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VOLUME 1

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

**PROGRESSIVE READING TO OVERCOME  
POVERTY IN ELEMENTARY LEARNING**

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**MAPUA**  
MALAYAN COLLEGES  
MINDANAO

# Program **H.E.L.P.**

Help End Learning Poverty



**SUSTAINABLE  
DEVELOPMENT  
GOALS**



 **CENTER FOR SERVICE-LEARNING  
AND COMMUNITY ENGAGEMENT**  
MAPUA MCM

 **OFFICE FOR RESEARCH,  
DEVELOPMENT, AND INNOVATION**  
MAPUA MCM



Once again, the Philippines ended up among the countries which produced the lowest proficiency for young learners in reading, mathematics, and science, as indicated by the Programme for International Student Assessment (PISA) 2022 rankings.



**Filipino children aged 10 struggle to read or understand simple text**

**Pre-pandemic figure of pegged learning poverty in the Philippines**

**70%**

Source: World Bank's 2022 data on learning\_poverty.



**LET'S**

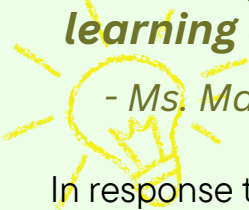
**READ!**

# WHAT IS PROJECT H.E.L.P.?



***“Since the pandemic passed, we sensed the concern to be more urgent as the Philippines was not ready for remote learning and the pandemic further affected our learners.”***

*- Ms. Marycon Delos Reyes, the Director of Mapúa MCM’s CSCE*



In response to the country's alarming learning poverty rate, Mapúa Malayan Colleges Mindanao (Mapúa MCM) has spearheaded a year-long reading intervention program called Project H.E.L.P.: Help End Learning Poverty.

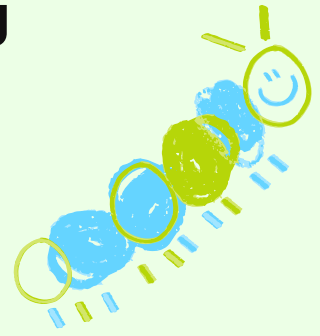
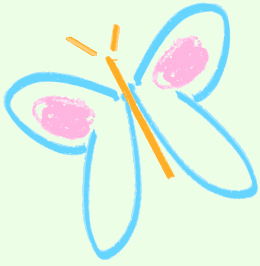
It is an initiative designed to alleviate learning poverty among grades 1-3 learners of Langub Elementary School, one of the partner schools of Mapúa MCM.

The project was officially launched on September 22, 2023, following a focus group discussion (FGD) and a pre-test conducted a week before its face-to-face implementation.

Throughout the year-long program for learning poverty alleviation, Project HELP sought to address the lacking educational needs by ensuring that every child’s unique learning style was taken into account by providing learner-centered materials and activities.



# Project H.E.L.P. seeks to address three primary issues affecting early-grade learners at Langub Elementary School:



## 1 Lack of Teacher Aides and Assistants:

The program aims to mitigate the shortage of instructional support during reading sessions.



## 2 Lack of Learner-Centered Materials and Activities:

It provides engaging materials and activities tailored to the needs of young learners.



## 3 Varied Learning Styles of Students:

The initiative caters to the diverse learning styles present within a single classroom.



# Strategies being implemented in response to the identified needs:

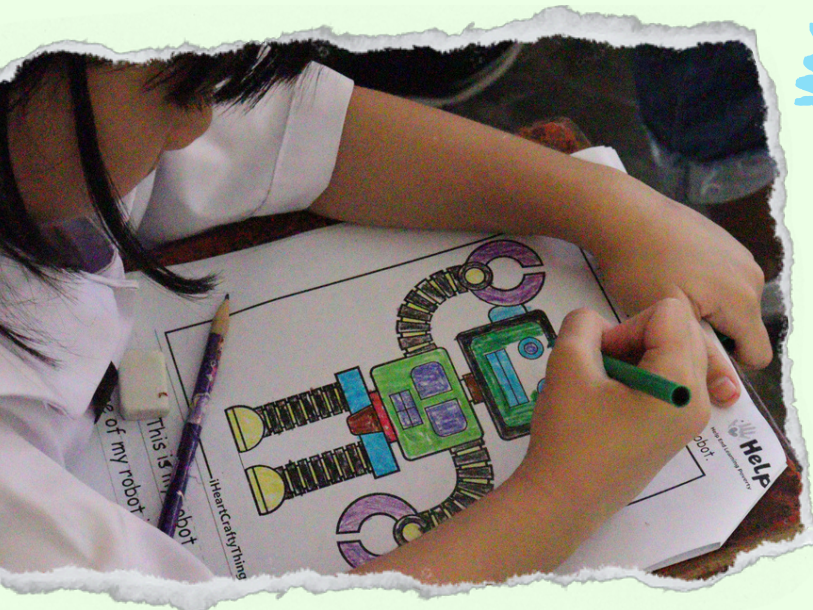
## 1. Volunteer Facilitation

To support the reading sessions, Project H.E.L.P. enlists volunteers through the Center for Service-Learning and Community Engagement (CSCE). These volunteers facilitate the reading sessions every other week, offering personalized attention and support to learners. This strategy helps mitigate the lack of teacher aides and ensures more effective reading instruction.



## 2. Provision of Learner-Centered Materials

The program supplies reading materials designed to be interactive and meet the needs of young learners. These materials make the reading sessions more engaging and effective, fostering the learners' love for reading.



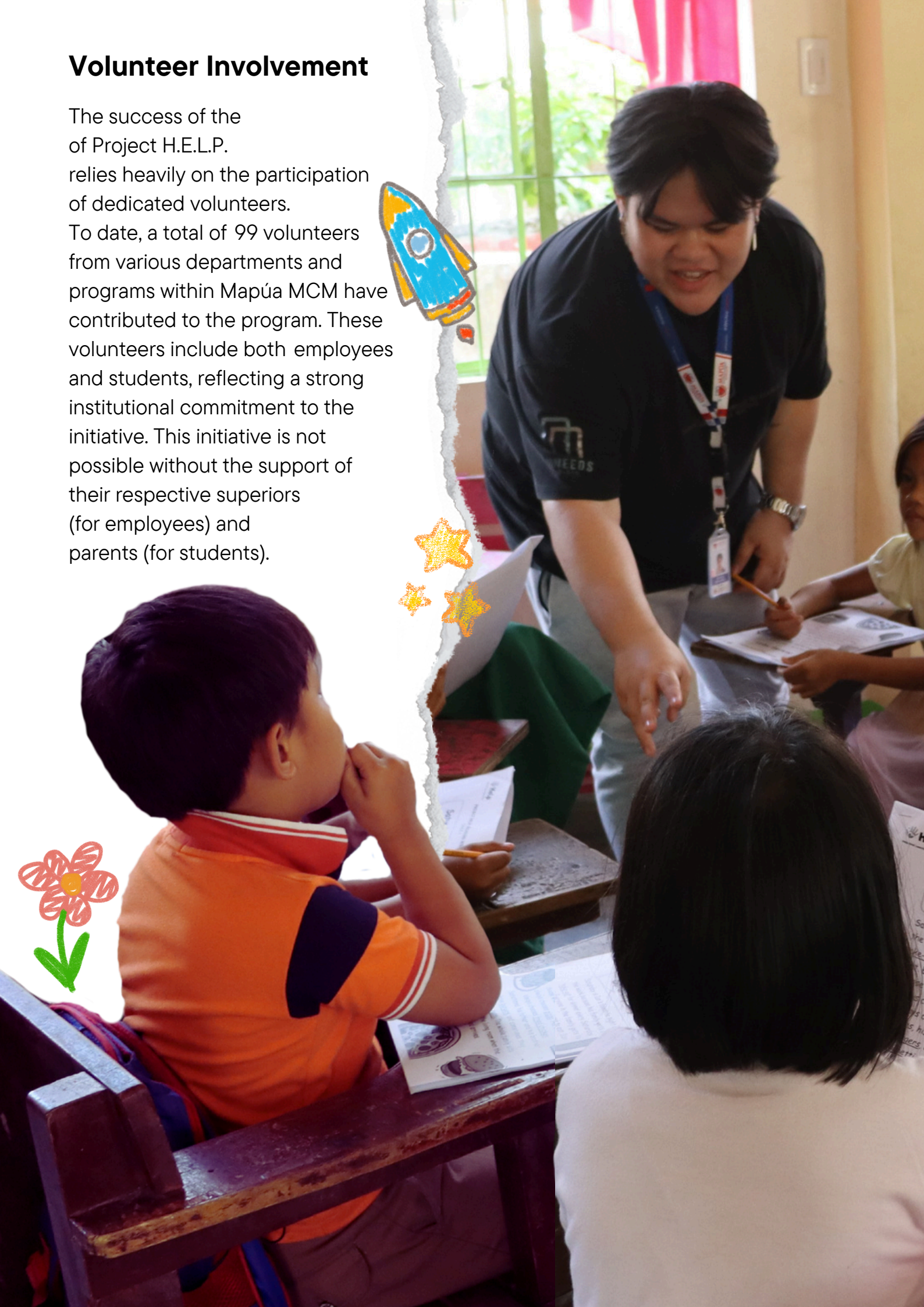
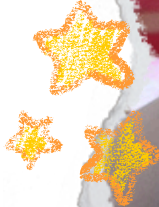
## 3. VARK Model Activities

Using Fleming's VARK model, Project H.E.L.P. designs activities that align with students' preferred learning styles—Visual, Auditory, Reading/Writing, and Kinesthetic. This approach ensures that each student can engage with the material in a way that suits them best, enhancing their learning experience.



## Volunteer Involvement

The success of the of Project H.E.L.P. relies heavily on the participation of dedicated volunteers. To date, a total of 99 volunteers from various departments and programs within Mapúa MCM have contributed to the program. These volunteers include both employees and students, reflecting a strong institutional commitment to the initiative. This initiative is not possible without the support of their respective superiors (for employees) and parents (for students).





9

READING INTERVENTION SESSIONS

99

TOTAL # OF MAPÚA MCM VOLUNTEERS

46

EMPLOYEES


53

STUDENTS

Project Help  
PROJECT HELP: READING SESSION  
GRADE 1

**Saturday Night**

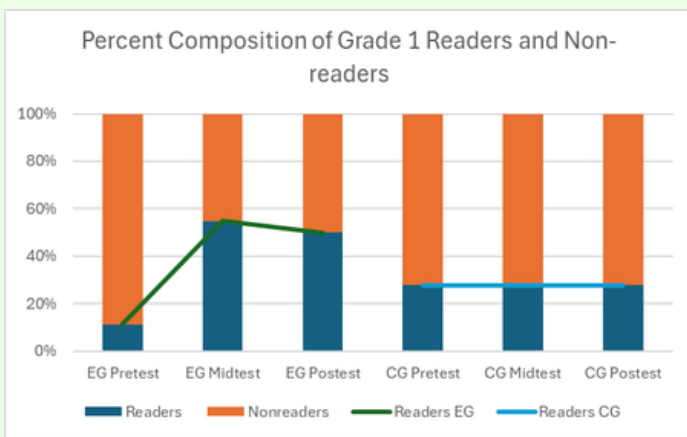
Saturday is Ian's favorite night of the week because his family gets a pizza for dinner every Saturday. Everyone in the family gets to choose what they want to eat. Ian chooses pizza. His mother chooses fried chicken. His father and his brother and sometimes, they choose...



# Impact & Results

Project H.E.L.P. made a positive impact on the overall learning experience of learners at Langub Elementary School. The additional instructional support, learner-centered materials, and differentiated tasks led to improved reading skills among students. Teachers reported increased engagement and participation from students, and volunteers noted positive changes in learners' reading abilities and confidence. However, there were areas for improvement that could further enhance the program's effectiveness. By addressing these challenges and building on the strengths of the first-year implementation, Project H.E.L.P. can continue to make a meaningful difference in the fight against learning poverty and support the academic growth of more students in the future.

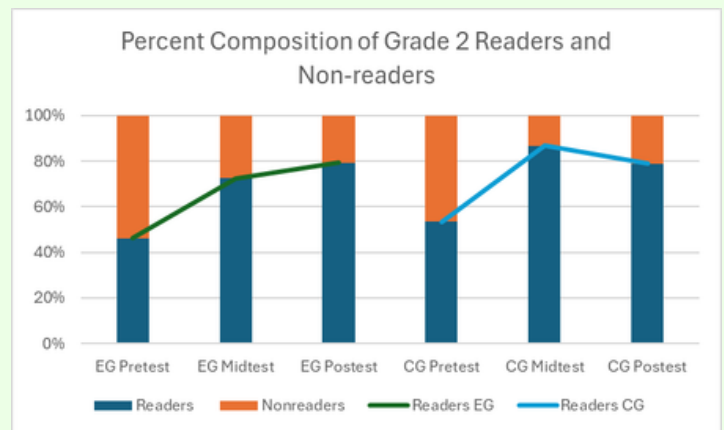
## Data analysis of the reading performance of Grades 1-3 students of Langub Elem. School conducted by the Office for Research, Development, and Innovation (ORDI) of Mapúa MCM.



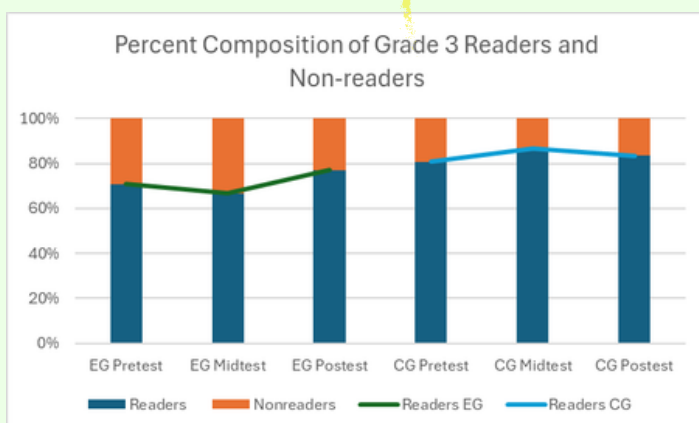
For **Grade 1**, this graph indicates a noticeable increase in the number of readers among the experimental groups compared to the control group. This suggests that our intervention was effective in increasing the number of readers.



For **Grade 2**, the graph shows a consistent increase in the number of readers, especially among the experimental group. This indicates that our intervention had a positive effect on increasing the number of readers.



For **Grade 3**, the graph also shows a consistent increase in the number of readers, particularly among the experimental group. Although the difference wasn't big, there is a consistent positive effect in terms of the number of readers.





# PROJECT H.E.L.P. CULMINATING PROGRAM

The Culminating Program took place last May 14, 2024 which celebrated the milestones of the Project HELP initiative.



Several of Mapúa MCM employee and student volunteers, partners, and sponsors were present. The program highlights were the distribution of tokens for the pupils, a thanksgiving message from the LES representatives, and the intermission numbers of selected learners.



## Message from Beneficiaries

*“On behalf of the learners and teachers of Langub Elementary School, I would like to express our deepest gratitude to Mapúa MCM and the sponsors of Project HELP. This very meaningful and educational initiative really inspired the kids to strive hard in their studies specially in improving their reading skills.”*

*- Ms. Ann A. Velez, Principal, Langub Elementary School*



*“Thank you very much Mapúa MCM for choosing our school as the beneficiary of Project HELP. Thank you for inspiring me to do my best in my studies and I’m looking forward to be in your school someday.”*

*- Carl Jazzen P. Alfante, Grade 3 Pupil, Langub Elementary School*



# Future Directions

To build on its initial success, Project H.E.L.P. plans to explore the following future directions:

**1. Year 2 Implementation:** The program will continue what it started in helping sustain the gains in reading skills as students' progress through their education. The 2nd year implementation will offer an opportunity to deepen its impact and reach more students with enhanced support and resources. This will help ensure that Project H.E.L.P. continues to effectively address learning poverty and promote literacy development.

**2. Enhanced Reading Materials:** Project H.E.L.P. will continue to enhance its materials that could provide students with more consistent support and reinforcement of their reading skills.

**3. Increased Number of Volunteers:** The program will deploy more volunteers through the NSTP students per session to have a substantial positive impact on the program's effectiveness and the educational experience of the students.

**4. Enhanced Training for Volunteers:** The program will provide comprehensive training for student volunteers, focusing on effective teaching strategies. Well-trained volunteers are essential for the success of the program.

Project H.E.L.P. was a comprehensive and effective initiative that addressed critical educational challenges at Langub Elementary School. By leveraging volunteer support, providing learner-centered materials, and designing activities based on students' learning styles, the program made a meaningful impact on improving reading skills among young learners.

With continued support from sponsors and the potential partners for Year 2 implementation, Project H.E.L.P. may serve as a model for similar initiatives aimed at alleviating learning poverty and enhancing educational outcomes.

## Partner with Us!

Collaborating with world-class partners maximizes the outcomes and opportunities of our community. Together, let us advance our communities beyond the borders of development and innovation.

Contact the Center for Service-Learning and Community Engagement at

[engagements@mcm.edu.ph](mailto:engagements@mcm.edu.ph) or **09190876197**.



**Program 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:



Know more about Mapúa MCM's community initiatives!

Visit <https://mcm.edu.ph/>  
or scan this QR code:



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