

TEMPLATE OF UNIVERSITY’S INNOVATIVE PROGRAM

(To be used by WURI Foundation for Record-keeping)

Writer’s Profile				
Writer of this template	University name	Eulogio “Amang” Rodriguez Institute of Science and Technology		
	Full name	BALAYAN, Roel P.		
	Relationship	Faculty		
	Official title	Associate Professor V		
	Email address	rpbalayan@earist.edu.ph		
	Phone number	+639517486798		
Program Profile				
Program	Program name	MATHuto: Community-Based Mathematics Learning Support Program		
	Category	B3		
Champion (Program's physical leader)	Full name	MAMARADLO, Rogelio T.		
	Official title	SUC I President		
	Email address	earist.wuri@earist.edu.ph		
	Phone number	+639178886007		
School, College, or Headquarters to Which the Case Belongs (Please review the list below and write the corresponding number in the box.)				
From the list below, please enter only one department number between 1 and 22.		18		
<table border="0"> <tr> <td style="vertical-align: top;"> Cross-Cutting & Institutional 1. UH – University Headquarters 2. AI – Artificial Intelligence & Data Science 3. IN – Interdisciplinary & Emerging Fields Professional & Career-Oriented Schools 4. BS – Business / Management 5. LW – Law 6. MD – Medicine 7. DS – Dentistry 8. NS – Nursing & Health Sciences 9. PH – Pharmacy 10. PB – Public Health </td> <td style="vertical-align: top;"> Science, Technology & Applied Fields 11. EN – Engineering 12. CS – Computer Science & Information Technology 13. AR – Architecture & Urban Planning 14. AG – Agriculture & Life Sciences 15. EV – Environmental & Sustainability Studies Humanities, Arts & Social Sciences 16. HU – Humanities 17. SS – Social Sciences 18. ED – Education 19. AD – Art & Design 20. MU – Music 21. PF – Performing Arts (Theatre/Film/Dance) 22. DV – Divinity / Theology / Religion </td> </tr> </table>			Cross-Cutting & Institutional 1. UH – University Headquarters 2. AI – Artificial Intelligence & Data Science 3. IN – Interdisciplinary & Emerging Fields Professional & Career-Oriented Schools 4. BS – Business / Management 5. LW – Law 6. MD – Medicine 7. DS – Dentistry 8. NS – Nursing & Health Sciences 9. PH – Pharmacy 10. PB – Public Health	Science, Technology & Applied Fields 11. EN – Engineering 12. CS – Computer Science & Information Technology 13. AR – Architecture & Urban Planning 14. AG – Agriculture & Life Sciences 15. EV – Environmental & Sustainability Studies Humanities, Arts & Social Sciences 16. HU – Humanities 17. SS – Social Sciences 18. ED – Education 19. AD – Art & Design 20. MU – Music 21. PF – Performing Arts (Theatre/Film/Dance) 22. DV – Divinity / Theology / Religion
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WURI’s Serial Number		(Leave this box blank.)		

TEMPLATE OF UNIVERSITY'S INNOVATIVE PROGRAM
(To be used by Evaluators and Judges for **WURI Ranking 2026)**

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Summary of Program		
Program Name		MATHuto: Community-Based Mathematics Learning Support Program
Category		B3
Abstract of Program		MATHuto is EARIST's long-standing, community-based mathematics support program that has strengthened foundational numeracy in underserved Manila communities for more than 25 years. Originally launched at Asilo de San Vicente de Paul and now active in multiple barangays—including over five years in Barangay 409—the program provides free tutorials for children aged 6–15 through BS Mathematics volunteers and faculty mentors. With household study circles, individualized tasks, low-cost learning kits, and strong collaboration with parents and barangay partners, MATHuto delivers targeted, high-impact support at minimal cost, making it a scalable and community-rooted model of socially responsible mathematics education.
Details of Program		
Planning		
Objectives	Long-term Goals	1. Strengthen foundational numeracy and problem-solving skills among underserved children across multiple communities in Manila through a sustained, community-based tutoring ecosystem. 2. Institutionalize MATHuto as EARIST's flagship social responsibility program in mathematics education, anchored in long-term faculty, student, and barangay partnerships. 3. Develop BS Mathematics students into competent para-teachers with strong pedagogical, assessment, and community engagement skills. 4. Expand the program's reach beyond Barangay 409 by replicating the model in additional barangays and partner institutions.
	Short-term Targets	1. Deliver weekly face-to-face math tutorials for children aged 6–15 in Barangay 409 through household-based learning circles. 2. Enhance volunteer training in basic pedagogy, child engagement, and instructional material development. 3. Provide low-cost mathematics learning kits and individualized activity sheets based on learner needs.

		4. Strengthen collaboration with barangay officials, parent volunteers, and community coordinators for sustained scheduling, safety, and learner participation. 5. Improve documentation through learner profiles, volunteer journals, and periodic monitoring.
	Rationale	MATHuto began over 25 years ago at Asilo de San Vicente de Paul to address persistent numeracy gaps in underserved communities and now continues this mission in Barangay 409. Through a low-cost, volunteer-driven model involving faculty, BS Mathematics students, parents, and barangay partners, it delivers targeted and sustained assistance. Its grassroots design, long-term presence, and strong community trust make it a highly effective and sustainable platform for socially responsible mathematics education.
Subject (Leader)	Initiator(s)	OLIVEROS, Rodora T.
	Champion(s)	MAMARADLO, Rogelio T.
	Major team member(s)	TAGALOG, Larex B.; BALAYAN, Roel P.; TOLENTINO, Jayson D.; REDONDO, Raynald C.; BERNALES, Eleazar; PONTEJOS, Joneil G.; GONZALVO, Mark Roneil; ERRAZO, Magdalena R.; Samahang Sipnayan Officers
Environment	Nature/Society	Children in low-income urban areas face significant numeracy gaps due to limited access to quiet study spaces, private tutors, and structured after-school support. MATHuto embeds its services directly within communities—from its beginnings at Asilo de San Vicente de Paul to its current work in Barangay 409—where trust, familiarity, and parent involvement strengthen learner engagement. The program thrives through a bayanihan-led effort in which households, volunteers, and faculty collectively support children's learning needs.
	Industry/Market	A strong societal and industry demand for solid STEM foundations remains unmet for many urban poor learners, as private tutoring centers stay out of reach. MATHuto fills this gap through no-cost, community-based math support and partnerships that help prepare students for future STEM pathways and long-term workforce needs.
	Citizen/Government	The program aligns with national priorities such as DepEd's MATATAG Agenda, LGU-led learning recovery efforts, and community-based child development initiatives, with Barangay 409 providing coordination, safety, and essential local support. Active involvement from parents and community officials strengthens trust and accountability, while MATHuto's transparent, community-aligned structure advances local governance goals and city-wide improvements in foundational learning.
Resources	Human resources	BS Mathematics student-volunteers, faculty mentors, barangay officials, and parents who assist in learner supervision, scheduling, and community mobilization.

	Financial resources	Minimal institutional cost; materials and supplies sourced through donations from parents, alumni, barangay partners, and student organizations, along with volunteer time and in-kind support.
	Technological resources	Laptops and mobile devices provided by faculty and volunteers, printable learning kits, and basic digital tools for preparing instructional materials and monitoring learner progress.
Mechanism	Strategy (Weight/Sequence)	Community-based tutorial sessions near the barangay hall account for the largest share of activities, supported by volunteer training, the creation of low-cost learning materials, and coordination with barangay leaders and parents for scheduling, safety, and learner mobilization. Monitoring through journals, attendance records, and progress profiles completes the system for tracking learner development.
	Organization	The Mathematics Department oversees the program with faculty mentors guiding BS Mathematics volunteers, while barangay officials provide safe learning spaces and crowd management, and parent volunteers assist with learner supervision and logistics.
	Culture	MATHuto thrives on a bayanihan-centered partnership among faculty, student volunteers, parents, and barangay leaders, whose long-standing trust and shared commitment sustain the program's continuity and impact.
Doing		
Launch date	September 5, 2001	
Responsible organization	Eulogio "Amang" Rodriguez Institute of Science and Technology EARIST Extension Services College of Arts and Sciences Mathematics Department	
Program content and process	MATHuto delivers free community-based math tutorials for children aged 6–15 through BS Mathematics volunteers, faculty supervision, and parent support, with sessions held in barangay-designated learning spaces and guided by learner profiles that inform instructional adjustments.	
Key highlights of the content/process	The program operates through weekly community-based tutorial sessions supported by trained volunteers, low-cost learning materials, strong coordination with barangay officials, and continuous learner progress monitoring through attendance, tutor reflections, and performance checks.	
Differences from traditional approaches	MATHuto operates within barangay-designated community spaces to provide locally rooted, parent-supported, volunteer-led math assistance that removes access barriers for children who cannot afford private tutorials or travel to learning centers.	
Progress as of today	Since its 2001 launch and expansion to multiple communities, MATHuto has served Barangay 409 for over five years, earning strong family trust, improving learner numeracy, strengthening volunteer skills, and establishing EARIST as a dependable educational partner.	
Problems in implementation	The program faces challenges that include limited space during community events, inconsistent learner attendance due to household responsibilities, and weather-related disruptions in outdoor or semi-outdoor learning areas.	
Approaches to solve the problems	The program addresses these challenges by adjusting schedules with barangay officials, using alternate spaces when necessary, relying on strong parent support to keep attendance steady, preparing reusable learning kits with small in-kind donations, and shifting to indoor or sheltered locations during adverse weather conditions.	

Completion date, if completed	Ongoing (Annual Implementation Cycle)
Seeing	
Impacts on students	Student volunteers gain enhanced teaching skills, confidence in delivering mathematics concepts, and experience in classroom management and community engagement. Their participation supports the development of empathy, leadership, and communication skills, preparing them for future roles in education, research, and professional practice.
Impacts on professors	Faculty members fortify their community extension roles, refine their mentoring practices, and gain deeper insight into the needs of underserved learners, resulting in greater professional fulfillment and stronger integration of service, instruction, and outreach.
Impacts on university administration	The administration gains strengthened community visibility, heightened public trust, and recognition for sustained social responsibility. MATHuto demonstrates EARIST's commitment to inclusive education and consistent involvement in community development, enhancing institutional reputation and stakeholder engagement.
Responses from industry/market	Positive response from STEM-oriented organizations and alumni groups who recognize the program's contribution to early numeracy development and future talent pipelines. Community partners acknowledge the value of preparing learners with stronger mathematics foundations relevant to emerging workforce needs.
Responses from citizen/government	Barangay leaders, parents, and community organizations consistently express support for the program. Its alignment with local education initiatives and DepEd learning recovery efforts strengthens its legitimacy. Government units appreciate the program's long-term presence and its contribution to addressing numeracy gaps at the grassroots level.
Measurable output (revenues)	Non-monetary gains include increased volunteer participation, growing learner enrollment, improved numeracy performance, and consistent tutorial documentation. Partnerships and community goodwill generate sustained support and resource sharing.
Measurable input (expenses)	Minimal expenditure limited to printing of worksheets, basic learning materials, and occasional logistical support. Most resources, volunteer time, space, and supplies, are provided through community donations, barangay facilitation, and faculty-led efforts.
Cost-benefit analysis for effectiveness	MATHuto delivers strong educational and social outcomes through a low-cost, volunteer-driven model that minimizes institutional expenses while yielding improved learner performance, strengthened community ties, and enriched student training, demonstrating a high return on minimal investment.
Future Planning	
Where does the project go from here?	MATHuto aims to expand beyond Barangay 409 by replicating its community-based model in other Manila barangays while strengthening volunteer training, improving instructional materials, and enhancing learner profiling for more precise interventions. The program will deepen partnerships with LGUs, alumni, and civic groups to support long-term resource mobilization and establish a structured EARIST extension framework that enables year-round implementation, broader community engagement, and potential collaboration with other SUCs.

Addendum

Exhibits, pictures, diagrams, etc.	MATHtuto and MATHhandugan 2024 https://www.facebook.com/media/set/?set=a.995664909272966&type=3 MATHtuto 2023- https://www.facebook.com/media/set/?set=a.762320689274057&type=3 https://www.facebook.com/media/set/?set=a.664609175711876&type=3 MATHtuto at MATHhandugan 2022- https://www.facebook.com/media/set/?set=a.529519099220885&type=3
Reports, mimeos, monographs, books, etc.	BOT Approval- https://tinyurl.com/BOTApproval Extension MOA- https://tinyurl.com/MATHtutoMOA Needs Assessment Survey- https://tinyurl.com/MATHtutoNeedsAssessment Impact Study- https://tinyurl.com/EARISTMATHtuto
Others which may help explain the program (including website links)	https://www.facebook.com/SamahangSipnayanEARIST