

Community Involvement Program of St. Mary's Academy in Barangay 130: A Proposed Three-Year Development Program

Noly Boy B. Geroche*

noly.boy.geroche@sma.edu.ph

St. Mary's Academy, Pasay City 1300 Philippines

Abstract

This study aimed to evaluate the Community Involvement Program of St. Mary's Academy in Barangay 130 as a basis for proposed three-year development program.

The researcher-made questionnaire was used to gather data from 101 teaching and non-teaching personnel, 39 Grade 12 students and 23 respondents which composed of parents, alumni, and partner community - Barangay 130. Also, some items in the PAASCU Instrument were borrowed and integrated into the research instrument in order to meet the objectives of this research. The data were statistically treated with the use of SPSS Application Software to determine the frequency distribution, percentage, weighted mean, and standard deviation.

Results revealed that (1) Teaching and non-teaching personnel-respondents describe the Community Involvement Program of St. Mary's Academy as much extent in terms of vision and mission, goals and objectives, fiscal resources, Community Outreach Program, and Feedback/Evaluation. (2) Students-respondents are aware and have knowledge of the school's outreach program/community extension services and they are helped by the school to develop an awareness of pressing social problems such as poverty, injustice, crime, and there is a provision of a budget for community-based and school-based projects. (3) Alumni, parents, and partner community-respondents are aware that the outreach programs are intended to help the poor, disadvantaged and marginalized community. Also, it serves and expect the participation of parents, alumni, and partner community in planning the outreach activities.

Based on the result presented above, the following conclusions were drawn that there is a need for continuous feedback and evaluation of the Community Involvement Program of St. Mary's Academy. The need for the participation of the teaching and non-teaching personnel in the review of the vision-mission statement of the school for greater involvement, awareness, and commitment. Also, the consistent participation and involvement of the alumni, parent, and partner community in planning, implementation, and evaluation of the Community Involvement Program of the school were also highlighted in the study and the provision of a budget in conducting the outreach program to the partner community. Furthermore, there is a need for a comprehensive Three-Year development program intended to help the Adopted Barangay 130 in Pasay City.

Keywords: Community Involvement; School-community partnership; stakeholders; three-year development program

1. Main text

Introduction

Most low and middle-income countries are confronted with growing social disparities and people still lack access to decent and quality education and 21st-century skills. This has been made even worse because of the global pandemic as countries around the world are struggling to contain the spread of the COVID-19 that affects the lives of many. As a result of this dilemma, persons lack the requisite skills for employment and are unable to engage in entrepreneurial endeavors.

To address the gap of social inequalities, the United Nations (UN) member states provide a comprehensive blueprint to achieve peace as well as prosperity for the planet and its people. The 17 Sustainable Development Goals (SDGs) are being developed and still developing that require urgent action and global partnership.

In view of the United Nations initiative to achieve global sustainability, the Philippines also developed its long-term vision called “AMBISYON NATIN 2040”. It is a vision that guides the future of the Philippines and where the country’s development plans are anchored. This initiative started in 2015 and for the next 25 years, Filipino people will enjoy a strongly rooted, comfortable, and secure life. With these in mind, all sectors and stakeholders of the society both public and private should direct their efforts that would lead to creating opportunities for Filipinos.

Together with the United Nations 17 Sustainable Development Goals and the country’s AMBISYON NATIN 2040, academic institutions should also monitor and assess the achievements of their community involvement activities at the grassroots level since they are concerned with delivering extension programs to achieve institutional and developmental goals. Schools can be a potential avenue to collaborate with communities, business sectors as well as in the industry in the delivery of knowledge and instructions concerning the real-world application of learning and understanding. This is attainable if there is a solid foundation of the support system from both public and private sectors as well as the partnership within the community to meet the country’s goal towards progressive and transformative education for all.

In the Philippines, a private entity such as private schools has been mandated by the Department of Education (DepEd) to extend its assistance in the implementation of the educational program in public schools. The Republic Act 8525, otherwise known as “An Act Establishing an Adopt-A-School Program and DepEd Order No. 80, s. 1998 known as “Adopt-A-School Program Implementing Rules and Regulations” highlights the significant role of the private entity in providing, promoting, and upgrading the delivery of educational services in the community. In higher education, universities and colleges were also mandated by the law through Republic Act 9136, otherwise known as the “National Service Training Program (NSTP) Act of 2001 which also highlights the commitment of Higher Education Institution (HEI) in extending their services to the community in terms of educational services and civic.

Community Involvement in the school setting can be an effective way of addressing the social, emotional, cognitive, and spiritual developmental aspects of a student and as a person in general. Through a community extension program, the school community such as the school personnel, students, and other stakeholders can come together to contribute to the betterment of the community. An institution can leverage its people’s talent to bring about change in the community they are in.

In the school context, St. Mary’s Academy Parents’ Auxiliary and faculty club are the school’s two associations that connect the school community to the Adopted Barangay 130. It is the initiative of the institution to make its resources available to the community and bringing the school services closer to the people. The school’s vision and mission can only be achieved once it is further realized its existence. It will guide the organizational behavior and set the direction and bring organizational change.

Theoretical Framework

Since the main objective of the study was to evaluate the Community Involvement Program of St. Mary's Academy of Pasay City as the basis for a proposed three-year development program, the researcher referred to the following theories in the rationalization of this study. These theories were vital to the development of the conceptual framework as well as in providing directions for this study.

The Participatory, Equitable, Appropriate, Critically Empowering, Environmentally Sound (P.E.A.C.E) Paradigms as a development model is viewed as a modern development in the field of research, especially in community development. Through the P.E.A.C.E. model, the problems are being addressed from the grassroots level and empower the people and alleviate poverty. This approach towards community development viewed the marginalized sector as invaluable partners of development.

According to Toh (1987), P.E.A.C.E Paradigm is a harmony of five distinct but interrelated concepts and components geared towards creating a just and human society.

Participatory - this component is based on the premise that the grassroots become invaluable assets for community development. Through participation, the awareness of knowledge and ideas, talents and skills, and indigenous capacities are given attention rather than being ignored. People in this regard are empowered for they are given opportunities to identify their problems, issues, and concerns as well as find ways to implement various solutions that meet their needs.

Equitable - equal distributions of social, political, economic as well as cultural structures and other resources play a vital role in improving the quality of life among the people in the community. As a basic human right, equal distribution of goods is based on the premise of human dignity wherein every human being irrespective of social status is considered and respected.

Appropriate - the appropriateness of the programs that are being introduced and implemented in the community must also be considered and suited to the needs of the people. Therefore, the methods and proper utilization of technology must also be appropriate and uphold the values, ideas, and respect for others and the environment.

Critically Empowering - empowering the capacity of the poor can be manifested if they have autonomy, self-worth, and self-confidence. The development of initiative should embody the process of empowerment and conscientization where the poor and marginalized comprehend the causes of their poverty and the absence of peace, therefore, emancipating themselves through the development of freedom, justice, and control over their resources as well as decisions and uphold accountable social institutions that directly affect their lives.

Environmentally Sound - in the pursuit of peace and sustainable development, the preservation of the environment must be highly regarded for long-term human survival greatly depends. In delivering and implementing different programs and projects in the community, it must include environmental education where an in-depth understanding of the environment, motivating and inspiring the people in the community to take personal responsibility when it comes to its preservation and restoration.

However, according to Linao (2004), the modernization paradigm, in its bid to modernize falls short to meet the basic needs of the community. In this regard, modernization is seen as an infringement for it disregards respect for another sector of the community. Moreover, this is the root cause of disintegration, fragmentation of the community as well as degradation of the environment. According to Williamson as cited by Linao (2004), there are four different approaches used by various institutions and organizations throughout the history of community development:

Top-down. under this category, there are two elements; (1) provide development to the people which put premium for capital and technical investment in introducing development. In this regard, however, people

are viewed as separate from the development process; (2) provide development wherein people in the community are considered as recipients and serve as passive players in the development process.

The Bottom-up approach. this means involving the communities at the various levels of the development program and covers the definition phase, implementation, evaluation, and the revision of the program either directly or through bodies representing collective interests such as professional organizations, women's groups, cultural associations, etc.

The Cooperative Approach. through this approach to community development, members of the community can participate with communities and are considered invaluable partners in the development process.

The Community Empowerment Approach. this mainly focuses on nurturing and developing local capacity for self-development. For the first time, people are seen as the primary focus and owners of the development process (Liniao, 2004). The community empowerment approach is seen as the most viable and popular among civil societies as their thrust to poverty reduction and alleviation through community development and organization.

The P.E.A.C.E. Paradigm and approaches to community development as a development model are taking its popularity in the field of research specifically in community development. In relation to the current study, this paradigm was used as a tool in involving the members of the adopted barangay, particularly in the decision-making process. Members of the adopted barangay can share in benefits in terms of development program involvement as well as their efforts to evaluate such programs.

Statement of the Problem

To achieve the purpose of this research, this study aimed to evaluate the Community Involvement Program of St. Mary's Academy, Pasay City in Barangay 130 as the basis for a proposed three-year development program.

Specifically, it aimed to answer the following questions:

1. To what extent do the teaching and non-teaching personnel assess the Community Involvement Program of St. Mary's Academy in terms of:
 - 1.1 Vision-Mission
 - 1.2 Goals and Objectives
 - 1.3 Fiscal Resources
 - 1.4 Community Outreach Activity
 - 1.5 Feedback/Evaluation
2. To what extent do the students, alumni, parents, and partner community-respondents perceive the outreach program of St. Mary's Academy, Pasay City?
3. How do the three groups of respondents (teaching and non-teaching personnel; students, alumni, and parent; and partner community) perceive the school's community involvement program in terms of:
 - 3.1 Effectiveness of Interaction
 - 3.2 Extent of Participation
 - 3.3 Sharing of Resources, Implementation, and Monitoring; Policies, Planning, Decision-making process, and System of Evaluation
4. Based on the findings of the study, what three-year development program could be proposed?

Research Methodology

The researcher utilized the descriptive method which describes the extent of the Community Involvement Program of St. Mary's Academy. Furthermore, the qualitative technique in analyzing the data was employed through focus group discussions via an interview with respondents wherein the results were utilized to back up the statistical findings of the study.

The study was conducted in St. Mary's Academy in Pasay City which is a Filipino, Catholic, and Ignacian – Marian School, and covered the School Year 2020 -2021. At present, St. Mary's Academy, Pasay City community involvement program is connected with Barangay 130 in Pasay City as its Adopted Barangay. The school considered the following in choosing the Barangay 130. (1) lack of job opportunities for the people; (2) family low income (3) poor health and sanitary conditions (4) prevalence of out-of-school youth due to inability of parents to send their children to school; lack of appreciation of parents of the significance of education to a child's life; distorted values of parents about education; lack of affordable educational facilities; and high-cost education; (5) large family sizes with the total population of 1,200 and 200 number of households; (6) low educational attainment of the people (7) limited/inadequate access to agencies/institutions/organizations present in the community and; (8) the distance of the adopted barangay from the school which is 10-15 minute walk and preferably within the Pasay community only.

The target population of this study was the teaching and non-teaching personnel with a total number of 101 personnel. The teaching personnel from kinder to grade 12 teachers with full-time status employment were considered in the study. The involvement and participation of the teaching and non-teaching personnel were vital in providing the necessary information in the study because of their knowledge and experience in the program. Thirty-nine (39) Grade 12 students were also part of the Community Involvement Program as integrated into the Grade 12 subject - Community, Engagement, Solidarity, and Citizenship. Through their involvement in the program, the Grade 12 students have direct exposure and firsthand experience in working with the partner community Barangay 130. The involvement of teaching and non-teaching personnel and students is critical in the area of the School and Community in the PAASCU Accreditation because of their role in the teaching and learning process.

For the parents and alumni, through their participation in St. Mary's Academy Parents Auxiliary (SMAPA), a representative of parents from Kindergarten to Senior High School which was composed of 23 parents including the alumni and partner community who were actively involved and participate in the Community Involvement Program through outreach programs such as livelihood training and seminars, gift-giving during the month of December, literacy programs, and the like as headed by the Community Involvement Program Coordinator. Random sampling technique was utilized to select the students, teaching, and non-teaching personnel respondents while total enumeration was used to select the parent-respondents. On the other hand, the community member-respondents were purposively selected by the Community Involvement Program Coordinator who has been in the office for more than seven years. Therefore, the respondents were selected based on the judgment of who can provide substantial information and answer the specific questions of the research.

Three (3) sets of questionnaires were used to gather data and information from the group of respondents. The first set was intended for teaching and non-teaching personnel. The first part of this instrument focused on the respondents' profile while the second part dwelled on the extent of the community involvement program of St. Mary's Academy, Pasay City.

The second survey questionnaire was utilized on the parents, and beneficiaries of the partner community, Barangay 130. Part I of this inquiry manifested the respondents' profile, while part II was on the perception of the target respondents on the school community involvement program.

The third survey questionnaire was intended for the Grade 12 students of the school understudy. Part I focused on the profile of the respondents, while part II was about the perceptions of the students on the community involvement program of the school. Aside from the survey questionnaire, questions for the interview were also utilized to supplement or verify data from the questionnaire. Also, some items in the PAASCU Instrument under the area of The School and Community were borrowed and integrated into the research instrument used in the study in order to meet the objectives of this research. The research instrument was subject to content validation by the three (3) experts in the field such as two PAASCU Accreditors and research instructor from Colegio San Agustin – Makati (CSA); and the Community Involvement Program coordinator of St. Mary’s Academy – Pasay. The instrument was also subject to reliability by the statistician.

Table 1 presents the reliability analysis on the 5-point Likert Scale of researcher-made instrument that measures the extent of community involvement program of St. Mary’s Academy as perceived by teaching and non-teaching personnel and the status of outreach program involvement of students, alumni, parent and partner community-respondents.

Table 1. Reliability Analysis on the 5-Point Likert Scale of Researcher Made Instrument in the Extent of Community Involvement Program and Status of Outreach Program Involvement

Variables	No. of items	Cronbach’s Alpha	Interpretation
Vision and Mission	10	.955	Excellent
Goals and Objectives	10	.965	Excellent
Fiscal Resources	10	.956	Excellent
Community Outreach Activity	10	.944	Excellent
Feedback Evaluation	12	.967	Excellent
Students’ Status of Outreach Program	13	.919	Excellent
Alumni, Parents and Partner Community Members’ Status of Outreach Program	10	.928	Excellent
Mean Reliability		.948	Excellent

George and Mallery (2005) had introduced a rule of thumb to interpret the value of Cronbach’s Alpha which revealed that Cronbach’s Alpha ≤ 0.5 is Unacceptable; $0.5 < \text{Cronbach’s Alpha} \leq 0.6$ is Poor; $0.6 < \text{Cronbach’s Alpha} \leq 0.7$ is Questionable; $0.7 < \text{Cronbach’s Alpha} \leq 0.8$ is Acceptable; $0.8 < \text{Cronbach’s Alpha} \leq 0.9$ is Good and; Cronbach’s Alpha > 0.9 is Excellent. The researcher with the help of his statistician had come up with mean reliability of .948 to denote “excellent” in the reliability analysis of this survey instrument. Using the rule of thumb made by George and Mallery (2005), it seemed that the said instrument after it was validated by the experts and carried out through pilot testing obtained an excellent result to measure what it intends to measure in accordance with the purpose of the study.

Results and Discussion

Results revealed that Teaching and non-teaching personnel-respondents describe the Community Involvement Program of St. Mary’s Academy as much extent. In terms of vision and mission, the faculty are

aware of the school's vision and mission and likewise the inclusion of school values which was reflected in the vision-mission which is significantly higher than the following: 1) participation of respondents in reviewing vision-mission positively which affected their level of commitment to the school; 2) vision-mission that relate to student interest, problems and needs and; 3) the school has a good system in reviewing its own vision-mission statement.

In terms of Goals and Objectives, it relates to student interest, problems, and needs to be followed by the awareness of faculty to the schools' goals and objectives which is significantly high compared to periodic assessment of schools' goals and objectives.

For the Fiscal Resources, the characteristics of the respondent's school to have maintenance services which see that buildings, classrooms, and other facilities are safe and in good condition and, the status of the respondent's school to have a regular annual budget for the religious education program are significantly the highest compared to the adequacy of fiscal resources for school needs and the availability of human resources.

For the Community Outreach Program, it is evident that the status of the school to have an outreach program primarily intended to help improve the quality of human life in its service community and, the status of an outreach program that teaches literacy, work, and life skills and responsible parenthood to develop self-reliance and resourcefulness to the community it serves are significantly high than the school to render service to the poor sectors of society by undertaking a school-community awareness and involvement program.

In terms of Feedback/Evaluation, the outreach program which is openly solicited from and given by administrators, faculty, personnel, students, parents and of the community it serves and, the community involvement program of the school produces a desirable outcome.

It meets the philosophy and objectives are significantly highest than that of the communication and interaction between the school and the community it serves and is effective and evident. In terms of the status of the outreach program of St. Mary's Academy as perceived by the student-respondents, the following were revealed: Students-respondents strongly agreed that they are aware and have knowledge of the school's outreach program/community extension services and they are helped by the school to develop an awareness of pressing social problems such as poverty, injustice, crime, etc. Students-respondents agreed and understand that there is a provision of a budget for community-based and school-based projects.

In terms of the status of the outreach program of St. Mary's Academy as perceived by the alumni, parent, and partner community-respondents, the following were also revealed: Alumni, parent, and partner community-respondents agreed that the outreach programs are intended to help the poor, disadvantaged and marginalized community. It serves and expect the participation of parents, alumni, and partner community in planning the outreach activities. Furthermore, the perceptions of the respondents were homogeneous as indicated by the small value of standard deviation.

Conclusions

The following conclusions were drawn that there is a need for continuous feedback and evaluation of the Community Involvement Program of St. Mary's Academy. The need for the participation of the teaching and non-teaching personnel in the review of the vision-mission statement of the school for greater involvement, awareness, and commitment. Also, the consistent participation and involvement of the alumni, parent, and partner community in planning, implementation, and evaluation of the Community Involvement Program of the school were also highlighted in the study and the provision of a budget in conducting the outreach program to the partner community. Furthermore, there is a need for a comprehensive Three-Year development program intended to help the Adopted Barangay 130 in Pasay City.

Recommendations

Based on the findings and conclusions, the following measures were recommended:

1. An intensified and consistent implementation and evaluation of a Three-Year Community Development Program should be formulated and functionalized to provide the Adopted Barangay 130 a better opportunity that leads to sustainability.
2. School administrators and top management should allocate funds intended for the specific programs and activities of the Community Involvement Program for continuous and consistent implementation of the different programs.
3. The school administrators should monitor and encourage the participation and involvement of the teaching and non-teaching personnel in the Community Involvement Program of the school.
4. Alumni, parents, and partner community must be consistently involved in planning, implementation, and evaluation of the outreach activity.
5. The school should consider benchmarking with other educational institutions for the best practices in the implementation of the community involvement program.
6. The Community Involvement Program should design and formulate activities and programs suited for the student's ability and maturity for greater involvement and participation.
7. Teaching and non-teaching personnel should be encouraged to pursue post-graduate studies and conduct formal and extensive research on the impact of the Community Involvement Program of the school on its partner community.
8. Based on the findings and recommendations of the research, a Three-Year Development Program is proposed which cover the year 2021-2024.

Acknowledgements

The completion of this study is the collective effort of all brilliant people, who devoted their time, shared their knowledge, experience, expertise, and resources. These people, who are knowledgeable in their respective field, gave their support the best way possible which served as motivation to the researcher in completing this endeavor. Thus, it is best to acknowledge and express appreciation to the following:

Dr. Leticia S. Navarro, my adviser and the wind beneath my wings in pursuing this study, for her grace, open-mindedness, patience, expertise, and experience in analyzing and critiquing the manuscript which contributed greatly and provided directions for this study. Her dedication in the teaching profession and passion for excellence influenced the researcher to reach the summit with determination, perseverance, and integrity;

Dr. Dalisay G. Brawner, Chairman, Committee on Oral Examination, for her generous assistance and insightful suggestions which contributed much and made this a quality research endeavor.

Dr. Rhene C. Tabajen, Member, Committee on Oral Examination, for his kindness in sharing his thoughts and advises to the researcher. His comments and suggestions greatly improved the study.

Prof. Noel Ibañez, Member, Committee on Oral Examination, for sharing his knowledge and experience in Community Extension Services. His comments and suggestions contributed well in crafting this work.

Prof. Niño Faustino, my statistician, for his patience and diligence in sharing his expertise in the field of statistics to the researcher.

Sister Ma. Lourdes B. Cao, RVM, School Directress, for allowing the researcher to conduct the study and gather the data needed in this research. Her support in making the data accessible is a stepping stone to find the answer to the research problems.

Ms. Bernardita M. Tiongkiao, Community Involvement Program Coordinator, for her valuable insights and sharing her knowledge and expertise in the partner community, Barangay 130. Her experience as a CIP Coordinator shed light in making this study possible.

Ms. Faye Clarisse Cadag, my editor, for making a time as well as her patience and kindness in editing my manuscript.

To the SMA-P Community, Teaching and Non-Teaching Personnel, Students, Parents/Alumni and Partner Community, for their cooperation and participation in the conduct of this study which helped the researcher find solution to the problems and answer to the questions posed in this study. Their participation paved the way to address the issues that is present in our community.

To my Family, who served as a bedrock and solid ground. Their encouragement, unconditional love, guidance, and full support in all ways and means made the researcher to strive and finish this study.

To Stephanie Treycel C. Langit, for her steadfast love and support that kept me on my balance. Her unconditional love and encouragement inspired the researcher to finish this race to the end with pride and confidence.

Above all, to our Heavenly Father and Almighty Creator, For the grace and will, and sending the Holy Spirit to guide the researcher in choosing the right path and to finish this study. To Him alone, is the glory and honor.

References

Books

- Bryk, A. S., & Schneider, B. L. (2002). *Trust in Schools: A Core Resource for Improvement*. New York, NY: Russell Sage Foundation.
- Catholic Educational Association of the Philippines. (2016). *Philippine Catholic School Standards (PCSS)*.
- Cox, D. D. (2005). Evidence-based Interventions using Home-School Collaborations. *School Psychology Quarterly*, 20(4), 473–497.
- Edwards, P. A. (2004). *Children's Literacy Development: Making it happen through School, Family, and Community Involvement*. Boston, MA: Allyn & Bacon.
- Epstein, J. L. (2011). *School, Family, and Community Partnerships: Preparing Educators and Improving Schools* (2nd ed.). Philadelphia, PA: Westview Press.
- Haas, T., & Nachtigal, P. (1998). *Place Value*. Charleston, WV: Appalachia Educational Laboratory.
- Henderson, A. T., Mapp, K. L., Johnson, V. R., & Davies, D. (2007). *Beyond the Bake Sale: The Essential guide to Family-School Partnerships*. New York, NY: New Press.
- Hill, N. E., & Tyson, D. F. (2009). Parental Involvement in Middle School: A Meta-Analytic Assessment of the Strategies that promote Achievement. *Developmental Psychology*, 45(3), 740–763.
- Holcomb-McCoy, C. (2007). *School Counseling to Close the Achievement Gap: A Social Justice Framework for Success*. Thousand Oaks, CA: Corwin Press.
- Isemhagen, J. C. (2010). Teammates: Providing Emotional and Academic Support in Rural Schools. *The Rural Educator*, 32(1), 29–36.
- Kim, E. (2006). Community Education. In F. W. English, *Encyclopedia of Educational Leadership and Administrator* (pp. 179-180). United States: Sage.
- Kirylo, J. D. (2011). Freirean themes. In: Kirylo JD (ed.) *Paulo Freire: The Man From Recife*. New York: Peter Lang AG.
- Khuwaja, S. (2001). *Education Evaluation and Monitoring Concepts and Techniques*. USA: University of Missouri.
- Lindle, J. C. (2006). Community Relations. In F. W. English, *Encyclopedia of Educational Leadership and Administrator* (pp.180-182). United States: Sage.
- McAlister, S. (2013). Why Community Engagement Matters in School turnaround. *Voices in Urban Education*, 36 (Winter/Spring), 35–41.
- Mitchell, S. (2000). Jack and the Giant School. Originally printed in *New Rules Journal*, Summer 2000. Retrieved from Institute for Local Self-Reliance website: www.ilsr.org/jack-and-giant-school
- Minner, D. D., & Hiles, E. (2005). Rural School-Community Partnerships: The Case of Science Education. *Issues in Teacher Education*, 14(1), 81–94.
- Palomba, C. and Banta, T.W. (1999) *Assessment Essentials: Planning, Implementing, and Improving Assessment in Higher Education*. Jossey-Bass, Inc., San Francisco

- Patil, Y., & Kalekar, S. (2014). CIPP Model for School Evaluation. *Scholarly Research Journal for Humanity Science & English Language*, 2(10).
- Shaul, R. (2014). *Pedagogy of the Oppressed: 30th Anniversary Edition [Foreword]*. New York: Bloomsbury Publishing.
- Saltiel, I. M. (2006). Communities, Types, Building Of. In F. W. English, *Encyclopedia of Educational Leadership and Administrator* (pp. 174-178). United States: Sage.
- Souto-Manning, M. (2010). The critical cycle. In: Souto-Manning M (ed.) *Freire, Teaching, and Learning: Culture Circles Across Contexts*. New York: Peter Lang, pp. 29–45.
- Stufflebeam, D.L. (2000). The CIPP model for evaluation. In Stufflebeam, D.L., Madaus, G.F. Kellaghan, T. (Eds). *Evaluation models. Viewpoints on educational and human service evaluation*. (pp. 279-317). (2nd ed). Boston: Kluwer Academic

Journals and Articles

- Anderson, J. (2016). Paulo Freire's philosophy of education and our ontological incompleteness. *The Partially Examined Life: A Philosophy Podcast and Philosophy Blog*. Available at: <https://partiallyexaminedlife.com/2016/08/30/paulo-freires-philosophy-of-education-and-our-ontologicalincompleteness/> (accessed 10 August 2021).
- Anderson, J., Houser, J., & Howland, A. (2010). The Full Purpose Partnership Model for promoting Academic and Socio-Emotional Success in Schools *School Community Journal*, 20(1), 31– 53. Retrieved from <http://www.schoolcommunitynetwork.org/SCJ.aspx>
- Auerbach, S. (2010). Beyond coffee with the Principal: Toward Leadership for Authentic School-Family Partnerships. *Journal of School Leadership*, 20(6), 728–757.
- Blank, M., Melaville, A., & Shah, B. (2003). *Making a difference: Research and Practice in Community Schools*. Washington, DC: Coalition for Community Schools. Retrieved from www.communityschools.org/assets/1/page/ccsfullreport.pdf
- Bolin, T. D. (2017). Struggling for Democracy: Paulo Freire and transforming society through education. *Policy Futures in Education*, 15(6), 744–766. <https://doi.org/10.1177/1478210317721311>
- Bryk, A. S. (2010, April). Organizing Schools for Improvement. *Kappan Magazine*, 91(7), 23–30. Retrieved from http://www.mcknight.org/system/asset/document/648/Bryk_Organizing_Schools_for_Improvement_6_.pdf
- Bryson, J. M., Crosby, B. C., & Stone, M. M. (2015 September) Designing and Implementing Cross-Sector Collaborations: Needed and Challenging. *Public Administration Review* 75 (5), 647-663. DOI:10.1111/puar.12432.
- Calder, W. B. (2014). Achieving an Institution's Values, Vision, and Mission. *ERIC*, 17(2).
- CBCP. (2018, October 22). An Open Letter of the Filipino Youth to the Catholic Church in the Philippines. [cbcpnews.net](http://cbcpnews.net/cbcpnews/an-open-letter-of-the-filipino-youth-to-the-catholic-church-in-the-philippines). Retrieved July 10, 2019, from <http://cbcpnews.net/cbcpnews/an-open-letter-of-the-filipino-youth-to-the-catholic-church-in-the-philippines>.
- Daniel, J. (2017). Strong Collaborative Relationships for Strong Community Schools. Boulder, CO: National Education Policy Center. Retrieved July 10, 2019, from <http://nepc.colorado.edu/publication/leadership>
- Fauske, J. R. (2002). Strong School-Community Partnerships in Inclusive Schools Are "Part of the Fabric of the School... We Count on Them". *Education Resource Information Center*, 25(2). Retrieved July 6, 2019.
- Gross, J. M., Haines, S. J., Hill, C., Francis, G. L., Banning, M. B., & Turnbull, A. P. (2015). Preparing School Leaders: Understanding, Experiencing, and Implementing Collaboration. *International Electronic Journal of Leadership in Learning*, 6. Retrieved August 17, 2019, from <http://www.ucalgary.ca/~iejll/volume6/fausk>
- Jackson, R. (2018, December 20). Co-Creating Your School's Core Values. *ASCD Learn. Teach. Lead*. http://www.ascd.org/publications/newsletters/education_update/dec20/vol62/num12/Co-Creating_Your_School's_Core_Values.aspx.
- John Dewey (1859–1952): Experience and Reflective Thinking, Learning, School and Life, Democracy and Education. [education.stateuniversity.com](https://education.stateuniversity.com/pages/1914/Dewey-John-1859-1952.html). (n.d.). <https://education.stateuniversity.com/pages/1914/Dewey-John-1859-1952.html>.
- Maier, A., Julia, D., Oakes, J., & Lam, L. (2018). *Community Schools: A Promising Foundation for Progress*. Education Resource Information Center. Retrieved August 4, 2019
- Preston, J. P. (2013). Community Involvement in School: Social Relationships in a Bedroom Community. *Canadian Journal of Education (CJE)*, 36(3). Retrieved September 3, 2020, from <https://core.ac.uk/reader/230592267>
- Preston, J. P. (2013). Community Involvement in School: Social Relationships in a Bedroom Community. *Canadian Journal of Education (CJE)*, 36(3). Retrieved September 3, 2020, from <https://core.ac.uk/reader/230592267>
- Ramaley, J. A. (2014a). The Changing Role of Higher Education: Learning to deal with wicked problems. *Journal of Higher Outreach and Engagement*. 18 (3), 7-21.
- Ramaley, J. A. (2015). Collaboration in an Era of Change: New Forms of Community Problems-Solving. *Education Resource Information Resource*. Retrieved July 20, 2019
- Sheldon, S. B. (2007). Improving Student Attendance with School, Family, and Community Partnerships. *The Journal of Educational Research*, 100, 267–275. doi:10.3200/JOER.100. 5.267-275
- Sheldon, S. B., & Epstein, J. L. (2004). Getting Students to School: Using Family and Community Involvement to reduce Chronic Absenteeism. *School Community Journal*, 4(2), 39–56. Retrieved from <http://www.schoolcommunitynetwork.org/SCJ.aspx>
- Toh, S.H. (1995). *Enculturation of Peace: A Journey of Healing and Solidarity*. Paper presented at the UNESCO Second International Conference on a Culture of Peace, Manila.
- Tromp, S. A., Ruben, B. D. (2004). *Strategic Planning in Higher Education: A Guide for Leaders*. Washington, DC: NACUBO

Willems, P., & Gonzales-DeHass, A. (2012). School–community Partnerships: Using Authentic Context to Academically motivate Students. *School Community Journal*, 22(2), 9–30. Retrieved from <http://www.schoolcommunitynetwork.org/SCJ.aspx>

Internet Sources

AMBISYON NATIN 2040 [PDF]. (n.d.). Pasig City: National Economic Development Authority.

Transforming our world: The 2030 agenda for sustainable Development | Department of economic and social affairs. (n.d.). Retrieved August 11, 2021, from <https://sdgs.un.org/2030agenda>

THE 17 GOALS | sustainable development. (n.d.) United Nations. Retrieved August 10, 2021, from <https://sdgs.un.org/goals>.