
The Philippine Community Development Programs Framework as Benchmark for Practices of the UST-AMV College of Accountancy

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Abstract

The Philippine community development program framework highlights the utilization of methods and approaches in the planning and implementation of extension services to stimulate changes in the lives of the marginalized. This study sought to pilot the analysis of a university-based community development program according to the integrated community development program framework (Quimbo et al., 2018). The objective of this study was to determine how the features of this framework (Quimbo et al., 2018) are reflected in the practices of the University of Santo Tomas Alfredo M. Velayo College of Accountancy in Manila.

A descriptive qualitative research design was used in this study, using the annual community development reports of the college. Findings of the study revealed that the Philippine community development programs framework were reflected in the community development practices of the institution during the last five years, from 2018 to 2023. It is noteworthy that the framework synthesizes community development practices to equip the delivery of services of the College of Accountancy. Prospective findings have potential implications for the implementation of outreach activities to ensure the sustainability of programs.

Furthermore, the study's findings served as a guide for policymakers and institutions on the planning, execution, and assessment of extension services, and to comply with the accreditation standards of the university's accrediting bodies. Moreover, empirical research is needed to provide in-depth knowledge on the impact of community development programs in these communities.

Keywords: *CHED, community development approaches and methods, UST-AMV COA*

INTRODUCTION

Community development is a process for meeting the needs of marginalized people who have no access to services and helping uplift their standard of living (Rubio et al., (2016). The key component of this process is found in the community development program framework, which emphasizes the utilization of methods and approaches to stimulate changes in the lives of beneficiaries. In the Philippines, community development programs conducted by higher educational institutions (HEIs) serve as the prime mover in alleviating poverty. Colleges and universities are required by CHED Memorandum Order 52, series of 2016 to provide civic and educational services to the most vulnerable communities in the country (Magnaye & Ilagan, 2021; Calimpos, Mangga & Madgrigal, 2023). The programs are provided by experts with varied expertise in the fields of health, leadership sports, advocacy programs, and technology transfer in the community (Rubio et al., 2016; Terano,

2023). Thus, these programs emphasize the improvement of community living and have become key elements in the mandate of universities worldwide. HEIs typically run community-based programs designed to collaborate with local communities to facilitate the transfer of knowledge, monitor, and assess the results of extension programs (Llenares & Deocracis, 2018; Nimer & Pacoy, 2019).

Quimbo, Perez, and Tan (2018) mentioned that the community development programs conducted by HEI's are usually community-based and orchestrated within targeted beneficiaries. The programs are usually focused on the needs of community livelihood development, and employment creation enhances local community transformation. People living in remote communities benefit from the promotion of gainful employment in rural areas (Kolawole & Ajila, 2015). Additionally, HEIs are required to summarize and evaluate extension services after their implementation (Alagon & Chua, 2019). Therefore, the goal of HEIs' outreach programs is to improve rural communities' quality of life and bring about change (Dugyon, 2016). This portrays the academic institution's responsibility as a catalyst for development in shaping communities as its core component (Tacbas, De Vera & Romo, 2010; Nunes, Franca, & De Paiva, 2017).

The UST Alfredo M. Velayo College of Accountancy, located in Espana, Manila, has been actively extending its outreach activities. This partnership is key to community transformation and creates a strong bond between the institution and local communities (Morphew et al., 2018). The community development programs of the College of Science are spearheaded by the UST Simbahayan Community Development Office and were given the responsibility of creating, carrying out, and overseeing the University Community Development Programs. The university responds to the community development needs of its partner communities by overseeing the community development activities of each college, such as extension services of the College of Accountancy.

College programs are anchored in health, education, employability, social enterprise, and physical and spiritual formation. At a glance, the college serves four partner communities located in Barangay San Juan Laur, Nueva Ecija, Santissima Trinidad Parish, Malolos, Bulacan, Barangay Pinagbarilan, Baliuag, and Barihan Elementary School in Malolos and Bulacan. The programs in these communities are conducted by academic staff, student volunteers, and other stakeholders (Tumapon, 2016).

However, few of these universities in developing countries have a clearly defined framework for community development. Some universities in Southeast Asian countries' social programs are not linked to the role of the institution, while others have few community development agendas that benefit society (Aung, 2019). In the context of some universities in the East African regions, traditional colonial models have persisted that of community transformative learning, and some are not explicit about the socio-economic development of communities. (Adebua et al., 2024).

Thus, this paper outlines the specific objectives of the study: (1) to identify the Philippine community development program framework and (2) to determine how the features of this framework (Quimbo et al., 2018) are reflected in the practices of the UST-AMV College of Accountancy during the last five years, from 2018 to 2023.

Literature Review

The Philippines' community development initiatives began during the Spanish colonial era and consolidated into a national system in 1952. The country's interest in community development was

that more than 70% of Filipinos lived in barrios or rural communities. During the administration of former President Ramon Magsaysay in 1958, community development became advocacy. He launched a nationwide community development program under the Philippine Assistance of Community Development (PACD) (Quimbo et al., 2018). In addition to the PACD, the first Philippine Community Development Plan (PCDP) came into force and helped strengthen the democratic process of local leadership in various community development activities. In the 1970s, community organizing was introduced during the Marcos administration to induce social change and development. When the regime ended in 1986, several community-based approaches, methods, and community-led activities were implemented.

After 30 years of community development in the Philippines, recent studies have examined community development practices by employing methods and approaches to encourage positive changes in the lives of the marginalized. The framework includes a number of structures and guidelines intended to enable communities to participate effectively in development processes.

Educational institutions play a key role in the economic prosperity of a country, including community development programs for needy communities (Garcia, 2017). In 2015, the United Nations Sustainable Development Goals (SDGs) presented an opportunity for HEIs to pursue community transformation (Adebua et al., 2024). HEIs underscore a vital role in cultivating the public participation of the next generation because society depends on them in the global world.

Thus, there has been a great body of research on the implementation of institutional community development programs. Some universities in Hongkong have included community extension activities as a significant component of their teaching and research missions (Quiambao, Corpuz, & Ladia, 2020). Universities in Malaysia have shown that students in the field of health sciences are satisfied with community outreach activities (Calimpos, Mangga & Madrigal, 2023). In South Africa, higher educational institutions are encouraged to provide community services. These services are linked to teaching, learning and research. HEIs are required to demonstrate social responsiveness SR) (feedback, best practices, and opportunities for improvement. Adebua et al. (2024) study the transformation of state universities in Uganda. The results of the empirical study revealed that institutions implementing extension services worked well in the community. In the Philippines, the Commission on Higher Education (CHED) stepped in and made the first attempt to integrate outreach services through its CHED Memorandum Order (CMO) No. 8, series of 2008. Additionally, Quimbo, Perez, and Tan (2018) mentioned that the community development programs conducted by HEI's are usually community-based and orchestrated within targeted beneficiaries. Livelihood development and employment creation enhance local community transformations. This portrays the academic institution's responsibility as a catalyst for development in shaping communities as its core component (Nunes et al., 2017).

Overall, the abovementioned studies indicate that HEIs are in a strategic position to deliver better extension services that will properly address the needs of partner communities.

METHODS

This study used a descriptive qualitative research design. A descriptive summary of the data was prepared. To answer the first research objective, the researcher used scholarly journals. To answer the second research objective, the researcher used the community development annual reports of the College of Accountancy, covering the period from 2018 to 2023. Annual reports are one of the most commonly used methods to obtain data (Rubio, et al., 2016). Reports were requested from the UST Simbahayan Community Development Office. This qualitative five-year study analyzed community development programs implemented by the college, partner communities served, and project implementers.

RESULTS

What is the Philippine framework for community development programs?

This area highlights the various community development methods and approaches that guide the design of community development practices in the Philippines. The framework includes a specific strategy for implementing certain interventions in the community.

Community Development Methods

This strategy is used to implement extension services for the community. These methods include community planning, organizing, education, research, mobilization, and advocacy. These methods remain the guiding principles of community development practices in the Philippines (Quimbo et al., 2018).

Community Planning

One of the most important aspects of community planning and development is determining the needs of the local community, which serves as a catalyst for improving community life. Planning ensures that the needs of the community are carefully identified, analyzed, and planned among the target beneficiaries.

Community Organizing

Community organization is an essential element of community development. Through the process of community organizing, issues are discovered, and solutions are developed by the community by pooling its resources and people. Abenir et al. (2021) mentioned that community organizing seeks to provide people with the power to take control of their societal issues and challenges.

Community Education

Community education is an eye opener for community participants to become more aware of their situation and realize that they have an important role in uplifting their situation. Quimbo et al. (2018) stated that community education is a crucial component in finding solutions to issues pertaining to community development.

Community Research

In addition to teaching and community engagement, colleges and universities are also engaged in conducting research. Collecting all the available information and conducting in-depth research on local

concerns are components of community research. Community situational analysis, planning, and organizing is often referred to as social investigation.

Community Mobilization

The practice of directing and supporting all facets of the community in offering relief and guaranteeing tangible action, the rehabilitation of victims of disasters, is known as community mobilization. It encourages community gatherings and conversations to increase awareness (UNICEF, 2014).

Community Advocacy

Since advocacy helps practitioners and their community partners achieve their social justice goals, it is essential for community practice. When efforts are focused on altering the structures that sustain societal problems, advocates may advance the values of community psychology. In addition, advocacy can assist community members and practitioners in securing resources and reducing obstacles for the communities they serve.

Community Development Approaches

Community development approaches have been used to execute outreach activities in the community. These include participatory, asset-based, area-based, community-based, community economic development, welfare, spiritual, and rights-based approaches. These approaches address how to provide targeted interventions to improve the lives of underprivileged individuals.

Participatory Approach

This approach explained how communities can get involved in the development and execution of projects through community initiatives, which was the main focus of community involvement. When communities engage and cooperate to accomplish a common objective, a participatory approach is successful. Philippine culture's long-standing customs of cooperation and teamwork are revitalized by a participative approach.

Asset Based Community Development Approach (ABCD)

This strategy aims to highlight the potential contributions and abilities of every individual, irrespective of age or gender, and to highlight the opportunities for cooperation and reciprocal benefits within the community. These resources can be in the form of human, financial, social, political, environmental, cultural, and other forms of community capital.

Community-Based Approach

This strategy is centered on providing extension services in the community, locality, or areas where community members are involved. Initiatives related to livelihood, health, education, and spirituality are provided and implemented in collaboration with partner communities.

Area-Based Approach

When community services are provided in a larger setting with participation from the entire community, this is referred to as an area-based approach. In addition, this approach explains that community development programs are conducted in a larger space for the entire community to participate. To meet the needs of underprivileged areas, certain geographic areas must be targeted.

Welfare Approach

The provision of the most basic essentials, such as food, clothes, housing, and healthcare, to the most disadvantaged populations is emphasized in this approach. Providing services for marginalization is another goal of this strategy. The welfare approach focuses on meeting the needs of marginalized communities, including indigenous people, the urban poor, and street children.

Spiritual Approach

The three main pillars of the spiritual approach are social responsibility, religious formation, and personal growth. Since science has a greater influence on our lives, spirituality plays a more important role in serving the underprivileged and serving as a reminder of our humanity.

Rights-Based Approach

According to Quimbo et al. (2018), a rights-based approach supports each person's fundamental rights. Increasing marginalized communities' ability to demand change based on their rights, guarantee participation, ensure engagement, and foster ownership are the objectives of the rights-based approach to development.

How are the features of this framework reflected in the practices of UST-AMV College of Accountancy community development for the past five years?

UST-Alfredo M. Velayo has been actively extending outreach activities since 2006 and has devoted its efforts to improving the lives of their adopted communities. The programs are anchored in health, education, employability, social enterprise, physical and spiritual. Based on the annual reports, the features of the Philippine community development program framework are reflected in the outreach activities of the College of Accountancy and involve various structures and policies that are design to facilitate effective participation of communities in their development process.

The community development methods as reflected in the practices of the College of Accountancy are as follows:

Community Planning

In the college of accountancy, before the students, academic staff, school administrators, and non-academic staff can execute any outreach development program, it is important to have knowledge about the community. Evaluating the demands of the local community is an essential part of community planning and development, as it is the spark that fires the improvement of communal life. Table 1 shows the community development profile of the college of accountancy partner communities. Based on the profile, there were four (4) partner communities served by the college. The data included the partner communities of the college, total population, and community development programs.

Table 1. Community Development Profile

Partner Community	Total Population	Programs
Barangay San Juan Laur, Nueva Ecija	3,956	Livelihood, leadership, and health seminar
Barangay Pinagbarilan ng Pari, Baliuag, Bulacan	6,580	Livelihood, leadership, and health seminar
Barihan Elementary School	350	Financial literacy training for teachers and reading for students
Santissima Trinidad Parish, Malolos, Bulacan	6,688	Spiritual activities, health, and livelihood opportunities

Community Organization

Community organizing works in a local setting to create action for social change and build relationships. These organizations are the partner community’s instruments to express their will and stimulate changes in their well-being. Table 2 shows the community organization of colleges of accountancy.

Community Education

Quimbo et al. (2018) posited that community education is an important dimension for solving community development problems.

Table 2. Community Organization of the UST-AMV College of Accountancy

Partner community	Structure
Barangay San Juan Laur, Nueva Ecija	Community Based
Barangay Baliuag, Bulacan	Community Based
Santissima Trinidad Parish, Bulacan	Church Based
Barihan Elementary School	Institutional Based

Table 2 shows that the partner communities in the College of Accountancy are organized into different areas, such as sectoral organizations, networks, coalitions, and alliances. These organizations are the partner community’s instruments to express their will and stimulate changes in their well-being.

Table 3 shows the educational development activities implemented in the community it serves during the year 2018-2023. The findings highlighted that community education and employability had the highest number of implemented activities in partner communities during the last five years from to 2018-2023. In addition, Quimbo et al. (2018) mentioned that community education is an effective and efficient intervention activity that has remained a popular development practice in the country.

Moreover, employability and social enterprises are the flagship programs of the College of Accountancy. Some of the community educational programs facilitated by the college included financial literacy, basic bookkeeping, and how to start a business.

Table 3. Community Development Programs Implemented by the College of Accountancy

Programs	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	Total
Health	1	1	2	2	2	8
Education	3	2	6	7	3	21
Leadership, Organizational Development and good governance	1	1	0	0	1	3
Employability and social enterprise	2	3	3	5	3	16
Spiritual/ Socio Pastoral	1	1	0	0	0	2
Environmental Sustainability	1	0	0	0	3	4
Community engaged researchers	1	0	0	0	1	2
Culture, sports, and development	0	1	0	0	0	1
National Disaster Risk Reduction and Management	0	1	2	1	0	4
Total	10	10	13	15	13	61

Community Research

In addition to teaching and community engagement, colleges and universities are also engaged in conducting research. The research thrusts and priorities of the College of Accountancy in the community are employability and social enterprise programs, community leaders' traits, leadership styles, needs analysis, and livelihood enterprises. These are the research priorities of the college from to 2018-2023.

Community Mobilization

For years, the College of Accountancy has been used to mobilize the assistance of partner community leaders. Community leaders are appointed by the members of the community. The major function of community leaders is to mobilize and organize people to come together to participate in extension services (see Table 4).

Community Advocacy

The College of Accountancy collaborated with UST Simbahayan on its annual advocacy projects. The advocacy includes the coastal clean-up project, tree planting, voter education, and participation, and the MAKIBATA for the AETA Scholars from Bamban, Tarlac. These advocacies ensure that the community is aware of issues that are important to them and to protect and promote their rights.

Table 4. Partner Communities and the Designation of Partner Community Leaders

Partner Communities	Designation of Community Leader
Barangay San Juan Laur, Nueva Ecija	Barangay Captain
Barangay Baliuag, Bulacan	Barangay Captain
Santissima Trinidad Parish, Malolos, Bulacan	Catechist
Barihan Elementary School	School Principal

Table 4 shows the partner communities and designation of community leaders in the community they serve. The Barangay captain is in charge of the communities in Barangay San Juan Laur and Barangay Baliuag in Bulacan. The principal of Barihan Elementary School leads the institution, and, finally, a catechist leads Santissima Trinidad Parish. These leaders collaborate closely with the College of Accountancy's Community Development Coordinator on the outreach activities that will take place in their local areas.

Overall, these methods remained the guiding principles of the community development practices of the UST-AMV College of Accountancy.

The community development approaches as reflected in the practices of the College of Accountancy are as follows:

Participatory Approach

Community participation by the college of accountancy centers on how communities can participate in the planning and implementation of community projects. The participation of the college of accountancy's partner communities in annual community planning, implementation, and evaluation indicates that the communities participate and work together to achieve their common goals. Proof of their participation was recorded in the Samahang Kamanlalakbay gathering of community leaders initiated by Simbahayan, the community development office of the University of Santo Tomas.

Asset-Based Approach

This approach involves the formation of a community structure that helps sustain the community as a whole. The partner communities of the college are formed in terms of non-formal organizations, such as Samahang Kamanlalakbay in Laur, Nueva Ecija, church based in Santissima Trinidad Parish, Malolos, Bulacan, and women's cooperatives in Baliuag Bulacan. These structures help sustain the communities as a whole.

Community-Based Approach

Prior to the pandemic, community development programs of the College of Accountancy were mostly conducted onsite. Training and seminars were held in the barangay hall, classrooms, and community households. The programs were facilitated by community development coordinators, student organizations, and community leaders. During the pandemic, outreach activities were conducted online, given that face-to-face activities were strictly prohibited.

Area-Based Approach

The area-based approach states that community development programs are conducted in a larger space for the entire community to participate. The outreach activities are implemented within the

partner communities of the college, such as Barangay San Juan Laur, Nueva Ecija, Baliuag, Bulacan, Santissima Trinidad Parish in Malolos, and Barihan Elementary School in Malolos and Bulacan.

Welfare Approach

The College of Accountancy directly addresses the needs of vulnerable groups such as youth, senior citizens, and households. This includes the creation and promotion of education and livelihood programs needed in the community. Having these essentials allows them to live with security and dignity. Table 3 summarizes the community development programs initiated by the college from 2018-2023 that directly address the needs of its partner communities.

Spiritual Approach

The spiritual activities of the college center on religious formation, social commitment, and personal development of the community it serves. These activities were undertaken by the faculty of the Institute of Religion at the University of Santo Tomas. Table 3 shows the sociopastoral activities of the college from 2018-2023.

Rights-Based Approach

In this strategy, the college of accountancy provides the needs of the community it serves as a top priority, particularly for the most vulnerable or marginalized individuals who encounter the greatest obstacles to exercising their rights.

The community is no longer viewed as a recipient but as a right holder that must be held to human rights standards under the rights-based approach. People's needs are translated into rights and are acknowledged as active subjects and claimholders.

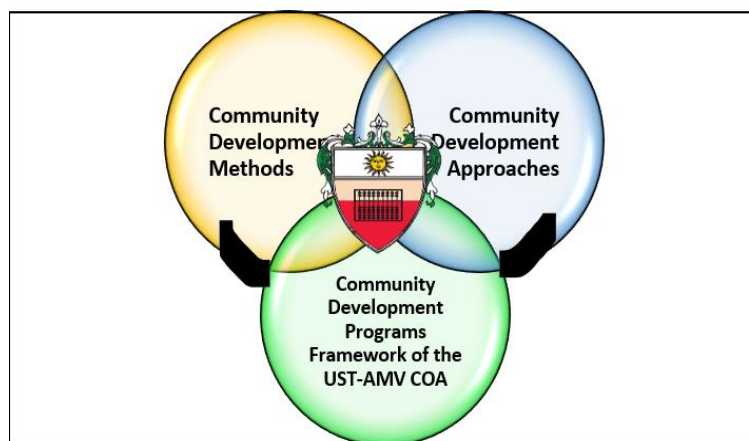


Figure 3. The Schematic Community Development Programs Framework of the UST-AMV College of Accountancy

Figure 3 shows the conceptualized closed curves, and circles represent the schematic community development program framework of the College of Accountancy. In the figure, the community development approaches and methods are interlocking, indicating that the features of this framework (Quimbo et al., 2018) are reflected in the community development practices of UST-Alfredo M. Velayo College of Accountancy during the last five years, from 2018-2023. The framework is not

seen as an independent entity, but as complementary to each other. This indicates that the application of approaches and methods reflects the successful implementation of outreach activities at the College of Accountancy. Overall, community development approaches remained the guiding principles of the community development practice of the UST-AMV College of Accountancy.

DISCUSSION

It is noteworthy that for the past years, community development approaches such as participatory, asset-based, community-based, area-based, welfare approach, spiritual psychosocial, and rights-based approaches, and community development methods including community planning, community organizing, community education, community research, community mobilization, and community advocacy, are reflected in the community development practices of the College of Accountancy, which remained an important community development interventions during the year 2018-2023.

This is consistent with the study of Luna, Ferrer, Tan and Bawagan (2004 as cited in Quimbo, Perez & Tan, 2018) that educational and civic services is anchored on the analysis, planning intervention, implementation and structure of communities. The results show that the College of Accountancy has a clearly defined community development program framework and is mutually important in the planning, implementation, monitoring, and evaluation of outreach activities.

During the last five years from to 2018-2023, community education, employability, and social enterprises had the highest number of implemented programs in their partner communities. Kolawole and Ajila (2015) posited that livelihood development and employment creation enhance local community transformation. The promotion of gainful employment in rural communities contribute to the enhancement of people living in remote communities. In fact, employability and social enterprises are the flagship programs of the College of Accountancy. Some programs facilitated by the college include financial literacy, basic bookkeeping, and how to start a business.

Conclusion and Recommendations

The results of the study showed that the Philippine community development program framework served as a guiding principle for the implementation of community development programs of the College of Accountancy during the year 2018-2023. It is noteworthy that the Philippine community development program framework contributed significantly to enhancing extension services for the sustainability of outreach activities.

The study also shows strong linkages built between institutions and community engagement for a mutually viable future. Overall, the community development program framework synthesizes the practice and application of community development approaches and methods, reflecting the successful implementation of outreach activities of the College of Accountancy throughout the years.

Relative to the findings, and conclusions, the following are hereby recommended:

The present study also revealed that the Philippine community development program framework has been well implemented by the College of Accountancy in recent years. It is recommended that the college should explore and capitalize on new trends in implementing extension programs, like community resilience programs, to assist communities in overcoming adversity in the face of disasters,

which are becoming more frequent due to climate change, growing globalization, and urbanization on new trends in implementing extension programs.

To ensure the effectiveness and improve the impact of community extension activities, the continuous implementation of a community development program framework, proper monitoring, and consistent evaluation of the extension projects must be undertaken to improve and empower the lives of the residents in the community. Recommending new partner communities to assist the college after the necessary impact studies have been conducted.

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