

**IMPACT OF PROGRAMS/PROJECTS/ACTIVITIES (PPAs) SPONSORED
BY PARTNERS TOWARDS DIVISION STRATEGIC PLANNING ON
PARTNERSHIPS AND LINKAGES**



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ABSTRACT

Adopt-a-School Program Extending a Hand Towards Educational Development. The Adopt-A-School Program, which started in 1998, was created to help generate investments and support to education outside the mainstream funding and the national budget. They are enjoined to support the schools in any of the following areas: infrastructure, health and nutrition, teaching skills development, computer and science lab equipment and learning support.

D.O. 40, s. 2015 (Guidelines on K to 12 Partnerships) outlines partnership-building efforts needed to achieve the goal of “developing students who have relevant knowledge, competencies, and values to pursue further education and training or to enter the world of work through employment or entrepreneurship.”

Department of Education's mission statements or educational goals incorporate collaborations with students' families and communities. The more challenging part now is how we could sustain our partnerships during pandemic, or any disaster arise. With this, it is expected to evaluate the impact of programs, projects, and activities sponsored by education partners. More so, to develop innovative output and engage into strategic planning to strengthen partnership. The primary goal of this study is to allow the schools to develop and reinforce networks, increase their capacity to operate at transnational level, share and confront ideas, practices, and methods. Furthermore, identify partnership engagement that would produce tangible outputs and are expected to disseminate the results of their activities, although in a way that is proportional to the aim and scope of the project. Strategic Partnerships relevant to the needs of the schools in the implementation of BELCP/DEDP.

Based on the results on the extent of impact on Programs, Projects, and Activities sponsored by education partners in terms of Relevance, Effectiveness, Efficiency, and Sustainability the following were derived;

There were four major projects sponsored by part highest news which are feeding program, brigada pagbasa, DRRM, and Wellness. It can be noted that the feeding program

has the highest number of schools received the program with 11 sponsors, followed by the secondary schools with 4 sponsors with an average weighted mean of 4.00 on its relevance, effectiveness, efficiency, and sustainability with verbal interpretation of "Excellent". This means that the program has a great impact in the progress of nutritional status of the undernourished learners. All criterion have an average weighted mean of 4.00 with verbal interpretation as "Excellent". This means that the PPAs sponsored by partners have the great impact in the improvement of the performance of the learners.

Working with partners gives division projects more credibility and broadens the scope of what they can accomplish. The partnership itself will represent more than the sum of the individual partners in a good, effective partnership. Maintaining effective partnerships is critical to keeping a project on track. The success of PPAs sponsored by education partners would aid in the improvement of students' academic performance.

Keywords: *PPAS, partnerships, linkages, sponsor, relevance, effectiveness, efficiency, sustainability*

INTRODUCTION

The role of stakeholders in education sector is crucial in promoting basic quality education. The Department of Education believes that the support provided by our education partners is a big contribution to its internal and external operation to achieve its goal.

To provide the greatest education possible for all students, we should form partnerships. Partnerships are formed for a variety of reasons, including improving public relations, obtaining additional financing, and advancing a specific cause or concern. Some partnerships are formed through a formal structure, while others are formed through an unwritten agreement or handshaking. Department of Education's mission statements or educational goals incorporate collaborations with students' families and communities. The more challenging part now that is how we could sustain our partnerships during pandemic, or any disaster arise.

Moreover, the researcher will determine the impact of programs, projects, and activities (PPAs) sponsored by education partners. This would help the division of Binan to identify the needs of the schools in the implementation of Basic Education Learning Continuity Plan.

Having partners in education helps provide a more even playing field for all families and children. Society benefits when students, families, the community, schools, and teachers work together to educate children. Lueder (1998) describes specific outcomes and benefits to the school, families, students, teachers, administrators, and the community when they work together as partners.

METHODOLOGY

The procedure for data collection were summarized below:

The mixed-methods design was used in this study. The quantitative data was collected using questionnaire and, simultaneously, focus group discussion and individual in-depth face-to-face interviews with a random sample of the respondents was conducted to gather the qualitative data. Both data used to find out if they validate each other.

The researchers utilized the descriptive method of research to determine the differences in the perception of the

teacher and learner respondents on the level of DRRM preparedness. As stated by Sevilla (1992), descriptive research describes and interprets what is. It is designed to gather information about present existing conditions and determines and reports the way things are.

Qualitative and/or quantitative methods used in analyzing the data

Qualitative data was coded, organized, compared, analyzed, and major themes were identified. Statistical tool was used in analyzing quantitative data.

Phase I. Preparation Stage. Meeting with the research team was conducted followed by crafting of research proposal. Crafting, checking, and validation of research instruments in the implementation of the study.

Phase II. Data Gathering Stage. The survey questionnaire was used as the main instrument used by the researcher to gather data from the respondents. To obtain an accurate information of the study, the participants were interviewed face to face by the proponents. The questionnaire provided data on which information derived and answers to the problems of the study.

Phase III. Data Analysis Stage. Retrieval of all gathered data from the respondents. The researcher performed initial reading and familiarization of the transcript of responses. Categorizing all similar codes from the responses and form themes.

Phase IV. Summary and Interpretation Stage. Crafting of summary, findings and interpretation of data.

Phase V. Reporting. Preparation of conclusions, recommendations, present the results of the study.

RESULTS

The study explored the teacher's workload, current situation, and challenges as they face the new normal in education. Furthermore, the study investigated the recent underlying principles, concepts, and contexts of respondents.

Question 1. What is the extent of impact on Programs, Projects, and Activities sponsored by education partners in terms of;

- a. Relevance
- b. Effectiveness

- c. Efficiency
- d. Sustainability?

Question 2. What are the themes shall be derived that will use as input in crafting division strategic plan on partnership and linkages?

This research is expected to evaluate the impact of programs, projects, and activities sponsored by education partners. More so, to develop innovative output and engage into strategic planning to strengthen partnership. The primary goal of this study is to allow the schools to develop and reinforce networks, increase their capacity to operate at transnational level, share and confront ideas, practices, and methods. Identify partnership engagement that would produce tangible outputs and are expected to disseminate the results of their activities, although in a way that is proportional to the aim and scope of the project. Strategic Partnerships relevant to the needs of the schools in the implementation of BELCP/DEDP.

- *Problem*

Some of the programs, projects, and activities in schools which sponsored by education partners were not monitored to determine its impact in terms of relevance, effectiveness, efficiency, and sustainability especially now that we are experiencing health crisis.

- *Procedure/system*

The researcher will craft a monitoring tool to determine the impact of the PPAs sponsored by the education partners.

- *Solution*

The proponent will craft strategic plan that could be used to strengthen partnership engagements in 38 schools in SDO Binan.

- *Phenomenon*

During the pandemic, there are many challenges encountered in the Department of Education, especially in terms of resources. The adaptation in the new normal brought many difficulties in outsourcing. Partnership focal persons are responsible in determining the needs of the schools in the implementation of Basic Education Learning Continuity Plan.

- *Combination of any of these that were used to solve the research problem*

Monitoring and evaluation tool shall be used to determine the level of extent of impacts of programs, projects, and activities in terms of a. Relevance b. Effectiveness c. Efficiency d. Sustainability.

DISCUSSION

Stakeholders in the education sector play an important role in promoting basic quality education. The Department of Education believes that the assistance provided by our educational partners is a significant contribution to its internal and external operations in order to achieve its goal. We should form partnerships in order to provide the best education possible for all students. Partnerships are formed for a variety of reasons, such as improving public relations, obtaining additional funding, and furthering a specific cause or concern. Some partnerships have a formal structure, while others are formed through an unwritten agreement or handshake. The mission statements or educational goals of the Department of Education include collaborations with students' families and communities. The more difficult part now is sustaining our partnerships during a pandemic or other disaster.

Based on the results on the extent of impact on Programs, Projects, and Activities sponsored by education partners in terms of Relevance, Effectiveness, Efficiency, and Sustainability the following were derived;

There are four common projects sponsored by partners which are feeding program, brigada pagbasa, DRRM, and Wellness. It can be noted that the feeding program has the highest number of schools received the program with 11 sponsors, followed by the secondary schools with 4 sponsors with an average weighted mean of 4.00 on its relevance, effectiveness, efficiency, and sustainability with verbal interpretation of "Excellent". This means that the program has a great impact in the progress of nutritional status of the undernourished learners.

In terms of learners' academic performance, the table reveals that all schools received support from the partners to augment the learning loss cause by the pandemic. Due to pandemic modular distance learning were implemented in the Philippines, this is why Brigada Pagbasa was one of the programs that would help augment the learning loss. Moreover, it can be noted that all schools worked hard to have partnership engagement to help those students who are struggling in reading.

Other partners sponsored DRRM and wellness program, as reflected in the table DRRM program has 2 sponsors for the elementary and secondary with a total of 4. As to the relevance, effectiveness, efficiency, and sustainability, it shows that it helped the schools to strengthen and intensify the DRRM programs.

It is good to know that the 4 schools have a balance distribution of partnership engagement to sustain the needs of the schools and the learners as well.

Wellness program is very timely especially in times of pandemic, mental health issues among learners were identified due to two years modular learning implementation wherein the movement of people were limited at home. The table shows that there are 3 sponsors for Wellness program, 3 for the elementary schools and 3 for the secondary schools. As reflected in the table, in relevance, effectiveness, efficiency, and sustainability has a remarkable contribution in terms of wellness with an average weighted mean of 4.00 with verbal interpretation of "Excellent".

Collectively, all criterion have an average weighted mean of 4.00 with verbal interpretation as "Excellent". This means that the PPAs sponsored by partners have the great impact in the improvement of the performance of the learners.

The division's current situation demonstrates the involvement and strong partnership of students, parents, teachers, and the community, as the following projects were funded through collaborative efforts, particularly in Brigada Ekswela and Brigada Pagbasa. The collaborative efforts of parents, as well as our connections with the LGU, private sector, academe, NGOs, individual partners, alumni, SPG/SSG, and Barangay Captains, have made a significant contribution to the implementation of the BELCP and face-to-face classes.

It can be concluded that working with partners gives division projects more credibility and broadens the scope of what they can accomplish. The partnership itself will represent more than the sum of the individual partners in a good, effective partnership. This is especially important in a business. Maintaining effective partnerships is critical to keeping a project on track. The success of PPAs sponsored by education partners would aid in the improvement of students' academic performance.

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REFERENCES

Joyce Epstein, 1999 Established a Center on School, Family, and Community Partnerships at John Hopkins University in Maryland.

Priscilla Little, 2011, shared vision for learning and development outcomes for students.

Lueder, 1998 described specific outcomes and benefits to the school, families, students, teachers, administrators, and the community when they work together as partners.

Republic Act 8525, 1998 Adopt a school Program. The Adopt-A-School Program, which started in 1998, was created to help generate investments and support to education outside the mainstream funding and the national budget.

DepEd Order No. 40 s., 2015 (Guidelines on K to 12 Partnerships) outlines partnership-building efforts needed to achieve the goal of "developing students who have relevant knowledge, competencies, and values to pursue further education and training or to enter the world of work through employment or entrepreneurship.

