

DEPED DUMAGUETE CITY

"Project *Agakay*: A Home Stay Program"

I. Identifying Information

- a. Project Title : Project ***Agakay***: A Home Stay Program
- b. Name of Division : Dumaguete City Division
- c. Proponents : Mr. Nelson A. Caday
Mrs. Merlyn B. Tamparong
- d. Address : Cervantes Street, Dumaguete City
- e. Contact No. : 035 225 0603 / 035 225 3555
- f. Project Beneficiaries : 70 HS Students At -Risk of Dropping Out (SARDOs)
- g. Total Project Cost : Php 250,000.00 (SEF Funds)

II. Project Background and Rationale

The education in the Philippines faces two serious problems: low student achievement and high dropout rate. The National Education For All (EFA) Committee (Manila, Philippines, 2006) reported that there was still a large number of Filipinos who were not functionally literate.

The Department of Education has adopted significant measures to address the problems. DepED has introduced an intervention to address specifically the high dropout rate problem and to improve learning outcomes in all public secondary schools using formal, non-formal and informal approaches. This program is called **Dropout Reduction Program** or **DORP**, which is designed to provide greater access to basic education and cater to the diverse needs of the underprivileged students.

DepED Dumaguete City secondary school principals are mandated to implement the **Dropout Reduction Program**. The School Guidance Counselors or the *Guidance Counselor Designates* have prepared an action plan to be implemented for the school year. This is to monitor and tract the students' behavior and academic performance . The students who have demonstrated undesirable behaviors and poor academic performance are called **Student At Risk of Dropping Out or SARDOs**.

There are risk factors that affect the SARDOs to drop. The Risk factors are categorized as **Family , Individual, Community and School** related problems (**FICS**). Studies have shown that these factors greatly influence students' performance in school.

DORP has three components namely: **Open High School Program (OHSP)**; **Effective Alternative Secondary Education (EASE)**; and **School Initiated Intervention (SII)**.

The Open High School Program (OHSP) is one of the alternative schemes under the Drop Out Reduction Program (DORP) that gives the students the opportunity to complete their high school education even if they find themselves in circumstances that would not allow them to continue going to school under the regular system. Effective Alternative Secondary Education (EASE) is applied to short-term and seasonal SARDOs that they are forced to leave the school to augment family income.

As a result of the DORP implementation a decrease of Simple Drop-Out Rate by school is shown in the table below.

Table 1. Simple Dropout Rate by School for Three Consecutive School Years

SCHOOL	ENROLMENT			SIMPLE DROPOUT RATE		
	2008-2009	2009-2010	2010-2011	2008-2009	2009-2010	2010-2011
DCHS	2468	2495	1981	8.74	9.90	7.91
JNHS	1171	1191	1213	5.86	8.09	7.40
CNHS	619	633	645	7.69	8.64	8.92
THS	766	751	836	8.15	8.28	1.66
PHS	151	260	407	3.87	1.55	0.74
RTPM- DSHS	468	462	482	0	0	0
HFGMHS	273	297	252	3.29	5.05	5.47
TOTAL	5,916	6089	5,564	6.27%	6.92%	5.35%

The data show that the secondary schools' simple dropout rate has decreased from 6.92% to 5.35% (SY 2009-2010 to SY 2010-2011) a positive increment of 1.57%.

Despite this achievement, the Division of Dumaguete City still envisions to achieve zero dropout rate in all its public secondary schools.

The schools have identified four risk factors which are contributory to the students tendency to drop. These risk factors are **Family, Individual, Community, and School related problems.**

The table below shows the risk factors and their indicators that contribute to students' decision to drop out of school.

Table 2. The risk factors and the indicators that affect the students to drop

Risk Factors	Indicators
Family Related	Low Income/Lack of Financial Support
	Lack of Parental Guidance
	Broken Family
	Child Labor
	Excessive family Responsibility
	Large Family
	Low Educational Attainment of Parents
	Unemployed Parents
	Indifference of Parents to Education
	Migration
	Dysfunctional Family
	Domestic Violence
	Early Marriage
	Health Problems
Absenteeism/Tuancy	

Individual Related	Poor Academic Performance
	Lack of Interest
	Poor Study Habits
	Peer Pressure/Influence
	Low Self-Esteem
	Poor Peer Relationship
	Engaging in Different Vices
	Non-Readiness
	Earn for a Living
	Old Age for High School
Community Related	Distance from Home to School
	Presence of Amusement Recreation Centers
	Lack of Transportation
	Drugs and Vices presence in the community
	Gambling
	Gang/Fraternities
	Unsupportive LGU Officials
	Unstable Peace and Order Situation
	Poor Road Condition
School Related	Insufficient School Facilities/Equipment
	Ineffective Teaching Strategies (Traditional Teaching)
	Unpleasant Teacher Attitude
	Absenteeism of Teachers
	Too school requirements(projects, uniform, etc.)
	Lack of school discipline
	Teacher -Student Ratio
	Class interruptions due to Excessive extra Curricular Activities

The reports gathered from the secondary schools, show that the top five common family risk indicators are the following: (1) low Family income or lack of financial support; (2) lack of parental guidance; (3) broken family; (4) domestic violence; and (5) excessive family responsibilities. Low family income/lack of financial support implies that the parents are too busy earning a living. This also means lack of parental guidance. Broken family means that they are deprived of parental affection and love. Domestic violence also negatively affects the students' willingness to attend school.

The individual risk factors include: illness, malnutrition, emotional instability, learning difficulties, poor study habits, peer pressure influence, and low self-esteem. These indicators are addressed by the school heads and guidance counselors through counseling sessions and parent conferences to save the child from leaving school.

The community risk factors which include the presence of amusement/recreation or gaming centers, gambling, drug abuse, fraternities (Blood and Crips) are addressed through the program implemented by the Local Government Units. The **Special Action Group Advocating for Rapid Reform (SAGGAR)** enforces the City Ordinance No. 17, s. 2011 an Ordinance on Truancy.

For the school problem, the schools are mandated to observe the **Child Friendly School System (CFSS)**. This is one the features of **Basic Education Sector Reform Agenda (BESRA)**. All teachers are given In-Service Training (**INSET**) during the semestral break to provide them with the necessary skills/updated teaching strategies and competence to become effective in their respective subject area or grade/ year level assignments.

All in all, the identified risk factors have been addressed and taken into consideration by the School Heads and stakeholders. However, the remaining 5.35% Division simple dropout rate remains to be a challenge. This still shows that a significant number of high school students have no access to relevant basic education. Thus, another intervention is needed to make all Dumaguetenos functionally literate. This is where project "**Agakay**" is conceptualized to save the SARDOs and give more equal opportunity to the poor but deserving students.

III. **Description, Objectives and Implementation Strategies of the Project**

With the strong determination to reduce if not eliminate the simple dropout rate in the 7 secondary schools of this division, Project **Agakay : A Home Stay Program** aims to give assistance to the identified SARDOs in order for them to enjoy their right to basic quality education. This project is spearheaded by the Division Office under the banner of Project Maximizing Totality of Skills (MTS). This project chooses benefactors who shall act as foster parents from RTPM-DSHS, DCHS, JNHS, CNHS and other secondary schools in Dumaguete City.

The selection of beneficiaries starts at the school level. This will be done by School Heads and the school Guidance Counselors. A set of criteria will be provided as the basis for the selection. There will be ten (10) SARDOs to be accepted per school after a careful study and analysis of adequate and relevant information.

They (SHs & GCs) shall conduct proper orientation to the parents and the students who will be eligible to participate in the project. These qualified students shall be introduced to the seventy (70) selected RTPM-DSHS, DCHS, and other school students together with their parents who will take care of the SARDOs as foster families. Before the final admission a leadership seminar shall be conducted together with the SARDOs' parents. Then both parties (SARDO with parents the student and parents) shall enter into a contract or binding agreement stipulating the rights, responsibilities, duties and obligation of SARDO in a Memorandum of Agreement (MOA). This is to make sure that the SARDOs and parents have clear perspective of their role while they are under the custody of their foster parents for a certain period of time.(2-3 days per month)

This is where the essence of "Project **AGAKAY : A Home Stay Program**" takes place. "**Agakay**" is a Cebuano term for earnest help. This means to take care and make available assistance SARDOs' material, emotional, social needs. With the help of someone (foster family/friend) who is willing to lend a hand and share God given talents and means for a noble purpose. These SARDOs are nurtured to create the positive self-concept, self-confidence, self-reliance, and self-worth. The act is done out of generosity, compassion, care and love for the less fortunate brothers who are in dire need.

1. **Project Objectives and Expected Outcomes**

At the end of school year 2012-2013, this project is expected to:

- a. save the 70 Student At - Risk of Dropping Out (SARDOs) from the 7 public secondary schools;
- b. assist the poor but deserving Student At-Risk of Dropping Out (SARDOs) from the public secondary schools ; and
- c. create a positive self-concept, self-reliance and self-worth of the SARDOs .

2. Implementation Strategies or Plan(WFP)

Strategy	Target Period	Resources		Budgetary Requirements
		Persons	Others	
Year –End Encounter (SY 2013-2014)	First Week of April, 2014	SHs , GCs & Student- Beneficiaries	Catering Services	Php 44,000.00
Student Individual Profiling (Knowing the Students' Background)	1 st week of July (SY 2014-2015)	GC, Teacher Advisers	Supplies & Materials	Php 2,000.00
Conference of identified SARDOs and parents	2 nd Week of July (SY 2014-2015)	*GC *Adviser *Parents *SH	Catering services	Php 40,000.00
Encounter Activities	3 rd Week of July (SY 2014-2015)	*SDS, ASDS *SARDOs' Parents/Guardia n *MANCOM *City Mayor *Guests *SHs *Project Coordinator	Supply, Materials	Php 1,500.00
Leadership Training & Values Formation Seminar of SARDOs Signing of MOA	3 rd Week of July (SY 2014-2015)	*SARDOs Parents /Guardians *Resource Person *SHs *GCs	Supplies & Materials Meals Honorarium of Resource Speaker	Php 2,000.00 Php 50,000.00 Php 38, 000.00
Monthly Encounter	August 2014 to March. 2015	*Foster Parents *SARDOs *SHs & GCs *Project Coordinators	Supplies & Materials	Php 1,500.00
Culminating Activity	March 2014	SDS, ASDS *SARDOs' Parents/Guardia n *MANCOM *City Mayor *Guests *SHs *Project Coordinator	Plaque, Certificate of Recognition, medals, Tokens, Meals,	Php 5,000.00 Php 66,000.00 TOTAL: 250,000.00

- A). Catering Services: **Php 200,00.00**
 B). Honorarium of the Resource Speaker: **Php 38,000.00**
 C). Supplies & Materials: **Php 12,000.00**