Assessing Community Needs, Resources And Organizing: Basis For Sustainable Community Extension Projects By The College Of Social Sciences, University Of Rizal System Pililla, Rizal

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Abstract: This paper discusses the three phases of community extension projects. The initial phase involves focus groups, transect walks, house-to-house visits, key informant interviews, and needs assessment surveys. During this phase, A Movement in Gender and Development Advocacy (AMIGDA), a recently founded organization, obtains certification. The second phase focuses on collaboration among local government units (LGUs), academic institutions, and religious and professional organizations to achieve the organization's vision, mission, and goals. Intervention programs implemented in this phase include Daily Vacation Bible School (DVBS), lectures on obedience for children, and biblical and sociological parenting sessions. The third phase comprises a lecture forum on recycling and bottle gardening, Bible-based story sessions for children aged 4 to 10, gift-giving, health and wellness seminars for children aged 4 to 12, pineapple marmalade-making workshops for parents aged 24 to 56, and the distribution of hygiene kits to children aged 4 to 11. These activities' participants have experienced spiritual and mental, emotional, health, social, and economic benefits. Additionally, the sponsors of the gift-giving project, the Geodetic Engineers of the Philippines-Rizal Chapter, have expressed satisfaction derived from the joy of giving. Moreover, the project offers College of Social Sciences students an opportunity to immerse themselves in and contribute to local activities. Overall, the project has achieved partial success, establishing an organization to implement intervention projects and connect with other institutions. Thus, to maintain partnerships with the stakeholders, coordination, flexibility, and adjustment are essential to sustain the implementation of the projects.

Keywords: community organizing, community assessment, community development, forms of capital, literacy program, sustainable development

I. Introduction

Community organizing is a transformative approach that brings people together to address various challenges within their community. This approach aims to resolve interpersonal conflicts and overcome environmental and social obstacles by actively involving local residents (Manlili, 2010). Community organizing is widely recognized as a crucial method for achieving community development (Luna 2006). Numerous projects have utilized this approach as a foundational strategy to create resilient and empowered communities. It emphasizes the essential role of individuals as the primary agents in the development process, starting from their existing circumstances. Through this approach, people gain a deeper understanding of the significance of community development, aligning it with their own lives, experiences, and aspirations (De la Cruz & Ferrer, 2010).

Staple (2012) posits that community development entails active engagement in constructive activities and processes to enhance community opportunities, structures, goods, and services. He further asserts that community development contributes to improving the quality of life, the development of individual and collective capacities, and fostering social solidarity. Thus, Bakare (2014) stresses the significance of adopting a sustainable approach to community development and highlights the need for its widespread implementation across various domains of human existence.

Similarly, Taejong (2012) highlighted that creating sustainable community development involves bottom-

engagement to look into what sustainable development entails. People must be aware of changes and incorporate the community's norms, which can be a source of support and guidance. Additionally, mobilizing individuals through a community is another way to improve the situation.

As such, the main goal of this project is to increase awareness of gender and developmental issues by implementing a "family strengthening program" that includes all organization members. The project supports UN Millennium Development Goal 3 to enhance gender equality and give women authority worldwide.

Currently, family policies are more significant in developing nations, especially in supporting the empowerment of women who fulfill dual roles as mothers and workers (Minguez, 2012). In the Philippines, it is critical to address the issues faced by women working in small to medium-sized businesses because, as the National Commission on the Role of Filipino Women (NCRFW, 2004) recognizes, they play a critical role in promoting global community development.

The University of Rizal System is aware of how important community extension initiatives are in meeting social requirements. The institution strives to empower the community while adhering to the values of fostering gender justice and equality across social, political, economic, moral, and ecological domains. A special focus is placed on the family as the essential pillar of society.   The institution seeks to promote the community's overall development and empowerment through research and extension projects.

II. Objectives of the Projects

Phase 1: To conduct a comprehensive assessment to identify the community residents' needs, concerns, and aspirations, as well as evaluate the available community resources. This phase also involves community organizing to establish an organization for project planning and implementation.

Phase 2: Facilitate literacy programs and educational initiatives for the barangay residents. This program includes organizing the Daily Vacation Bible School (DVBS) to enhance children's knowledge and understanding of biblical teachings. Additionally, lectures on child obedience and discussions on biblical and sociological parenting will support parents in their roles as caregivers and educators.

Phase 3: To implement intervention projects in health, values education, economics, and the environment.

By achieving these objectives, the project endeavors to enhance the overall well-being and development of the barangay residents. The project also seeks to empower residents and stimulate positive transformations through a systematic approach that includes data-driven assessments, community organizing, educational programs, and targeted interventions.

III. Methodology and Framework of the Projects

The primary concept driving the project is community development through participation. Community members' skills are developed, and they become active participants in the project by being involved in the development process. People gain a sense of ownership over the project and assure its sustainability when they are given the chance to participate in planning and evaluation (De Leon, 2010).

Sustainable communities can't be created overnight; they need a participative strategy that takes local inhabitants' needs and issues into account. By leveraging their resources and encouraging cooperation among stakeholders, local governments and institutions play a critical role in achieving sustainability (Wang, 2010). In the end, this cooperative effort promotes the community's and its members' wellbeing by acting as a platform for service delivery. Mutual accountability and collaboration have been found to be efficient and empowering in the field of community development

(Lazarus et al., 2014). These components help the community succeed and advance, and its partners take responsibility for their actions and cooperate to achieve a common objective.

and worries. In order to get their perspectives and ideas, interviews are also done with zone and barangay leaders.
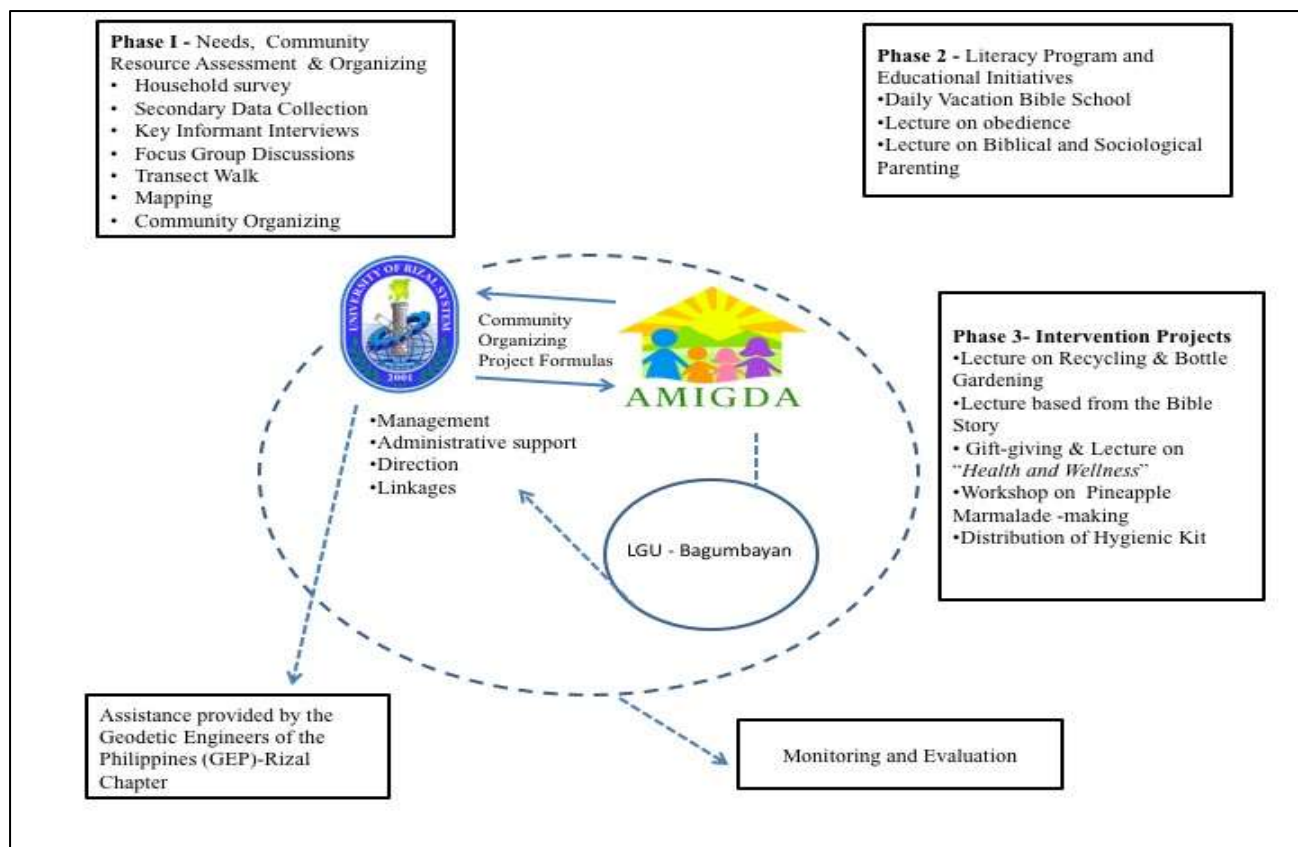
A stratified household survey with a sample of 57

Figure 1: *Framework of the Community Extension Project*

By incorporating higher education institutions in research, knowledge production, skill development, and engagement, participation is a way for achieving the objectives of the development project
 (Heleta and Bagus, 2021). As a result, the projects use participatory inquiry methodology that incorporates a variety of research techniques, including mapping, transect walks, focus group discussions (FGDs), key informant interviews (KIIs), and household surveys. While transect walks provide visual observations, mapping entails

detailing the community's physical terrain and prominent features. Involving primary women as main participants, FGDs and KIIs facilitate semi-structured interviews to examine family difficulties, dreams, needs,

randomly chosen houses was conducted in Sitio Bulacan and Sitio Dalig, Barangay Bagumbayan, Pililla, Rizal. The research instrument used in this study was a modified version developed by the University of Rizal System (URS). To analyze the survey data, the Statistical Package for Social Science Program (SPSS) was utilized, employing descriptive statistics such as frequency, percentage, and weighted mean.

The collaboration between the URS, AMIGDA, LGUS, and the Rizal Chapter of the Geodetic Engineers of the Philippines (GEP), is depicted in the project's structure in Figure 1. URS provided labor, administrative support, direction, connections, and finance for the three phases. AMIGDA, initially founded through neighborhood organizing, benefits from and collaborates with URS in Phases 2 and 3. Along with URS, the LGU of

Bagumbayan collaborates on project execution. During Phases 2 and 3, the GEP-Rizal Chapter provides financial support.

The projects place a high priority on continuing coordination and monitoring to guarantee the viability of the initiatives. At different phases of the projects, a participatory approach is used to include stakeholders and community members.

IV. Results and Discussions

The significant findings that came from the research are presented below.

Phase 1: Needs, Community Resource Assessment Survey

The survey involved the participation of fifty-seven (57) households, with 84% comprising mothers and residents from Sitio Bulacan 1 and 2. Most participants belonged to the young adult age group, specifically between 31 and 45 years old. Among the participants, 33% grew up in the barangay, 70% identified as Catholic and 39% had completed elementary school but did not finish high school.

In the focus group discussions (FGDs), the youngest participant was 19, while the oldest was 69. The number of children varied, with the highest number being nine and the lowest being one. Seventeen women participated across the three groups. It is noteworthy that most of the participants were not legally married or living together. They expressed the belief that getting married is expensive and that they can live together without being married, stating, "Mahal ang magpakasal, pwede naman kaming magsama ng hindi kasal." It indicates that for many of them, the decision not legally to marry or live together stems from the perception that the costs associated with marriage are significant. This viewpoint reflects individuals' financial considerations and practical challenges when contemplating marriage.

Monthly income of surveyed households.

The projected monthly income from the total household members' earnings is shown in Table 1.

According to the household respondents' monthly income, 15 of them, or 26.3 %, earned between Php 3,000 and Php 4,000, while 14 of them, or 24.6 %, earned between Php 7,000 and Php 8,000.

Table 1. Monthly Income

	Frequency	Percentage	Rank
Monthly Family Income			
Not to exceed (Php)	14	24.6	2.5
1. 2,000 to 3,000	15	26.3	1
	2	3.5	7
2. 3,000 to 4,000	3	5.3	6
	4	7.0	5
3. 4,000 to 5,000	14	24.6	2.5
	5	8.8	4
4. 5,000 to 6,000	**57**	**100**	
5. 6,000 to 7,000			
6. 7,000 to 8,000			
Missing System			
Total			

The results indicate a potential struggle to meet basic needs and suggest that the households may be at risk of poverty. During the survey, many respondents worked in occupations such as vendors, seasonal farmers, fishers, workers, and welders or lacked regular employment. See Table 2.

Table 2. Occupation of the Household Surveyed

	Frequency	Percentage	Rank
Occupation			
1. Farmer	3	5 .3	6
2. Fisher	4	7.0	5
3. Vendor	17	29.8	1.5
4. Laborer	8	14.0	3
5. Welder	1	1.8	7
6. Others	7	12.3	4

7. Non	17	29.8	1.5
Total	**57**	**100**	

The table indicates that the respondents can be categorized into two groups of equal size. Specifically, 17 respondents, or 29.8%, identified themselves as vendors, while another 17 respondents, also comprising 29.8%, reported being unemployed at the time of the survey. The vendors
relied on selling handcrafted goods as their livelihood during the data collection period, while the unemployed mentioned engaging in seasonal work to support themselves. Additionally, 8 respondents, or 14 %, fell into the third category, followed by 7 or 12%, 4 or 7 %, 3 or 5%, and 1 or 1.8 %, respectively, in the following categories.

These findings emphasize the importance of addressing income generation, job stability, and economic opportunities. By identifying the respondents' specific occupational profiles and circumstances, targeted interventions can be developed to support individuals in the vendor sector, explore alternatives for the unemployed, and promote economic growth and stability within the community.

Similarly, in the FGDs, the majority of the participants (88%) lack permanent employment, relying on intermittent work to sustain their livelihoods. Notably, women in these households often engaged in additional activities such as laundry work to meet their daily basic needs.

Livelihood Skills Needed

Table 3 presents the diverse livelihood skills sought by the household respondents. Approximately 52% of the participants in the household surveys, equivalent to 29 respondents, expressed a keen interest in acquiring business knowledge and skills. Additionally, other respondents highlighted their desire for formal training in various occupations such as sewing, computer coding, cooking, and more. These findings align with the concept of livelihood as proposed by Olga (2014), which emphasizes the combination of capabilities, assets (both material and social resources), and activities necessary for sustaining one's means of living.

The data shown in Table 3 emphasize the importance of providing targeted support and training programs to address the surveyed households' specific livelihood needs and

Table 3. Livelihood Skills

	Frequency	Percentage
Business	29	51.87
Chicken	5	8.77
Raising	1	1.75
Fish Processing	1	1.75
Meet	1	1.75
Processing	1	1.75
Welding	1	1.75
Basic	4	7.01
Electricity	1	1.75
Basic	3	5.26
Electronics	2	3.51
Cooking	1	1.75
Baking	1	1.75
Sewing	1	1.75
Computer	2	3.50
Encoding	1	1.75
T-shirt printing	2	3.50
Streamer- making	**57**	**100**
Gardening		
Swine		
Production		
Organic		
Farming		
None		
Total		

aspirations. By offering education and training opportunities in areas such as business development and various occupational skills, individuals can enhance their capabilities and acquire the necessary resources to improve their livelihoods.

Dreams and Aspirations in Life
Table 4 displays the frequency, percentage, and rank distribution of the respondents' life aspirations.
Table 4. Dreams and Aspirations in Life

	Frequency	Percentage

Own house and lots	8	14.03
Crop productivity	1	1.75
Health and wellness	9	15.79
Stable job	13	22.81
Own a business	13	22.81
Provide quality education for children	11	19.30
Peaceful Environment	1	1.75
Travel Abroad	1	1.75
Total	**57**	**1.00**

As revealed in the table, about 23 % or 13 respondents desired a stable job, while most preferred small business ownership. Furthermore, nearly 20% of the surveyed parents, totaling eleven, emphasized the importance of providing their children with a high-quality education. Similarly, almost 16% of parents, or nine individuals, expressed a strong desire to maintain their well-being and happiness. Other aspirations mentioned by the respondents included home ownership, increased crop yield, a peaceful environment, and the opportunity to travel abroad. These aspirations align with the notion that quantifying quality of life can be challenging, as highlighted by Theufilu (18). However, Brown (19) suggests that aspirations in life hold the potential to offer an alternative future.

A female participant who participated in the focus group discussions (FGDs) expressed her desire to learn sewing to generate additional income while staying at home. This sentiment was echoed by other participants who expressed their eagerness to acquire skills in various crafts, food production, organic poultry farming, backyard hog raising, and other income-generating ventures. Providing women with the necessary knowledge and tools to achieve financial independence is crucial in enabling their active participation in development initiatives within an increasingly globalized world.

By fostering an atmosphere that supports and promotes women's empowerment, these policies hope to meet women's different needs and ambitions (Kadarko et al., 2016). We can provide women opportunities to prosper economically by implementing inclusive and focused efforts such as entrepreneurial support, access to resources, and vocational training programs. Women's unique needs and goals can be recognized and met, allowing them to reach their full potential as contributors to gender equality and sustainable development.

In Egypt, the government developed a comprehensive strategy to enable the impoverished population to fulfill their aspirations. Such a plan should prioritize providing adequate success to employment opportunities and ensuring the availability of high-quality education (Ibrahim, 2011). Similarly, in the Philippines, the Pantawid Pamilya national cash transfer program became the main form of government social assistance for people experiencing poverty in order to assist in realizing the hopes and dreams of poor individuals. It alleviates poverty and increases human capital while providing financial grants to 77 percent of impoverished households (Fernandez & Olfindo, 2011). Consequently, 10% of the respondents in this study are Pantawid Pamilya program beneficiaries.

Suggested Organization

The suggested organization from the household respondents and FGD participants is shown in Table 5.

Table 5. Suggested Organizations

Suggestions	Frequency	Percentage	Rank
Cooperative	5	8.77	4
Livelihood	19	33.33	1
Microfinance	4	7.01	5
Neighborhood Association			
Organization's with fear in God	2	3.51	6
Family Organization	1	1.75	8.5
	1	1.75	8.5

Leaders' Organization Educational Association	6	10.52	3
Women's Group	1	1.75 1.75	8.5 10
Community Organization	1		
Total	17 **57**	29.82 100%	2

Table 5 reveals various perspectives among the respondents regarding the desired types of organizations to support their livelihood aspirations. Out of the total respondents, 19 individuals, or 33%, preferred an organization offering livelihood initiatives to enhance their living standards. On the other hand, 17 respondents, equivalent to 29.82%, emphasized the importance of establishing a community organization designed explicitly for their respective zones. In addition, six respondents, or 10.52%, advocated creating a leadership organization to assist and guide them in pursuing their livelihood projects. Recognizing the significance of cooperative efforts, five respondents (8.77%) expressed the need for formal recognition of cooperatives within the community. Meanwhile, four respondents (7%) believed microfinance institutions could be crucial in providing capital for small businesses. Lastly, two respondents (3.51%) highlighted the potential benefits of neighborhood associations in fostering mutual support and community development.

Furthermore, it is worth noting that among the household respondents, there was a consensus that a mission-driven organization and a faith-based group could offer valuable support in their pursuit of livelihood improvement.

Community organizing has proven to be a powerful tool for engagement, transcending barriers such as race, ethnicity, education level, social status, and religion (Speer, 2012). However, establishing an organization requires more than a mere overnight effort. It demands the utilization of participatory action techniques, which prioritize residents' voices, demands, and concerns, starting from the grassroots level. Sustainability also serves as a fundamental principle for both community leaders and educational institutions. By bringing together local stakeholders, along with the necessary financial and managerial resources, communities can establish service delivery bodies that operate with skill, teamwork, and a shared goal of promoting the well-being of residents (Hossenlopp, 2010).

By adopting this bottom-up approach, communities can create a sense of ownership and active participation among their members, fostering a deep sense of community and empowerment. Regardless of their backgrounds or circumstances, individuals become active agents in shaping their futures, collaborating with others to address local challenges and improve the overall quality of life.

The Community Assets

Community assessment is crucial in advancing community development by utilizing contextual diagnoses, assessments, and practical action plans (Minkler & Wallerstein, 2008). The research question guiding this study section was, "What are the assets, resources, and potentials that contribute to community development in Barangay Bagumbayan?" Here are the key findings derived from the assessment.

Natural Resources

Natural resources, also known as natural capital within the community, play a vital role in supporting the livelihoods and overall well-being of the people. They provide a wide range of ecosystem services, including benefits to human well-being, food and renewable resources production, soil preservation, flood control, and climate regulation (Newton, 2003).

Table 6. Natural Resources

Natural Resources	WX	Verbal Interpretation
Our Barangay has: 1.vast rice fields	3.59	Agree
2. substantial vegetable garden	3.37	Agree
3.care for plant protection	3.82	Agree
4. beautiful scenery that should be proud of	3.47	Agree

everyone		
5. an inland sea that benefits the fishermen	4.04	Agree
6.clean water flowing into the river	2.75	Uncertain
7.an institution that help the people	3.20	Uncertain
8.land for agricultural entrepreneurship	3.38	Agree
Average Weighted mean	**3.46**	Agree

Table 6 illustrates the respondents' agreement on various items related to the community's natural resources. These include "an inland sea that benefits fishermen," "beautiful scenery that evokes pride," "care for plant protection," "expansive rice fields," "land for agricultural entrepreneurship," and "abundant vegetable gardens," with computed weighted mean ratings of 4.04, 3.82, 3.59, 3.47, 3.38, and 3.37, respectively. The result suggests that the town has rich natural resources that the locals enjoy

Human Resources

The study's findings strongly affirm values and beliefs associated with human capital, encompassing the interrelated aspects of knowledge, skills, health, and material well-being [(Baron & Armstrong, 2007)]. Table 7 illustrates a high level of agreement among the respondents regarding various statements. These include having a deep affection for family and relatives, having faith and love for God, maintaining strong faith and hope for a better future, recognizing the importance of work-life balance, and embracing an open-minded approach in a rapidly changing era. The computed weighted means for these statements range from 4.23 to 4.67, indicating a significant consensus among the participants.

Table 7. Human Resources

Human Resources	WX	Verbal Interpretation
In our barangay residents: 1. possessed talent and skills to live	4.18	Agree
2.have a sense of work to		

live	4.36	Strongly Agree
3.have unity and cooperation to maintain peace and order	4.09	Agree
4.have respect with authorities and willing to cooperate	4.19	Agree
5.have faith and love with God	4.52	Strongly Agree
6. have a deep affection with family and relative	4.67	Strongly Agree
7.have an open mind in a changing era	4.23	Strongly Agree
8. have an assurance that no vices will destruct the future of the youth	3.46	Agree
9. have strong faith and hope that life will become better in the years to come	4.48	Strongly Agree
Average Weighted Mean	**4.24**	**Strongly Agree**

Furthermore, indicators of respect for authority, cooperation in maintaining peace, and safeguarding the future of the youth also received positive scores, with weighted averages of 4.19, 4.09, and 3.46, respectively. These findings suggest that community members mutually influence and inspire one another, fostering a positive social environment. The research findings are consistent with Liao et al.'s (2009) perspective, which highlights the role of human capital as a mediating factor connecting community development with family benefits.

Economic and Social Infrastructure

Table 8 demonstrates a strong agreement among the respondents regarding essential infrastructure elements. The statement "having a school that molds the citizens' minds and abilities" received a weighted mean of 5.0, indicating a high level of consensus among the participants. Similarly, the statement "having an appropriate and drinkable water source" received a

computed mean of 4.38, further emphasizing its importance.

Other infrastructure indicators, including access to electricity, telephone, and modern communication; availability of clinics or hospitals; continuous interaction with supporting organizations; and technical support for livelihood, were also positively rated, with weighted means ranging from 3.21 to 4.14. However, respondents expressed uncertainty regarding the presence of an institution providing financial assistance for livelihood and the existence of roads and bridges for economic goods transportation.

These findings underscore the significance of robust infrastructural development in promoting economic growth and enhancing the overall well-being of communities. Adequate infrastructure, such as educational facilities, reliable water sources, efficient communication networks, and accessible healthcare services, plays a vital role in fostering economic prosperity and improving the quality of life for community members. This finding is cognizant of the ideas of Familoni (2006), who stresses that economic and social infrastructures impact the growth performance of countries.

Table 8. Economic and Social Infrastructure

Economic and Social Infrastructure	WX	Verbal Interpretation
Our barangay 1. has roads and bridges used to transport economic goods	3.15	Uncertain
2.has school that shapes the mind and capabilities of the residents	5.0	Strongly Agree
3.has clinic or hospital to treat diseases that require immediate therapy	4.05	Agree
4.has an adequate and potable source of water	4.38	Strongly Agree
5.has sufficient electricity, telephone and modern ways of communication	4.14	Agree
6.has institution to give financial assistance for livelihood	3.28	Uncertain
7.is stable and interact continuously with the organization that can help the people	3.57	Agree
8.has technical support for livelihood	3.31	Agree
9.has an extensive poverty and lack of economic opportunities	3.21	Agree
Average Weighted Mean	**3.83**	**Agree**

The Founding of the Organization

In the words of Lazarus et al. (2014), "Mutual accountability and cooperation proved to be an effective and empowering vehicle of community development." Similarly, in this extension project, the main stakeholders, including the university and the general public, are urged to participate in the projects on a spectrum from "minimum participation" to "full engagement." This initiative aims to increase people's awareness of their capacity as change agents through bottom-up participation. The first step in grouping them into clusters was the house-to-house visit. The selection of a leader for each cluster came in the second step. The third step was to choose an overall organization officer; the fourth was to create their vision, mission, and goals; and the final was to register the organization. Finally, several phases of intervention programs were developed and implemented with the assistance of the university, local government units (LGUs), religious institutions, and the AMIGDA.

AMIGDA envisions a Pililla, Rizal community with adequate livelihood initiatives, strong family bonds, environmental stewardship, and equal rights and educational opportunities. Anchored in biblical teachings, AMIGDA aims to serve as a resource center for family, gender, and development issues. The Sangguniang Bayan (SB) of Pililla, Rizal accredited and recognized the group as a non-governmental organization (NGO).

Phase 2 – Literacy programs and Educational Initiatives

By the newly established organization's vision, mission, and goals, the projects facilitated three programs: conduct Daily Vacation Bible School (DVBS), deliver a lecture on obedience to AMIGDA member children, and facilitate a presentation on Biblical and sociological parenting. A six-day Daily Vacation Bible School (DVBS) was held to deepen one's faith. The assistance of 20 young people from the Pililla Sector of the Jesus the Living Water World Wide Church (JLWWWC), officials, and POLITY members from the College of Social Science. A five-day evangelistic Bible study program for kids called DVBS is frequently offered once during a break. This exercise taught the kids to actively follow their parents, others, and, most importantly, Jesus.

Each day, the DVBS offers five tracks or lessons. The Worship rally, or opening assembly, is the first track. Participants learned the value of attention and discovery and the importance of trusting in Jesus as the only way to be eligible for eternal rewards. Wise-up, or Bible Exploration, is the focus of Track 2. Participants learned about man's resistance to God here. Track 2 also stresses the importance of self-discipline and recognizes how sin prevents people from pursuing God's desire for their lives. The third track is winding up, or processing and reviewing Bible verses. The attendees learned the virtue of perseverance and realized that Jesus persevered on the cross for them to have eternal life. The Work-up is the fourth track, a great way to exercise collaboration and learn how to engage as part of God's team. The fifth track is the Wrap-up, or prayer time. Participants gain confidence and learn to look forward to God, who has promised to bless people who love and pray to Him. Snacks were served at the end of each day's activities

The DVBS session's facilitators and participants enjoyed sharing the Bible's message. The former also delighted in teaching the youngsters new dances and songs and making visual aids. The latter simultaneously enjoyed themselves immensely by drawing and coloring various pictures. They also learned to sing and dance. The DVBS director, a licensed nurse, also instructs the kids on proper hand cleaning. Kids must therefore wash and dry their hands before eating snacks.

Moreover, the project's facilitators and participants acquired focus, discipline, endurance, teamwork, and confidence. For the DVBS participants, a follow-up initiative called "Gift-giving" and a "Lecture forum on proper oral hygiene" was also held. Fortunately, the Geodetic Engineers of the Philippines - GEP IV Rizal Chapter funded these projects with a cash donation of Php 10,000. For the facilitators and participants of the DVBS, the LGU and AMIGDA officers also gave crayons, pad sheets, and composition notebooks. The participants rated this activity outstanding, with a weighted mean of 4.43. In an interview, children said they enjoyed hearing the Word of God, interacting with other children, memorizing Bible verses, and coloring and drawing different pictures. In addition, other children said that "it could be better if there were more cartoons to watch and more games to play."

The project includes giving simultaneous lectures to AMIDGA members' kids. For instance, a presentation on "Youngsters' Obedience to Parents, Elders, and Especially God" was led by JLWWWC members, including a screening of "The Parable of the Lost Sheep." The facilitators also imparted knowledge of an "obedience song" with guitar accompaniment. The children understood the advantages and benefits of obeying God and following their parents by the end of the discussion. The participants' overall reaction to the obedience lecture was positive, as indicated by a computed average weighted mean of 4.11. The lecturer scored an excellent rating with a calculated average weighted mean of 4.42. The results imply that DVBS promotes learning in kids and has beneficial effects. A rewarding experience for the lecturer involves using a variety of lecture activities and building strong bonds with the participant.

Phase 3- Intervention Projects in Health, Values Education, Economics, and the Environment.

As an offshoot of phases 1 and 2, several intervention projects have targeted by the College of Social Sciences with the Local Government Units, religious and professional organizations.

Lecture on recycling and bottle gardening, as well as story-telling based from the Bible and health and wellness seminar have facilitated by the College of Social Sciences students volunteered. It was participated by the 20 children aged 4 to10 years old. The Geodetic Engineers of the Philippines (GEP) - Rizal Chapter also sponsored a gift-giving project for the children in the adopted community.

An initial seminar-workshop on pineapple-marmalade making was also conducted the parents aged 24 to 56 in the adopted community

However, due to COVID-19 pandemic, several lecture-projects that needs face-to-face contact did not push through. Thus, the budget allotted for the seminar-workshop project sponsored by the Geodetic Engineers of the Philippines (GEP) - Rizal Chapter was converted into buying and distribution of hygienic kit to the selected children in the adopted community.

Impact Assessment of the Three Phases of Community Extension Projects

Table 9 presents the project's significant achievements, demonstrating partial success. The beneficiaries successfully attained several crucial objectives through lectures and activities. These interventions focused on fostering strong family values, responsible parenting, obedient children, faith in God, and promoting waste reduction through recycling and bottle garden awareness.

Table 9. Impact Assessment of the Projects

Areas of Concern	Impact Description	Level of Issues					Impact	Nature	Significance	Mitigation Measures
		T L	L U	PS/ PF	L S	TS				
Vision Mission Goals of the AMIGDA for the: *Family	Strong family ties			PS			Beneficial	Long Term	Major	*Sustainability of the project. * Part of the College Extension Program *Consistent Monitoring and Evaluation
	Responsible parents			PS			Beneficial	Long Term	Major	
	Obedient Children			PS			Beneficial	Long Term	Major	
	Have faith in God			PS			Beneficial	Long Term	Major	
*Economy	Pineapple Marmalade-making			PS			Beneficial	Long Term	Major	*Sustainability of the project. *Consistent Monitoring and Evaluation *Link to Campus Business Affairs for production and marketing or the "One Campus One Product" Project
*Environment	Lessen garbage through the Recycling And Bottle Garden Awareness			PS			Beneficial	Long Term	Major	*Sustainability of the project. * Part of the College Extension Program *Consistent Monitoring and Evaluation
*Society	Organized Community			PS			Beneficial	Long Term	Major	*Sustainability of the project. *Consistent partnership with other stakeholders
*Academe	Development of Instructional Materials on Recycling and Bottle Garden Awareness			PS	*		Beneficial	Long Term	Major	*Sustainability of the project. * Part of the College Extension Program *Consistent Monitoring and Evaluation
	Community exposure of students			LS						

*__Total failure (TL):__ the VMG was never implemented, was implemented but immediately abandoned, or was implemented but achieved none of its goals
* _Largely unsuccessful (LU):_ some targets were achieved, but most beneficiaries and recipients still needed to achieve their primary goals and experienced unfavorable outcomes.
*__Partial success/partial failure (PS/PF)__: some significant targets for the VMG were achieved, but some were not, and there experienced some notable unfavorable outcomes
*__Largely successful (LS):__ _most recipients and beneficiaries achieved the VMG targets and did not experience notable unfavorable outcomes._
*__Total success (TS):__ _all recipients and beneficiaries achieved their VMG targets and did not experience notable unfavorable outcomes._
*__Major targets__ are the main goals a group wanted to achieve with their VMG of the project (which might typically relate to outputs and outcomes and development impacts); __unfavorable outcomes__ are unexpected outcomes that a group did not want to which did happen

During phase 2 of the project, the Daily Vacation Bible School (DVBS) and Lecture Forum on Obedience positively impacted 65 children and youth. In comparison, Phase III included a lecture on the Fruit of Obedience for 20 children. These sessions created a positive experience for the recipients, fostering bonds, attachment, and feelings of acceptance.

The lecture forum on proper oral hygiene in Phase 2 and health and wellness in Phase 3 raised awareness about proper dental hygiene, hand washing, and overall personal care. Additionally, the Lecture on

Biblical and Sociological Parenting, Marriage, and Partnership, conducted during Phase 2, saw significant beneficiary participation, indicating an increased understanding of their roles as parents and partners within marriage.

The gift-giving project, sponsored by the Geodetic Engineers of the Philippines (GEP) Rizal chapter, received much appreciation from the beneficiaries. The sponsors themselves experienced a sense of increased well-being and expressed satisfaction in the joy of giving.

The project demonstrated partial success as a non-government organization by establishing valuable linkages with stakeholders like the GEP. However, it faced challenges in funding training on bottling, packing, and labeling in pineapple production, which aimed to generate income through pineapple marmalade due to the pandemic.

Furthermore, activities like the election of new officials, ratification of the constitution and by-laws, and other livelihood initiatives only proceeded with the supervision or suggestions of the project implementer. These limitations could hinder the project's effectiveness and full potential for success.

The active involvement of URS students in the project contributes to the university's academic research and enhances its outreach program. The project catalyzes various interconnected research endeavors, including the development and validation of instructional materials on topics such as recycling and bottle gardening lessons, responsible parenting, and successful marriage relationships, as well as the examination of the status of non-governmental organizations in Pililla, Rizal, and the feasibility study on pineapple production in the same area.

Furthermore, the students' community exposure yielded significant success as they could apply the theoretical knowledge they acquired during their studies and actively engage with the residents. This hands-on experience allowed them to gain practical insights and establish meaningful connections between theory and real-world applications.

The project implementer gained valuable insights regarding the importance of coordinating effectively with partner agencies to adapt the project's implementation. A notable example was encountered during the community lockdown, where the planned Daily Vacation Bible School could not proceed, rendering the allocated budget for the activity unused.

To address this challenge, the project implementer displayed flexibility by seeking permission from the GEP sponsor to use the budget initially allocated for food or snacks. Instead, the funds were utilized to provide the children's beneficiaries with hygienic kits. In this endeavor, the Barangay officials played a supportive role by assisting in distributing these items to the beneficiaries within the adopted community.

In order to sustain the community service initiatives led by the faculty and students of the College of Social Sciences, a project was re-named the E-GEMS Support Program. This program encompasses five key components: entrepreneurship, gender support, environmental initiatives, mental well-being, and spiritual development.

V. Conclusion and Recommendation

Community empowerment is a gradual process that requires integrating various resources to ensure a successful outcome. Through collaboration between the academic institutions and the community, participants are educated about the significance of strengthening family relationships and the responsible utilization of available resources. The beneficiaries and sponsors of the projects have reported positive experiences, including enhanced bonding, attachment, enjoyment, and overall well-being. Additionally, student volunteers have gained valuable insights into the local community's activities and have actively shared their knowledge while supporting the university's vision of environmental stewardship. This involvement encompasses informative lectures and practical recycling and bottle gardening applications. Sustaining the implementation of these projects necessitates effective coordination, flexibility, and adjustment to maintain strong partnerships with stakeholders.

To ensure the achievement of sustainable community development projects, the following recommendations are proposed:

1. Effective planning: Planning is crucial in anticipating challenges, adapting to change, and establishing decision-making guidelines to fulfill the organization's objectives.
2. Financial capital: The availability of financial resources, such as cash, credit, or grants from

funding agencies, acts as a catalyst for achieving sustainable livelihoods within the community.

3. Human Capital: Supporting community members' skill and knowledge improvement allows them to adopt various activities that improve their living conditions and contribute to sustainable development.

4. Regular officer election: Upholding the provisions stated in the Constitution and By-Laws of the Organization regarding the regular election of officers ensures transparency and accountability in the decision-making processes.

5. Getting students involved: Finding creative ways to raise student awareness of and participation in community development initiatives will motivate young people to take an active role in these initiatives and promote a feeling of responsibility

6. Reviewing the organization's vision, mission, and goals will help it align with the community's changing needs and aspirations. The organization's vision, mission, and goals should be periodically reviewed and modified.

7. Reflection. Evaluation and documentation: Regularly reflecting on project actions, evaluating them, and keeping thorough records offer invaluable insights for future planning.

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