



Project Liwanag Kita: Assessing its impact on community empowerment and economic development

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ABSTRACT

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This study evaluates Project Liwanag Kita, a community-based development initiative led by the College of Management and Business Technology, Tabon, San Isidro Campus. The project integrates Tinapa-making and business literacy training to enhance the economic and social well-being of participants in rural communities. A mixed-method approach was employed, utilizing quantitative survey data (n=46) and qualitative interviews. Quantitative data measured economic and social improvements, while thematic analysis of qualitative responses provided deeper insights into participants' experiences. The findings indicate significant improvements in participants' skills, income levels, and overall quality of life. The program fostered social cohesion, boosted self-confidence, and increased community involvement. Participants reported enhanced business acumen, financial stability, and access to new livelihood opportunities. Project Liwanag Kita effectively serves as a model for holistic rural development by combining skill-building, entrepreneurship education, and community engagement. The program's success highlights the importance of integrated livelihood interventions in fostering sustainable development and economic empowerment. This study provides a replicable framework for policymakers, educators, and community leaders in designing and implementing sustainable livelihood programs. The findings emphasize the need for continued stakeholder involvement, ongoing training, and adaptable community-based development strategies to ensure long-term impact.

Contribution/Originality: This study provides a novel, integrated framework for community empowerment by combining skill development, entrepreneurship education, and social cohesion in a rural setting. Unlike previous studies, it examines both economic and psychological impacts, offering empirical evidence on sustainable livelihood interventions and their long-term effects on community resilience and economic stability.

1. INTRODUCTION

The Nueva Ecija University of Science and Technology College of Management and Business Technology leads Project Liwanag Kita, a community-based economic empowerment and social well-being project. The initiative teaches sustainable livelihood skills through Tinapa-making and business literacy. Project Liwanag Kita incorporates economic and personal growth into a comprehensive framework, unlike previous programs. This study fills gaps in the literature by evaluating its various impacts and offering actual data on community empowerment in the

Philippines. The social, individual, and community-level ramifications of skill development and income creation have not been well addressed in previous studies (Chauhan et al., 2022; Wei, Su, Li, & Ma, 2019). While many projects enhance rural lives, few include community involvement, business literacy, and skill development. This discrepancy emphasizes the need for further study on these connected factors. An integrated framework improves the skills, finances, and social cohesiveness of Project Liwanag Kita members, unlike previous attempts that stressed personal or economic growth (Prabhakar & Nimesh, 2022). Sen (1999) Capability Approach matches the project's use of skill-based and educational interventions to empower individuals and strengthen communities.

The program shows how increasing individual rights empowers groups and sustains development by allowing participants to use their abilities to improve their lives and earnings. This study also addresses a literature vacuum by proving the long-term impacts of community-based therapy in the Philippines. Like Sukmawati and Maryanti (2022) findings on community resilience during crises, this research reveals that Project Liwanag Kita addresses shifting concerns and ensures sustainability over time, focusing on economic and social factors. This research evaluates the program's impact on participants' social and economic well-being. The study examines participants' income, skills, quality of life, and perceptions of their own and their community's progress. This study analyzes the program's knowledge acquisition, economic outcomes, and demographic reach to contribute to sustainable community development discussions. The project aims to teach community leaders, educators, and lawmakers how to establish and implement holistic livelihood programs. A replicable framework for developing impoverished groups emphasizes sustainability, adaptability, and variety. The study fills major gaps in the literature and provides a paradigm for integrated community development research.

2. LITERATURE

Tilapa-making and other Project Liwanag Kita skills help rural communities economically (Wei et al., 2019). Community well-being and economic resilience require practical skills training (Chauhan et al., 2022). Wang, Peng, Xu, and Wang (2019) state that livelihood sustainability reduces rural family vulnerability and improves family stability. Social cohesiveness and collective empowerment may arise from community identity building (Wang, Yang, Hu, & Chen, 2021). Skill and income growth have also been studied. Project Liwanag Kita livelihood interventions boost annual income and employment (Prabhakar & Nimesh, 2022). Better health, longevity, and social status often follow economic growth (Prabhakar & Nimesh, 2022). Soft skills and income are also strongly correlated, highlighting the relevance of both technical and interpersonal skills in income growth (Chala & Bouranta, 2021).

Motor skill development is negatively correlated with family socioeconomic position, specifically influencing the BMI of children with autism (Sedehi, Ghasemi, Kashi, & Azimzadeh, 2021). These data show that skill development affects income and socioeconomic position in several ways. Project Liwanag Kita emphasizes entrepreneurship, business acumen, and long-term economic growth through educational and business literacy initiatives. These projects empower people and build communities. They teach individuals how to succeed in the fast-paced corporate world (Enkhjav, Szira, & Varga, 2021; Yang & Liu, 2012). They support evidence-based strategies to minimize health and social risk threats and improve well-being through national health promotion (Su, Saikia, & Hay, 2018). During the COVID-19 epidemic, they promote community-based economic development (Sukmawati & Maryanti, 2022).

Existing literature underscores the significance of skill development and livelihood initiatives in fostering economic independence and community well-being (Chauhan et al., 2022; Wei et al., 2019). However, many studies tend to isolate specific outcomes such as income generation or skill acquisition without examining their broader socioeconomic implications (Wang et al., 2021). Prabhakar and Nimesh (2022) value financial prosperity above psychological and social empowerment. This gap is especially obvious in rural and impoverished areas because sociocultural variables affect community activity. Sukmawati and Maryanti (2022) show that community-based economic ventures can survive COVID-19, but they do not examine how these models change over time or in various cultures. This mixed-method research fills these gaps and assesses Project Liwanag Kita's complex effect. The

capacity method (Sen, 1999) and social capital theory (Bourdieu, 2011) may measure individual and group results. This research improves our knowledge of community enablement by investigating how the course enhances participants' skills and social cohesiveness. Studies by Malik et al. (2022) and Murayama, Murayama, Hasebe, Yamaguchi, and Fujiwara (2019) support the integration of intergenerational learning, financial literacy, and health awareness into sustainable community development. This research sought to bridge knowledge gaps by critically reviewing the literature and offering empirical insights into the complex, diverse, and long-lasting consequences of livelihood interventions in the Philippines. Project Liwanag Kita, longitudinal studies underscore the need for ongoing learning and adaptation to maintain livelihood projects. These studies emphasize the complications of livelihood vulnerability reduction (Islam, Sallu, Hubacek, & Paavola, 2014), the necessity to continuously follow susceptibility trends (Lin & Polsky, 2016), and the need to assess community needs and results. They also emphasize the struggles of livelihood reconstruction and the need to improve socio-ecological circumstances (Cherunya, Truffer, Samuel, & Lüthi, 2021; Nacionales & Gevaña, 2021). They provide empirical evidence for flood protection and mitigation (Ao et al., 2022), sustainable tourist development (Li, Nijkamp, Xie, & Liu, 2020), and the effects of collaborative forest management on rural families' livelihoods (Park & Yeo-Chang, 2021).

These results emphasize the need for continued follow-up and evaluation for the success of livelihood initiatives. Community-based programs promote social capital and community cohesiveness, which are vital for comprehensive community development. Specific communication tactics help community-supported agricultural programs generate social capital (Furness et al., 2022; Kunjuraman, 2022). Socially innovative university initiatives empower marginalized communities and increase social capital, promoting community social sustainability (Mdleleni, 2022). Social capital also encourages community forest management (Ido, 2019). Aldrich and Kyota (2017) have noted the benefits of elder-led physical and social infrastructure in building community resilience and social capital. These results demonstrate the importance of community-based initiatives in building communal unity and well-being.

Empowerment programs have proven to raise the socioeconomic situation of underprivileged people in accordance with the objectives of Project Liwanag Kita. These initiatives aim to decrease economic inequality, boost equal employment opportunities, and improve education and quality of life (Prabhakar & Nimesh, 2022; Sulaiman & Muhamad, 2017). They also enable less fortunate populations to pursue higher education (Kasmel & Tanggaard, 2011; Mayr & Oppl, 2023). Information and Communication Technology (ICT) enables rural women to acquire skills that empower them economically by reducing poverty, according to Andambi and Jebet (2021). As argued by Yameen, Kamal, and Samdani (2020), it is not an overnight skill. Still, this paper reveals that there are disparities in empowerment. The following material presents the general impact of Project Liwanag Kita. Placing this study within the areas of community development, economic, and education projects, it provides a theoretical and empirical review.

3. METHODOLOGY

To capture the multidimensional effects of Project Liwanag Kita, this research used a mixed-methodology research design carefully developed to assess participants' livelihood and financial statuses. Structured questionnaires were used to collect cardinal data for the economic elements, which include income and training, alongside demographic factors such as age, social class, and place of residence. In addition, qualitative data were gathered by conducting interviews that provided detailed views of clients and communities regarding the identified program through discussions on the socio-economic factors of communities, self-growth, and improvement in overall quality of life. It was considered appropriate to have a descriptive research design for the study, and this type of design was deemed capable of capturing the dynamic nature and life patterns of the study subjects. To achieve this, a purposive sampling technique was employed to recruit 46 participants directly affected by the program, thereby including the wider Tinapa manufacturing population. As volunteers, these participants offered valuable qualitative and quantitative insights into whether the program worked and what might happen to each person later. Self-administered quantitative surveys were conducted via Google Forms due to the ease and effectiveness of the tool.

These surveys focused on the economic impact aspect and asked participants about their opinions on the effects that the program has on their income. On the other hand, the qualitative segment pursued the application of thematic analysis to underscore patterns and repeated themes in the interview materials, providing a textured analysis of the socio-personal level of the intervention. Data analysis involved the use of statistical tools to decipher quantitative responses, while for qualitative data, Likert analysis was used to develop countywide, program-wide summary measures of outcomes and demographic characteristics, employing descriptive measurements including means, frequencies, and percentages. This was contrasted with assigning qualitative narrative data to thematic areas, which allowed for the understanding of both 'real-world' changes and changes in participants' perspectives. Indeed, the study was characterized by high methodological relevance, and adherence to ethical standards should be highlighted. Each participant was made aware of the study's aims and agreed to be included in the research. Measures and techniques used included anonymity and data security, thereby minimizing the risk of compromising individual identification. The research provided an integrated assessment of the evaluation of Project Liwanag Kita using both quantitative and qualitative outcome measures. Utilizing both qualitative and quantitative research not only revealed the effects on income, skills, and overall quality of life from both short-term and long-term perspectives but also elicited the processes that occurred in the social environment and constructed the detailed story of the program and the role it played in the context of the community.

4. RESULTS AND DISCUSSIONS

4.1. Profile

4.1.1. Age Distribution

The age distribution of participants in Project Liwanag Kita is presented in [Table 1](#). The data show a broad age range from 21 to 61 years, with notable concentrations in the age groups of 40-43 and 45-47. This spread indicates the project's wide appeal, encompassing a diverse demographic spectrum.

Table 1. Age distribution.

Age	Frequency	Percentage (%)
21	3	6.52
22	1	2.17
25	1	2.17
28	1	2.17
29	2	4.35
30	1	2.17
32	2	4.35
38	1	2.17
39	2	4.35
40	3	6.52
41	1	2.17
42	3	6.52
43	3	6.52
44	2	4.35
45	3	6.52
46	1	2.17
47	3	6.52
48	2	4.35
49	1	2.17
50	1	2.17
52	2	4.35
54	1	2.17
55	1	2.17
57	1	2.17
58	2	4.35
61	2	4.35
Total	46	100.0

The diverse age range of Project Liwanag Kita participants emphasizes its worldwide appeal and significance. This variety shows that the initiative can meet the needs and interests of both young and old. The initiative is important for middle-aged people (40–47 years) since it addresses their distinct personal and professional difficulties. The project successfully meets the needs of family dynamics and career transitions by providing skill development and livelihood upgrades.

The initiative's ability to involve a varied population, provide intergenerational benefits, and promote sustainable community development is demonstrated by its age range. [Murayama et al. \(2019\)](#) state that community resilience and development require inclusivity. [Gleichmann and Etikariena \(2021\)](#) and [Martaningsih and Tjahjono \(2022\)](#) advocate for diversity-oriented leadership, which engages participants across generations and builds human and social capital in age-inclusive programs like Project Liwanag Kita.

According to [Poulos et al. \(2019\)](#) and [Jarrott, Cao, Dabelko-Schoeny, and Kaiser \(2021\)](#), project-supported intergenerational participation may reduce food poverty and health inequities. These activities promote personal development, communal cohesiveness, and cross-age interactions.

The initiative also provides a unique platform for cross-generational and cross-cultural scientific communication, as well as skill and knowledge transfer across varied age cohorts. [Gray et al. \(2020\)](#) and [Murayama et al. \(2019\)](#) emphasize its importance in improving collective competency and promoting community well-being. Project Liwanag Kita exemplifies inclusive, sustainable, and effective community development by unifying members across age groups.

4.1.2. Social Status

The social status of the participants in Project Liwanag Kita is depicted in [Table 2](#). The majority of the participants, 60.87%, were married, followed by 23.91% who were single. Separated individuals made up 10.87%, while 4.35% were living together with a partner.

Table 2. Social status.

Status	Frequency	Percentage (%)
Married	28	60.87
Single	11	23.91
Separated	5	10.87
Living together	2	4.35
Total	46	100.0

Most Project Liwanag Kita participants are married, indicating family advantages. This demographic trend may indicate the project's ability to achieve married people's goals, such as enhancing their family's economic and social conditions. High married involvement may help the project's offerings promote family stability and progress. Project Liwanag Kita's involvement with singles and separated persons illustrates its value beyond families. The program helps singles and separated individuals improve financially and personally ([Tieks, Oude Voshaar, & Zuidersma, 2022](#)). This variability shows the project appeals to all backgrounds ([Richter & Lemola, 2017](#)). The project's ability to attract single and separated people suggests it might help individuals seeking personal development and economic independence ([Bobonis, 2011](#)). The campaign addresses non-traditional family arrangements by including cohabiting individuals, demonstrating its broad appeal. Project participants' diverse socioeconomic backgrounds demonstrate its wide reach and capacity to satisfy community needs. By involving people from diverse socioeconomic backgrounds to promote community economic and social well-being, Project Liwanag Kita is versatile and inclusive.

4.1.3. Social Category

The distribution of participants by social category in Project Liwanag Kita is shown in [Table 3](#). Working parents constituted the largest group at 30.43%, closely followed by employed individuals at 26.09%. Non-working parents

made up 23.91% of the participants. Self-employed individuals/entrepreneurs and students each accounted for 6.52%, senior citizens represented 4.35%, and unemployed individuals were the smallest group at 2.17%.

Table 3. Social category.

Category	Frequency	Percentage (%)
Working parents	14	30.43
Employed individuals	12	26.09
Non-working parents	11	23.91
Self-employed/Entrepreneurs	3	6.52
Students	3	6.52
Senior citizens	2	4.35
Unemployed individuals	1	2.17
Total	46	100.0

Project Liwanag Kita members stand out for their social variety. Working parents and employed individuals say the initiative meets the demands of working adults. This group may want to develop their skills and knowledge to improve their finances and support their families. The project's high participation of non-working parents suggests it may appeal to those looking to re-enter the workforce or better their lives. This group's participation shows the project's ability to empower unemployed individuals through skill development and economic empowerment. The initiative fosters entrepreneurial skills and small business growth by including self-employed individuals and entrepreneurs. This supports the project's goal of economic independence and local entrepreneurship. The project's wide educational appeal and intergenerational learning potential are demonstrated by the inclusion of students and seniors. Students' involvement emphasizes early career development, whereas seniors' participation highlights lifelong learning and active aging. Even low unemployment matters.

This shows how the initiative reaches those who need economic and skills development. Project Liwanag Kita works with numerous social groups to promote inclusive development and community benefits. Social diversity improves pre-meeting elaboration and decision-making (Lloyd, Kim, Cox, Doecker, & Downey, 2022). Gender, sexuality, and ethnicity should be included in community development activities (Garcia et al., 2018). Diversity competencies and practical processes are required to construct diverse and sustainable communities, particularly educational ones, emphasizing inclusion in community development (Nesterova, Portera, & Milani, 2022).

4.1.4. Municipality of Residence

Table 4 shows the locations of the Project Liwanag Kita participants. Most participants were from Cabiao and Jaen, Nueva Ecija. This distribution highlights the project's regional reach.

Project Liwanag Kita's geographic variety shows its popularity and ability to reach various communities. The initiative's popularity among Cabiao and Jaen shows that socioeconomic factors, or resource availability, drove their involvement. Nueva Ecija, San Antonio, San Isidro, and Rizal demonstrate the project's importance and accessibility. This regional distribution shows that the initiative reached a varied audience. Participant geography may improve community and economic development by sharing information and skills (Berka & Creamer, 2018). Inter-sectoral participation and motivated local leaders help community-based projects utilize local resources (Belizan et al., 2019). Locally owned smaller systems may preserve social and economic advantages (Bere, Jones, Jones, & Munday, 2017). The project's capacity to attract individuals from neighboring towns illustrates how community-based activities may reduce regional inequality and promote inclusive development. Project Liwanag Kita's community engagement and development concept improves regional sustainability and equity by serving many areas.

Table 4. Residence.

Municipality	Frequency	Percentage (%)
Cabiao, Nueva Ecija	10	21.74
Jaen, Nueva Ecija	9	19.57
San Antonio, Nueva Ecija	5	10.87
San Isidro, Nueva Ecija	5	10.87
Rizal, Nueva Ecija	3	6.52
Zaragoza, Nueva Ecija	2	4.35
San Jose City, Nueva Ecija	2	4.35
Licab, Nueva Ecija	1	2.17
Gapan City, Nueva Ecija	1	2.17
Lupao, Nueva Ecija	1	2.17
Laur, Nueva Ecija	1	2.17
Sto Domingo, Nueva Ecija	1	2.17
Llanera, Nueva Ecija	1	2.17
Natividad, Nueva Ecija	1	2.17
Guimba, Nueva Ecija	1	2.17
San Leonardo, Nueva Ecija	1	2.17
Cavite	1	2.17
Total	46	100.0

4.2. Economic Empowerment Program Outcomes

Table 5 shows the efficacy of Project Liwanag Kita's economic empowerment program. All program elements were strongly agreed upon by participants. The total mean score of 3.75 indicates good satisfaction and a favorable influence.

Table 5. Economic empowerment program outcomes.

Question	Total mean	Verbal interpretation
The livelihood program that was launched has improved our skills and business knowledge.	3.78	Strongly agree
The livelihood program that was launched has helped increase our income.	3.72	Strongly agree
The livelihood program that was launched has helped improve the quality of our lives.	3.80	Strongly agree
The livelihood program that was launched has helped unite us as a community.	3.74	Strongly agree
The livelihood program that was launched has helped strengthen my self-confidence.	3.76	Strongly agree
The knowledge gained from the livelihood program launched is utilized in my interactions with entrepreneurs.	3.72	Strongly agree
Total average	3.75	Strongly agree

According to various opinions, Project Liwanag Kita's economic empowerment effort was effective. The highest mean score of 3.80 shows that the program taught participants business and personal skills for personal and professional growth. Participants' income and lives improved greatly. The program boosts participants' financial security and quality of life, aligning with [Wei et al. \(2019\)](#) findings that skill development initiatives significantly enhance economic independence. However, unlike previous studies, which primarily focus on skill acquisition, this project emphasizes a multidimensional framework that integrates personal growth and community cohesion, addressing the psychosocial aspects of empowerment as highlighted by [Wang et al. \(2021\)](#).

Participants' self-confidence and communal cohesiveness are also boosted by the training, underscoring the role of social capital in fostering collective resilience ([Bourdieu, 2011](#)). These findings confirm and extend ([Wang et al., 2021](#)) observation that community identity can drive altruistic behavior and social cohesion, with the additional insight that these dynamics can be fostered through skill-based livelihood programs, according to these high results.

Holistic community development requires strengthening social relationships and empowering individuals while advancing the economy.

The program's practical relevance and capacity to promote entrepreneurship are demonstrated by entrepreneurs' use of program information. For the program to have a lasting effect, participants must improve their lives and contribute to the economic ecology. Positive reactions to the economic empowerment program results show Project Liwanag Kita's effectiveness in addressing economic and social community development. White et al. (2020) found that economic empowerment programs improve self-reported recovery and empowerment. Similar programs have also had statistically significant, cost-effective effects on household consumption and psychological state (Banerjee et al., 2015). However, short-term economic empowerment programs highlight the need for comprehensive and continuous assistance. Risk management, stakeholder engagement, and resource efficiency affect economic empowerment programs (Kaluai & Muathe, 2020). These results emphasize the necessity of complete support for the success of economic empowerment programs.

4.3. Knowledge Levels Before and After the Extension Program

The impact of Project Liwanag Kita on participants' knowledge levels is captured in Tables 6 and 7, highlighting the changes before and after the extension program.

Table 6. Knowledge before the extension program.

Knowledge (Before)	Frequency	Percentage (%)
No knowledge about the NEUST Extension Program.	24	52.17
Some knowledge about the NEUST Extension Program before its launch.	21	45.65
Extensive knowledge about the NEUST extension program prior to its launch.	1	2.17
Total	46	100

The data from Table 6 reveals that prior to participating in the NEUST Extension Program, over half of the participants (52.17%) had no knowledge about it. A significant portion (45.65%) had some prior knowledge, while only a small fraction (2.17%) possessed extensive knowledge. This baseline data is crucial as it indicates the initial level of awareness and understanding among the participants regarding the program.

Table 7. Knowledge after the extension program.

Knowledge (After)	Frequency	Percentage (%)
Learned a lot from the NEUST extension program	35	76.09
Learned a little from the NEUST extension program	8	17.39
Did not learn anything from the NEUST extension program	3	6.52
Total	46	100

As indicated in Table 7, knowledge levels change significantly post-program. Most (76.09%) said they learned a lot from the training, while 17.39% said they learned little. Only 6.52% of participants did not learn anything. This significant gain in knowledge among most participants shows the program's success in teaching essential information and skills. The comparison of knowledge levels before and after Project Liwanag Kita demonstrates its educational effect. From a majority having little or limited information to most participants acquiring considerable knowledge illustrates how the initiative improves educational outcomes and skill development. The program's capacity to engage and educate its audience is evidenced by the gain in knowledge. Individual growth and a more knowledgeable and competent community may have far-reaching effects on community development and empowerment.

Project Liwanag Kita supports Sabiq, Sulaiman, and Sugito (2020) and Stanard et al. (2021) conclusions that educational initiatives empower communities and improve skills. Educational programs help individuals improve and build community resilience by enhancing their knowledge and skills. Sharif, Hassan, and Angel (2021) also show how education empowers people, reinforcing the idea that educational goals are essential.

4.4. Impact on Personal and Economic Development

The impact of Project Liwanag Kita on participants' personal and economic development is quantitatively summarized in Table 8. The responses indicate strong agreement on various aspects related to economic empowerment and improvements in quality of life.

Table 8. Quantitative insights on the extension project's help to participants.

Statement	Average rating	Verbal interpretation
Helped find employment due to skills learned	3.67	Strongly agree
Contributed to an increase in income due to acquired job	3.76	Strongly agree
Improved the state of my home due to income from work	3.70	Strongly agree
Supported daily needs (e.g., food, drink, etc.) due to income from work	3.70	Strongly agree
Enabled the purchase of household necessities due to income from work	3.67	Strongly agree
Helped acquire assets due to income from work	3.67	Strongly agree
Supported my children's education due to income from work	3.67	Strongly agree
Supported my family's health due to income from work	3.63	Strongly agree
Supported the lives of relatives and friends due to income from work	3.72	Strongly agree
Improved the quality of life due to income from work	3.72	Strongly agree
Total average	3.69	Strongly agree

Table 8's high average scores for all assertions show Project Liwanag Kita's substantial and diversified influence on participants. Strong agreement on the project's function in assisting participants in locating work (3.67) and increasing income (3.76) demonstrates its success in improving participants' economic possibilities and financial stability. Increased income enhances participants' homes (3.70), ability to meet daily needs (3.70), and ability to acquire household necessities (3.67). The initiative improves asset acquisition (3.67) and children's education (3.67), demonstrating its long-term impact on family welfare and generational advancement. Family health (3.63) and support from friends and family (3.72) illustrate the initiative's social effect. The project's 3.72 quality of life improvement illustrates its wide influence on personal and family well-being.

Economic empowerment and quality of life improvements make Project Liwanag Kita a community-based development paradigm. Its comprehensive approach meets community needs for sustainable development and social well-being (Salim & Samah, 2021). Sustainable development improves environmental, economic, social, and human well-being (Di Fabio, 2017). Sustainable smart dwellings boost community satisfaction, suggesting that sustainable activities may improve well-being (Malik et al., 2022). These data demonstrate that comprehensive, community-centered methods benefit lives.

Table 9 presents the qualitative insights gathered from the participants of Project Liwanag Kita, highlighting the project's impact on various aspects of their lives.

The qualitative data illustrates how Project Liwanag Kita altered participants' lives. The project's immediate benefits include increased cash for daily needs and the possibility of creating additional income streams. These findings support the project's goals of economic empowerment, self-reliance, and financial stability, while also highlighting knowledge and skill growth. It demonstrates that the project boosted members' personal, professional, and economic progress, which is necessary for economic flexibility and sustainable growth. Participants' support for family needs and education illustrates the project's social impact. The project emphasizes family welfare and

education, showing a holistic approach to community development that considers individuals, families, and future generations. Its studies on firm development and innovation illustrate how it supports entrepreneurship.

Table 9. Qualitative insights on the extension project's help to participants.

Theme	Key highlights (English/Taglish)
Increased income for daily needs	Many respondents indicated that the project helped increase their daily income, providing financial support for everyday expenses. ("Nakatulong upang madagdagan ang aking kita sa pang-araw-araw na buhay.")
Additional or new sources of income	Participants mentioned that the project enabled them to find additional sources of income or new income opportunities. ("Karagdagang kita", "Makakatulong upang madagdagan ang kita")
Enhanced knowledge and skills	Respondents highlighted the acquisition of new knowledge and skills that can be applied in business or job opportunities. ("Ang mga natutunan ko ay makakatulong," "Nakatulong upang madagdagan ang kaalaman.")
Support for family and education	Some responses emphasized the project's role in supporting family needs and children's education. ("Nakatulong sa pandagdag kita at libangan sa pang-araw-araw na buhay", "Madagdagan ang kaalaman kung paano madagdagan ang kitang pinansyal")
Business expansion and innovation	A few participants noted that the project helped in expanding their existing businesses or in innovating new business ideas. ("Nakakatulong ng lubos sa mga nagbubusiness", "Ito ay nakatulong upang mas magkaroon ako ng dagdag kaalaman upang mapalago ang aking negosyo.")

A dynamic local economy and encouraging members to attempt new income sources are necessary for this. Qualitative studies demonstrate that Project Liwanag Kita affects education, family support, company development, and community cohesion beyond economics. Community development projects that require qualitative and quantitative evaluation benefit from comprehensive assessment (Prabowo, 2020). The project's success in several areas improves participants' lives both instantly and in the long term. The empirical evidence of community engagement initiatives' impacts on stakeholders supports qualitative impact assessment (Singh, 2017). A qualitative case study on police-public encounters suggests that qualitative insights may explain community development and trust (Schermuly, 2018).

4.5. Impact on Individuals, Families, and Society

The quantitative assessment of Project Liwanag Kita's impact on individuals, families, and society is summarized in Table 10. Participants rated various aspects of the project's impact, all receiving high average ratings, indicative of strong agreement and positive outcomes.

Table 10. Quantitative assessment of extension project's impact.

Statement	Average rating	Verbal interpretation
Helped to be productive and make the right decisions.	3.89	Strongly agree
Helped share the skills learned with the community.	3.74	Strongly agree
Encouraged me to volunteer and be a good citizen.	3.83	Strongly agree
Helped to boost self-confidence.	3.80	Strongly agree
Enabled socializing with others and enjoying life.	3.87	Strongly agree
Improved health and nutrition.	3.76	Strongly agree
Promoted friendships that can benefit others.	3.85	Strongly agree
Provided opportunities to celebrate the community's aspirations.	3.78	Strongly agree
Supported the promotion of democracy, unity, diversity, and justice.	3.83	Strongly agree
Total average	3.82	Strongly agree

Table 10 shows Project Liwanag Kita's widespread influence with high average ratings for all claims. The project's highest score of 3.89 for helping participants be productive and make sound judgments promotes personal

and professional development and decision-making. It encourages civic involvement by scoring well on skill sharing (3.74) and volunteering (3.83). A vibrant society with motivated individuals striving to improve their surroundings requires these elements. Self-confidence (3.80) and sociability and enjoyment (3.87) demonstrate the project's effects on life and relationships. These results suggest that the initiative enhances emotional and social well-being beyond economic progress. Positive health and nutrition (3.76) and friendships (3.85) imply communal growth. The project boosts community health and social networks. Supporting community goals (3.78) and democratic values (3.83) illustrates the project's social impact. These findings suggest that Project Liwanag Kita strengthens communities, fosters unity and diversity, and upholds democracy and justice. Project Liwanag Kita's impact on individuals, families, and society promotes personal growth, community involvement, and social well-being. It transforms community development by meeting several demands and aims (Oludele, 2018). Smart village development principles align with its ability to engage and initiate collective learning in the local community, displaying a holistic community-based development strategy (Suryani & Soedarso, 2021). Critical consciousness, social mobilization, and transformative learning and education for sustainable development increase dialogue about health priorities and structural change, enhancing the project's impact (Hatcher et al., 2011; Mohamed & Hisai, 2021).

Table 11. Qualitative assessment of extension project's impact.

Theme	Key highlights (English/Taglish)
Changed perspectives on economy	Many respondents noted a shift in their outlook on economic matters and business opportunities. ("Nagbago ang aking pananaw sa usaping pangkabuhayan")
Personal care and health awareness	The project has made individuals more attentive to their health and well-being. ("Naging mas maalaga pa sa sarili", "Mas naging health conscious na ako")
Knowledge enhancement	Respondents reported an increase in knowledge, especially regarding health and responsible citizenship. ("Nakatulong upang mas dumami pa ang kaalaman ko.")
Entrepreneurship and business acumen	There was a development of business acumen and a new perspective on entrepreneurship. ("Nagbukas ito ng isipang pang-negosyo")
Confidence in economic self-sufficiency	Participants reported increased self-confidence in their ability to earn and manage economic challenges. ("Tumaas ang aking kumpiyansa sa sarili na anuman ang sitwasyon sa buhay")
Enhanced social engagement	Some participants felt more confident engaging socially and contributing to the community. ("Nakadagdag ito ng kumpiyansa sa aking sarili upang makihalubilo sa ibang tao")
Improvement in living standards	The project contributed to improved living conditions and provided insights for a better future. ("Guminhawa ang pamumuhay", "Sa pamamagitan ng pagiging maganda ang kinabukasan")
Active lifestyle	Encouraged respondents to become more active and involved in health-related activities. ("nakatulong para maging aktibo")
Expanded understanding of social issues	The project led to a broadened perspective on social issues. ("Nagbago ang aking pananaw sa usaping panlipunan")

Table 11 shows Project Liwanag Kita's qualitative impact on participants' opinions, skills, and well-being. Table 11's qualitative results demonstrate Project Liwanag Kita's development. Economic perspectives and business acumen have transformed how people see and use economic opportunities. This change is essential for financial independence and entrepreneurship. Personal care and health awareness promote better habits and priorities, improving well-being. The effort develops health and civic skills beyond economic purposes. Confidence requires social and economic independence. Confidence helps individuals manage money and participate in their communities, making them more vibrant. Quality of life includes good living conditions and exercise.

Benefits imply happier, longer lives for individuals and families. Social education projects raise community awareness. This approach is important for addressing social challenges and promoting equitable growth. Qualitative data supports quantitative data to illustrate Project Liwanag Kita's impact on economic opportunities, personal growth, social participation, and community well-being. The social consequences of community development

programs are assessed using qualitative and quantitative data (Nassaji, 2015). According to Lloyd et al. (2022), qualitative data illustrates the project's success by disclosing participants' experiences and outcomes. The analysis of quantitative and qualitative data captures the project's scope and depth (Usman et al., 2022).

5. CONCLUSION

This mixed-method study assessed Project Liwanag Kita's economic, personal, and social impacts. Results demonstrated considerable skill, income, and quality of life benefits. The effective, inclusive, community-based development model will guide future disadvantaged community projects. This research shows that livelihood interventions may increase economic capacity, participant agency, and social inclusion (Sen, 1999). The improvement of individual abilities empowers communities, supporting Bourdieu (1986) Social Capital Theory of social cohesiveness for sustainable development. Past research has ignored the link between economic empowerment and psychological advantages (Prabhakar & Nimesh, 2022; Wei et al., 2019). Policymakers, educators, and community leaders may use the study's results to create scalable and inclusive livelihood programs.

As a result, the given initiative can be best described as scalable for rural development since it focuses on skill training as well as community development. For sustainability, it is important to involve stakeholders. Kaluai and Muathe (2020) discovered that such programs require local government, business, and academic partnerships for their sustainability. These partnerships may provide the capital, skills, and facilities to expand the value of the project. Another important aspect is the delivery of help to the specific targeted group, as well as the follow-up. It is important that we sustain and enhance economic power for the continuous success of the project.

This means ongoing supervision, repeated education, and the need for flexible systems for handling new concerns or the participants' needs. The inclusion of Project Liwanag Kita reveals that there is a need for establishing programs that will attract varied groups of people such as age, marital status, and class. Ensuring that all corners of the community are targeted improves the program's success and participates in eliminating exclusion. The problem of scalability is also important for future projects. To increase its scope, the identified Project Liwanag Kita technique may be further developed and applied to other socioeconomic and cultural contexts. Applying it in other domains will be useful for the development of the plan and the identification of new long-term possibilities for the formation of communities. These management implications encapsulate and extend the project to marginalized groups of people. Community development – sustainable talks may use livelihood approaches that cover the economic, social, and personal domain activities. In an attempt to fill the noted research gap, this study employs the Philippines as the case study in integrated community empowerment. The impact of such strategies on their future results, successful replication in other regions, and how the new technologies advanced the program may be explored in future studies. Providing a comprehensive framework for community-based development, Project Liwanag Kita redefines how livelihood programs may empower people and communities and generate societal transformation.

6. RECOMMENDATIONS

The Project Liwanag Kita findings propose research subjects and practical strategies to improve project effectiveness and reach. Future research must assess the project's long-term impact. How participants' skills and knowledge influence their lives and the community may be explored. This would show the long-term effects of community-based initiatives. Replicating Project Liwanag Kita in other socio-economic and cultural situations may be beneficial. Assessing the project's adaptability and scalability may assist in executing similar initiatives. Participants require continuing support and follow-up, as Kaluai and Muathe (2020) emphasize that effective stakeholder engagement and resource efficiency are crucial for sustaining economic empowerment programs. Continued engagement would not only sustain the project's influence but also enhance participants' ability to adapt to evolving economic and social challenges. Adding skills training and educational programs may increase the initiative's effectiveness and appeal. Diversification would satisfy more community interests. Local businesses and

governments should cooperate. Collaborations may provide participants with additional options and relate project objectives to economic and societal goals. Stakeholder collaboration may provide more comprehensive and enduring project outcomes.

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Transparency: The authors state that the manuscript is honest, truthful, and transparent, that no key aspects of the investigation have been omitted, and that any differences from the study as planned have been clarified. This study followed all writing ethics.

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