

Can Research and Extension Be Integrated?: Kasiglahan Village National High School Case Study

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The public and private partnership (PPP) of the Philippine government aims to help certain programs of the local government units through a joint venture with private individuals and groups, volunteers, religious community, and others, in order to become successful in attaining its goals. At the education level, the Department of Education (DepEd) developed a strategy called “Adopt a School Program” or Republic Act 8525 enacted in 1988 that allows individuals, like business groups, NGO's and civil society groups to adopt a public school of their choice to provide the necessary support on a short or long term basis along the areas of infrastructure, facilities, teaching and skills development, monitoring and evaluation, and learning support, including computer and science laboratory equipment.

As mandated by the Philippines’ Commission on Higher Education (CHED), Higher Education Institutions (HEI) has three major functions: Instruction, Research, and Extension. Miriam College (MC) through its institutional research arm, the Research and Publications Management Office (RPMO) supported these government programs through a research project approved and funded by the Commission on Higher Education (CHED), the “Sierra Madre: Innovating community organizing and mentoring as strategies for poverty alleviation and for the protection and conservation of the environment” has extended the project to a public national high school in Region IV-A (CALABARZON) in Barangay San Isidro, Rodriguez, Rizal. Kasiglahan Village National High School (KVNHS) is situated in a housing project for the informal settlers from various cities of Metro Manila. The various teacher-trainings conducted were “Strategies in Teaching for Understanding”, “Effective Helping Skills for Teachers”, and “English as a Second Language.” Donation of various instructional materials was also done. Monetary funding of existing nutrition programs, “Feeding Program” and “School Garden” were provided. Livelihood skills training on “Hilot Pinoy”, “First Aid”, “Apple Pie Making”, and “Herbal Medicine Processing” were conducted to faculty, staff, and parents on a voluntary basis. The role of research was the impact assessment and evaluation conducted through interviews and questionnaires to assess how the various support affected change in the academic performance and behavior of KVNHS students, professional and personal growth of their teachers and staff and the total school operation. Results of the impact assessment points that collaborative efforts like the “Bayanihan” cultural value of the Filipinos implies that when we work together and join forces, resources and strengths, we can make things possible. The difference that we made in the lives of others may just be the beginning of a long journey together.