A Memorandum of Agreement (MOA) specifying the details of the adoption shall be entered into between the adopting entity and the head of the school concerned: Provided, that such MOA shall be subject to review and approval of the Superintendent of Schools of the province or district concerned: Provided, further, That the agreement shall last for at least two (2) years with the possibility of extension: Provided, finally, That such period may be shortened only in cases where the adopting entity is dissolved before the end of such period unless otherwise earlier terminated in accordance with the succeeding section.

SEC. 4. Periodic Review. – A review of the adoption shall be undertaken by the local school board of the province or city where the school is located. The standards and guidelines for the review shall be formulated by the Coordinating Council created under Section 7 hereof. The results of the review shall be taken into consideration in the assessment of the application for tax credits by the adopting entity. The school board may, after an appropriate review, recommend to the Coordinating Council the termination of the adoption. The adopting entity may appeal the assessment to the Coordinating Council whose decision shall be final and unappeasable.

SEC. 5. Additional Deduction of Expenses Incurred for the Adoption. - Provision of existing laws to the contrary notwithstanding, expenses incurred by the adopting entity for the "Adopt-a-School Program" shall be allowed an additional deduction from the gross income equivalent to fifty percent (50%) of such expenses.

Valuation of assistance other than money shall be based on the acquisition cost of the property. Such valuation shall take into consideration the depreciated value of the property in case said property has already been used.

SEC. 6. Additional incentives. - The adopting company or enterprise, in addition to the incentive provided in the preceding section shall be entitled to have its name emblazoned beneath the name of the school after words indicating that the school is under the "Adopt-a-School Program". Moreover, the adopting entity shall be represented in the local school board of the municipality where the adopted elementary or high school is located.

SEC. 7. Coordinating Council. - A Coordinating Council, hereinafter referred to as the Council, is hereby created to coordinate and monitor the implementation of this Act. The Council shall be composed of the Secretary of the Department of Education, Culture and Sports (DECS) as chairperson; the Chairman of the Commission on Higher Education (CHED) and the Director-General of Technical Education and Skills Development Authority (TESDA), as co-chairpersons; and the chairperson of the Presidential Council for Countryside Development (PCCD), and the representative from the National Federation of Chambers of Commerce and Industry (NFCCI) to be appointed by the President of the Philippines, as members.

The Council shall meet once every three (3) months. The chairpersons and members shall not receive compensation but shall be entitled to reimbursements for reasonable expenses related to the Council's activities.

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The DECS, CHED, and TESDA, through a mutual agreement, shall each make provisions for the Secretariat of the Council.

SEC. 8. Rules and Regulations. – The DECS, CHED and TESDA, in consultation with the Department of Finance, shall formulate the rules and regulations to implement this Act.

SEC. 9. Separability Clause. – In the event that any provision of this Act is declared unconstitutional, the validity of the other provisions shall not be affected by such declaration.

SEC. 10. Repealing Clause. – All laws, decrees, orders, rules and regulations or parts thereof inconsistent with this Act are hereby repealed or modified accordingly.

SEC. 11. Effectivity. – This Act shall take effect fifteen (15) days after its publication in two (2) national newspapers of general circulation.

Approved.

(SGD.) NEPTALI A. GONZALES (SGD.) JOSE DE VENECIA JR.

President of the Senate Speaker of the House of Representatives

This Act which originated in the House of Representatives was finally passed by the House of Representatives and the Senate on February 6, 1998.

(SGD.) HEZEL P. GACUTAN SGD.) ROBERTO P. NAZARENO

Secretary of the Senate Secretary General

House of Representatives

Approved:

FEB. 14, 1998

(SGD.) FIDEL V. RAMOS

President of the Philippines

ADOPT-A-SCHOOL PROGRAM KIT

Packages

Learning Environment

The construction of additional classrooms will decongest our crowded public schools and provide more substantial school hours for the children. Badly-needed chairs, desks, blackboards, computer laboratories, wash facilities, water systems and toilets must also be provided, and these will likely create a physical environment that is conducive for learning.

Learning Support

Our private-sector partners can give public school children exciting and dynamic opportunities for learning at the larger world outside of school by sponsoring relevant field trips. Students and teachers will also benefit from audio-visual educational materials such as e-books, educational films, e-libraries, and non-digital teaching aids such as pop-up materials and colored illustrations.

Health and Nutrition

Appropriate remedies for the health and nutrition problems of public school children will help improve students' school performance and learning retention. Our partners can sponsor feeding programs, essential health care programs, medical-dental missions, deworming interventions, and the provision of vitamins, nutritional supplements, eye check-ups and eyeglasses to students and teachers.

Reading Program

By providing books and supplementary reading materials to our public school children, we open up a rich world of information to them and help develop the habit of reading, a key to improving academic performance.

Technology Support

We welcome the private sector's continuing support in promoting DepEd's imperative thrust to integrate fast-changing technology within basic education. Laptops, computers, internet connectivity, television sets, DVDs, and e-learning materials are always needed to make classroom instruction interactive and effective.

Direct Assistance

School supplies, stipends, and other forms of financial and material assistance may be extended to public school children to alleviate their parents' financial burden and obligations.

Training and Development

Private sector groups and individuals can extend assistance not only to schoolchildren but also to their teachers. Sponsoring training programs in teacher education institutions will greatly help our teachers gain relevant skills that will update their knowledge and increase their effectiveness in the classrooms.

Assistive Learning Devices for students with special needs

Assistive learning devices are used to increase or improve the functional capabilities of a child with special needs. These range from no-tech devices (pencil grips, dry-erase boards, special chairs, picture cards) to mid-tech (tape recorders, spelling-check devices, overhead projectors) and hi-tech devices (software, computerized systems, specialized keyboards and peripheral devices).

Frequently Asked Questions

What are the benefits an adopting private entity can avail of under the Adopt-a-School Program?

Active involvement in the Program can be mutually beneficial to both parties concerned. While DepEd gets its schools improved, adopting private entity in return, may obtain tax incentives, strengthened corporate image and goodwill within the school community.

Where can a private entity obtain the certification / endorsement so that it can avail of the tax incentives as provided for under the Adopt-a-School Law?

The private entity should request an endorsement from the DepEd Central Office in Pasig thru the Adopt-a-School Secretariat. The endorsement is approved by DepEd.

What are the requirements needed by the Revenue District Office of the Bureau of Internal Revenue (BIR) in considering the application of the private entity for tax incentives?

The private entity applying for tax incentives must submit the following:

1. Duly notarized /approved Agreement
2. Duly notarized Deed of Donation
3. Duly notarized Deed of Acceptance
3. Official receipts showing the actual value of the donation, and
4. Certificate of title and tax declaration (if the donation is in the form of real property).

For donations coming from overseas, what are the documents required to avail of duty-free entry of goods?

The documents required prior to the issuance of duty-free certification by DepEd and the Department of Finance (DOF) are the following:

From the Donor

Bill of Lading, Air Waybill, Parcel Notice, other shipping documents,
Commercial Invoice and Packing List

From the Donee

Notarized Deed of Donation, Deed of Acceptance, and Memorandum of
Agreement (or Memorandum of Understanding)

Who can help?

Any private individual, group, organization or institution can become partners in education. There are however, basic qualifications of participants to the Program.

A private entity that intends to participate should have a credible track record to be supported by a certificate of registration with the Securities and Exchange Commission (SEC) or with the Cooperative Development Authority (CDA).

The private entity should have been in existence for at least a year.

What assistance can be provided?

The program carries a menu of options called packages that a stakeholder can select from. Packages range from building classrooms, laboratories, staff development, nutrition program, e-learning, to the provision of instructional materials. The packages are designed to meet the school's needs in accordance with the private sector's capacity and thrusts.

Which schools need assistance?

Any government school, whether elementary, secondary, post-secondary or tertiary preferably located in any of the current poorest provinces/municipalities can avail of the donations under the Program. Priority shall be given to schools located in the poorest provinces as determined by the National Statistical Coordination Board (NCSB), low income municipalities and other schools with undernourished learners, poor but high performing learners, severe classroom shortage, insufficient budget or funds and/or deficient in number of textbooks and instructional materials.

How will recipient schools be selected?

The adopting private entity has the prerogative of identifying the school of its choice, as well as the area and geographic location where it wishes to place its support. In case the adopting private entity has no particular school in mind, any of the three education agencies will provide the adopting entity a list of priority schools and their identified needs.

Adoption Procedures

Schools can be adopted by an individual, group, another school, company, foundation or organization.

The Adopt-A-School Secretariat shall facilitate the linkage between the adopting individual and the target school.

The Secretariat will provide the adopting entity with different adoption packages and the list of prospective schools with their corresponding needs.

The adopted school shall sign a Memorandum of Agreement (MOA) with the adopting private entity. The MOA shall specify the terms and conditions of the adoption including the tasks and responsibilities of the private entity and the school.

The parties involved in the signing of the MOA will be the adopting entity and the head of the school concerned. In cases where the adopting entity adopts multiple schools in a certain division, a MOA shall be facilitated between the adopting entity and the corresponding DepEd official. For a school located within a particular Division, the Schools Division Superintendent will be the official signatory; for regional project coverage, the Regional Director; and for projects that are national in scope, the Secretary of Education shall sign the MOA.

The MOA will be subject for review and approval by the Adopt-A-School Secretariat. The Agreement shall last two years with the possibility of extension.

BIR Revenue Regulations 10-2003

BIR REVENUE REGULATIONS

REPUBLIC OF THE PHILIPPINES
DEPARTMENT OF FINANCE
BUREAU OF INTERNAL REVENUE
Quezon City

January 27, 2003

REVENUE REGULATIONS NO. 10-2003

SUBJECT: Implementing the Tax Incentives Provisions of Republic Act No. 8525, Otherwise Known as the "Adopt-a-School Act of 1998"

TO : All Internal Revenue Officers and Others Concerned.

SECTION I. SCOPE. - Pursuant to Sections 4 and 244 of the National Internal Revenue Code (Tax Code) of 1997, the following Regulations are hereby promulgated to implement the tax provisions of R.A. No. 8525, otherwise known as the "Adopt-a-School Act of 1998."

SEC. 2. DEFINITION OF TERMS. - For purposes of these Regulations, the following terms are operationally defined as follows:

(a) "Act"-refers to Republic Act No. 8525, otherwise known as the "Adopt-a-School Act of 1998."

(b) "Adopt-a-School Program" - or "Program" shall refer to a program which allows private entities to assist a public school in a particular aspect of its educational program within an agreed period.

(c) "Public school" - shall refer to a government school, whether elementary, secondary, post-secondary or tertiary, which enters into an Agreement with an adopting private entity concerning assistance referred to under paragraph (e) hereof.

(d) "Private entity" - shall refer to an individual engaged in trade or business or engaged in the practice of his profession or other business organizations, like a partnership, corporation or cooperative, either resident or non-resident, who/which teams up with the Department of Education (DepEd), or with the

Commission on Higher Education (CHED), or with the Technical Education and Skills Development Authority (TESDA), towards providing much needed assistance and service to public schools. It shall be known hereafter as the adopting private entity.

(e) "Assistance" - shall refer to the aid/help/ contribution/donation provided by an adopting private entity to a public school. Assistance may in the form of, but not limited to, in infrastructure, teaching and skills development, learning support, computer and science laboratories, and food and nutrition.

(f) "Agreement" - shall refer to a Memorandum of Agreement (MOA) or Agreement/Deed of Donation entered into by and between the adopting private entity and the public school specifying the terms and conditions of the adoption, including the tasks and responsibilities of the contracting parties.

(g) "National Secretariat" - shall refer to the office composed of representatives of the three education agencies, namely the DepEd, CHED, and TESDA, which will provide overall management and coordination of the Program.

(h) "Application for tax incentives or tax exemption" - shall refer to the application for tax credit by the adopting private entity referred to under Section 4 of the Act, which means application for additional deduction in arriving at the net taxable income.

SEC. 3. TAX INCENTIVES ACCRUING TO THE ADOPTING PRIVATE ENTITY.
- A pre-qualified adopting private entity, which enters into an Agreement with a public school, shall be entitled to the following tax incentives:

(a) Deduction from the gross income of the amount of contribution/donation that were actually, directly and exclusively incurred for the Program, subject to limitations, conditions and rules set forth in Section 34(H) of the Tax Code plus and additional amount equivalent to fifty percent (50%) of such contribution/donation subject to the following conditions:

(1) That the deduction shall be availed of in the taxable year in which the expenses have been paid or incurred;

(2) That the taxpayer can substantiate the deduction with sufficient evidence, such as official receipts or delivery receipts and other adequate records-

(2.1) The amount of expenses being claimed as deduction;

(2.2) The direct connection or relation of the expenses to the adopting private provide a list of subjects and/or activities undertaken and the cost of each undertaking, indicating in particular where and how the assistance has been utilized as supported by the Agreement; and

(2.3) Proof or acknowledgement of receipt of the contributed/donated property by the recipient public school.

(3) That the application, together with the approved Agreement endorsed by the National Secretariat, shall be filed with the Revenue District Office (RDO) having jurisdiction over the place of business of the donor/adopting private entity, copy furnished the RDO having jurisdiction over the property, if the contribution/donation is in the form of real property.

(b) Exemption of the Assistance made by the donor from payment of donor's tax pursuant to Sections 101 (A)(2) and (B)(1) of the Tax Code of 1997.

SEC. 4. OTHER TAX CONSEQUENCES OF THE ASSISTANCE TO THE PUBLIC SCHOOL.

(a) In the case of foreign donation, the VAT and excise tax, if any, on the importation of goods shall be assumed by the DepEd, CHED, or the importer thereof, except in cases where the importation is exempt from VAT under Section 109 of the Tax Code. In this connection, VAT on importation payable by the concerned national government agency namely, (DepEd, CHED, or TESDA) to the National Government arising from the subject foreign donation is deemed automatically appropriated and shall be considered as expenditure of the government pursuant to the provisions of Section 13 of the Government Appropriation Act (GAA) as determined by the Congress on an annual basis.

(b) In the case of local donation considered as "transaction deemed sale" of goods or properties originally intended for sale by the adopting private entity, the same shall be subject to VAT on the transfer of the said goods or properties under Section 106 (B)(1) of the Tax Code. The said donor/adopting private entity, however, is entitled to claim the availment input tax subject to the rules on allocation among taxable sales, zero-rated sales and exempt sales. On the other hand, the donee-public school, shall be deemed as the final consumer/end user, and therefore, not entitled to any input VAT.

If the local donation is not considered as a "transaction deemed sale", then the transfer of the goods or properties to the public school shall be exempt from VAT.

SEC. 5. VALUATION OF THE ASSISTANCE/ CONTRIBUTION OR DONATION.-

(a) Cash assistance/contribution or donation.- The amount of assistance /contribution or donation shall be based on the actual amount contributed/donated appearing in the official receipt issued by the donee.

(b) Assistance/contribution or donation other than money.-

(i) Personal property. - If the contribution or donation is in the form of personal property, the amount of contribution or donation shall be based on the acquisition cost of the said assistance or contribution. However, if the said property had already been used, then such valuation shall take into consideration the depreciated value of the property.

(ii) Consumable goods.- If the assistance is in the form of consumable goods, the amount of the contribution or donation shall be based on the acquisition cost by the donor or the actual cost thereof at the time of the donation, whichever is lower.

(iii) Services. - If the assistance is in the form of services, the amount of the contribution or donation shall be based on the value of the services rendered as agreed upon by the donor and the service provider and the public school as fixed in the Memorandum of Agreement, or the actual expenses incurred by the donor, whichever is lower.

(iv) Real property. - If the assistance is in the form of real property, the amount of the contribution or donation shall be the fair market value of the property at the time of the contribution/donation, as determined pursuant to Section 6(E) of the Tax Code or the book value/depreciated value of the property, whichever is lower. Appraisal increase or appreciation in the value of the asset recorded in the books of account should not be considered in computing the book value of the asset.

SEC. 6. PROCEDURES FOR THE AVAILMENT OF TAX INCENTIVES UNDER THE PROGRAM BY THE ADOPTING ENTITY. - In order to avail of the tax incentives provided for under these Regulations, the following procedures and requirements should be complied with, viz:

(a) National Secretariat shall endorse to the RDO of the Bureau of Internal Revenue (BIR) having jurisdiction over the place of business of the adopting private entity, copy furnished the RDO having jurisdiction over the property if the donation or contribution is in the form of real property, the following:

(i) duly notarized/approved Agreement;

- (ii) duly notarized Deed of Donation;
- (iii) Official receipts or any document showing the actual value of the contribution/donation;
- (iv) Certificate of Title and Tax declaration, if the donation is in the form of real property; and

(v) other adequate records showing the direct connection or relation of the expenses being claimed as deduction/donation to the adopting private entity's participation in the program, as well as showing or proving receipt of the donated property.

(b) Adopting private entity shall submit application for entitlement to the additional 50% special deduction from the gross income, and for exemption from donor's tax to the RDO having jurisdiction over the place of business of the adopting private entity, copy furnished the RDO having jurisdiction over the donated real property.

SEC. 7.REPEALING CLAUSE. - All revenue rules and regulations, and other revenue issuances or parts thereof, which are inconsistent with these Regulations are hereby repealed or modified accordingly.

SEC. 8.EFFECTIVITY. - These regulations shall take effect fifteen (15) days after publication in the Official Gazette or in a newspaper of general circulation, whichever comes first.

(SGD.) JOSE ISIDRO N. CAMACHO
Secretary of Finance

Recommending approval:

(SGD.) GUILLERMO L. PARAYNO, JR.
Commissioner of Internal Revenue

LIST OF ADOPT-A-SCHOOLPROGRAM (ASP) PARTNERS

1. 8990 Housing Development Corporation
2. Aboitiz Foundation Inc.
3. Aboitiz Group of Companies
4. Aboitizland, Inc.
5. ABS-CBN
6. Academic Solutions Inc.
7. Aklat, Gabay, ArugaTungosaPag-Angat at Pag-asa (AGAPP) Foundation Inc.
8. Alsons Development and Investment Corp.
9. Amway Philippines, L.L.C.
10. Assisi Development Foundation
11. Associated Marine Officers and Seamen's Union of the Philippines
12. Awesome Lab, Inc.
13. Azzurra Prime Ventures, Inc.
14. BankoSentralngPilipinas Officers Club, Inc.
15. BDO Foundation, Inc.
16. Binhi English Literacy Foundation, Inc.
17. BPI Foundation, Inc.
18. Care Philippines
19. Catidig Flores and Palarca law
20. CebuanaLhuillier Foundation, Inc.
21. CFC Educational Foundation, Inc.
22. Chevron
23. City Savings Bank
24. Coca-Cola Far East Limited
25. Coca-Cola Foundation Inc.
26. Colgate-Palmolive Philippines

27. Cosmic Philippines
28. Cotabato Light and Power Company
29. Cut Unlimited Inc.
30. Davao Doctors
31. Department of National Defense/ Armed Forces of the Philippines
32. Department of Public Works and Highways
33. Deutsche Bank Ag Manila Branch
34. DILG/BFP
35. DM Wenceslao& Associates Inc.
36. EDC
37. Edu Co.
38. EM2A Partners & Co.
39. Energy Development Corp
40. FEU
41. FGP Corp.
42. Filminera Resources Corporation
43. First Balfour
44. First Gas Power Corp.
45. First Gen. Hydro Power Corp.
46. First Natgas Power Corp.
47. Foundation for Rural Electrification for Economic Development
48. Friends of Hope
49. Gakken Phils.
50. Global Peace Foundation Phils.
51. GMA Kapuso Foundation
52. Green Core Geothermal Inc.
53. GSIS
54. Hart Hanks Phils.
55. Health Futures Foundation Inc.

56. Hedcor Inc.
57. HEDCOR Sibulan Inc.
58. Hocheng Philippines Corp.
59. Holcim Philippines
60. Japan Seamen's Union
61. JD Pamana Foundation
62. Johnson and Johnson
63. Kasilak Foundation
64. Knowledge Channel
65. LIMKETKAI Manufacturing Corporation
66. LTS Department Store
67. LTS Supermarket
68. Luzon Hydro Corp.
69. Magna Anima
70. Mañosa and Co, Inc.
71. Metrobank Foundation Inc.
72. Microdata
73. Monolith Construction & Development Corporation
74. Mustard Seed System Corporation
75. National Book Store Foundation Inc.
76. Ogilvy & Mathers Philippines Inc.
77. One Meralco Foundation Inc.
78. Pag-Ibig Fund
79. Petron Corporation Inc.
80. Phil Gold Processing & Refining Corp.
81. Phil Trident Land
82. Philam Life Foundation Inc.
83. Philippine Amusement and Gaming Corporation
84. Philippine Football Federation, Inc.

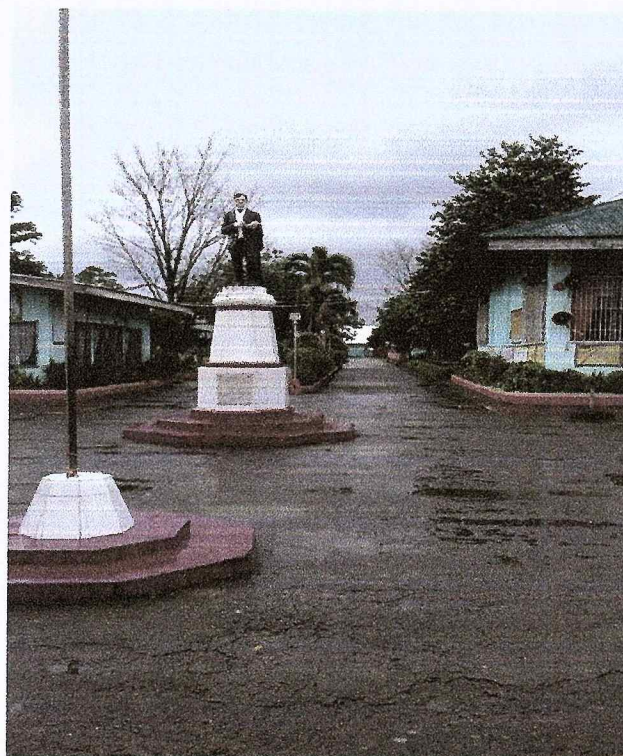
85. Philippine Foremost Milling Corp.
86. Philippine Long Distance Telephone Company
87. Pilmico Foods Corp.
88. Prime Meridian Powergen Corp.
89. Pru Life
90. Pureforce and Rescue
91. R.K. Shimizu (Nagasaki) Foundation, Inc.
92. Radiowealth Finance Company, Guevara Foundation
93. Ramon Aboitiz Foundation Inc.
94. RIL Transport Inc.
95. Rufino Guy Susim and Shirley Guy Scholarship Program
96. Samsung Electronics
97. San Beda College
98. San Carlos Solar Energy, Inc.
99. Security Bank Foundation
100. Simon Enterprises
101. SM Foundation Inc.
102. SM Prime Holdings Inc.
103. Smart Communications
104. Soliman Foundation
105. SSS
106. Stairway Foundation Inc.
107. Stanfilco
108. STI Education
109. Thrive Solar Energy Phils.
110. Total Hygienicare
111. Trans-Asia Oil and Energy Development Corp.
112. Trans-Asia Power Generation Corp.
113. Trans-Asia Renewable Energy Corporation

- 114. Tukod Foundation
- 115. Tutoring Club
- 116. Unilever Philippines
- 117. United Coconut Planters Life Assurance Corp.
- 118. University of the Philippines
- 119. Uygongco Foundation Inc.
- 120. Visayan Electric Company

This list has been updated as of September 17, 2015.

BAYBAY I CENTRAL SCHOOL

PICTORIAL



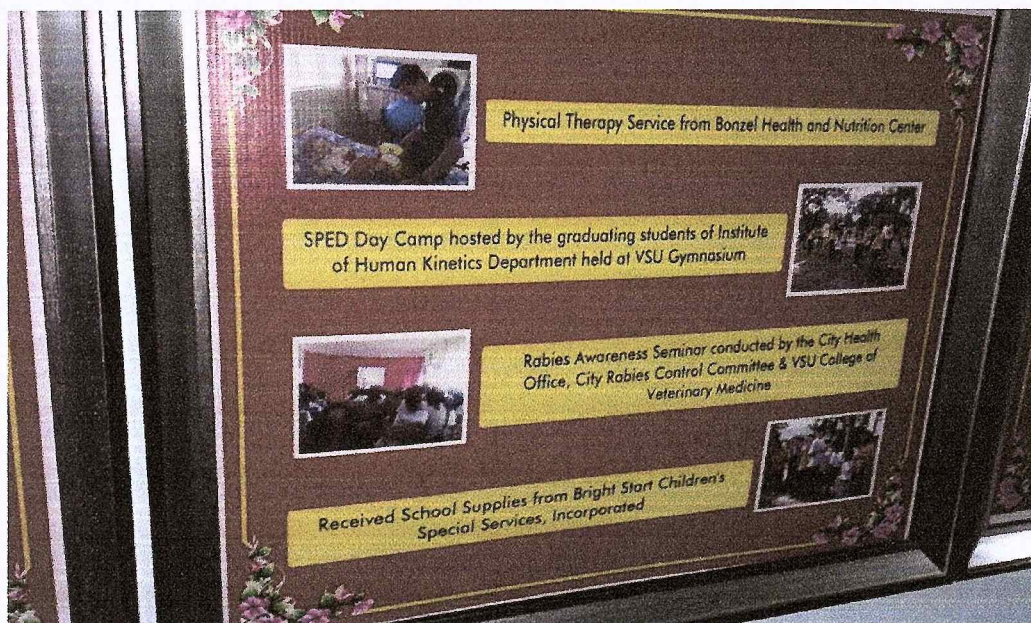
The School Campus



SBM Level – III Accredited



The Principal's Office



Donor's Name name and donations
were posted in the principal's office



The Conference Hall of the School with the Project
LESLIE Banner (focused on Stakeholders)



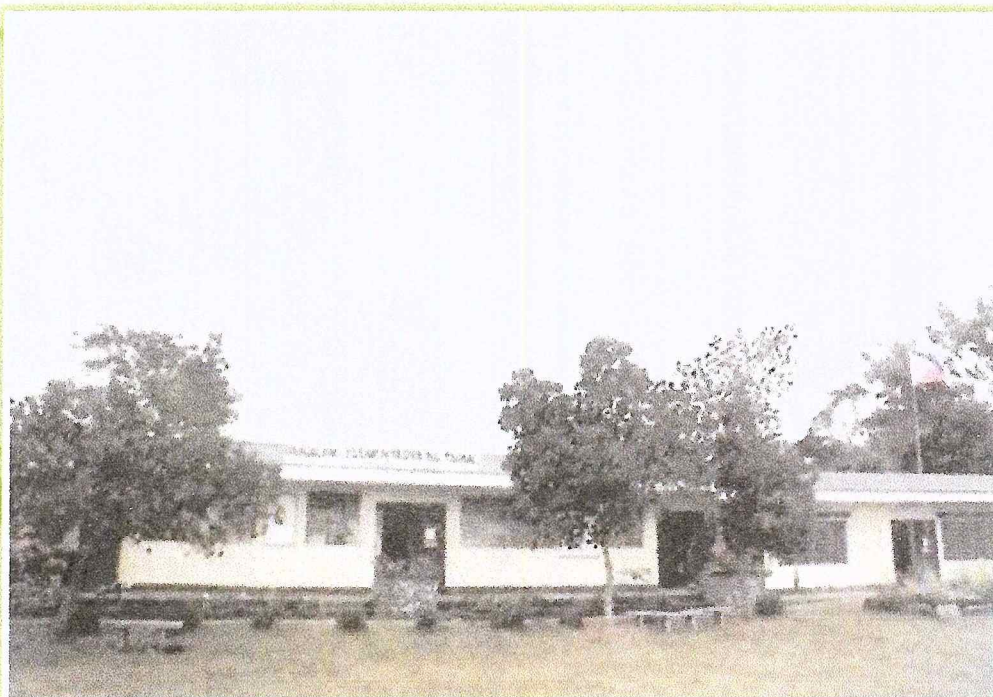
On-going construction of the covered court



Regular School Feeding sponsored by JVR Foundation, Inc.



Department of Education
Region VI -Western Visayas
Division of Iloilo
District of Oton
TAGBAC ELEMENTARY SCHOOL



**SUSTAINABLE AND ECO-FRIENDLY
INITIATIVES OF
TAGBAC ELEMENTARY SCHOOL**

DESCRIPTION OF THE ENVIRONMENTAL PROJECTS/PROGRAMS OF TAGBAC ELEMENTARY SCHOOL

Tagbac Elementary School is envisioning that pupils are well-nourished, academically prepared, morally upright, productive and globally competitive through the guidance of committed and dedicated teachers supported by peace-loving parents in a beautiful and eco-friendly environment.

The following are the simple but successful programs implemented by the school to create an eco-friendly school environment:

Very Friendly Young Eco-Savers (VF - YES). The VF YES Program is a waste reduction program that involved school children. The program educates the school children on the importance of recycling as means of preserving the environment; instills waste segregation and recycling practices in households and school premises; and involves other sectors of the community in the solid waste management efforts.

ZERO-PLASTIC PROGRAM. Each pupil has a small plastic inside their schoolbag. They put their waste, including candy and biscuit wrappers, then bring it back to their homes. In this way, they will use not to throw their garbage anywhere.

GULAYAN SA PAARALAN. The intermediate grades children have their individual garden plot to cultivate and maintain. And instead of playing every

after class in the afternoon, they attend to their garden. This develops the value of industry, self sufficiency and the of love nature.

VERMI COMPOSTING. In this program, the parents bring animal manure and rice hays to school instead of paying school miscellaneous fees. These were used to feed the African Nightcrawler earthworms that produce vermicasts, which is an organic fertilizer, used to fertilize the school vegetables. The income from these vegetables are used in other eco-friendly programs and project of the school.

SUPERVISED RECESS PROGRAM. The pupils are fed with organic vegetables fresh from their garden. This enables them to excel in class and have a better academic performance. The organic farming of the school does not only promotes good health, it also protects and conserve the environment.

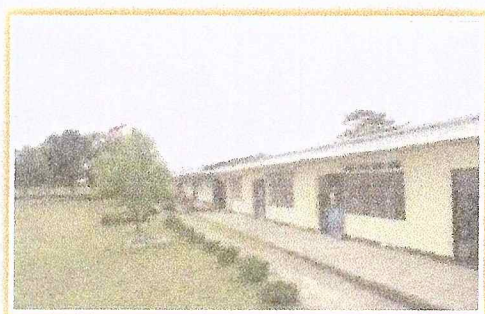
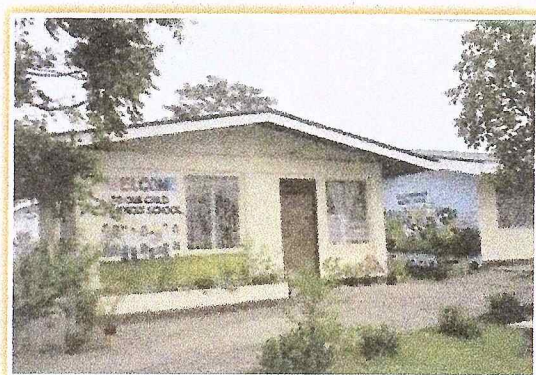
Other environmental programs in school were implemented like **WATER CONSERVATION, ENERGY CONSERVATION and PAPER CONSERVATION.**

Signages were posted in the school vicinity to remind the pupils to use these God-given gifts wisely.

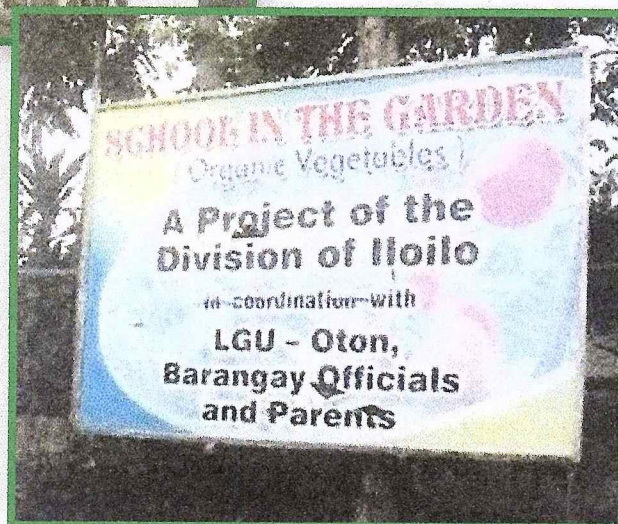
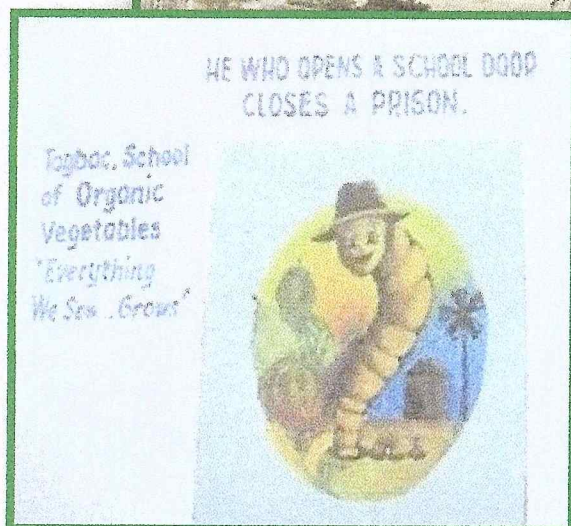
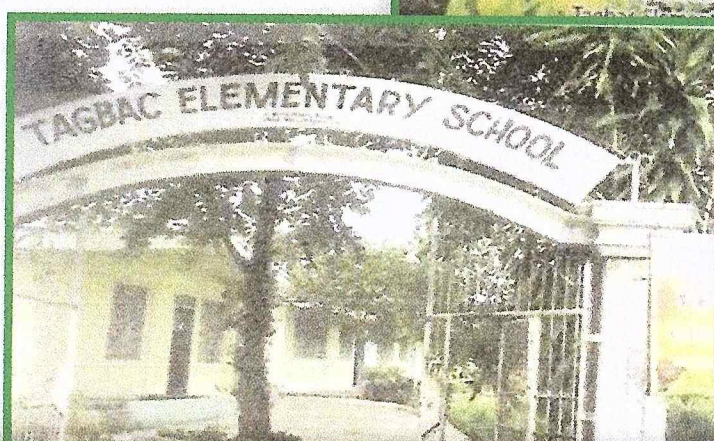
These projects do not only aim to lift up the school's name but also to instill in the minds of the young children the importance of taking care of our environment.

Green as it is, like a sprouting seedling, Tagbac Elementary School revealed its captivating beauty. Maybe one will think that this school is the poorest among other schools on our first **glance**. But behind this status, the splendid, remarkable and promising paradise on a progressive agricultural school garden may evolve.

SCHOOL PROFILE **TAGBAC ELEMENTARY SCHOOL**



Population (2014 – 2015):	211
Distance from the town proper:	3 kilometers
Land Area:	5,973 square meters
Means of Transportation:	Any type of vehicle
Number of Buildings:	5
Number of Classrooms:	7
Number of Teachers:	8
School Head:	Mrs. Emma B. Caballero



The streamers simply show how the school promotes
**“ECO - SUSTAINABLE AGRICULTURE
 MOBILIZATION TOWARDS
 NUTRITION AND HEALTHY LIFE”**



TAGBAC ELEMENTARY SCHOOL

HISTORY

The school was built in the year 1960 and was known as Tagbac Primary School. It has only four classrooms, Grades 1-3 and the Office of the School Head. The lot where the school is located is donated by the family of Barangay Captain Bonifacio Marfil Sr.

In 1965, the school became a complete elementary school, thus named as Tagbac Elementary School. It was manned by the school head, Mrs. Lydia C. Cofreros. Three more classrooms were added plus the Home Economics Building and the Agricultural Building.

The school underwent various developments through the years under several school administrators.

In 2003, the new school administrator, Mrs. Emma B. Caballero, was assigned to Tagbac Elementary School. She brought so many programs and projects with the support of various stakeholders. Some important projects are the pathway from the road going to the main gate of the school and the newly constructed Industrial Building. The most important project that is now implemented in the school is the **ORGANIC FARMING** which supports an eco-friendly school environment.



Department of Education
Region VI -Western Visayas
Division of Iloilo
District of Oton
TAGBAC ELEMENTARY SCHOOL

Sustainability Aspects of the School's Policy of Tagbac Elementary School



Department of Education
Region VI – Western Visayas
Division of Iloilo
District of Oton
TAGBAC ELEMENTARY SCHOOL

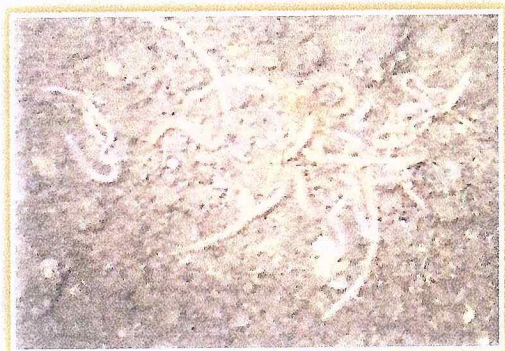
Environment - Friendly School's Operations of Tagbac Elementary School

VERMI-COMPOSTING

To produce more organic vegetables for the supervised recess, Mrs. Emma B. Caballero, the school head of the school, come up with a low-cost, low-tech, but scientifically based technology – the Vermi-Composting.

The pupils contribute in this project by bringing animal manure and dried hays for the production of African nightcrawler earthworms (*Eudrilluseugeniae*). The materials that pass through the digestive tract of the earthworms come out in a texturized, sanitized and deodorized form of castings known as vermicompost. The vermin-cast produced will then be used in their garden.

THE WORM PRODUCTION



The African Nightcrawlers



STEPS IN VERMI-COMPOSTING



1. Gathering



2. Mixing

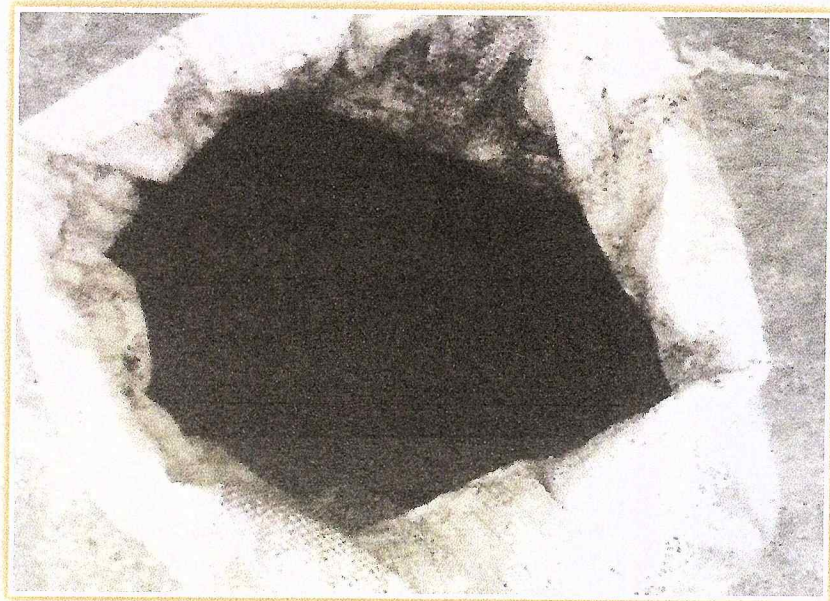


3. Shredding



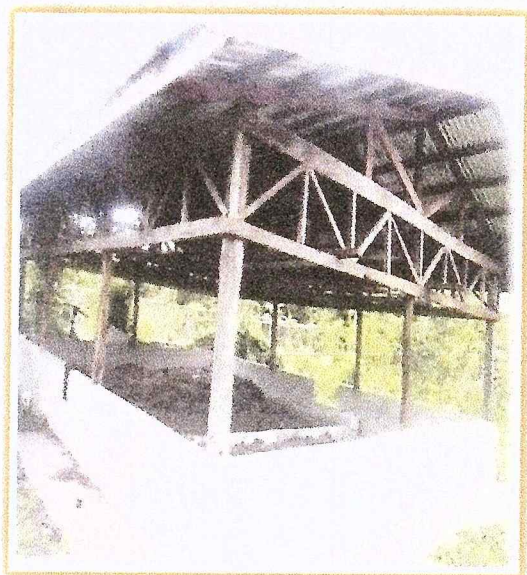
4. Harvesting

VERMICASTS

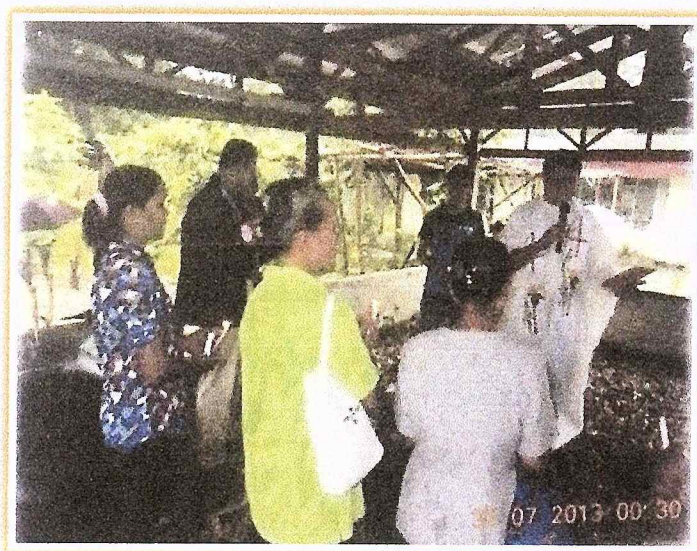


**These vermicasts are ready to be used as fertilizers for the plants.
It can also be solid for income generating.**

THE VERMI COMPOSTING FACILITY



*This is the vermin-composting facility wherein the African Nightcrawlers are grown.
The construction materials of this facility were funded by ATI
(Agriculture Training Institute) with the amount of Php100,000.00*



Rev. Fr. Jason Quilantang blesses the facility, together with the ATI personnel, parents, teachers and Barangay Officials



Department of Education
Region VI – Western Visayas
Division of Iloilo
District of Oton
TAGBAC ELEMENTARY SCHOOL

RECORD OF PRODUCTION AND SALES OF VERMICASTS

S.Y. 2012 – 2013

Date	Number of Sacks	Price/Sack @ 50 kilos	Total Amount	Remarks
June 2012	20	Php250.00	Php5,000.00	All vermicompost were utilized as organic fertilizer for the school vegetable garden
September 2012	25	Php250.00	Php6,250.00	
January 2013	40	Php250.00	Php10,000.00	
TOTAL	85		Php21,250.00	

S.Y. 2013 – 2014

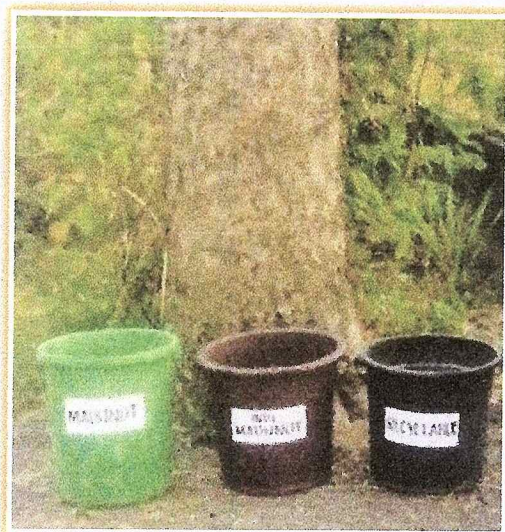
Date	Number of Sacks	Price/Sack @ 50 kilos	Total Amount	Remarks
June 2013	30	Php250.00	Php7,500.00	It was used at the school garden
August 2013	40	Php250.00	Php10,000.00	Purchased by Remnant Institute and Alternative Medicine
September 2013	10	Php250.00	Php2,500.00	Utilized at the School Garden
TOTAL	80		Php20,000.00	

**RECORD OF PRODUCTION AND SALES OF VERMICASTS, AFRICAN
NIGHTCRAWLERS AND HERBS**

S.Y. 2014 - 2015

Product	Number of Sacks/ Kilo/Pot	Price per Sack/Kilo/Pot	Total Amount	Remarks
Vermicompost	124 sacks	Php250.00/sack	Php31,000.00	The income derived from these sales was used to pay the monthly electric bills for the whole school year, pay salary of the utility who maintains the vermin-facility, buy the seedlings for replanting and other miscellaneous expenses. The parents are not paying any amount.
African Nightcrawler	110 kils	Php500.00/kilo	Php55,000.00	
Peppermint	668 pots	Php30.00/pot	Php20,040.00	
Assorted herbs	559 pots	Php50.00/pot	Php27,950.00	
TOTAL	85		Php133,990.00	

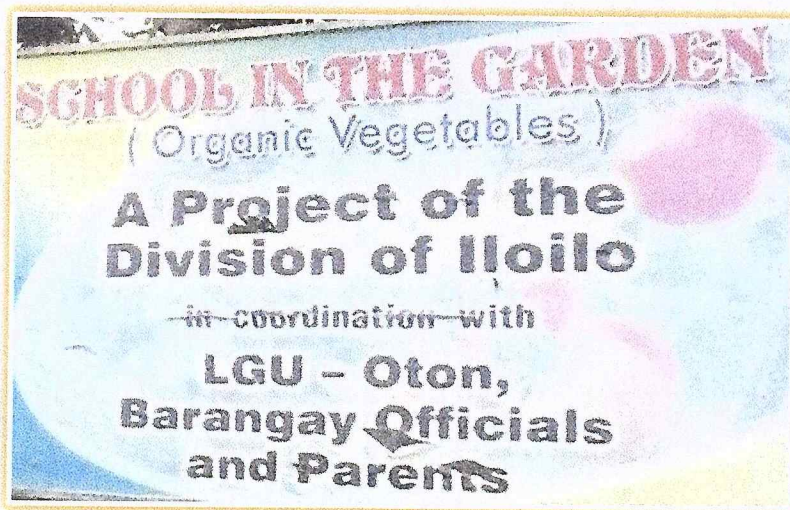
MATERIAL RECOVERY FACILITY



*The school MRF was built through the help of the parents.
All the segregated wastes are put here.*



Department of Education
Region VI – Western Visayas
Division of Iloilo
District of Oton
TAGBAC ELEMENTARY SCHOOL



Green Program of Tagbac Elementary School

A SCHOOL GARDEN: A BRIDGE TO DEVELOPMENT

Tagbac Elementary School in Tagbac Sur, Oton, Iloilo envisioning that pupils are well-nourished, academically prepared, morally upright, productive and globally competitive through the guidance of committed and dedicated teachers supported by peace-loving parents in a beautiful environment.

As a neophyte in teaching the intermediate grades, I have noticed that most of the pupils have low academic performance, frequent absenteeism and high incidence of repeaters. I observe also frequent drowsiness and low attention span during class hours. My informal interview of the pupils yielded a common response indicating that children have not taken breakfast before coming to school. They suffered stomachaches because of empty stomach. Hence, low scores in examinations and poor students' performance led to poor school performance during evaluations. They also lack confidence or interest to participate in co-curricular activities within and outside the school. Most of the pupils were children of laborers in the farm whose income come from subsistent farming. Food has not been accessible because of the very low income status of the families. The predicament of low performance of the pupils encouraged me to call for a PTA meeting and discuss with the parents the value of health and nutrition in relation to the performance of the children in school. We resolved the

problem to have a feeding program – the Supervised Recess Program. Valuing vegetables as health food was the important element of the feeding program.

Changing the attitudes and increasing the academic performance of the pupils have always been my primary concern. As a teacher of a public school in a small barangay, I come to face the reality of limited resources, no support facilities, poor students of poor parents, low academic performance, no participation in extra-curricular activities, I consider all of these as challenges. I cannot do everything but I can do something. As an EPP teacher and with the support of our head teacher, I started to cultivate every vacant area of the school. After class in the afternoon, pupils go to their respective area to work on. Pupils bring their own tools and seeds/seedlings to be planted on their garden plots. They were motivated to put more effort on gardening when we joined the “Clean and Green” project of the municipality. With the full collaborative effort of the teachers, parents and pupils we are the third-time winner a Best Elementary School Garden when we successively got the first place from year 2007 – 2009. The cash prize of P30,000.00 every winning were used to connect electricity and water facilities of the school, used to put up seven (7) jetmatic pumps around the school and used to buy nets and materials to screen plants prone to insects and different kinds of seeds planted on each garden plot respectively. The school was called to get the hall of fame besting other schools; the mayor exempted us from joining anymore to give chance to other schools. He started to give us fund to

repair the ceilings of each room and started the construction of the Home Economics building where children cook during their practicum in cooking. As promoter of "Clean and Green", the school then became the venue of the "Seminar on Organic Farming" facilitated by the Municipal Agriculture and Cooperative Office of the Municipality of Oton with the collaboration of the Provincial Agriculture Office.

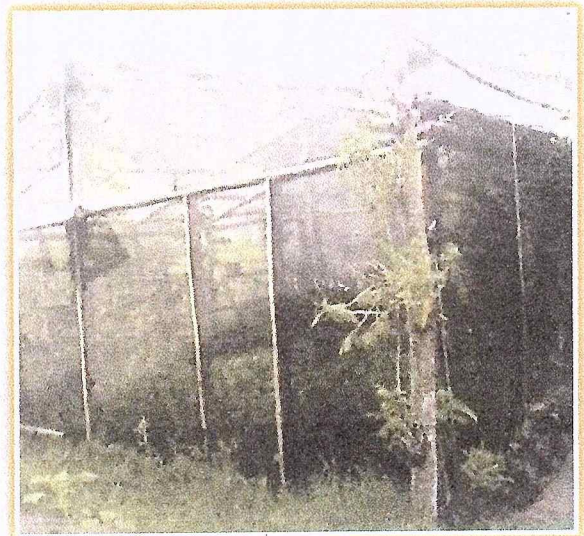
As a mold of the youth, I should not only stay within the four walls of the classroom but explore things which can greatly help my clientele – the pupils. What I learned from the seminar, I integrated it with my Agriculture subjects. Pupils were told to bring the materials and together they follow the instructions to make concoctions and applied them to garden plots. They were made to bring animal manure and rice hays which are commonly seen on barnyards and farms. These will be used as a food of the African Night Crawler earthworms that produce vermicasts – an organic fertilizer used in garden plots. Pupils are made to understand and to value what they are doing. They are also made to realize and appreciate the segregation of biodegradable and recyclables, food safety, proper food handling, and the importance of health and nutrition. When the garden did spectacularly well, it ignited the interest of other teachers, pupils and even parents who decided to help their children's garden in the bayanihan spirit especially the primary grades. Now, grades one to six in Tagbac Elementary

School has each own garden plot to sustain all throughout the year. Intermediate grades were also taught how to preserve food coming from their gardens.

With all these practices in school, visitors keep on coming and are eager to know why such a small school with all female teachers can sustain and mobilize towards nutrition and healthy life. They buy our worms, our vermicasts, our seedlings, our herbs, our chemical free vegetables and they are curious to taste our healthy sauces and juices. They even contact us if they want to order pickled mixed vegetables. Pupils were enjoying different contests they participated in. they showed changes on their academic performance, and most of all they enjoyed their stay in school. It all started from simple gardening, we end up receiving a photocopier machine, projector with screen, sound system, classroom ceiling repair, construction of H.E. building and sewing machines.

Now, I can say we are on our way to progress. We have accomplished a lot but there are still more rooms for improvement.

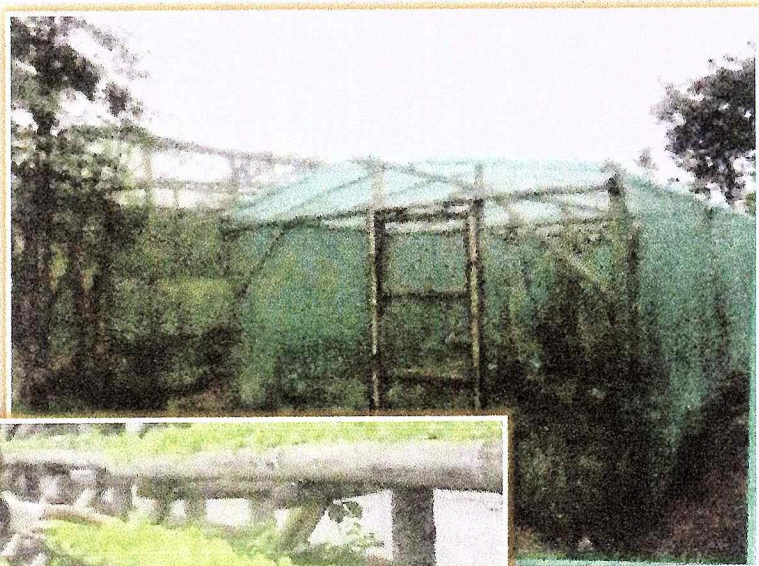
SCHOOL'S NURSERY



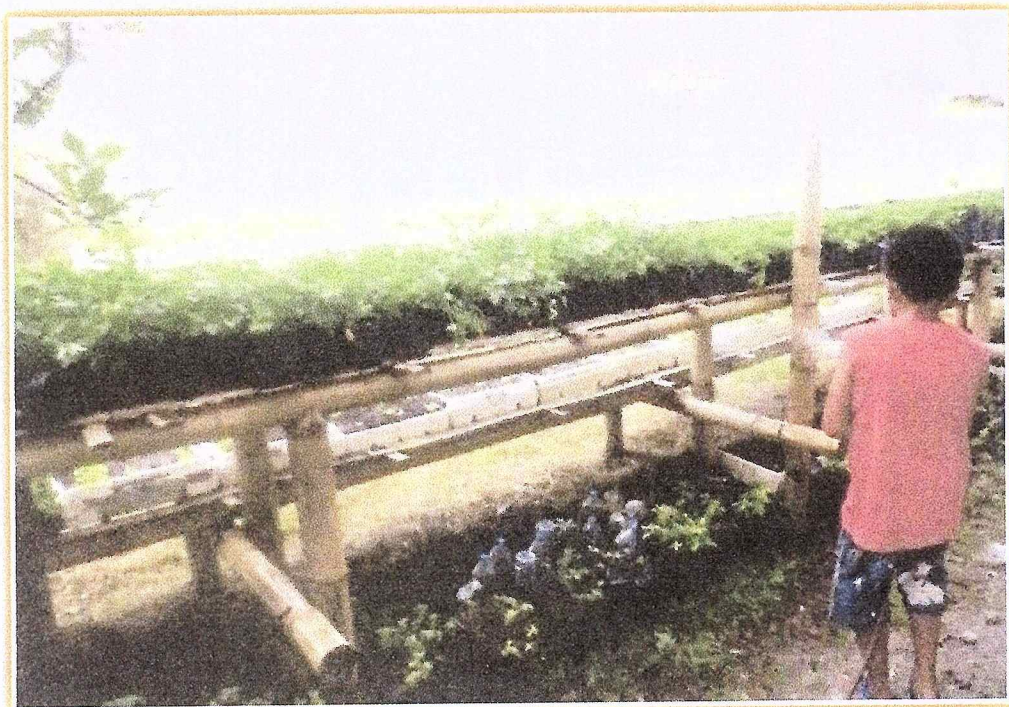
This is the school nursery where seedlings are grown and keeping it ready to be planted in the children's garden.



*Different seedlings prepared
to be planted at different
designated areas*

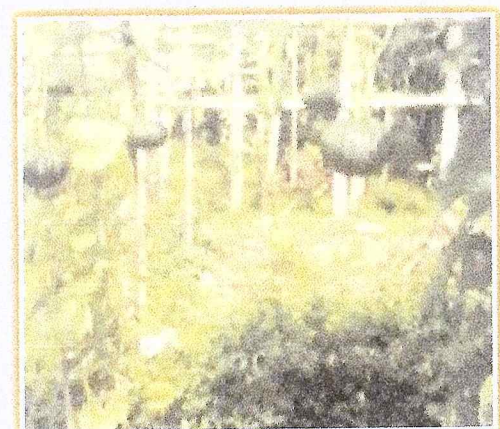
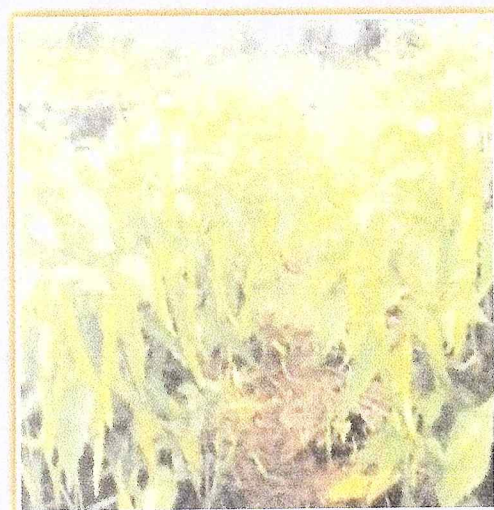


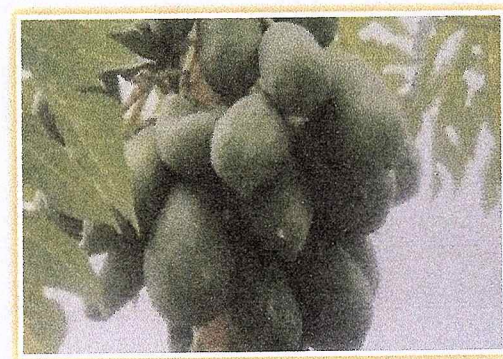
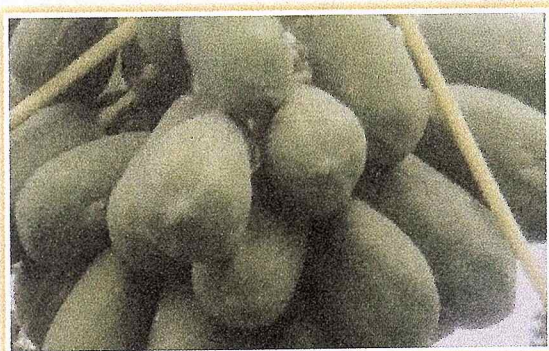
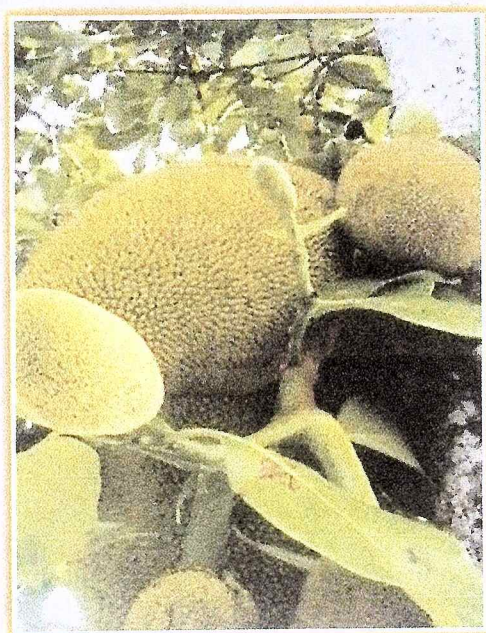
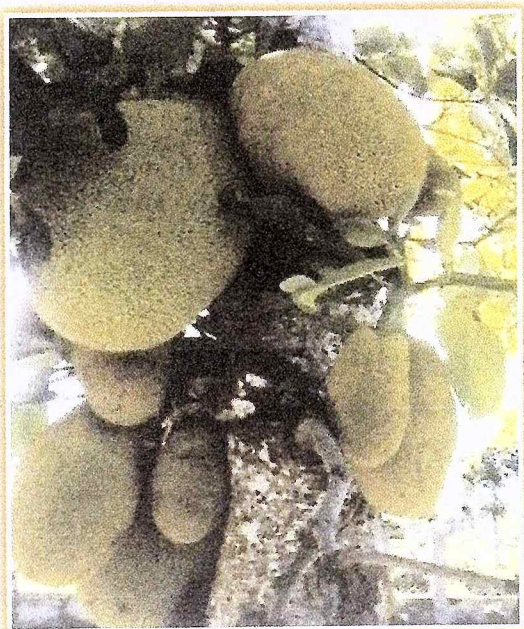
*Healthy Plants in the
Different Areas*



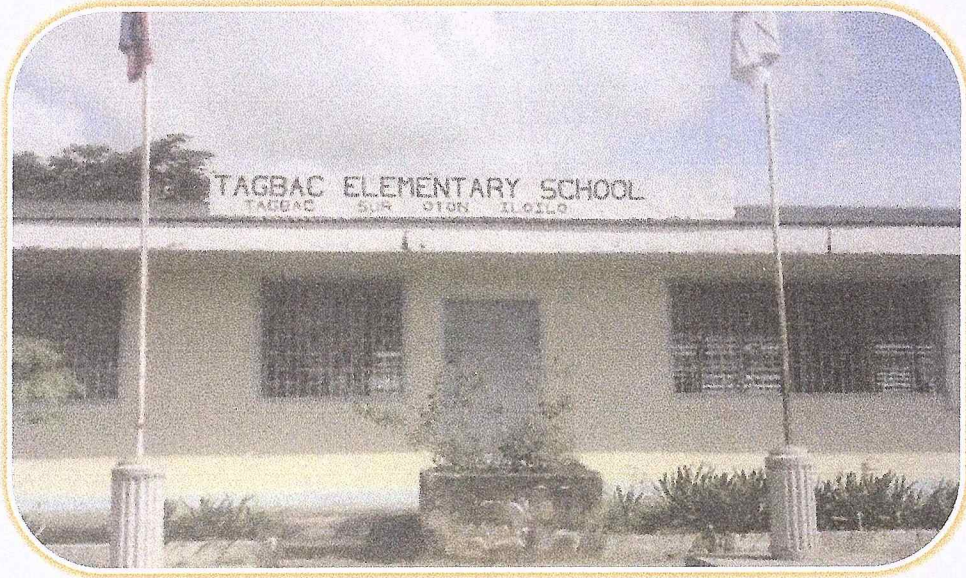
Children and Parents helping hand in hand in maintaining their respective gardens.

THE DIFFERENT PRODUCTS IN THE SCHOOL GARDEN





TAGBAC ELEMENTARY SCHOOL



Nutrition plays a vital role in achieving one's good health. In education, learning will be achieved if the learner is well-nourished. Learning will be affective if the pupils have a sound mind and a sound body.

With the food and nutrition being part of the curriculum of DepEd Order No. 8, s. 2007 Revised Implementing School Canteen in the Public Elementary and Secondary Schools, the implementation of the Supervised Recess Program of Tagbac Elementary School was proposed. The feeding program would be collaboratively implemented by the school and parents. Valuing vegetables as healthy food was the important element of the feeding program.

Tagbac Elementary feels the need to provide sustainability to the Supervised Recess Program through organic gardening. Aside from the health

benefits the children can get through eating chemical-free vegetables, they will also be aware on how to save our mother nature by planting in organic way.

The Supervised Recess Program feeds the pupils with healthy food fresh from the school's garden.

The program enables the parents, teachers and pupils to give importance to nutritious foods, prepare the meal good for the health, proper table manners, to help the poor children acquire enough food and enjoy their stay in school and to keep them active during class hours.



Department of Education
Region VI -Western Visayas
Division of Iloilo
District of Oton
TAGBAC ELEMENTARY SCHOOL

Environment-related Features of the School Curriculum

INTEGRATION OF ENVIRONMENTAL THEMES INTO THE CURRICULUM

Sample Lesson Plan in Health III (K-12 Curr.) Lesson 7: Clean-up for a Healthy Environment

I. Objective:

- Explain measure to prevent common childhood diseases healthy environment
- Describe ways to keep the environment healthy
- Practice healthy ways for a healthy environment

II. Subject Matter:

Content: Preventive measures for common childhood diseases-
environmental

Sanitation Materials:

- Charts, pictures, strips of paper

References:

- Meeks, Linda, et.al. (2010). Comprehensive School Health Education.
- Totally Awesome Strategies for Teaching Health (7thed). New York, USA: McGraw Hill.
- DepEd (2013) K to 12 Health Curriculum Guide. Pasig: DepED.

Background Information

The environment is a big contributing factor of diseases. A clean and healthy environment supports health. Healthy environment requires clean air and land, clean and adequate water and food, clean and spacious shelter free from unpleasant noise and odors, adequate recreation and neighborhood facilities and convenient services in an environment that provides safety, comfort and privacy.

A dirty and unhealthy environment with polluted air, land and water is not suitable to healthy living. A polluted environment can also cause waterborne diseases from pathogenic microorganisms transmitted in contaminated water. Common food and waterborne diseases are bacterial diarrhea, hepatitis A and typhoid fever. Vector-borne diseases like malaria and dengue fever are also brought by a polluted environment through proper solid waste management such as proper disposal, segregation, and 3R's-reduce, reuse, and recycle. Each member of the community must contribute to an environmental program.

C. Generalization

Ask the class: How can we prevent diseases at home? In school? In our community?

What must we do for a healthy environment?

D. Generalization

Ask the class to do let's check on p. ____.

Prepared by:

Ms. Girlie N. Flores
Grade III Adviser



Department of Education
Region VI -Western Visayas
Division of Iloilo
District of Oton
TAGBAC ELEMENTARY SCHOOL

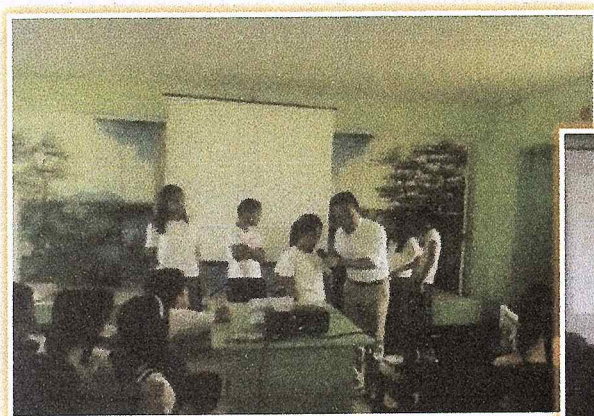
Presence of Partners and Linkages in Environment Programs/Projects

LECTURE ON CLIMATE CHANGE CONDUCTED BY DENR-EMB 6

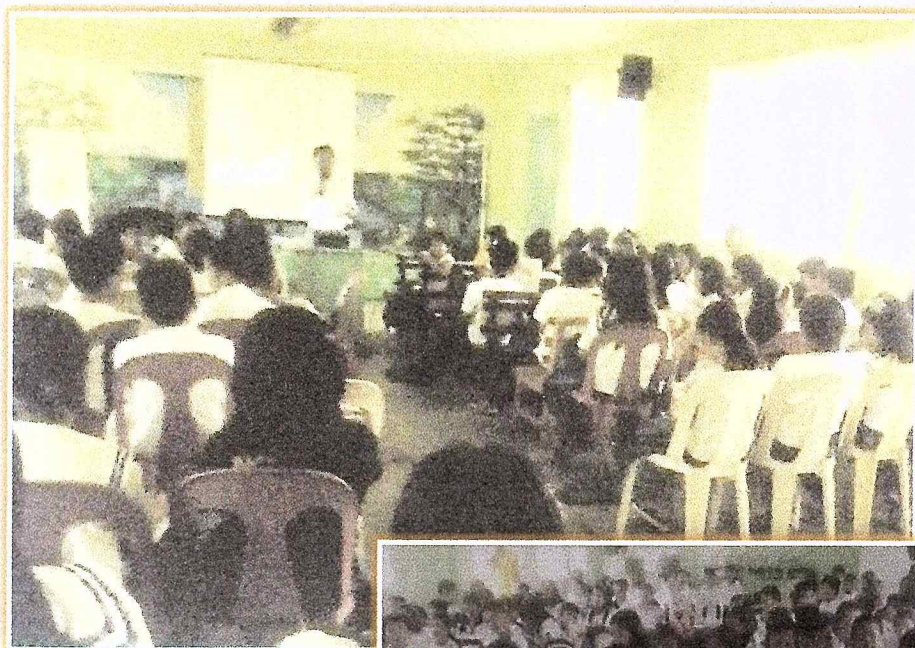
Climate Change is a global problem that we are facing nowadays. The planet is warming because of growing level of greenhouse gas emission from human activity. Its impact could result problems to us. But there is still time to avoid the worst impacts of climate change, if we take strong action now.

Tagbac Elementary School invited the DENR-Region VI to conduct a Lecture on Climate Change for pupils and parents. This aims to educate the young children to be aware of its effects.

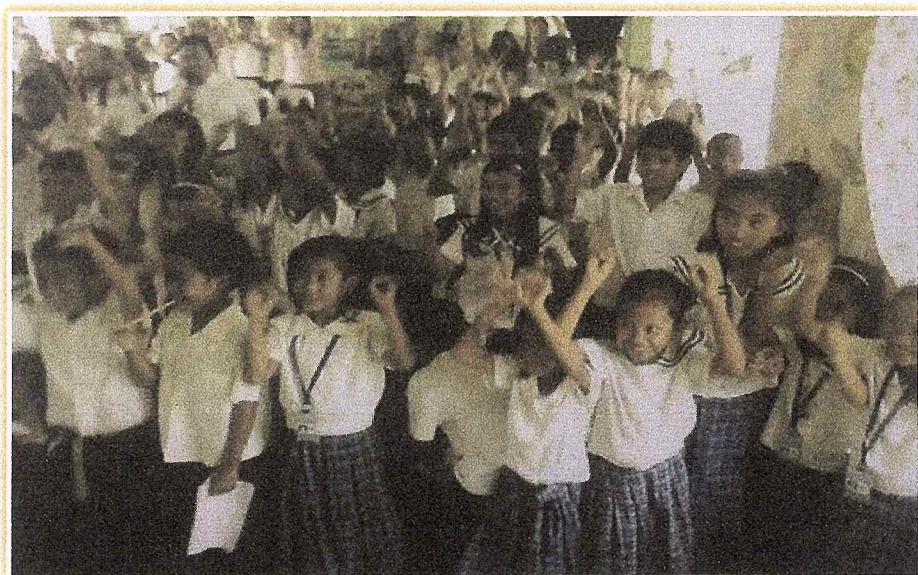
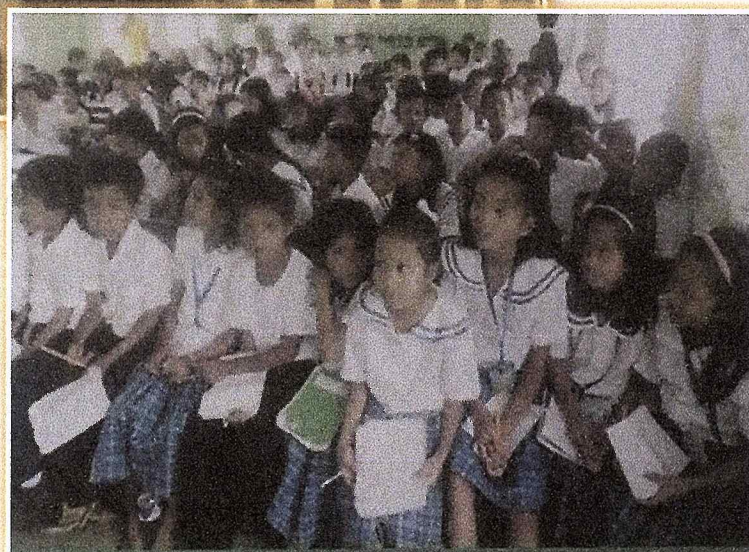
The Resource Person for this lecture is Mr. Robbie Chris Carbajal, of Environment Management Bureau (EMB) Region VI.

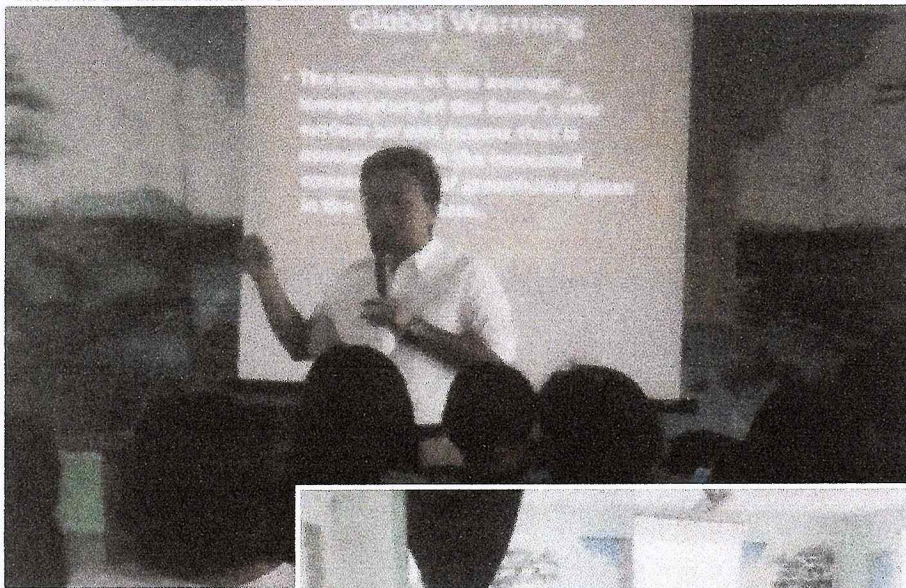


Tagbac Elementary School conducted a lecture on Climate Change for parents and pupils last November 20, 2014 with Mr. Robbie Chris Carbajal of EMB 6 as the Resource Speaker



The pupils are attentive and enjoying the lecture.



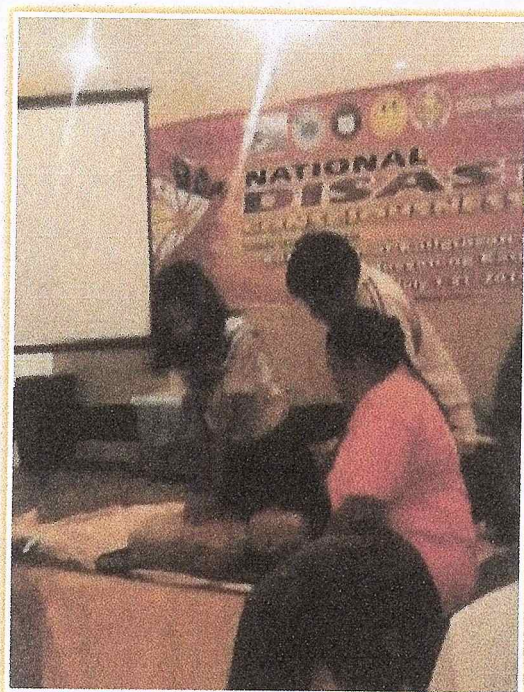
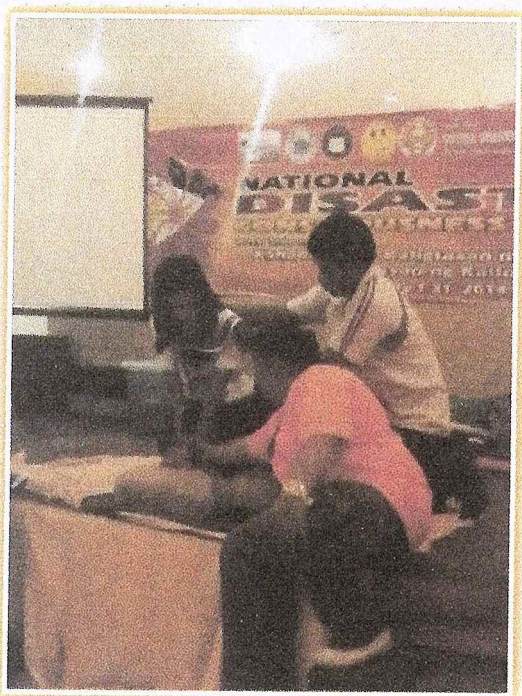


*The parents during
the lecture on
Climate Change*

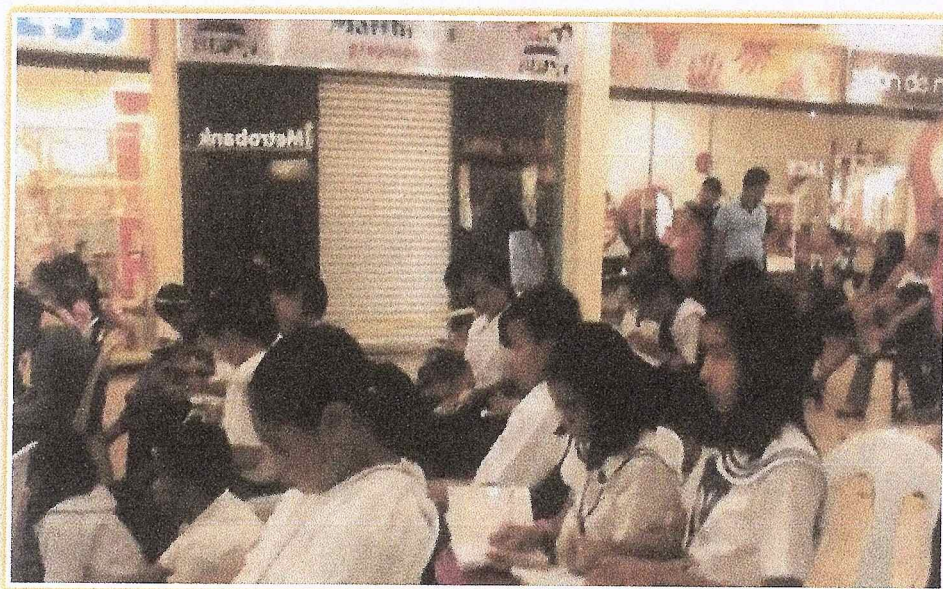


**LECTURE ON DISASTER PREPAREDNESS
CONDUCTED BY MDRRMC-OTON**





Beverly doing the hands-on basic life support



Beverly Cala-or, Leira Fernandez, and Charles Galanto attended the training on Disaster Preparedness conducted by MDRRMC-OTON

EAST WEST SEED COMPANY**MEMORANDUM OF AGREEMENT****KNOWN ALL MEN BY THESE PRESENTS:**

This agreement made and entered into between and among:

The **EAST-WEST COMPANY, INC, (EWSC)** with office address at Km 4 Cagayan Valley Road, Barangay Sampaloc, San Rafael, Bulacan, represented herein by its General Manager, Mary Ann P. Sayaoc,

-and-

Local Government Units of Oton, Iloilo, represented herein by, its Municipal Mayor, Honorable Vicente B. Flores Jr., and represented in the barangay level by Tagbac Su, Barangay Captain Vicene Enrico Paras Jr.,

-and-

TAGBAC ELEMENTARY SCHOOL, represented herein by its School Principal, Emma Caballero and PTA President Nicolas Cordova,

-and-

SYNERGEIA FOUNDATION, with office address at Ateneo Professional Schools, Rockwell Drive, Rockwell Center, Makati City represented herein by its President and CEO, Dr. Milwida Guevara,

-WITNESSETH-

WHEREAS, EAST-WEST SEED COMPANY is the pioneer integrated vegetable seed company in the Philippines with the mission to develop, produce and market high quality vegetable seeds adapted to Philippines farming conditions;

WHEREAS, EAST-WEST SEED COMPANY is committed to support the growth and quality of the vegetable farming industry, achieve food security, promote vegetable consumption and increase farmer's income;

WHEREAS, EAST-WEST SEED COMPANY is willing to undertake the **TANIM KINABUKASAN Program** in partnership with the local government of Oton, Tagbac Elementary School and Synergeia Foundation;

WHEREAS, Tagbac Elementary School are interested to adopt **TANIM KINABUKASAN** to disseminate latest vegetable production technology to its students which will help provide healthy nutrition, generate interest, awareness and understanding of healthy vegetable consumption and at the same time promote livelihood opportunities that will result to sustainable development and growth of its students and surrounding community;

WHEREAS, the Municipality of Oton is willing to provide its full support to the **TANIM KINABUKASAN** project and be an active partner in developing the skills, knowledge and values of school children through modern vegetable

gardening, create awareness and interest in clean and green projects and educate students on the healthy benefits of vegetable consumption;

WHEREAS, Synergeia Foundation is also committed to support TANIM KINABUKASAN in community collaboration, organization and follow through activities and contribute to the positive transformation of basic education;

NOW THEREFORE, for and in consideration of the foregoing premises, the parties have hereunto executed this Agreement outlining their respective undertakings as follows;

DUTIES AND RESPONSIBILITIES:

EAST WEST SEED COMPANY

- Initiate and coordinate “TANIM KINABUKASAN” Project
- Installation of mini greenhouse/nursery with seedling table
- Provision of Farm inputs, seeds, seedlings, plastic mulch, seedling trays, trellising materials (not available locally)
- Complement garden tools, hoe, shovel, sprinkles
- Empty sacks for container gardening
- Technology transfer – modern techniques of vegetable production, full time technical assistance during the duration of the project
- Design, develop child friendly training modules in collaboration with school officials

- Production of manuals, trainings aids, comic brochures
- Help educate children in the healthy benefits of eating vegetables and promote vegetable consumption
- Communication, dissemination and publicity campaign
- Set up signage's, billboards and tarpaulins
- Conduct Community Day/Harvest Festival

LOCAL GOVERNMENT UNIT OF OTON

- Administrative and other supports needed
- Community involvement and support
- Collaboration on special events, Harvest festivals, cook fest
- Publicity campaign – invite print, TV and radio to promote project
- Provide security
- Infrastructure if necessary – irrigation, tractor, etc.

TAGBAC ELEMENTARY SCHOOL/PTA

- Provide site for vegetable project and mini greenhouse
- Management and care of greenhouse and its accessories
- Provide other farm materials available at local sites, organic fertilizers, bamboo poles
- Maintenance and security of project
- Upkeep and maintenance of all equipments, tools, greenhouse used in the project

- Assign teachers in implementing TANIM KINABUKASAN Project, participate in training the teachers to ensure project sustainability
- Collaborate in development of child friendly module
- Coordinate Agrilakad, Harvest Festival, Cooking fest activities
- Sourcing of garden soil for use in container gardening and rehabilitation of garden ploys
- Provision of locally available inputs, organic fertilizers, empty containers, trellis, bamboo
- Harvesting, monitoring and record keeping of harvests

TAGBAC SUR BARANGAY OFFICIALS


- Labor, management and security of demo farm showcase in community garden
- Support the school in land clearing, land preparation, etc.
- Support special activities like community day, harvest festival
- Fences to keep away stray animals
- Help in installation of billboards and signages


SYNERGEIA FOUNDATION


- Coordination of project
- Follow through and sustainability
- Module integration
- Media, public relations

- Conduct assessment of project's impact and benefit to parents, students and to the community as a whole.


IN WITNESS WHEREOF, the parties have hereunto affixed their signatures on this _____ day of _____, here at _____, Oton, Iloilo.



DR. MARY ANN SAYOC
 General Manager
 East-West Seed Company


VICENTE B. ILORES JR
 Municipal Mayor
 Oton, Iloilo



DR. MELWIDA GUEVARA
 President and CEO
 Synergeia Foundation



GERARDO P. DOMINGO
 Sales and Marketing Manager
 East-West Seed Company


RIC M. REYES
 Head, Product Management Group
 East-West Seed Company



EDUARDO B. NOVAL
 Marketing Supervisor
 East West Seed Company


CELISA SUAREZ
 Department of Agriculture Officer
 I GU, Oton, Iloilo


VICENTE ENRICO PARAS JR
 Barangay Captain
 Brgy. Tagbac Sur, Oton


EMMA CABALLERO
 Principal / School Head
 Tagbac Elementary School


NICOLAS CORDOVA
 PTA President
 Tagbac Elementary School


ELISA N. BUSTAMANTE
 District Supervisor



Republic of the Philippines
Province of Iloilo
MUNICIPALITY OF OTON
OFFICE OF THE SANGGUNIANG BAYAN

EXCERPT from the Minutes of Session of the Sangguniang Bayan of Oton, Iloilo recorded during its Regular Session held at the 5th Session Hall on August 25, 2010 at 2:30 in the afternoon.

PRESENT:

Hon. Jose Neil P. Olivares	Vice Mayor (Presiding Officer)
Hon. Leonida C. Allison	SB Member
Hon. Felix L. Flores	SB Member
Hon. Jafel P. Salinas	SB Member
Hon. Francisca C. Ezpeleta	SB Member
Hon. Juan Miguel M. Flores	SB Member
Hon. Serafin N. Clavel II	SB Member
Hon. Rodolfo Z. Alconga, Jr.	SB Member
Hon. Michelle G. Babiera	SB Member (SKMF Representative)

ABSENT:

Hon. Virginia F. Olivares	SB Member
Hon. Margarito T. Clavel III	SB Member (Liga ng mga Barangay Representative)

RESOLUTION NO. 2010 – 116

RESOLUTION AUTHORIZING MAYOR VICENTE B. FLORES, JR. TO ENTER INTO AND SIGN FOR AND IN BEHALF OF THE MUNICIPALITY OF OTON, ILOILO A MEMORANDUM OF AGREEMENT (MOA) WITH BARANGAY TAGBAC SUR, TAGBAC ELEMENTARY SCHOOL, PARENTS – TEACHERS ASSOCIATION (PTA), EAST – WEST SEED COMPANY INC. (EWSC) AND SYNERGIA FOUNDATION FOR THE ADOPTION OF "TANIM KINABUKASAN PROGRAM".

WHEREAS, East – West Seed Company Inc. located at Km 4 Cagayan Valley Road, Barangay Sampaloc, San Rafael, Bulacan is a pioneer in integrated vegetable seed with the mission to develop, produce and market high quality vegetable seeds;

WHEREAS, East – West Seed Company, being committed to support the growth and quality of the vegetable farming industry, achieve food security, promote vegetable consumption and increase farmer's income, is willing to undertake the "Tanim Kinabukasan Program" in partnership with LGU-Oton, Barangay Tagbac Sur, Tagbac Elementary School, PTA and Synergia Foundation;

WHEREAS, a Memorandum of Agreement between the parties will provide for the duties and responsibilities of the parties in the implementation of "Tanim Kinabukasan Program"

WHEREAS, the Hon. Vicente B. Flores, Jr., Local Chief Executive of this Municipality is hereby authorized to enter into a MOA with the abovementioned parties so as to achieve the objectives of "Tanim Kinabukasan" Program which will ultimately benefit the stakeholders in this Municipality.

NOW THEREFORE on motion of Hon. Francisca C. Ezpeleta and duly seconded by Hon. Serafin N. Clavel II, be it

RESOLVED AS IT IS HEREBY RESOLVED by the Sangguniang Bayan of Oton, Iloilo to pass this Resolution Authorizing Mayor Vicente B. Flores, Jr. to enter into and sign for and in behalf of the Municipality of Oton, Iloilo a Memorandum of Agreement (MOA) with Barangay Tagbac Sur, Tagbac Elementary School, Parents – Teachers Association (PTA), East – West Seed Company Inc. (EWSC) and Synergia Foundation for the adoption of "Tanim Kinabukasan Program".

RESOLVED FURTHER to furnish copies of this Resolution to the Office of the Mayor, Brgy. Tagbac Sur, Tagbac Elementary School, East – West Seed Company Inc. Synergia Foundation for information and guidance.

UNANIMOUSLY APPROVED.

I HEREBY CERTIFY to the correctness of the foregoing Resolution.

Concurred

JAFEL P. SALINAS
Chair, Committee on Rules and Privileges

Attested:

JOSE NEIL P. OLIVARES
Vice Mayor
Presiding Officer

KERRY ANN T. LACIFICAR
Secretary to the Sangguniang



Republic of the Philippines
 Department of Education
 Region VI - Western Visayas
 Division of Iloilo
 District of Oton
TAGBAC ELEMENTARY SCHOOL

November 30, 2010

RAYMUNDO A. LAPATING, Ph.D.
 Schools Division Superintendent
 Division of Iloilo

Dear Sir:

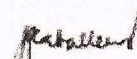
Good day!

I would like to inform your good office that our school, Tagbac Elementary School, will be having a "TanimsaKinabukasan, Community Day" on December 2, 2010, at 2:00 in the afternoon, sponsored by the East - West Seed Company.


This school vegetable project aims to teach and encourage pupils to plant and eat organic vegetables and to promote proper nutrition.


Thank you very much!

Very truly yours,

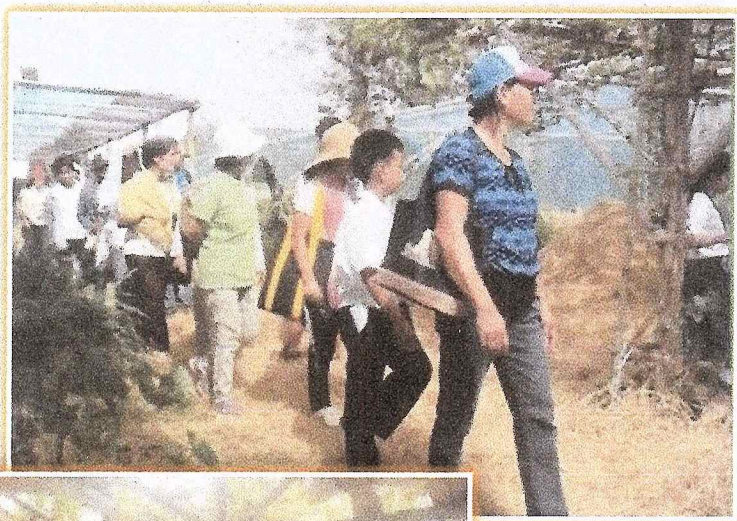

EMMA B. CABALLERO
 Head Teacher III

Noted:


ELISA N. BUSTAMANTE
 District Supervisor
 District of Oton

Approved:

RAYMUNDO A. LAPATING, Ph.D., CESO V
 Schools Division Superintendent

*Tagbac Elementary School
welcomed the RIAM
Trainers during their tour.*





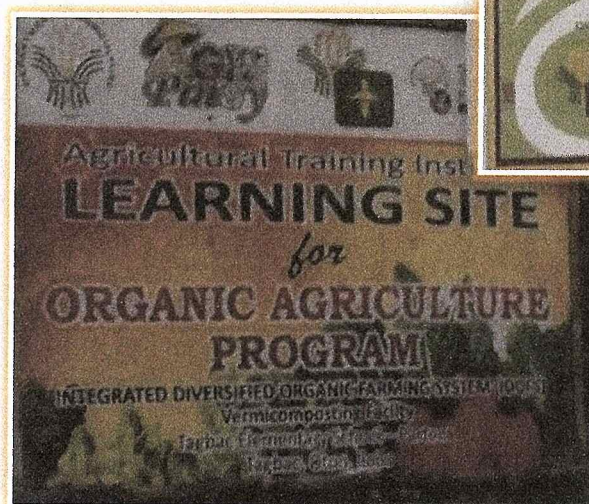
Republic of the Philippines
AGRICULTURAL TRAINING INSTITUTE
REGIONAL TRAINING CENTER - REGION 6

Banga, Aklan

Tel. No. (036) 267 - 6785

Telefax No. (036) 267-6786

email: ati_aklan@yahoo.com



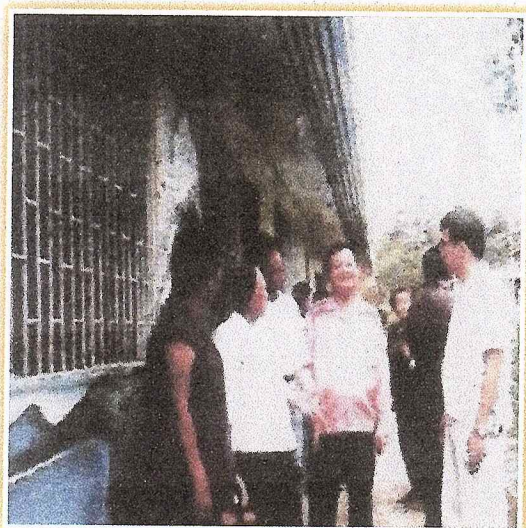
THE VIPS WHO COME AND VISIT OUR SCHOOL



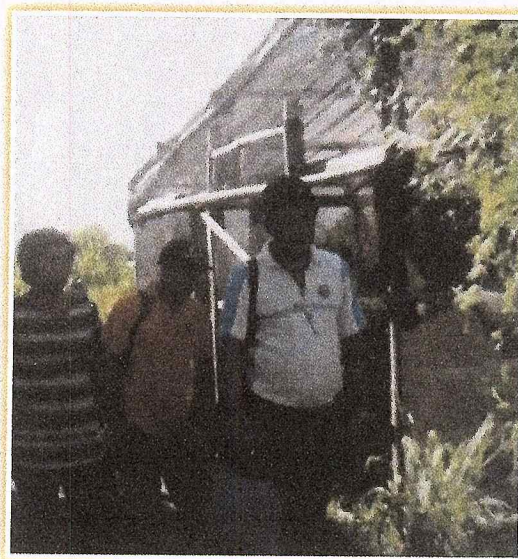
Br. Armin Luistro FSC
DepEd Secretary



Dr. Raymundo Lapating



Hon. Salvador Escudero
(Father of Sen. Chiz Escudero)

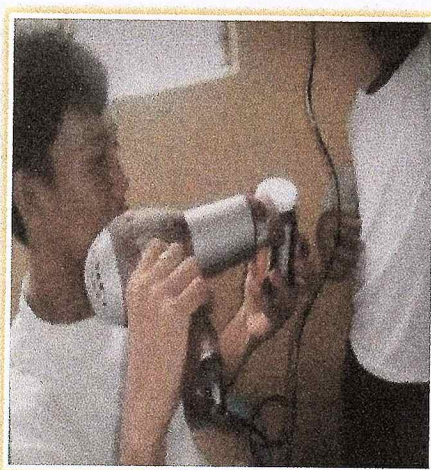
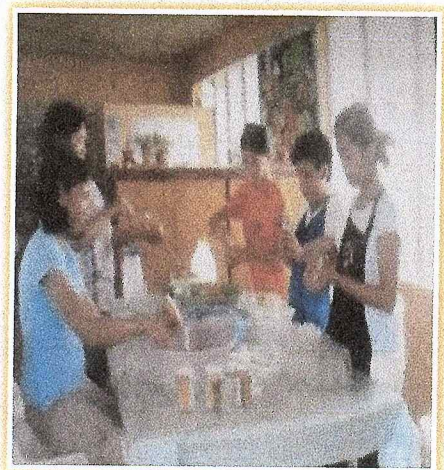


Mr. Benjamin Bolivar
Div. Subj. Area Coordinator (Agriculture)

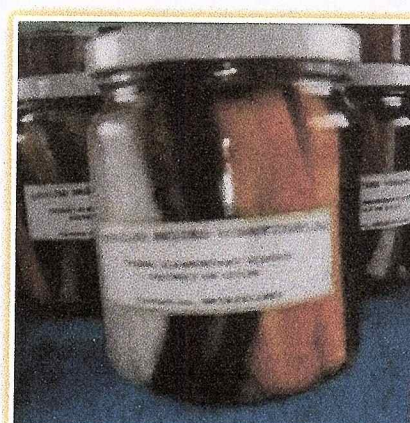


Department of Education
Region VI - Western Visayas
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TAGBAC ELEMENTARY SCHOOL

Economic Sustainability



The pupils are taught how to make pickled mixed vegetables. The main ingredients come from the school garden.



TES pupils exhibit their products (pickled mixed vegetables and vermi-compost) during the Agri-Fair in UP Visayas.

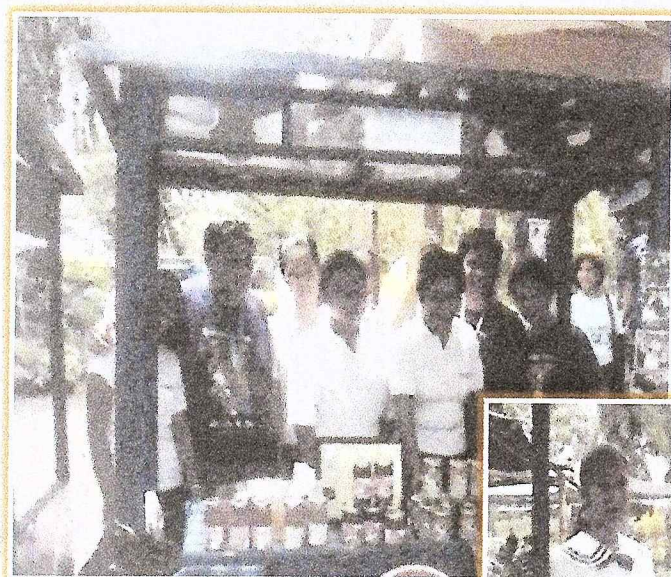
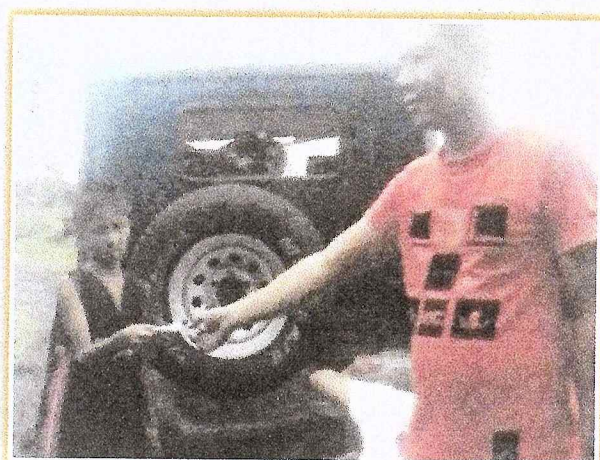
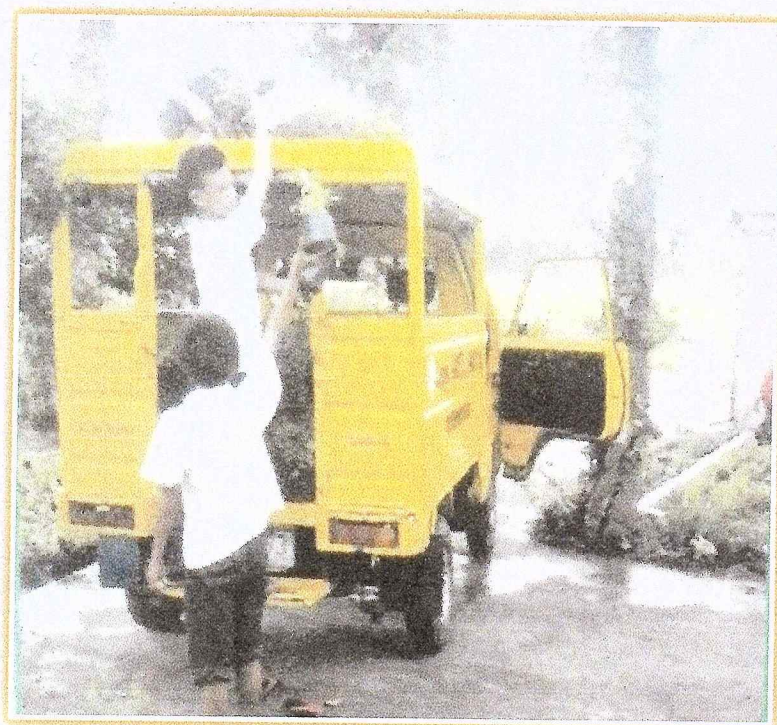


Exhibit during the Katagman Festival in Oton, Iloilo.

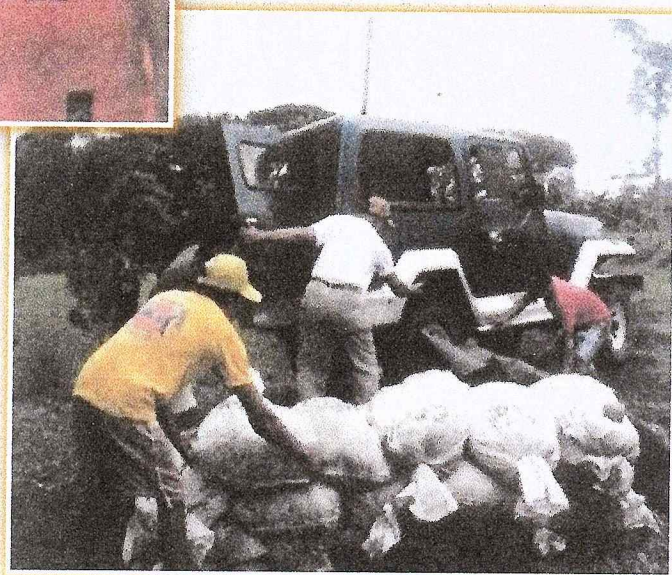
TES pupils demonstrate the juice making during the 1st Regional Launching of the Phil. Agri Herbal Tourism at Sarabia Manor Hotel, Iloilo City.



ABS-CBN interviews Kate Legaspi, one of the pupils of TES.



Dr. Antonio Palma of Remnant Institute of Alternative Med., buys some plants and vermicasts to the school.



**THE STAKEHOLDERS WHO HELP TES
DURING THE BRIGADA ESKWELA**



Brgy. Women's Association



PTA Officials



LGU, Oton

TAGBAC ELEMENTARY SCHOOL

PICTORIAL



The tour guide pupils



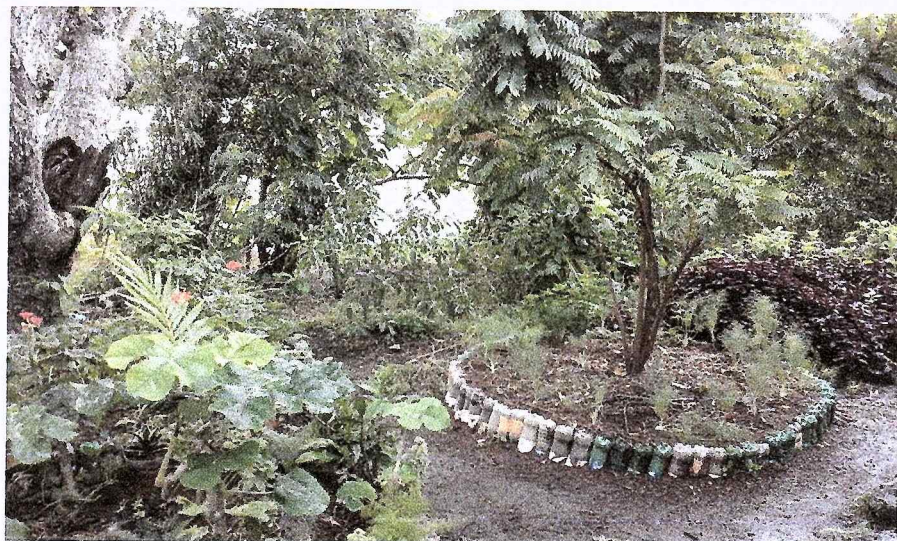
Vermicomposting Facility donated by Agricultural Training Institute (ATI)



Solar Dryer



School's Nursery



School Organic Garden



Water Facility



Comfort Rooms by Ms. Milagros
Tolosa from Holand



Winners in the Cooking Contest during Organic Agri Research Fair and Exhibit at the Central Philippine University



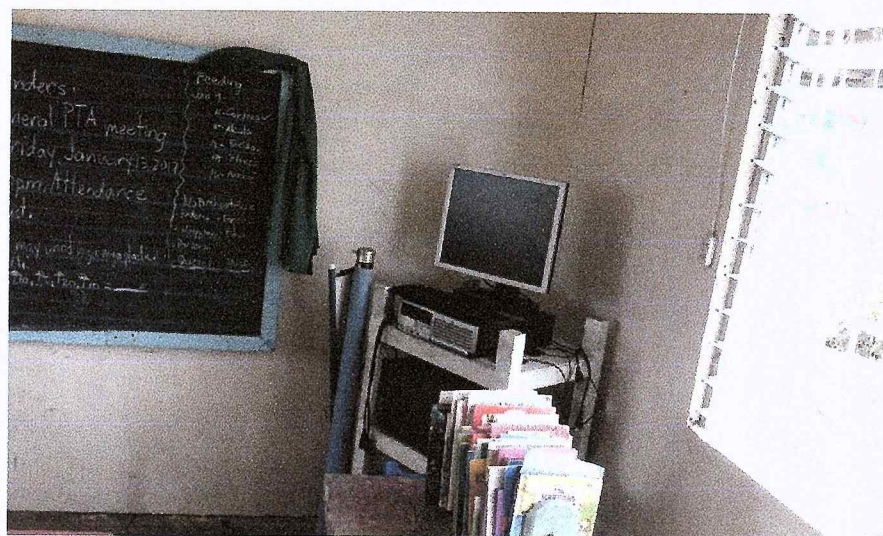
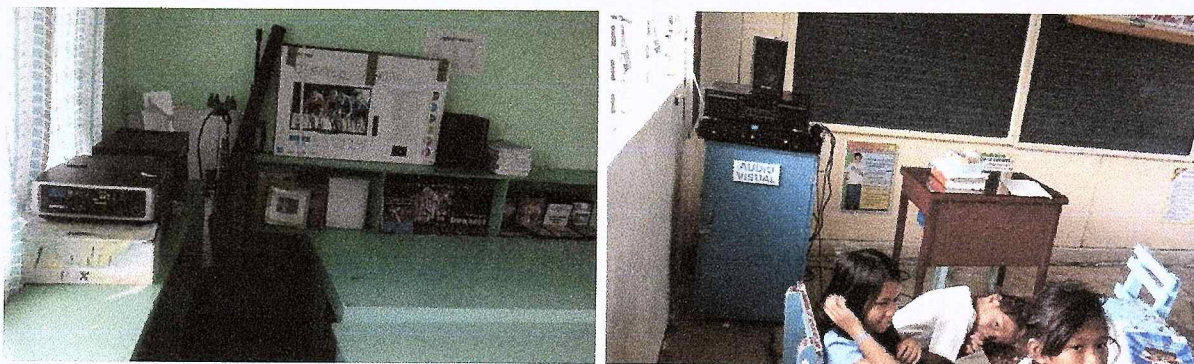
The Cash Prize from the Cooking Contest was used to purchase a sala set



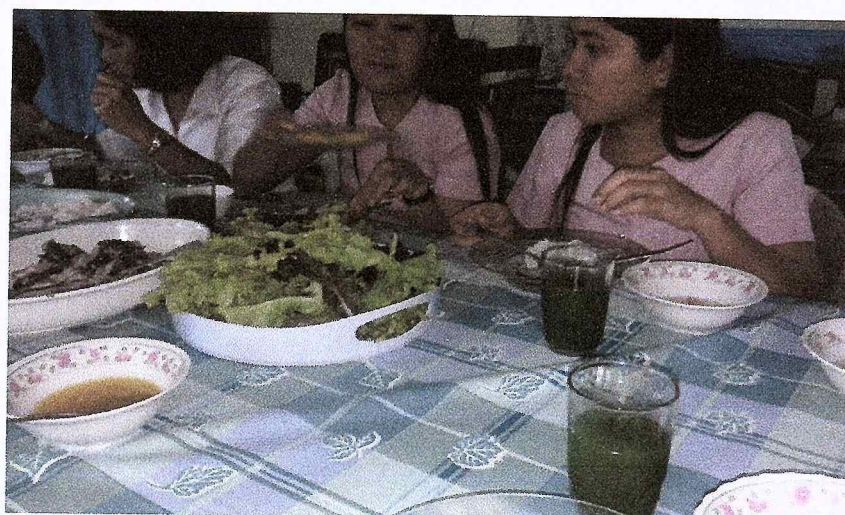
Private Individual Donor of Multi-Media Room



Multi-Media Room and Livelihood Program provided
by a Private Individual



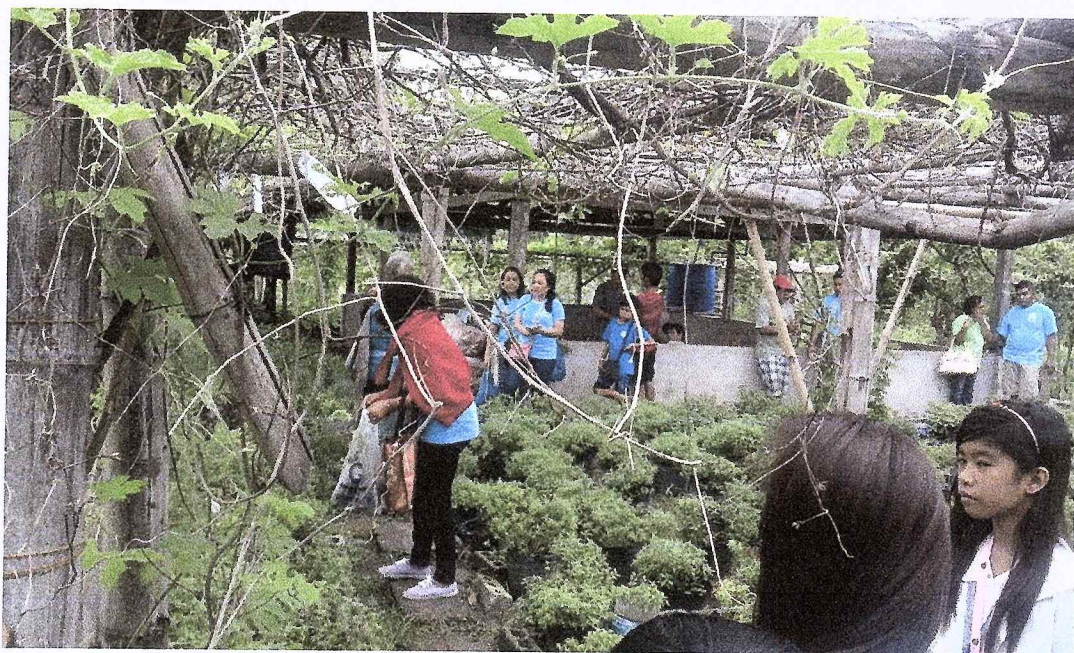
Audio-Video Materials donated by NoyEsperancilla, a
Private Individual Partner of the School



Juice, Snacks, and Foods from school organic garden prepared by teachers and pupils



General PTA Assembly/Meeting



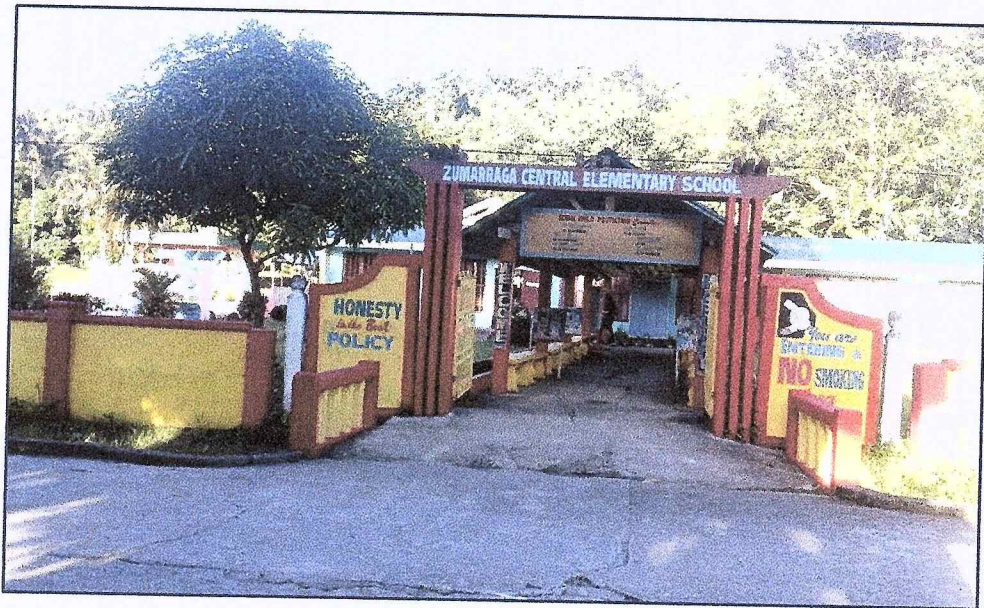
The General PTA Officers monitored the organic garden



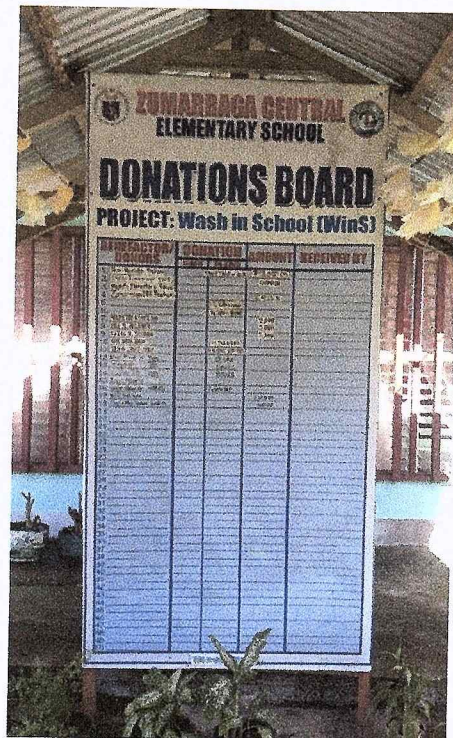
Visitors and buyers of the school organic garden products

ZUMARRAGA CENTRAL ELEMENTARY SCHOOL

PICTORIAL



The school's main entrance



Donation Board located at the main entrance



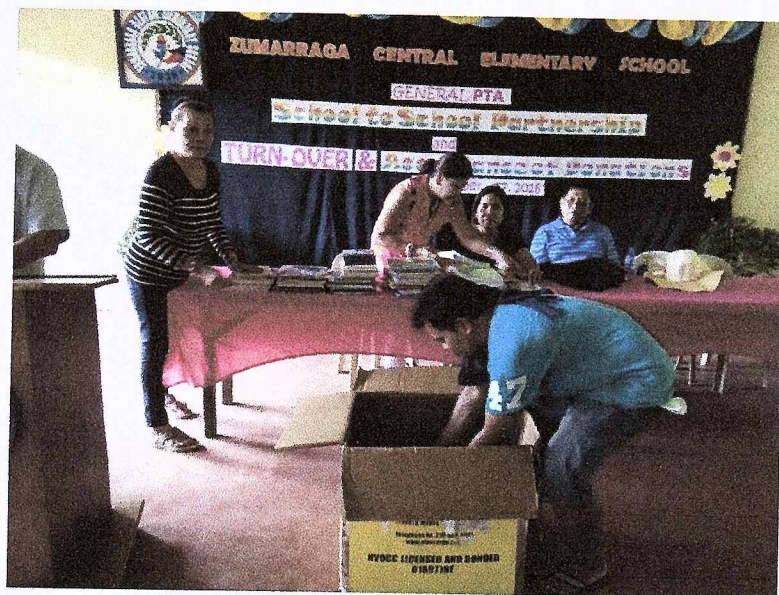
The School Campus



SBM Artifacts



The Private Donor's Banner is posted in the conference hall and E-learning Center



Recognition Program for the Donor

C U R R I C U L U M V I T A E

CURRICULUM VITAE

PERSONAL INFORMATION

Name : Arnel Navarro Mabingnay
 Date of Birth : September 16, 1982
 Age : 34 years old
 Place of Birth : Catbalogan, Samar
 Sex : Male
 Civil Status : Single
 Citizenship : Filipino
 Address : Brgy. Bontod, San Sebastian, Samar
 e-mail Add. : arnelmabingnay@gmail.com

FAMILY BACKGROUND

Father's Name : Amado Mabini Mabingnay
 Mother's Name : Rosita Navarro Mabingnay
 Brother : Allan Navarro Mabingnay

EDUCATIONAL BACKGROUND

Elementary : San Sebastian Central Elementary School
 Year Graduated: 1994
 Secondary : Samar College
 Year Graduated: 1998
 Awards: With Honors
 Academic Special Award

College : **Bachelor of Science in Commerce**
 Major: Banking and Finance
 Year Graduated: 2002
 St. Mary's College of Catbalogan

Bachelor of Elementary Education
 Area: English
 Year Graduated: 2006
 St. Mary's College of Catbalogan

Graduate Studies : **Master in Education (MEd)**
 Major: Educational Management
 Year Graduated: 2012
 School: Samar State University

Post-Graduate Studies : **Doctor of Philosophy (Ph.D.)**
 Major: Educational Management
 Year Graduated: 2017
 Samar State University

CIVIL SERVICE ELIGIBILITY

Career Service Professional Examination
 Rating: 87.03% Year: 2003

Licensure Examination for Teachers (LET)
 Rating: 80.80% Year: 2006

WORK EXPERIENCE

April 29, 2015 – *Present*

Position: Teacher-III
 District ICT Coordinator
 District Brigada Eskwela Coordinator
 Employer: Department of Education (DepEd)

December 5, 2012– April 29, 2015

Position: Teacher-II
 Employer: Department of Education (DepEd)

January 21, 2008 – December 4, 2012

Position: Teacher-I

Employer: Department of Education (DepEd)

June 2007 – December 2007

Position: Elementary Grade Teacher

Employer: St. Mary's College of Catbalogan

TRAININGS/SEMINARS ATTENDED

Three-Day Division ICT Literacy Training of Trainers by Department of Education, Samar Division held at Jardin de Elena, Catbalogan City on November 19 – 21, 2016.

Orientation-Seminar for DepEd Computerization Program Batch 29-33 by the Department of Education, Samar Division held at Villa Escobar on October 26, 2016.

Division Training on Data Collection of Basic Education Statistics in Enhanced-Basic Education Information System and Learner Information System for the Beginning of the School Year by the Department of Education, Samar Division held at Redaja Hall, Catbalogan City on August 25, 2016.

Division Orientation-Workshop on the Utilization of MEA Gathering Template by the Department of Education, Samar Division held at Redaja Hall, Catbalogan City July 25, 2016.

Division Roll-out of the Enhanced School Improvement Plan (E-SIP) Batch 4 by the Department of Education, Samar Division held at Villa Escobar, Catbalogan City on November 23-25, 2015.

Stakeholders' Forum cum Hand-over Ceremony for the Donated Projects by the OXFAM Foundation held at Maqueda Bay Hotel, Catbalogan City on April 27, 2015.

Training of Trainers on WASH and DRRM with Gender and Protection Lens by the OXFAM and the Department of Education, Samar Division held at First Choice Hotel, Catbalogan City on March 4-6, 2015.

Division-Training Workshop on New School Improvement Plan (SIP) Process and Tools (The VMOKRAPISPATRes Way) by the Department of Education, Samar Division held at Woods Conference Room, Catbalogan City on September 15-17, 2014.

First Commissioners and Coordinators Jamboree by the Boys Scouts of the Philippines, Samar Chapter and the Department of Education, Samar Division held at Buri Airport, Catbalogan City on September 28 - October 2014.

Regional Division-Based Training of Coaches on School Sports by the Department of Education, Samar Division held at Samar Provincial Gymnasium, Catbalogan City on August 18-22, 2013.

Division-Training of Trainers (TOT) on the 2nd Phase Implementation of the Training and Development (T & D) Systems by the Department of Education, Samar Division held at Redaja Hall, Catbalogan City on August 13-15, 2013.

Trainers' Training on Community-Based Monitoring System (CBMS) Enumeration by the Samar Provincial Office held at Provincial Capitol, Catbalogan City on May 9-11, 2012.

Pambansang Pagsasanay sa Pagtuturo sa Filipino by the Kawani ng Wikang Filipino (KWF) and the Department of Education, Samar Division held at Samar National School on February 8, 2012 - February 10, 2012

Seminar-Workshop on Oral English Communication and Public Speaking by the World Class Language Center and the Department of Education, Samar Division held at Paranas Auditorium, Paranas, Samar on November 18, 2011 - November 20, 2011

Division-Training Workshop on School Improvement Planning by the Department of Education, Samar Division held at Samar National School, Catbalogan City on January 18, 2011 - January 20, 2011

Seminar on SRA Reading Program (Division Level) by the Department of Education, Samar Division held at Redaja Hall, Catbalogan City on November 30, 2010.

National Training Workshops in English by the National Teacher Education Council and the Department of Education, Samar Division held at Leyte Normal University, Tacloban City on May 25, 2009 – May 29, 2009.

Regional Seminar-Workshop in Dance and Choreography by the Department of Education, Samar Division held at Samar National School, Catbalogan City on January 6, 2009 – January 8, 2009

Division MAPE Seminar for Elementary Teachers by the Department of Education, Samar Division held at Redaja Hall, Catbalogan City on May 29, 2008 – May 31, 2008.

Division Schools Press Conference in the Elementary by the Department of Education, Samar Division held at Redaja Hall, Catbalogan City on November 16, 2007 – November 18, 2007.

Achieving Excellence in Teaching by Diwa Publishing House, Inc., held at Holy Infant College, Tacloban City on November 25, 2006.

AWARDS AND RECOGNITION

CERTIFICATE OF RECOGNITION for invaluable participation in the **Council Wide Star Holiday and Junior Encampment** by the Girl Scouts of the Philippines, Samar Chapter held at Catbalogan II Central Elementary School on September 20-24, 2016.

AWARD as the 7th **PLACER** of the **TOP 10 BEST PRACTICES IN SBM GRANT Utilization in the Division of Samar** during the **DIVISION PASIDUNGOG 2016** held at SSU Mercedes Campus, Catbalogan City on January 15, 2016.

CERTIFICATE OF RECOGNITION for the **Outstanding Accomplishment** as **District LRMDs Illustrator on Capability Building on LRMDs Implementation, LR Planning, Digitization of Resources and Enhancement of School Learning Resource Center** held at Redaja Hall, Catbalogan City on December 2-4, 2015.

CERTIFICATE OF RECOGNITION for the **Invaluable Contribution** in the **Provincial Junior, Senior and Cadet Encampment** by the Boy Scouts of

the Philippines, Samar Chapter held at Sta. Rita I District, Sta. Rita, Samar on September 22-26, 2015.

CERTIFICATE OF RECOGNITION for the **Meritorious Services** as **SEMINAR RAPPORTEUR** during the **Capability-Building for District/School Trainers in ICT** held at Redaja Hall, Catbalogan, Samar on November 17-19, 2014.

CERTIFICATE OF RECOGNITION for the **Outstanding Accomplishment** as **CO-CHAIRMAN** in the **Technical Planning Committee** for the **2nd Phase Implementation of the Training and Development (T&D) Systems** given at San Sebastian Central Elementary School, San Sebastian, Samar on September 25, 2013.

AWARD for the **BEST VIDEO CLIP** during the **Division Training on TV/Media Literacy for Classroom Instruction** by the DepEd, Samar Division held at Redaja Hall, Catbalogan City on April 29 – May 1, 2013.

CERTIFICATE OF RECOGNITION for the **Outstanding Accomplishment** as **CHAIRMAN** of the **School Stage Project** given at Bontod Elementary School, San Sebastian, Samar on January 28, 2013.

CERTIFICATE OF RECOGNITION for the **Exemplary Performance** as **COACH** in the **Dance Sports Competition** held at San Sebastian Elementary School, San Sebastian, Samar on August 20, 2001.

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