

NO CHILD LEFT BEHIND POLICY: A TEACHERS' PERSPECTIVE

by:

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The No Child Left Behind policy is about education for all – this law caters to students at risk of dropping out. However, despite the policy's good promise, its negative aspects remain to be explored. It becomes an additional load for the teachers to prepare the materials, time, and patience. The Education for All (EFA) initiative included provisions to ensure all Filipinos could achieve what the Philippine government calls "functional literacy." In recognition government's promise, under the Basic Education Reform Agenda, to remove all hurdles limiting, those Student-At-Risk of Dropping Out, commonly known as SARDO, a term coined by the Philippines' Department of Education; they settings to access the delivery of primary education, whether regulatory, structural, financial, or institutional. They are students who are candidates to drop out and are at significant risk of being left behind in poor households in fragile and conflict-affected the government aims to accelerate results.

Moreover, the policy makes the students dependent, relaxed, procrastinate, and over-confident because of the attention given to them. It implies that the implementation of the NCLB needs to revisit, and the teachers-implementers' views and experiences may consider. Teachers remain faithful to their oath; however, they are humans and have limitations. Their views on any implemented programs are worth heeding. The government's efforts to provide every child with the best start in life are multisectoral, involving nutrition, health, education, social protection, and support for parents. Accelerating child survival growth and development outcomes means strengthening humanitarian and gender analysis, leveraging community engagement and social data

analytics, and working across sectors to address the social and financial barriers that stand in the way.

With this, vitalized teachers use all means to connect to those SARDOs, to make them a complete school. Moreover, one of the effective interventions was the home visitation program. Home visitations help eliminate the number of SARDOs because they bring back students' interest in going to school by simply assuring them and allowing them to recommence schooling.

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