

SEPTEMBER 2025

VOLUME 2

PROJECT P.R.O.P.E.L.

PROGRESSIVE READING TO OVERCOME
POVERTY IN ELEMENTARY LEARNING

Program H.E.L.P.

Help End Learning Poverty

**SUSTAINABLE
DEVELOPMENT
GOALS**

4 QUALITY
EDUCATION



17 PARTNERSHIPS
FOR THE GOALS



CENTER FOR SERVICE-LEARNING
AND COMMUNITY ENGAGEMENT
MAPUA MCM



OFFICE FOR RESEARCH,
DEVELOPMENT, AND INNOVATION
MAPUA MCM



Mapúa Malayan Colleges Mindanao distributed tokens to pupil beneficiaries of the Program H.E.L.P. at Langub Elementary School during its culminating activity on May 14, 2024.
(Photo from Mapúa MCM - CSCE)

From Project to Program

The Evolution of H.E.L.P.

Last year, we introduced Project Help End Learning Poverty (H.E.L.P.) as a response to the country's alarming learning poverty rate. Seeing its impact, we have expanded our mission, transforming it into Program H.E.L.P. A broader initiative designed to tackle learning gaps across multiple domains. One of our primary interventions, Project PROPEL (Progressive Reading to Overcome Poverty in Elementary Learning), is at the forefront of this movement, ensuring that reading proficiency is no longer a privilege but a right.

This issue highlights our achievements, challenges, and future directions as we continue to uplift young learners through education.

VARK model

Using Fleming's VARK model, we designed interventions tailored to students' learning preferences:

V isual

Storybooks with engaging illustrations.



A uditory

Read-aloud sessions.



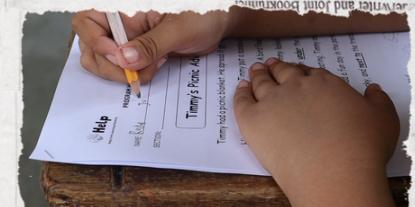
R eading/Writing

Guided worksheets and interactive exercises.



K inesthetic

Hands-on storytelling activities.



WHAT IS PROGRAM H.E.L.P.?

A community-driven initiative spearheaded by Mapúa Malayan Colleges Mindanao (Mapúa MCM) through its Center for Service-Learning and Community Engagement (CSCE), in collaboration with the Office for Research, Development and Innovation (ORDI) and the Office for Corporate Partnerships (OCP).

Key Components

- Project PROPEL
Focused reading interventions for elementary learners.
- Volunteer-Led Learning Assistance
Mobilizing students and faculty to support early-grade learners.
- Learner-Centered Materials
Providing innovative and engaging educational resources.



WHAT'S NEW IN YEAR 2?

- Expanded Grade Levels
- Story-based Learning
- Digital Enhancement
- Home Literacy Kits
- Volunteer Mentoring Program



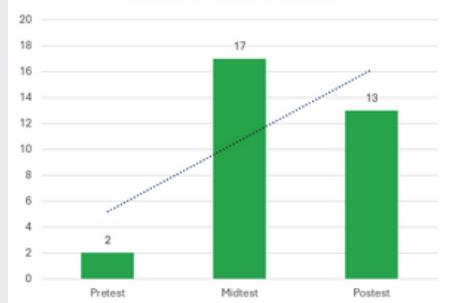
Mapúa MCM volunteers conducted the Program H.E.L.P pre-test on September 9, 2024.
(Photo from Mapúa MCM - CSCE)



Program H.E.L.P. volunteers and pupils, captured a memorable moment in a group photo on May 14, 2024.

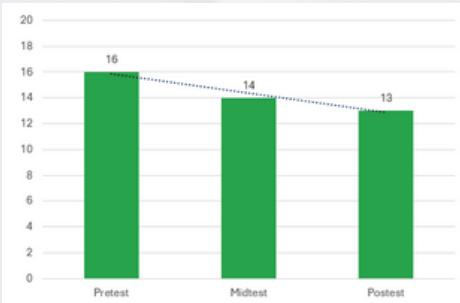
(Photo from Mapúa MCM - CSCE)

Year 1 Outcomes



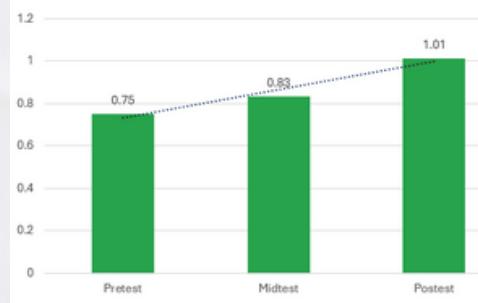
Graph 1. Grade 1 Reader Count

Graph 1 illustrates the Grade 1 reader count across three testing stages. The number of readers increased significantly from 2 in the pretest to 17 in the midtest, then slightly declined to 13 in the posttest. This trend suggests substantial improvement in reading performance, with a slight drop after the midtest phase.



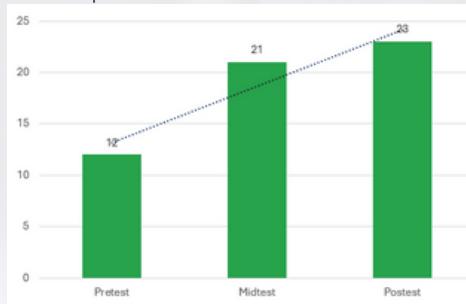
Graph 2. Grade 1 Non-Reader Count

Graph 2 displays the Grade 1 non-reader count across three testing stages. The number of non-readers gradually declined from 16 in the pretest to 14 in the midtest and 13 in the posttest, indicating steady progress in improving reading skills among Grade 1 students.



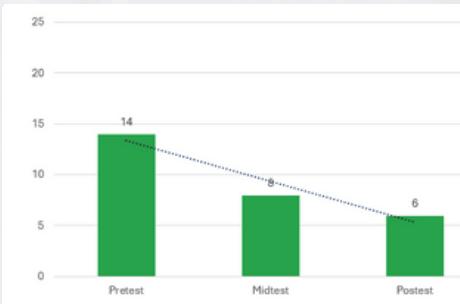
Graph 3. Grade 1 Mean Comprehension Score

Graph 3 presents the Grade 1 mean comprehension scores across three testing stages. Scores increased steadily from 0.75 in the pretest to 0.83 in the midtest and reached 1.01 in the posttest, indicating continuous improvement in students' comprehension skills over time.



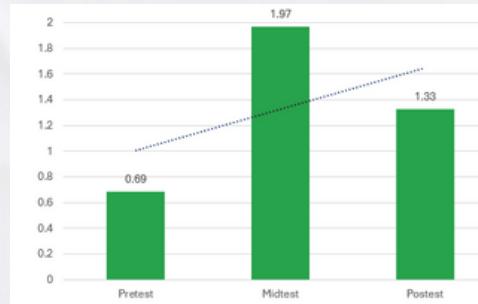
Graph 4. Grade 2 Reader Count

Graph 4 shows a consistent increase in the number of Grade 2 readers across three testing stages. During the pretest, there were 12 readers, which rose to 21 in the midtest and further increased to 23 in the posttest. This upward trend indicates steady improvement in reading performance over time.



Graph 5. Grade 2 Non-Reader Count

Graph 5 reveals a declining trend in the number of Grade 2 non-readers across three testing periods. At the pretest stage, there were 14 non-readers, which decreased to 9 during the midtest and further dropped to 6 by the posttest. This downward progression suggests a notable improvement in reading skills among Grade 2 students over time.



Graph 6. Grade 2 Mean Comprehension Score

Graph 6 shows the progression of Grade 2 students' mean comprehension scores over time. Scores increased from 0.69 in the pretest to a peak of 1.97 in the midtest, then slightly declined to 1.33 in the posttest, indicating overall improvement in comprehension skills.



Graph 7. Grade 3 Reader Count

Graph 7 illustrates the changes in Grade 3 reader count across three testing periods. The number of readers slightly decreased from 17 in the pretest to 16 in the midtest, then rose to 20 in the posttest. Despite the midtest dip, the overall trend indicates improvement in reading performance over time.



Graph 8. Grade 3 Non-Reader Count

Graph 8 presents the Grade 3 non-reader count across three testing stages. The number of non-readers slightly increased from 7 in the pretest to 8 in the midtest, then declined to 6 in the posttest. This pattern suggests a modest overall improvement in reading ability by the end of the testing period.



Graph 9. Grade 3 Mean Comprehension Score

Graph 9 shows the Grade 3 mean comprehension scores across three testing stages. Scores slightly increased from 2.09 in the pretest to 2.125 in the midtest and reached 2.20 in the posttest, indicating a gradual improvement in students' comprehension skills over time.

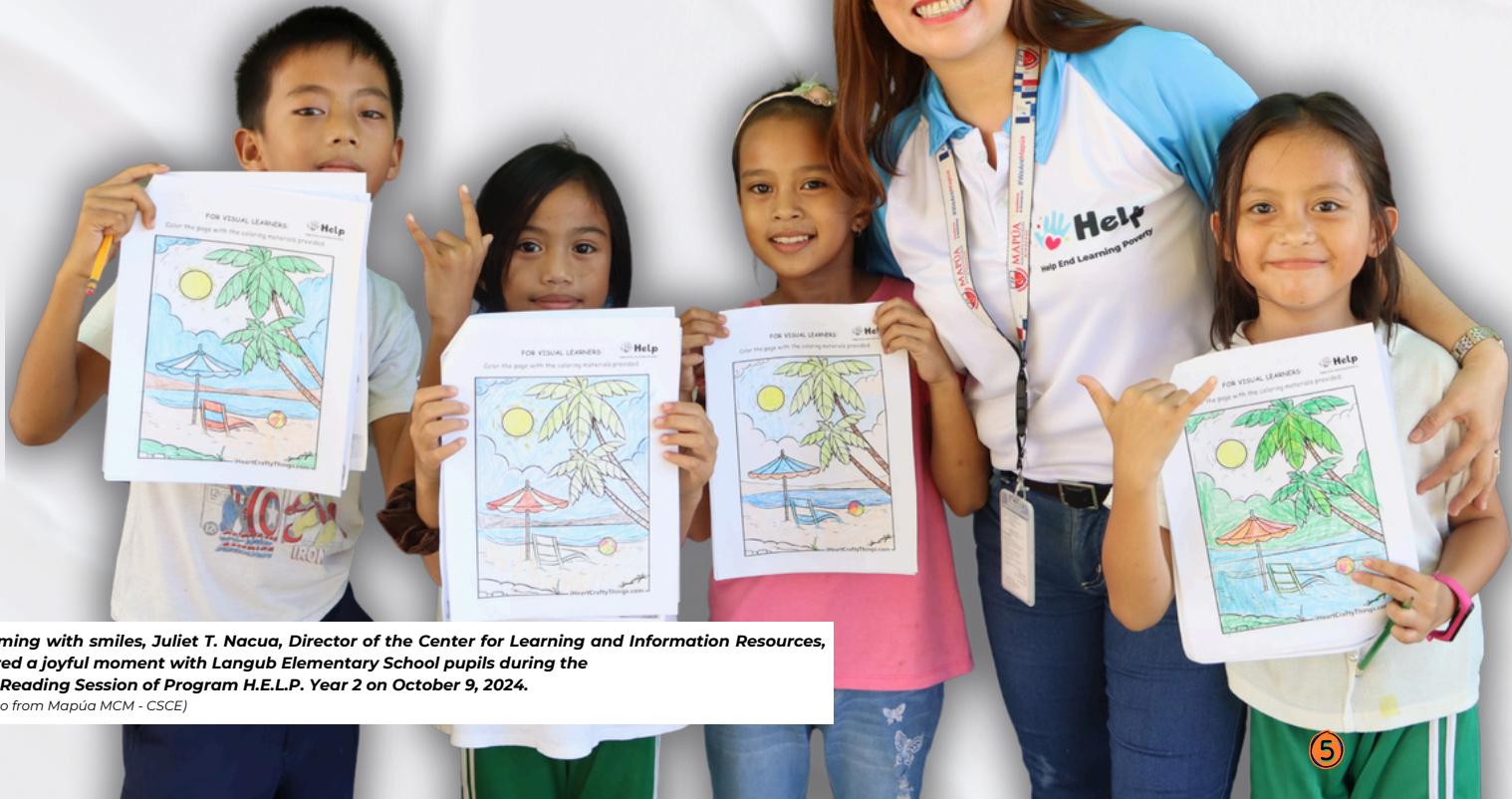
The of the Program: Volunteers

“
Community service is close to my heart, and being part of MAPÚA MCM's CSCE-led engagement program has been truly rewarding. Teaching children to read and write and seeing their progress each session brings incredible joy and purpose. Literacy is the key to lifelong success. This initiative goes beyond literacy; it builds confidence, unlocks potential, and shapes the future of our youth.

Thank you for giving us the opportunity to light the path for the next generation of leaders—young learners today, nation builders tomorrow.

The Center for Learning and Information Resources (CLIR) leads in attendance with 12 out of 15 sessions and the highest staff deployment of 7 personnel. Director Juliet T. Nacua recorded 6 attended sessions, along with Ronette Bersamin, a faculty member from the College of Arts and Sciences (CAS), and Angelica Diaz, a student from the Alfonso T. Yuchengco College of Business (ATYCB).

JULIET T. NACUA
Mapúa MCM Employee
and Program H.E.L.P. Volunteer



Beaming with smiles, Juliet T. Nacua, Director of the Center for Learning and Information Resources, shared a joyful moment with Langub Elementary School pupils during the 2nd Reading Session of Program H.E.L.P. Year 2 on October 9, 2024.
(Photo from Mapúa MCM - CSCE)



Mapúa MCM distributed school supplies to pupil beneficiaries of Langub Elementary School during the Program H.E.L.P. Year 2 Culminating Activity held on April 3, 2025.
(Photo from Mapúa MCM - MarComm)



Program H.E.L.P. YEAR 2: A Culmination of Learning & Progress

Langub Elementary School Celebrates Literacy Milestone with Culmination of Program H.E.L.P. Year 2

On April 3, 2025, Langub Elementary School celebrated the culmination of Program H.E.L.P. Year 2, marking the end of ten intensive reading intervention sessions. The event highlighted the students' impressive progress and featured heartfelt performances from the young learners, who were awarded medals and school supplies as recognition of their hard work. Mapúa MCM was also honored with a certificate of recognition, reflecting the program's impact on promoting literacy.

The celebration was further enriched by the presence of Mapúa Malayan Colleges Mindanao's top executives, led by EVP-COO and VPAA Engr. Alejandro H. Ballado Jr., along with college deans, faculty, and student volunteers. Representatives from partner organizations Discovery Samal and VXI-PH Davao also attended, emphasizing the strong collaboration and shared commitment that powered the success of the initiative.



Mapúa Malayan Colleges Mindanao, represented by EVP-COO and VPAA Engr. Alejandro H. Ballado, Jr., received Certificate of Commendation from Langub Elementary School, represented by School Head Ms. Ann Velez.

(Photo from Mapúa MCM - MarComm)

10

Reading Intervention Sessions

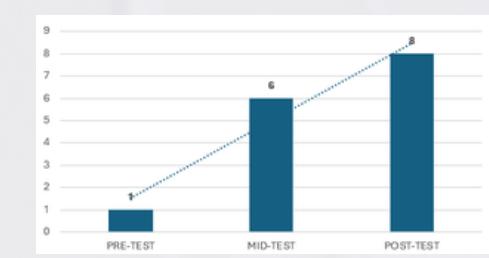
220 Beneficiaries

121 Volunteers

72
Grade 1

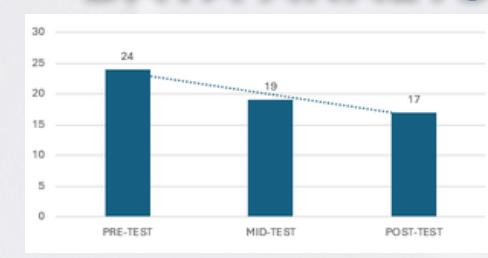
73
Grade 2

75
Grade 3



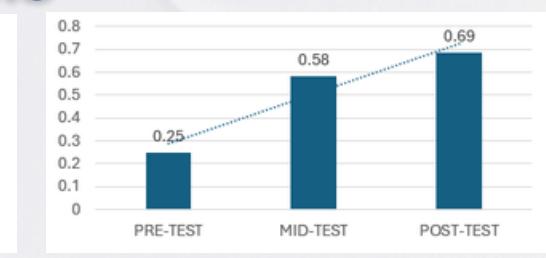
Graph 10. Grade 1 Reader Count

Graph 10 shows a clear upward trend in the reader count for Grade 1 students, increasing from the pretest to the post-test, with 8 pupils identified as readers.



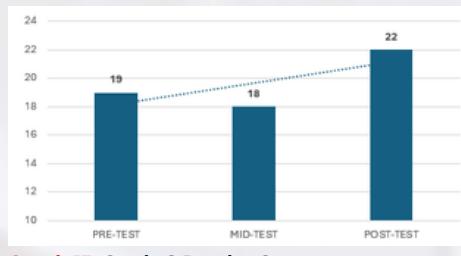
Graph 11. Grade 1 Non-Reader Count

Graph 11 shows a decreasing trend in the number of Grade 1 non-readers, dropping from 24 in the pre-test to 19 in the mid-test, and further down to 17 in the post-test, indicating improvement in reading proficiency over time.



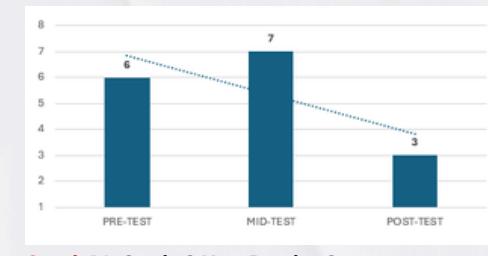
Graph 12. Grade 1 Mean Comprehension Score

Graph 12 illustrates a consistent increase in the mean comprehension scores of Grade 1 pupils, rising from 0.25 in the pre-test to 0.58 in the mid-test, and reaching 0.69 in the post-test—indicating significant improvement in reading comprehension over time.



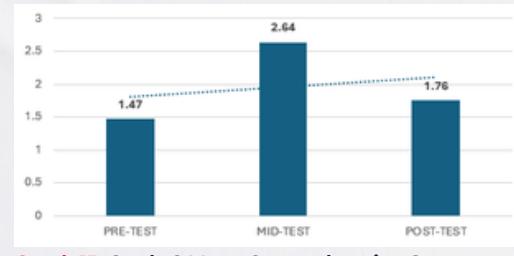
Graph 13. Grade 2 Reader Count

Graph 13 shows a slight fluctuation followed by an increase in the number of Grade 2 readers. The count slightly dropped from 19 in the pre-test to 18 in the mid-test, then rose to 22 in the post-test, indicating overall reading progress.



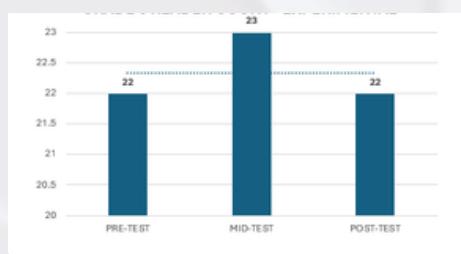
Graph 14. Grade 2 Non-Reader Count

Graph 14 illustrates the number of Grade 2 pupils identified as non-readers across three testing stages: PRE-TEST (6 students), MID-TEST (7 students), and POST-TEST (3 students). A dotted trend line connects the tops of the bars, highlighting the changes in non-reader counts over time.



Graph 15. Grade 2 Mean Comprehension Score

Graph 15 presents Pre-Test score was 1.47, which increased significantly to 2.64 during the Mid-Test, before slightly declining to 1.76 in the Post-Test. The trend indicates a peak in comprehension performance at mid-year, followed by a modest drop, yet still showing improvement from the initial baseline.



Graph 16. Grade 3 Reader Count

Graph 16 illustrates the number of Grade 3 students identified as readers across three assessment stages. The Pre-Test recorded 22 readers, which slightly increased to 23 during the Mid-Test, and returned to 22 in the Post-Test. The data suggests a stable reader count throughout the testing periods, with minimal variation.



Graph 17. Grade 3 Non-Reader Count

Graph 17 shows that the Pre-Test recorded 4 non-readers, which decreased to 3 during the Mid-Test, but returned to 4 in the Post-Test. The data indicates a temporary improvement in reading performance mid-year, followed by a regression to the initial count.



Graph 18. Grade 3 Mean Comprehension Score

Graph 18 presents the Pre-Test score was 2.08, which increased significantly to 3.40 during the Mid-Test, followed by a slight decrease to 2.86 in the Post-Test. The data indicates a notable improvement in comprehension skills from the initial assessment, with the highest performance observed mid-assessment.



FUTURE DIRECTIONS

Project SOLVE-IT Launching:

a mathematics-focused intervention aimed at strengthening numeracy skills targeting Grade 4 pupils



Expanded Stakeholder Engagement:

Corporate Social Responsibility (CSR) partnerships and alumni engagement.



Parents' Orientation on the Significance of the Program H.E.L.P. Initiative



Result-driven Realignment of target learners from Grade 1-3 to Kindergarten to Grade 1

An analysis of pre-, mid-, and post-test results by the Office of Research, Development, and Innovation (ORDI) revealed that reading proficiency improvements were more significant among Grade 1 learners compared to those in Grades 2 and 3. Given these findings, both the Center for Service Learning and Community Engagement (CSCE) and ORDI recommend focusing interventions on lower grade levels to better allocate resources and enhance program effectiveness. Through its integrated focus on literacy and numeracy, Program H.E.L.P. remains dedicated to strengthening educational outcomes and fostering lifelong learning among Filipino children.

MASS



TUTORIAL



● ● ● OVERVIEW

The reading tutorial was designed as a large-scale, supplementary intervention to support kindergarten students and struggling readers in the early grades. This initiative was spearheaded by the College National Service Training Program (NSTP) Department and High School Department of Mapúa Malayan Colleges Mindanao (Mapúa MCM). Both students and employees served as volunteer tutors, ensuring the sustainability and inclusive implementation of the program.

OBJECTIVES



To support learners identified as non-readers or beginning readers.



To contribute to the Department of Education's learning recovery efforts through meaningful community engagement.



To provide Mapúa MCM student-volunteers a platform for civic responsibility and experiential learning.



In alignment with the Department of Education's Catch-Up Fridays initiative, a mass reading tutorial was successfully conducted at New Matina Elementary School through Project PROPEL (Progressive Reading to Overcome Poverty in Elementary Learning), under the umbrella of Program HELP. The initiative addressed foundational literacy gaps among early-grade learners. It was spearheaded by the National Service Training Program (NSTP) Department in collaboration with the High School and College Department of Mapúa Malayan Colleges Mindanao (Mapúa MCM), and actively supported by both student and employee volunteers.



Mapúa MCM NSTP college students posed for a group photo with pupils of New Matina Elementary School during the 11th session of the Mass Tutorial Activity on January 4, 2025. (Photo from Mapúa MCM - CSCE)

IMPLEMENTATION

SESSION FLOW AND TEACHING STRATEGIES

The Mass Tutorial Program consisted of 16 one-on-one sessions per Kindergarten learner. Each session focused on the 20 letters of the Sinugbuhanong Binisaya alphabet, with targeted instruction on:

 **Letter shapes (uppercase and lowercase)**

 **Sound recognition**

 **Letter writing**

Interactive and developmentally appropriate activities such as picture recognition, storytelling, and tracing worksheets were used to support learning. The sessions emphasized sound recognition, letter identification, and fine motor skills development.

VOLUNTEER ENGAGEMENT

The tutorials were facilitated by a combination of College and High School National Service Training Program students from Mapúa MCM, guided by employee facilitators. Volunteers received pre-deployment training on literacy instruction techniques, learner engagement strategies, and session protocols.

INSTRUCTIONAL MATERIALS

Teacher-approved literacy materials were printed and distributed by Mapúa MCM, with individualized copies provided to each Kindergarten learner for every session. These materials supported both in-session participation and independent practice.



An NSTP student shared a memorable moment with an NMES Kindergarten pupil during the 14th session of the Mass Tutorial held on February 17, 2025.

(Photo from Mapúa MCM - CSCE)



A Mapúa Malayan high school student enthusiastically taught a pupil during the 7th session of the Mass Tutorial on December 6, 2024.

(Photo from Mapúa MCM - CSCE)



Mapúa MCM high school teachers and students posed for a group photo during the 7th Mass Tutorial session on December 6, 2024.

(Photo from Mapúa MCM - CSCE)



An NSTP student taught a Kindergarten pupil with dedication during the 10th Mass Tutorial reading session on January 17, 2025.

(Photo from Mapúa MCM - CSCE)



Learning Outcomes

By the end of the intervention,
Kindergarten pupils were able to:

Letter	Total No. of Learners	No. of Learners able to Identify, Sound Out and Write the target letter	%
M	71	62	87
A	71	65	92
T	71	67	94
Y	71	52	73
O	71	71	100
S	71	58	82
U	71	61	86
K	71	65	92
E	71	62	87
L	71	67	94
P	71	63	89
B	71	65	92
G	71	58	82
D	71	60	85
H	71	70	98
W	71	71	100
R	71	64	90
NG	71	59	83

TABLE 1. UPPERCASE LETTER

Letter	Total No. of Learners	No. of Learners able to Identify, Sound Out and Write the target letter	%
m	71	60	85
a	71	63	89
t	71	67	94
y	71	47	66
o	71	71	100
s	71	55	77
u	71	67	94
k	71	65	92
e	71	65	92
l	71	67	94
p	71	63	89
b	71	66	93
g	71	58	82
d	71	58	82
h	71	69	97
w	71	71	100
r	71	65	92
ng	71	65	92

TABLE 2. LOWERCASE LETTER

The table shows significant results, indicating that Kindergarten students were able to recognize uppercase and lowercase letters, identify corresponding letter sounds, and write letters with improved legibility and accuracy.

Table 1 shows that the **highest mastery was observed for the letters O and W, with 100% of learners (71 out of 71 learners)** demonstrating full recognition and writing ability.

Strong performance was also recorded for the letter H, with 98% (70 out of 71) of learners achieving proficiency.

The lowest performance was observed for the letter Y, with only 73% (52 out of 71) of learners able to correctly identify and write it.

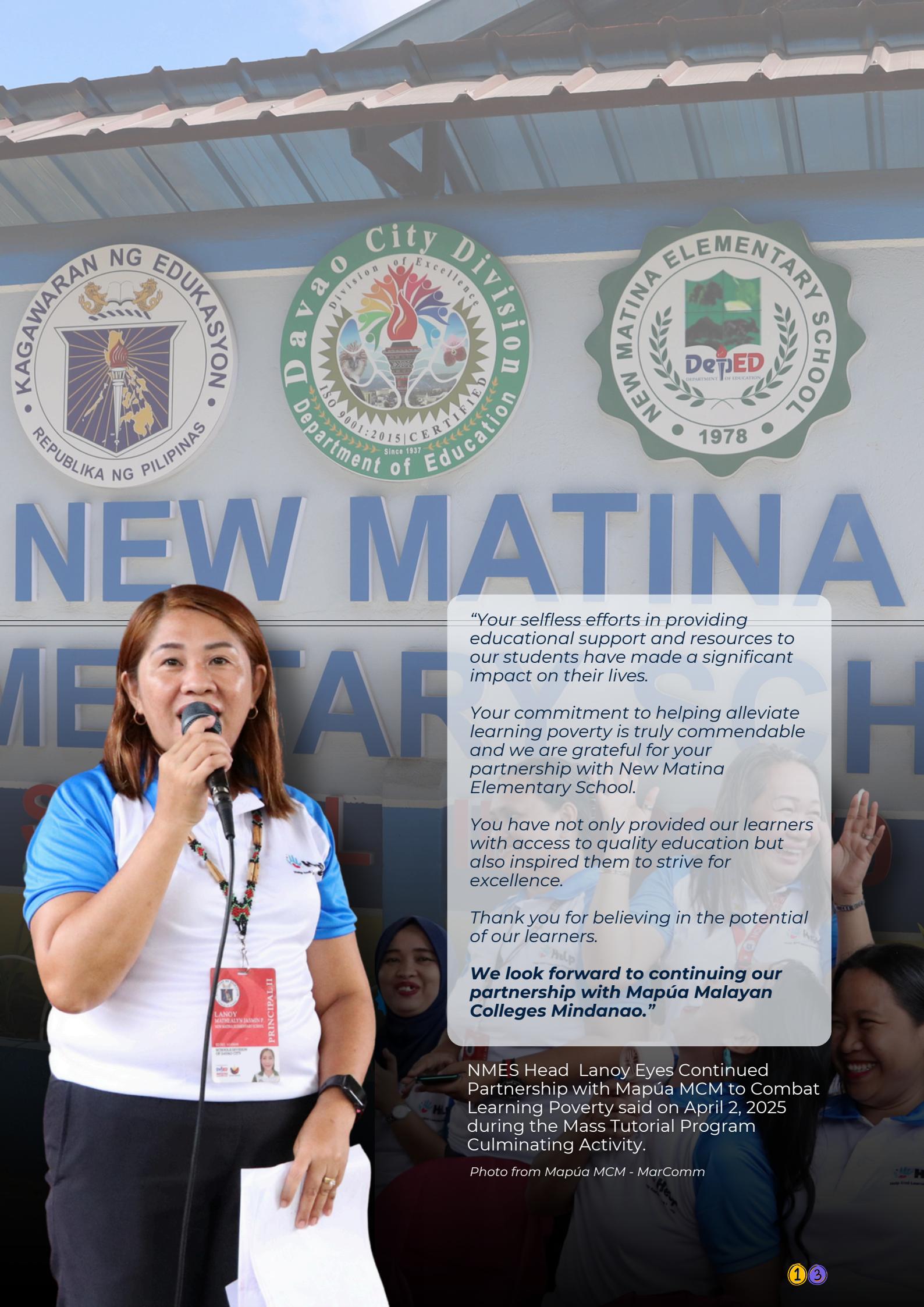
Table 2 indicates that the **highest mastery was observed for the letters "o" and "w," with 100% (71 out of 71) of learners** demonstrating full recognition and writing ability.

Strong performance was also noted for the letter "h," with 97% (69 out of 71) of learners showing proficiency.

The lowest performance was recorded for the letter "y," with only 66% (47 out of 71) of learners able to identify and write it.



Mapúa MCM high school students volunteered at the the 10th session of the Mass Tutorial Activity on January 17, 2025. (Photo from Mapúa MCM - CSCE)



"Your selfless efforts in providing educational support and resources to our students have made a significant impact on their lives.

Your commitment to helping alleviate learning poverty is truly commendable and we are grateful for your partnership with New Matina Elementary School.

You have not only provided our learners with access to quality education but also inspired them to strive for excellence.

Thank you for believing in the potential of our learners.

We look forward to continuing our partnership with Mapúa Malayan Colleges Mindanao.

NMES Head Lanoy Eyes Continued Partnership with Mapúa MCM to Combat Learning Poverty said on April 2, 2025 during the Mass Tutorial Program Culminating Activity.

Photo from Mapúa MCM - MarComm

Mapúa MCM employees and New Matina Elementary School faculty posed with pupil beneficiaries during the Mass Tutorial Culminating Activity on April 2, 2025.
(Photo from Mapúa MCM - MarComm)



CULMINATION

Mapúa MCM

Leads the Way in Literacy Advocacy
with Mass Tutorial Program in Support
of United Nations' Sustainable Goals on
Quality Education and Partnership for Goals



Mathealyn Jasmine P. Lanoy
NMES Principal Head
expresses gratitude to Mapúa MCM as the
first beneficiary of the implementation of
NSTP Mass Tutorial Program



Engr. Alejandro H. Ballado, Jr.
Mapúa MCM EVP-COO/VPAA
emphasizes the importance of
Literacy and Community Service
at NSTP Mass Tutorial
Culminating Activity

Reading Intervention Sessions



16

Beneficiaries

77

Kindergarten

23

Grade 1

2

Grade 2

10

Grade 6

895

Volunteers

370

College Students

10

NSTP Facilitators

500

High School Students

15

High School Faculty

CHALLENGES encountered



Time Constraint

The time constraint of covering all 20 letters in only 16 sessions required efficient pacing and careful prioritization



Inconsistent Attendance

Inconsistent attendance on Fridays limited continuity for some learners



Limited Home Support

Limited home support particularly affected learners' retention of letter writing skills



Difficulty in Decoding

Learners experienced difficulty in decoding, as some could recognize sounds but were not yet able to blend them



Absence of Specialized Interventions

There was an absence of specialized interventions for learners with more complex difficulties, limiting their progress despite regular instruction

future DIRECTIONS

In response to DepEd's updated language policy, **the program will shift from Sinugbuang Binisaya to the English alphabet.**

1

CURRICULUM REVISION

Update lesson plans and materials to focus on English letter names and phonics.

2

VOLUNTEER TRAINING

Conduct training-workshop to equip students with skills for teaching English phonics and letter formation.

3

MATERIALS PREPARATION

Print new beginner reading materials.

4

ASSESSMENT TOOLS

Adapt pre-test and post-test tools to measure progress in English alphabet knowledge.

5

PROGRAM EXPANSION

Include more Kindergarten learners in other partner schools

Partners & Sponsors



Program H.E.L.P. partners and sponsors shared a group photo with the pupil beneficiaries during the culmination activity on April 3, 2025.

(Photo from Mapúa MCM - MarComm)



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Help End Learning Poverty

Program Help End Learning Poverty (H.E.L.P.) received support from several sponsors, which included both material and financial resources. With this, we would like to extend our heartfelt gratitude to the following sponsors:



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