INTENSIFYING ADOPT A SCHOOL PROGRAM

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Adopt A School program was created to generate investments outside the mainstream funding. Stakeholders are enjoined to support the following in different areas such infrastructures, for the improvement of the physical facilities, health and nutrition (feeding programs and hygienic materials) and computer and science labs for developing pupils 21st century skills.

Republic Act 8525 states that private entities either local or overseas are given the opportunity to build partnership with public elementary and high schools. They would become partners in assisting these public institutions in upgrading and modernizing their facilities to improve its service to its learners.

The job of selling the school and attracting stakeholders lies in the hand of the school leader. However, school head could not do the talk alone. He needs assistance from the teachers who must do their tasks to help gaining assistance from stakeholders. Schools which are less privileged are given priorities. The school leader and its staff must work hand in hand to make stakeholders realize the importance of their partnership with the school.

In his study, Carter (1995) found out that there were seven factors were significantly associated with program success. Adopt-a-school partnership programs that are perceived to be high on frequency of communication, interagency awareness, interagency agreement, resource flows, resource dependence, consensus and perceived effectiveness are successful.
Knight(1986) recommended strategies to minimize partnership failures. He emphasized that adopting stakeholders should have the knowledge of time and resources involved, while the school should have maximum support. Moreover, the principal must monitor the daily activities at the same evaluating mid-year and end-of-year progress of the program.

Intensifying the AASP is one of the answers in the shortcomings of the school. Learning how to create a connection with the stakeholders who are willing to help would be the solutions to problems within the school which need immediate attention. School leaders together with the staff must learn to build a strong union on how to encourage stakeholders to support the school.

References:


University of Tennessee.