**Review of Related Literature**

**Introduction**

This review will focus on the Community Outreach and Extension Programs which involved literature and studies that tackles different concept of understanding and ideas, generalization or conclusions and different development related to study of the Community Outreach engaging from the past up to the present which serves as researcher’s guide in developing the project.

The literatures of this study come from journals, articles, electronic materials such as PDF and other existing thesis and dissertations, foreign and local that helps us in familiarizing information that are relevant and similar to the present study.

**Foreign**

According to Dika and Singh (2002) the concept of social capital has been of particular interest to educational researchers due to its positive role in shaping various educational outcomes.Attending Colleges and receiving bachelor’s degree has been shown to have significant advantages and benefits that can lead to positive outcome at both the individual and societal level.

While the engagement of higher education in terms of Community Outreach Program for the past decades arise the gap in college enrollment and completion persist. The TRIO programs were the first outreach/intervention programs established by the federal government in the 1960’s. The federal TRIO programs outlines for low income are based on levels established by the Census Bureau.

The federal government was one of the first to initiate outreach or intervention programs as part of the response to a “war on poverty” in the 1960’s. Among these programs, the TRIO programs were established first. One of their first experimental and demonstration programs of the TRIO group was a program called “Upward Bound”. The program focused on identifying low-income and underachieving secondary school students in an effort to help them access postsecondary education. The second TRIO program was called Talent Search and the third was called Special Services for Disadvantaged Students (SSDS). The three programs became the “TRIO”; the first educational programs that were aimed at helping economically disadvantaged students enter college (Grout 2003). Since the installation of the TRIO programs by the federal government, the number of outreach programs has continued to rise.

Outreach programs are no longer sponsored only by the federal government. Outreach programs are now sponsored by such entities as state governments, schools and school districts, colleges and universities, private business and industry, and foundations (Perna 2002).

Because the programs are now funded at various levels of government, there has been a dramatic rise in the number of college outreach programs throughout the past several decades. Today, one in ten low-income high school students attend an outreach program each year (Domina 2009). Since the introduction of the first three outreach programs (TRIO) in the 1960’s, the number has grown to over 1000 different outreach programs throughout the U.S today (Gandara and Bial 2001, Perna 2002; Swail 2000). They are intended to help make the path to higher education easier for traditionally underrepresented students.

The programs help students aspire to and prepare for higher education. Common goals among programs then are to help students in high school, if not before, be prepared for college (academically and in general) in order to increase the chances of them enrolling and completing college (Domina 2009; Swail 2000; Perna 2002). The goal of programs to increase the chances of historically underrepresented students enrolling and completing college is aimed at closing the achievement gap between underrepresented students and their dominant peers. Understanding why the achievement gap exists and figuring out how to close it has shaped, and continues to shape, the introduction of new outreach programs.

Horn and Chen (1998) provide preliminary evidence of precollege outreach programs general success and effect, using the data from the National Educational Longitudinal Survey of 1988. Horn and Chen give a preliminary indication that outreach programs can help raise the chances of their participants attending college. They find that when looking at students who participated in an outreach program, they were significantly more likely to enroll in college than nonparticipants. Gandara and Bial (2001) confirm this finding when they assert that the most effective programs have been shown to be capable of doubling the college enrollment rate of their participants.

Domina (2009) states that the evidence from his study, looking at both school wide and target intervention programs, suggests that college outreach programs can have positive effects for their students and their educational stories. Some researchers have studied specific programs and find them to be successful and effective.

**Foreign**

In 1988 the United Nations Children’s Fund (UNICEF) established a research center to support its advocacy for children worldwide and to identify and research current and future areas of UNICEF’s work.

The prime objectives of the Office of Research – Innocenti are to improve international understanding of issues relating to children’s rights, to help facilitate full implementation of the Convention on the Rights of the Child, supporting advocacy worldwide. The Office aims to set out a comprehensive framework for research and knowledge within the organization, in support of its global programs and policies. Through strengthening research partnerships with leading academic institutions and development networks in both the North and the South, the Office seeks to leverage additional resources and influence in support of efforts towards policy reform in favor of children.

In the Report Card where it offers an assessment of child well-being in the context of sustainable development across 41 countries of the European Union (EU) and the Organisation for Economic Co-operation and Development (OECD). Where in this group includes both high- and middle-income economies, but here we refer to them all as ‘high-income countries’ or ‘rich countries’, for convenience. The concept of child well-being is rooted in the Convention on the Rights of the Child (CRC) but the Agenda for Sustainable Development adds new

dimensions.

The Sustainable Development Goals (SDGs) agreed by the international community in 2015 represent an ambitious effort to set a global agenda for development that is both

equitable and sustainable, in social, economic and environmental terms. The earlier Millennium Development Goals (MDGs) prioritized the reduction of poverty, as well as progress in related social indicators.

For the past 70 years, UNICEF has played a leading role in calling for more and better data on the situation of children worldwide. In recent decades, the organization has established surveys and extensive cross-national databases of indicators relating to the well-being of children, including the Multiple Indicator Cluster Survey (MICS) program.

Today, the SDGs place an unfamiliar demand on national statistical systems to generate the information required to monitor official indicators. UNICEF, as custodian of ten of the global SDG indicators and co-custodian of a further seven, supports national and international partners in meeting the data demands of the SDGs. UNICEF is the sole custodian of indicators in the areas of stunting, malnutrition, infant mortality, neonatal mortality, skilled birth attendants, developmental trajectories of children under 5, child marriage, female genital mutilation, physical punishment, and sexual violence (by age 18).

For each SDG indicator, custodians like UNICEF lead the development of global data standards and contribute to national statistical capacity building, so as to facilitate the compilation and verification of national data. Once compiled by the custodian, SDG indicators are submitted to the global SDG database (managed by the UN Statistics Division), along with an interpretation of the data and trends for the annual SDG progress reports.

Beyond its specific custodian role, UNICEF work closely during the SDG period with other international agencies (such as the UNESCO Institute of Statistics’ Global Alliance to Monitor Learning) to support the production of other child-related global SDG indicators,

and with national governments to collect, analyze and use other child-related data.

**Foreign**

As partnerships between institutions of higher education and local communities have become more numerous and have enjoyed a higher profile, more attention has been paid to how they are formed, how they operate, and what they accomplish.

With roughly 200 partnerships having received significant funds from government or foundation sources in the past 6 years, and with community engagement now on the agenda of many national academic and community development organizations, a small but rapidly growing literature about the partnerships has emerged. Many of these writings suggest that the current wave of activity represents something qualitatively different from other community development strategies and from earlier forms of university outreach and technical assistance.

Community partnerships are part of a broader effort toward increasing the community engagement of universities. The broader movement includes such diverse phenomena as the growth in service-learning courses and education for citizenship and the broadening of the definitions of faculty scholarship and service. Therefore, increased attention is being given by higher education bodies to the methods by which faculty involvement in outreach can be evaluated.

In the article, “Assessing University Community Outreach,” Davidson, Kerrigan, and Agre-Kippenhan (1999) states that evidence of the commitment was based on tenure and promotion guidelines, senior administrative support, and resource allocation. According to the authors, the process of evaluation enhanced the mutual understanding and working relationship of the university and the community.

Increasing numbers of American colleges and universities are undertaking long-term partnerships with community-based organizations and municipal government agencies committed to improving the quality of life in our Nation's poorest urban and rural communities. The most successful of these initiatives bring community leaders, municipal officials and university students together to develop innovative solutions to critical economic and social problems overcoming the significant race, class, and gender-based barriers that often make such cooperation difficult.

University of Illinois at Urbana- Champaign’s School of Architecture has evolved into one of the Nation’s most highly visible and widely respected community in terms of university development partnerships. Study said that one of the major factors contributing to UEMAP’s long-term success has been the willingness of its primary community and campus participants to repeatedly reframe their community planning approach to overcome unanticipated obstacles encountered in severely distressed area.

**Local**

One of the core functions of the academic institutions is to effect change by empowering the people in the community by way of extension programs and services. This research study determined the impact of community extension programs of the Ifugao State University (IFSU) on the residents of the 6 adopted barangays in the province of Ifugao, Philippines.

As the Commission on Higher Education (CHED) by virtue of Republic Act 7722, officially mandated higher education institutions like State Universities and Colleges (SUCs) to respond to the call for societal transformation, the need for improvement and enhancement of extension programs and services also addressed.

According to Gonzales (2009) an integrated extension programs approach is needed, to addressed the community issues effectively. While extension services respond to the needs of the communities, it’s also correspond to the vision, mission and goals of the university. Educational institutions as the pillar of social development have the social responsibility to be involved in empowering communities and transforming lives through community extension services and bring their knowledge, skills, best practices and material resources to the local folks to uplift their quality of life.

The Ifugao State University (IFSU) Extension programs and activities are being implemented by the different colleges of the university in collaboration and coordination with the Local Government Units (LGUs) and other partner agencies which is done through a Memorandum of Agreement (MOA).

For years now, the extension and training department through the academic units of IFSU has established a collaborative partnership with the LGUs most especially the barangay that led to the establishment of Adopt-a-Barangay project. The project draws it strengths from the faculty members who professional expertise and resource materials funded either internally from the general fund or special trust fund or externally from partner agencies. According to Debord (2007) it is essential to collaborate across multiple disciplines to bring necessary resources to address community issues.

In the study of Ifugao State University where in the research was conducted and specifically selected barangays/communities of six adopted barangays of Jolowon, Pieza, Ambasa, Umilag and Payawan located in the Municipality of Lamutand barangay Baguinge of the Kiangan Ifugao in the province of Ifugao Philippines extension programs of Ifugao State University (IFSU) resulted to effectively contribute to the communities especially in enhancing the knowledge and skills of the residents and in preventing the youth and the health and wellness among the residents.

A total of 111 recipients of IFSU’s extension programs and services were utilized as respondents in the conducted research, while respondents believed that they have gained and learned many skills through the extension programs the necessity of further enhancing also addresses. Based on the findings and conclusions the researcher offered to recommend proper monitoring and evaluation of extended projects and activities at every college and/or campus to identify the strength and weaknesses and to determine the impact to the communities.

According to Meadows, et al. (2004), extension agents need to believe that evaluation activities designed for learning means the willingness to collect information about the effects of action, including the crucial but not always welcome information that the action is not working. The research design was an impact evaluation, with the aim to assess the overall effects of the extension programs and activities implemented by the extension implementers of IFSU where in the research intends to gain further knowledge and understanding of the successes and challenges that the Extension implementers face so as to guide future activities in a positive way.

**Local**

State Universities and Colleges (SUCs), by virtue of their mandates, provide quality formal and non-formal education through their four fold functions, namely instruction, research, extension, and production.

By virtue of State University and Colleges (SUC) character, it has been mandated among others not only to provide programs of instruction and professional trainings but also to provide extension, instruction and other services to the community beneficiaries thru skills development, vigorous extension and research program in food production, health and nutrition, community development and capability building, among others.

President Gloria Macapagal Arroyo’s challenging message during the 14th Annual Convention and General Assembly Meeting of the Philippine Association of Extension Program Implementers, Inc. (PAEPI) that was held last Oct 21, 2002 at the University of Southern Philippines, Davao on the Theme “Strengthening Research and Extension Linkages and Policy Advocacy for Extension Sector in The Task of Empowering People for Sustainable Development” should be taken seriously when she emphasized that “It is in the area of extension program implementation that our academic institutions have made significant difference in the community”. Extension programs are rich sources of wisdom and vast frontier for research, where ideas, concepts and formalities can be put to the test and validated in real life situations and scenarios.”

Another major breakthrough activity of the Philippine Association of Extension Program Implementers, Inc. (PAEPI) was a national conference on “Enhancing Capabilities of Community Extension Implementers” that was held last May 12-13, 2008 in Cagayan de Oro. The conference highlighted the importance of monitoring and evaluation as a tool for overcoming problems.

Similarly, the proceedings of the PAEPI Seminar Workshop on Extension Program Enhancement and Resource Generation with the Theme: “Towards Relevant and Progressive Implementation of Extension Services Programs to Empower Communities for Sustainable Development” that was conducted in Mariveles, Bataan on May 21-23, 2009 focused on the Millennium Development Goals (MDGs) that discussed the strategies to fight poverty, ensure human development, and build prosperity for greater number of Filipino people. The agenda which are articulated in the Medium Term Development Plan (MTDP) design its action strategies on the promotion of livelihood, strengthening of education, attainment of fiscal stability, decentralization of development, and arriving at sustained national harmony. Monitoring and evaluation system is a very important aspect in community development and in the pursuit of higher education center for excellence.

Nunez (1979)stated that in view of the expanding requirement of rural development, the national Government has sought the involvement of the local units that their development efforts can be made complementary and integrated as those of the national government. The researcher further argues that community development is a dynamic process where organizations should form partnerships and linkages to maximize the proper allocation of resources to ensure equitable distribution of benefits and risks.

Bagtang (2006) and Buen (2009)concluded in their findings that the assessment of the objectives and benefits derived from the extension services of the Kalinga-Apayao State College revealed that community respondents and clientele beneficiaries were benefitted from the variety of extension programs and services offered and implemented by the college. This finding explicitly shows that the impact of extension programs and services of the college high.

The observation is similar to the study done by Dr. Eduardo T. Bagtangon The Assessment of Extension Services of the Kalinga–Apayao State Collegeconducted in the year 2006, those clientele beneficiaries should be given proper information and orientation on how the projects are monitored and implemented. The extent of utilization of the monitoring and evaluation of the extension programs and services of the different Institutes of the Kalinga-Apayao State Collegeis “seldom utilized”. The study reveals that the responses on the problems encountered in monitoring and evaluation of extension programs and services of the Kalinga-Apayao State College program implementers are “quite serious problem”.

The findings corroborates with the findings of Stuti Lall, (2008) that the key problems in monitoring and evaluation of projects are the project staff lack commitment to monitor and evaluate, leading delays in the implementation and little use of information gathered on the part of project management also in addition there are very few internal project reviews or ongoing self-evaluations, adjustment being triggered by external evaluators and there is a widespread lack of integration and cooperation between the M&E functions and project management.

The findings of the 2007 AACUPAccreditors for level 1 accreditation on Area VI-Extension and Community Involvement of the Kalinga-Apayao State College recommended that the Institute has to formulate its monitoring and evaluation system catering to the needs of their extension program

and undertaken extension projects to be monitored extensively to check their sustainability, and c. an extension feedback mechanism should be formulated particularly for the Institute’s stakeholders and beneficiaries.

Another very significant finding of Bagtang (2006) is the limited provision in conducting regular review and evaluation of the extension projects of the Kalinga-Apayao State College as perceived by faculty program implementers. While this finding also contradicts the findings of Bagtang (2006)that the problem encountered in extension services cannot sustain the programs due to lack of funds. This means that extension programs and services conducted before 2005 have inadequate funds to sustain the program. However, the recent finding shows that the extension programs and services conducted after the year 2006 to the present implies the efficient and effective managerial skill on fiscal administration by college officials which is evident in the responses of the program implementers described as “not a problem.”

The study further disclosed that there was a significant difference between the responses of the program implementers and the clientele beneficiaries on the impact of extension programs and services of the Kalinga-Apayao State College.

The status of implementation of extension programs and services of the Kalinga- Apayao State College were “continuing.” The impact of extension programs and services of the Kalinga- Apayao State College was “high.” In comparison, it was found that there is a significant difference between the responses of the two groups of respondents on the impact of extension programs and services of the Kalinga-Apayao State College.

The extent of utilization of monitoring and evaluation of the extension programs and services of the Kalinga-Apayao State College were “seldom utilized.” The problems encountered in monitoring and evaluation of extension programs and services of the Kalinga-Apayao State College were “quite serious.” The assessments led to the conclusion to adopt a monitoring and evaluation tool of extension programs for the College.

Based from the findings of this study the following recommendations were offered based from the findings and conclusions of the study. Program implementers should come up with a very comprehensive and detailed benchmark data as pre-requisites in piloting and adopting a barangay.

The college should establish monitoring and evaluation team to formulate evaluation system and feedback mechanism for extension programs and services. There is need for the extension program implementers to use the format on monitoring and evaluation tool as a model. There is a need for clientele beneficiaries’ participation in the monitoring and evaluation process to motivate them to plan and manage activities in a sustainable manner. There is a need to integrate extension services to one adopted barangay in order to sustain the impact that will change the way of life of the stakeholders.

Research Thrust and Agenda should be anchored on technology development and commercialization to serve as materials for extension programs and services. There is a need for extension activities to generate income to sustain the continuity of the program. The College should review its policies on de-loading extension and research coordinators to give more time, opportunities, and give equal concern for extension activities.

**Local**

The Community Extension Program works through self-support, self-reliance and self-sustaining principles. There should be intended efforts to plan programs and services that are community based through people’s participation, taking into consideration the changing needs of the society and the individual.

The Community Extension Program of the Lyceum of the Philippines University- Batangas still continues its mission, to lend a hand to the needy and to make a change in their lives through the help of the community extension volunteers. Helping the people who are most in need and being a part of the mission is the best feeling a volunteer can have.

Gonzales and Maghamil (2009) noted that the extension service in the Philippine has been implemented during Spanish era, though it was organized into national system in 1952. Israel, Harder and Brodeur (2011) defined community extension program as “comprehensive set of activities that are intended to bring about a sequence of outcomes among targeted clients”. They clarify that a program is more than a single workshop or activity. Among other things, Extension programs are characterized by: a focus on the needs of the target audience, the intent to affect participant learning and behavior outcomes, multiple activities that are comprehensive in nature, and presence of a formal evaluation.

The United Nations Environment Program (2007) outline that social psychological factors, and social networks has been captured by what has been termed “social integration theory,” or “role theory,” which holds that an individual’s social connections, typically measured by the number of social roles that an individual has, can provide meaning and purpose to his or her life, while protecting him or her from isolation in difficult periods.

Some community service activities relate to their environment. These programs are usually planting activities. Clean up activities are also parts of the environment programs together with the reduce, reuse and recycle campaigns. Aside from environment programs, helping those in needs is also a big part in community services. This includes donations and feeding programs. Helping kids with school and teaching them is also part of this.

It is significant to look into the characteristics of the program that is implemented and the beneficiaries of such program as well. Tapscott W. (2010) stated that the program design or built can have its effects on how the student will construct his experiences as well as the program’s differences with other programs directed towards a similar goal of helping the community.

It enhances various sectors of the no-academic community to deepen their concern to the needs of the others and a strong desire to commit themselves to uplift the quality of life of the community. Maintain harmonious relations with the community and establish cooperative endeavors with the government and non-government groups and individuals, helps harness community resource and share school resources to identify the needs and engage the community towards self-reliance.

Fletcher and Major (2009) found out that those students that volunteered or are doing volunteer work are doing it because of the activity being related to their careers sooner or later. It shows that some students volunteer depending on the course they are taking but it has to be that what they will be doing is also related to what they are studying. It might be that case because doing volunteer activities that are related to the course the students are taking could be considered as experiences that will help them in their future undertakings. Doing things related to their respective courses could also provide greater knowledge for them with regard to their craft and so they may also have real world or realistic experience when it comes to their courses.

Moreover, Community Extension program also holds problem that make it difficult for students. Tapscott (2010) has mentioned three problems that come with community extension programs. The coordination of some activities proves to be not well organized that the activity fails or there would be logistics problems that would hinder the activity from being a success. Second is the ingratitude to the benefactors. There would be cases where in the people students are helping would complain and have a bad attitude towards the people who are helping them. And lastly, safety issues. The lack of safety precautions makes it problem in doing community services.