

FOR IMMEDIATE RELEASE:

**EDUCATIONAL EQUITY ADVOCATE WENDY KOPP
ADDRESSES MANILA BUSINESS & EDUCATION COMMUNITY**

Quezon City, Philippines, May 2013. – *Teach for the Philippines*, the 25th partner to join the *Teach for All* global network, working to expand educational opportunity, welcomes *Teach For All* CEO Wendy Kopp. Kopp cofounded and has led *Teach for All* since 2007, growing to support 26 national programs while fielding increasing interest from entrepreneurs in countries around the world. Based on growing demand, *Teach for All* expects to expand the network to more than 40 partners by 2015.

Wendy Kopp will be meeting the inaugural cohort of 54 Fellows committed to work in high-need public schools in Quezon City for two years under the leadership of progressive principals through the *Teach for the Philippines* Fellowship program. This program is based on the Teaching as Leadership model pioneered by *Teach for America*, which Kopp founded as part of her undergraduate thesis at Princeton University in 1989. Since then, nearly 28,000 teachers have participated, using their diverse experiences and ideas to effect change from inside and outside the educational system, and spreading successes of effective teachers and schools.

Kopp will be sharing her inspiring story and advocacy with members of the Makati Business Club, the Management Association of the Philippines, and Philippine Business for Education.

Kopp told *The Christian Science Monitor*, “Expanding internationally ...came about because we kept hearing about all these very inspiring social entrepreneurs around the world who were determined to launch this model (TFA) in their countries and who were looking for help and the support and benefit of a network. We built into *Teach for All* the fact that this model will need to be adapted to account for different cultures and policies. But, there is a universal power in channeling the energy of a country’s future leaders against its most fundamental challenge: the challenge of ensuring educational excellence. I’ve come to believe that there are so many universals to this model and that there are more universals than differences when it comes to excellence in education.”

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