



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

**JOHN ROBBY O. ROBIÑOS, Ph.D., MARK JOSHUA D. ROXAS, Ph.D.,
FORTUNATO R. SAGUDO JR., Ph.D., RICKY BOY I. CAMILON, MSCrim,
JAMES DARREL NIRZA, BMMA**

Humanities and Social Sciences Cluster
College of Arts, Sciences, and Education, and College of Criminology
University of Perpetual Help System DALTA – Molino Campus

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.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



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 HOME*



Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza
