



## FROM DISPARITY TO OPPORTUNITY: ASSESSING THE IMPACT OF PROJECT HOME ON MANGYAN LEARNERS' EDUCATIONAL LANDSCAPE

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### ABSTRACT

This study evaluates the impact of Project HOME (Honing One's Mind through Education) on the educational experiences of Mangyan learners in Mindoro, Philippines, from 2020 to 2024. Anchored in the HELPERS Framework, Project HOME integrates literacy programs, cultural preservation efforts, and community engagement to address educational disparities while fostering cultural identity and resilience. Utilizing a longitudinal research design, the study employs qualitative and quantitative methods, including semi-structured interviews and surveys, to assess the program's effectiveness and sustainability. Results indicate overwhelmingly positive feedback from participants and beneficiaries, with satisfaction ratings averaging between 4.91 and 4.98, reflecting the program's success in enhancing educational access and quality. Personal narratives from learners' parents, teachers, and community leaders reveal transformative experiences, highlighting the program's role in promoting academic growth and cultural pride. The findings underscore the importance of community support and engagement in educational initiatives. Recommendations for future enhancements include strengthening partnerships with local and international organizations, conducting continuous needs assessments, expanding volunteer involvement, and focusing on professional development for educators. This research contributes to the discourse on inclusive education and community development, demonstrating that Project HOME is a replicable model for fostering long-term, sustainable empowerment in marginalized communities through culturally responsive education.

*Keywords: Educational Landscape, Impact Analysis, Mangyan Learners, Mindoro, Project HOM*



## INTRODUCTION

*This paper is dedicated to people's right to education and the story of how members of the Mangyan tribe from the island of Mindoro, Philippines, are overcoming centuries of prejudice against formal education by taking advantage of new schooling opportunities.*

Education is universally recognized as a fundamental right and a salient tool for personal and societal development (Robiños et al., 2020). It empowers individuals to reach their full potential, fosters social mobility, and drives progress in areas such as industrialization, urbanization, and democratic citizenship. Education enhances individual capabilities and plays a significant role in reducing poverty and promoting gender equality, thereby contributing to sustainable development (UNESCO, 2020; World Bank, 2024). Furthermore, access to quality education is essential for ensuring all individuals can participate fully in society and benefit from other human rights. Education is particularly transformative for Indigenous communities, serving as a pathway to preserving cultural heritage while adapting to the demands of a modernizing world. The University of Perpetual Help System DALTA (UPHSD) - Molino Campus aligns its philosophy with this global imperative through its commitment to accessible, inclusive, and quality education, encapsulated in initiatives such as Project HOME (Honing One's Mind through Education).

Project HOME embodies the UPHSD mission of "Education for All and Rights to Education," rooted in the HELPERS Framework, prioritizing health, education, livelihood, and other critical dimensions for community well-being. This initiative is especially notable for its focus on the Mangyan learners of the Mindoro Mission School, a marginalized Indigenous community in Occidental Mindoro, where access to education remains a significant challenge. Despite the recognized value of education, Indigenous communities in the Philippines, such as the Mangyan, face substantial barriers, including geographic isolation, socio-economic constraints, and the lack of culturally responsive educational

systems (Robiños et al., 2020; Romero et al., 2024; Llamas & Villanueva, 2023). While government programs and non-governmental organizations have made strides in addressing these issues, gaps remain in providing holistic, sustainable educational interventions that integrate literacy, cultural preservation, and overall well-being (International Labour Organization, 2020; Algo, 2021; Tubig et al., 2025). These gaps are further exacerbated by external factors like the COVID-19 pandemic, which disrupted access to education for marginalized groups.

The pandemic highlighted the urgent need for adaptable and resilient initiatives to support Indigenous students who often struggle with distance learning due to inadequate resources and systemic inequalities. This study introduces and evaluates Project HOME as a comprehensive model for addressing Indigenous learners' educational and developmental needs.

## Project HOME: Then and Now

Project HOME began in November 2019 when Dr. John Robby O. Robiños, HUMSS Cluster Head and Dean of the College of Arts, Sciences, and Education at UPHSD–Molino, led a community outreach and teaching immersion program at the UPHSD Mindoro Mission School in Abra de Ilog, Occidental Mindoro. This program, part of his doctoral studies, aimed to support the Indigenous Mangyan community through lessons in writing, reading, and math, a feeding program, and the donation of learning materials. This vision led to the foundation of Project HOME, a long-term mission to empower the community. In January 2020, Dr. Robiños, then Vice Principal of UPHSD Senior High School, facilitated a Memorandum of Agreement between UPHSD–Molino and the Mindoro Mission School. With support from school leaders, the first official Project HOME event was launched in February 2020, aligning with the HELPERS Framework of the CES Office.

Project HOME exemplifies the collaborative spirit of UPHSD's outreach initiatives. Dr./BGen. Antonio Laperal Tamayo, UPHSD CEO and Founder, Co-founder Dr. Daisy

M. Tamayo, and University President Dr. Anthony Jose M. Tamayo laid the foundation for the Mindoro Mission School and Project HOME. Key contributions came from UPHSD-Molino leaders, Dr. Rayel, School Director, Mr. Bennyl U. Ramos, CES Head, and the Student Affairs and Services Head, Ms. Carlos. Dr. Robiños leads the project, supported by Mr. Camilon, HUMSS CES Coordinator, and the "Helpers of God Family," a collective of administrators, staff, faculty, and student leaders. Together, they provide education, health, and a sense of belonging to Mangyan learners, demonstrating teamwork and shared purpose in creating a lasting impact.

Launched in February 2020 by UPHSD–Molino in partnership with the Mindoro Mission School, Project HOME has continuously supported Mangyan learners through literacy programs, teaching resource donations, feeding initiatives, and Professional Learning Communities (PLCs) for teachers. Despite the pandemic, the “WE LEARN as ONE” initiative (2020–2021) sustained literacy efforts with books and materials. Subsequent years featured Christmas outreach programs, teaching immersions, and technology-enhanced learning activities. PLC sessions evolved to address innovative methods, teacher well-being, and inclusive education. By 2022–2024, Project HOME expanded with creative activities (storytelling, film, Lego play, arts, and sports), impact studies, and renewed MOAs to ensure sustainability. Each milestone reinforced its mission to bridge educational gaps, promote cultural preservation, and provide holistic support to Mangyan learners and their community.

Impact analysis was also a priority to ensure the continued success of Project HOME. Interviews and surveys with parents, teachers, and community leaders were conducted to evaluate the effectiveness of the project and gather feedback for improvement. This ongoing assessment ensures that Project HOME remains aligned with its goals and continues to evolve with the needs of the community.

## Research Framework



Fig. 1. The HELPERS Framework

Project HOME is grounded in the HELPERS Framework of the UPHSD–Molino CES Office, which stands for Health, Education, Livelihood, Psycho-social Intervention, Environment, Risk Management, and Sports. This framework ensures that programs are sustainable, evidence-based, and community-centered, fostering volunteerism and meaningful participation from students, faculty, and staff. Through partnerships and careful planning, Project HOME addresses both the immediate needs of Mangyan learners and the long-term goal of community empowerment, serving as a replicable model for inclusive and culturally responsive education.

## OBJECTIVES OF THE STUDY

This study aims to evaluate the impact of Project HOME on the educational experiences and holistic development of Indigenous Mangyan learners at the Mindoro Mission School, focusing on how its programs address learning needs, cultural preservation, and community empowerment. This longitudinal study aimed to:

1. Assess the impact of the Project HOME program from the perspectives of: a) Learner-beneficiaries; b. Benefactors; and c. Volunteers;
2. Examine the program's effects through the personal narratives of Mangyan learners' parents, teachers, and community leaders, and



3. Develop actionable recommendations to guide the future direction and enhancement of the Project HOME program.

## METHODOLOGY

This study adopted a longitudinal mixed-methods research design to assess the impact of Project HOME on the Mangyan community over four years (2020–2024). A longitudinal approach allowed the researchers to systematically document changes, challenges, and improvements over time, providing a comprehensive perspective on the program's effectiveness and sustainability. The study utilized both descriptive-quantitative and qualitative-narrative methods. The qualitative component employed narrative analysis to explore the lived experiences of stakeholders, focusing on recurring themes such as empowerment, educational attainment, and cultural identity preservation. Meanwhile, the quantitative component concentrated on measurable indicators, including the number of learner-beneficiaries, volunteers, donors, and academic performance records. This combination provided robust and well-rounded insights, as suggested by Creswell (2014), who emphasized that mixed-methods research strengthens the validity of findings through triangulation.

The research was conducted in the Mangyan community of Mindoro, Philippines, specifically at the UPH Mindoro Mission School located in Sitio Lawanan, Barangay Lumangbayan, Abra de Ilog, Occidental Mindoro. It provides free basic education to Indigenous Mangyan learners and serves as the primary site of Project HOME. This locale was selected due to its relevance as the original and sustained setting of the initiative. The remote and underserved context of the Mangyan community presents significant educational challenges, making it an ideal setting for evaluating the effectiveness of culturally responsive, community-based programs such as Project HOME.

For the quantitative aspect, data were collected from existing documents and records

related to Project HOME. These included information on the number of learner-beneficiaries, community volunteers, and donors from 2020 to 2024, as well as reports on academic outputs and implemented activities.

For the qualitative aspect, co-researchers included four parents, all three faculty members of the UPH Mindoro Mission School, and two community leaders. Total population sampling was used for faculty, while purposive sampling was applied to select parents and community leaders who were actively involved in or significantly impacted by the program. According to Robiños et al. (2020), purposive sampling is suitable when researchers seek participants who can provide rich, relevant, and diverse insights into a phenomenon. This approach ensured that all perspectives—educational, parental, and communal—were represented.

The quantitative data were gathered through researcher-developed survey questionnaires designed to evaluate program participation, growth, and learner outcomes. These instruments included items on participant satisfaction and the number of beneficiaries per year from 2020 to 2024, helping assess the program's reach and sustainability.

The qualitative data were collected through an interview protocol containing open-ended questions customized for each type of stakeholder. These questions encouraged participants to reflect on their experiences with Project HOME, including its impact on education, empowerment, and cultural values. The instrument underwent expert validation by three professionals in the fields of community extension services, psychology, and educational management. Their feedback helped refine the tool for content validity, clarity, and cultural sensitivity. Expert validation is a recommended step in qualitative research to ensure reliability and alignment with research objectives (Robiños et al., 2022).

Following the approval of the research proposal, the researchers collected quantitative data from official project records and documentation of activities from 2020 to 2024. These documents were archived by the University





of Perpetual Help System DALTA's community extension office and partner institutions.

For the qualitative component, once the interview protocol was finalized and validated, semi-structured interviews were conducted with selected stakeholders. These interviews were held face-to-face or through virtual platforms, depending on participant availability and accessibility. Participants were asked to share narratives regarding the program's effects on their children's education, community involvement, and sense of identity.

The quantitative data were analyzed using descriptive statistics, such as frequency distribution and mean scores, to identify participation trends and outcomes.

Meanwhile, qualitative data were transcribed and subjected to thematic analysis, involving familiarization with the content, coding of recurring ideas, and grouping similar codes into overarching themes. This process followed the framework of Braun and Clarke (2006), which is widely accepted for analyzing qualitative narratives. The integration of both data types enabled data triangulation, enhancing the credibility and depth of findings and allowing the researchers to draw well-informed conclusions about the long-term impact of Project HOME.

The research team strictly adhered to ethical standards to protect the rights and dignity of all participants. Informed consent was obtained from all respondents after they were fully briefed on the study's objectives, procedures, and their rights, including the option to withdraw at any point without penalty. The researchers ensured confidentiality by anonymizing all responses and securely storing collected data in encrypted digital folders accessible only to the team.

Special consideration was given to the cultural context of the Mangyan community. Community leaders were consulted throughout the study to ensure that cultural protocols and traditions were respected, reflecting the researchers' commitment to ethical sensitivity and respect for Indigenous knowledge systems. This practice aligns with the principles of community-based participatory research (CBPR), which encourages collaboration and cultural respect

between researchers and Indigenous communities (Israel et al., 2001). Finally, the entire research protocol underwent review and received approval from the University's Ethics Review Board, confirming its compliance with both institutional and national ethical guidelines.

## RESULTS AND DISCUSSION

### 1. Impact of the Project HOME

**Table 1**

*Numbers of Learner-beneficiaries, Benefactors, Volunteers, and Program Evaluations*

Indicators	2020	2021	2022	2023	2024	Total Overall Mean
<b>Learner Beneficiaries (Enrolled)</b>	69	110	120	93	96	488
<b>Completers (Elementary &amp; Kindergarten)</b>	22	25	35	21	38	154
<b>Number of Benefactors (Donors)</b>	105	120	110	150	120	605
Administrators and Faculty	20	20	25	25	25	115
Non-Teaching Personnel	2,210	3,010	2,525	2,850	2,915	13,510
Students	40	45	45	45	95	270
Others (Alumni & Stakeholders)						
<b>Number of Volunteers (Preparation, Purchasing and Onsite Facilitation)</b>	35	30	40	45	60	210
Administrators and Faculty	10	10	12	10	12	54
Non-Teaching Personnel	25	50	47	52	75	249
Students	5	6	3	5	4	23
Others (Alumni & Stakeholders)						
<b>Program Evaluations</b>	4.95	4.91	4.94	4.98	4.98	4.952 Excellent

Table 1 collectively illustrates the growing impact of Project HOME on the Mangyan community and its stakeholders. The steady rise in learner-beneficiaries, enrolling and completing grade six and Kindergarten, highlights the project's effectiveness in delivering educational support, ensuring that more Indigenous students gain access to literacy programs, learning resources, and responsive teaching strategies. Equally important is the sustained involvement of faculty through Professional Learning Community (PLC) sessions, which demonstrates the project's commitment not only to learners but also to the professional growth of educators serving in remote communities.

The surge in benefactors—from about 2,375 to an estimated 14,500—shows the expanding trust and investment in its mission,



reflecting the ability of Project HOME to mobilize a diverse support network of administrators, faculty, students, alumni, and community partners. Likewise, the remarkable growth in volunteers, from 75 in 2020 to about 530 today, signals a deepening culture of solidarity and service within the UPHSD community, where collective ownership drives the initiative forward.

Finally, evaluation results, with near-perfect ratings of 4.91–4.98, affirm the program's success in addressing educational needs, promoting well-being, and inspiring collective action. These consistently excellent ratings highlight not only the quality and organization of activities but also the strong alignment of Project HOME with the values of community empowerment and inclusive education. By bridging educational gaps, fostering cultural preservation, and encouraging holistic development, Project HOME stands as a model of how academic institutions can transform lives through sustained, evidence-based, and community-driven engagement.

## 2. Program's Impact: Narratives of faculty, parents, and community leaders.

### Thankful Parents– Stories of "Alem," "Lira," and "Jericho's Parents"

For Alem, Lira, and Jericho (not their real names), three Mangyan learners who graduated and benefited from Project HOME, the project has been life-changing. Each story shows how Project HOME transformed not only their academic journey but also their sense of cultural pride.

Before Project HOME, Alem's parents worried about their child's future due to limited access to education. The project brought both hope and respect for Mangyan culture. *"Hindi lang nila tinuruang magbasa at magsulat ang aming mga anak [Mangyan learners], pinakinggan din nila kami. Pinahalagahan nila kung sino kami at 'yung kultura namin... tapos kung paano namin ito maaalagaan lalo na ngayon na maraming pagbabago* (They did not only teach our children [Mangyan learners] how to read and write; they also listened to us [community leaders]. They valued who we are, our beliefs, and our culture—and especially how we can continue to preserve it

despite so many changes in our country," Alem's mother said. Seeing Alem return home with new skills and pride in his heritage affirmed the project's goal of bridging educational gaps while preserving culture.

For Lira's parents, the pandemic was the most difficult time. Yet Project HOME's *WE LEARN as ONE* initiative provided learning materials that sustained education despite school closures. *"Napakalaking tulong sa anak namin ng mga gamit na binigay nila, lalo na't hindi sila makapunta sa school palagi dahil sa pandemya* (During the pandemic, the materials they provided were a great help to our child, especially since they could not always go to school)," her father shared. Lira's mother added: *"Hindi pinabayaan ng Project HOME ang mga bata, kahit pandemic. Itinuloy nila ang pagtulong sa amin, kaya nagpatuloy pa rin ang mga bata sa pag-aaral... Pinatunayan sa amin ng Project HOME na may paraan pa rin kahit gaano kahirap ang sitwasyon* (During the COVID-19 pandemic, Project HOME did not abandon the children. They continued to support us, allowing the children to persist in their studies. Project HOME showed us that there is always a way, no matter how difficult the situation may be." Their gratitude reflects how the project nurtured resilience and hope during a crisis.

In 2022, Project HOME introduced technology-based learning tools, which reignited Jericho's motivation. *"Ang dami niyang natutuhan dahil sa may TV na ginagamit sa pagtuturo. Nakakatuwa siyang makita na na-excite sa pag-aaral dahil sa mga palabas, kwento, at mga bagong gamit* (He learned so much because a television was used in teaching. It was heartwarming to see him become excited about learning through the programs, stories, and new learning materials)," his father shared. Teachers trained by UPHSD Molino made lessons more engaging. *"Iba na ngayon ang paraan ng pagtuturo nila... mas madali para kay Jericho na makaintindi dahil may mga aktwal na halimbawa na napapanood sa bigay na TV* (The way they teach is different now—it is easier for Jericho to understand because there are actual examples he can watch through the television they provided)," his mother added. She happily noted how Jericho retold stories to his younger



siblings: *“Natututo siya habang nag-eeenjoy, at nakakatuwang marinig siyang magkuwento sa mga natutunan niya.”*

These testimonies echo the same gratitude: *“Salamat sa Project HOME, dahil binuksan nila ang pinto para sa isang mas magandang kinabukasan para sa mga bata dito sa Mindoro (He learns while enjoying the process, and it is a joy to hear him talk about what he has learned )...”* – Mangyan Learners’ Parents.

*“Salamat sa Project HOME, dahil binuksan nila ang pinto para sa isang mas magandang kinabukasan para sa mga bata dito sa Mindoro (Thank you to Project HOME for opening the door to a better future for the children here in Mindoro)...”* – Mangyan Learners’ Parents

### 3. Reflective Teachers of Learners – Igniting the PASSION to LIGHTING Others

#### Finding New Energy and Support Through Project HOME

Teacher Maria (not her real name) shared how difficult it was to teach in a remote area with scarce resources and little focus on teacher well-being. When Project HOME consistently visited, things began to change. During the December 2022 PLC session on self-care, teachers were reminded that *“We can’t give what we don’t have.”* Teacher Maria explained: *“Syempre, as teachers, nakakamotivate and nakaka-lift ng spirit na hindi lang ‘yung mga learners ‘yung nagbebenefit sa Project HOME. Pati rin kaming mga teachers. Kasi kailangan din naming mag-improve, para makapagturo kami nang mas maayos sa mga bata... (Of course, as teachers, it is motivating and uplifting to know that not only the learners benefit from Project HOME, but we teachers do as well. We also need to improve ourselves so that we can teach the children better)”*

The Christmas celebration that followed gave both joy and emotional support. Teachers felt less isolated and more motivated. *“Napakaganda ng pakiramdam na may nagmamalasakit din sa amin bilang mga guro, hindi lang sa mga*

*estudyante* (It feels very reassuring to know that there are people who also care about us as teachers, not only about the students),” Maria added.

#### Renewed Purpose Through Teaching Immersion and Technology

Teacher Rosa (not her real name), who had taught at MMS for years, admitted there were times she felt stuck. This changed during the December 2023 Teaching Immersion when UPHSD student-volunteers introduced creative literacy activities and technology-based methods. Inspired by the session *“Teaching Beyond the Lens,”* she realized: *“Hindi lang pala ang tradisyonal na pagtuturo ang dapat namin bigyan ng focus, kundi ang kakayahang mag-isip ng malalim at maghanda para sa future nila. (We realized that we should not focus only on traditional teaching, but also on developing the ability to think critically and preparing them for their future.)”* Project HOME reminded them that teaching was about preparing learners for life, not just academics.

#### Fostering Creativity and Collaboration with the 4C’s

Teacher Mina (not her real name) saw how limited resources once kept lessons basic. In May and July 2024, Project HOME’s activities on **Critical Thinking, Communication, Collaboration, and Creativity** opened new possibilities. Lego play encouraged problem-solving, team games nurtured collaboration, and painting sparked creativity. Mina reflected: *“Akala ko noon, ang pagtuturo ay tungkol lang sa pagbasa at pagsusulat. Ngayon, mas narealize ko na importante rin ang pag-develop ng critical thinking... at the same time, dapat nag-eeenjoy rin sila. (I used to think that teaching was only about reading and writing. Now, I have realized that developing critical thinking is also important—while at the same time ensuring that learning is enjoyable for them)”* These activities weren’t just about fun—they were teaching valuable life skills (Robinos et al. 2024).





The teachers collectively affirmed: “*Ang Project HOME ay hindi lang nagtuturo para sa mga bata, kundi binabago rin ang aming pananaw bilang mga guro. Tinulungan nila kaming maging mas mahusay, mas motivated, at mas handang magbigay ng quality education para sa aming mga mag-aaral* (Project HOME does not only teach the children; it also transforms our perspective as teachers. It has helped us become better, more motivated, and more prepared to provide quality education for our learners.”

### **The Impact of Project HOME: Perspectives from Mangyan Community Leaders**

For the Mangyan community in Mindoro, Project HOME has become more than just an outreach program—it has been a lifeline of hope and progress. Two community leaders, Kapitan Jose (not his real name) and Tatay Ben (not his real name), reflect on how the project has helped their community over the past three years, bringing not only educational resources but also a renewed sense of dignity and empowerment to their teachers and students.

*A Pathway to a Brighter Future. Kapitan Jose had long been concerned about the future of the Mangyan children. Living in a remote area meant limited access to quality education, and the challenges were only worsened by the pandemic. However, Project HOME's continuous presence gave him renewed optimism. "Ang laki ng naitulong ng Project HOME," he shared. "Noong kasagsagan ng pandemic, apektado talaga ang pag-aaral ng mga bata, pero dahil sa mga libro at kagamitan na ibinigay ng Project HOME, hindi sila napag-iwanan (Project HOME has been a great help – At the height of the pandemic, the children's learning was truly affected, but because of the books and learning materials provided by Project HOME, they were not left behind)."*

In 2020 and 2021, Project HOME brought learning kits and resources to the Mindoro Mission School, allowing learners to continue despite disruptions. Kapitan Jose also highlighted how the project nurtured the children's emotional well-being, recalling the 2022 Christmas celebration organized by UPHSD volunteers. “*Ang saya ng*

*mga bata noong Pasko na iyon,"* he smiled. “*Hindi lang dahil sa mga regalo pero dahil ramdam nila na hindi sila nakakalimutan. Para sa aming community, napakahalaga noon dahil ipinakita nyo na may mga taong nagmamalasakit sa amin* (It was not only because of the gifts, but because they felt that they were not forgotten. For our community, that meant so much, because it showed that there are people who truly care about us).”

For him, Project HOME symbolizes hope and progress, opening opportunities for children to break the cycle of poverty and aspire for a better life.

*Preserving Culture While Embracing Progress. As one of the elders, Tatay Ben was initially cautious that modern education might erode their culture. But seeing Project HOME's holistic approach changed his view. He recalled how the project emphasized cultural preservation alongside teaching the 3Rs. Storytelling sessions where children shared Mangyan traditions reassured him. "Ang kagandahan ng Project HOME ay isinama nila ang aming kultura sa pagtuturo, kaya ang mga bata, natututo ng bagong kaalaman nang hindi nakakalimutan kung sino sila (The beauty of Project HOME is that it integrates our culture into teaching, allowing the children to learn new knowledge without forgetting who they are)."*

What stood out most for him was the introduction of the 4C's—Critical Thinking, Communication, Collaboration, and Creativity—through activities like Lego play and painting. “*Ang mga bata ngayon,"* he proudly said, “*mas confident na silang makipag-usap, mag-isip nang malalim, at magtulungan. Hindi lang sila handa sa eskwelahan kundi pati na rin sa buhay* (The children now are more confident in communicating, thinking critically, and working together. They are not only prepared for school, but for life as well).”

A Shared Vision of Hope. Project HOME's impact extends beyond the classroom—it strengthens education, well-being, and cultural identity. This aligns with the University's vision of being a catalyst for human development and raising Filipinos who are “Helpers of God.” As Kapitan Jose concluded, “*Ang proyektong ito ay*





*hindi lang para sa ngayon. Sana ay para rin ito sa mga susunod na generations ng mga Mangyan learners. Ito ang aming pag-asa* (We hope that this project never ends, we hope it will continue to serve the next generations of Mangyan learners. This is our hope)."

Through these stories, Project HOME emerges as a symbol of hope—showing how education, compassion, and cultural respect can uplift an entire community, a true Perpetualite brand of service. A study's literature review conducted by Asio et al. (2022) cited that the majority of the surveyed parents and social workers actively participated in community development activities, showcasing their responsiveness to addressing local needs.

### Integration of Quantitative and Qualitative Data

The high satisfaction ratings from quantitative surveys align with qualitative narratives where participants expressed gratitude and hope for the future. For instance, the semi-structured interviews revealed that participants—learners, parents, teachers, and community leaders—expressed overwhelming satisfaction with Project HOME. Themes of empowerment, cultural pride, and educational progress emerged prominently. Many participants shared personal stories illustrating how the program transformed their educational experiences and fostered a sense of community. This result was supported by quantitative data, which indicated a significant increase in the number of learner-beneficiaries from 2020 to 2024, with participation rates rising by over 50%. Satisfaction ratings from surveys averaged between 4.91 and 4.98, indicating an "Excellent" level of satisfaction among participants.

Qualitative interviews highlighted the importance of cultural preservation and community involvement in the educational process. This was quantitatively supported by data showing increased participation in community events and activities organized by Project HOME, indicating that the program not only focused on academic

skills but also on fostering cultural pride and community solidarity.

### CONCLUSION

Project HOME demonstrates its profound impact on educational inclusivity, community engagement, and cultural preservation for the Mangyan learners of Mindoro. The increasing number of learner-beneficiaries reflects the program's growing effectiveness in addressing the educational needs of this underserved community. By providing essential resources and literacy programs and fostering cultural pride, Project HOME has significantly bridged educational gaps while empowering learners to embrace both academic success and their cultural heritage. Results emphasize the crucial role of an expanding network of donors and benefactors in sustaining the project's mission. The growth of donors showcases the trust and collective investment of the UPHSD community and external partners, enabling the project to scale its efforts and maintain its impact. Similarly, the rising number of volunteers underscores a deepening culture of service and ownership among UPHSD Community members, enhancing the project's ability to deliver transformative experiences to its beneficiaries.

The overwhelmingly positive program evaluations, with scores nearing a perfect "Excellent" rating, affirm the effectiveness of Project HOME's methodologies and its ability to meet its objectives. These evaluations, coupled with heartfelt testimonials from parents, teachers, and community leaders, paint a vivid picture of a project that not only uplifts individuals but fosters solidarity, resilience, and hope within the Mangyan community. From igniting passion in teachers through professional development to inspiring learners with innovative teaching tools and techniques, Project HOME has proven to be more than an outreach initiative—it is a catalyst for sustained educational progress and community growth. By cultivating volunteerism, forging strong partnerships, and preserving cultural heritage, Project HOME exemplifies the transformative



power of education and collective action in creating a brighter world.

## RECOMMENDATIONS

To further expand the reach and impact of Project HOME, it is recommended that partnerships be established with local and international organizations, government agencies, and educational institutions. These collaborations can provide additional resources, expertise, and support for specialized programs tailored to Indigenous learners. Second, regularly assess the needs of learners and teachers to ensure that the program remains relevant and effective. This can be achieved through ongoing surveys, interviews, and community feedback mechanisms. Third, the engagement of volunteers and benefactors can be increased by broadening the volunteer network to include diverse professionals and alumni. This will enhance community involvement and ensure that the program has the necessary financial and material resources for sustainability. Fourth, it provides continuous professional development opportunities for teachers to equip them with innovative teaching strategies and resources. This will help them to effectively implement the 4C's and other interactive learning methods, ultimately benefiting the learners. Lastly, a monitoring and evaluation framework will be implemented to track the long-term impact of Project HOME. This should include both qualitative and quantitative measures to assess educational outcomes, community engagement, and cultural preservation efforts.

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