



What is Teach for the Philippines?

Teach for the Philippines is a for-purpose, non-profit organization that works to provide all Filipino children with an inclusive, relevant, and excellent education. We enlist the country's most promising young leaders to teach for at least two years in high-need public schools throughout the Philippines. Through their experiences in the classroom, *Teach for the Philippines* transforms these leaders into lifelong advocates for education equity.

Teach for the Philippines is an official network partner of *Teach for All*, a prestigious global network of social enterprises that implement the successful *Teach For America* initiative in their countries. Our most prominent partners include *Teach For America*, and *Teach First* in the United Kingdom. In the region, our partners include *Teach For Malaysia*, *Teach For China*, *Teach For Japan*, *Teach For India*, *Teach For Pakistan*, *Teach For Nepal*, *Teach For Australia* and *Teach For Bangladesh*.

Our Story

Teach for the Philippines traces its roots to the former *Sa Aklat Sisikat Foundation*, an organization that advocated for functional literacy and professional development of teachers and school administrators. Since 1999, *Sa Aklat Sisikat*, in collaboration with the Department of Education, trained over 25,000 public school teachers and administrators, having a positive impact on the reading skills of over one million Filipino children.

With a vision to broaden its participation in education reform, *Sa Aklat Sisikat* began to explore a partnership with *Teach for All* in 2011. *Teach for All* and *Sa Aklat Sisikat* recognized they shared a common mission to expand educational access. Together, they initiated the process to bring the *Teach for All* model to the Philippines. With the full support of the *Sa Aklat Sisikat Foundation* board, *Teach for the Philippines* was founded by Elizabeth Zobel de Ayala, Margarita Liboro Delgado, and Clarissa Isabelle Delgado in September 2012 .

Today, *Teach for the Philippines* is led by young, civic-minded, and entrepreneurial individuals with a bias for action. Our end goal is that one day, all Filipino children will have the opportunity to attain an excellent education. Driven by a common passion for expanding educational access, we at *Teach for the Philippines* aspire to leave our mark on the country.

Our Beliefs

Vision: By 2050, all Filipino children will have access to an excellent and relevant education.

Mission: We identify, develop, and support a community of leaders working to end educational inequity.

Our Challenge

In developing countries, such as the Philippines, the stark reality is that the socioeconomic circumstances a child is born into often determine his or her educational, career, and life outcomes. In the Philippines, there is a two-tiered education system. A student in an elite private school receives 12-14 years of education, as opposed to a student in a public or non-elite private school who receives only 10 years of schooling before graduation. To address this educational inequity, the Department of Education recently approved its “K +12” program, thereby expanding the previous 10-year cycle to a universal standard 13-year cycle. Until the transition into a 13-year school cycle is completed, this educational inequity is one of our nation’s most pressing problems.

Furthermore, the population of school-aged children in the Philippines is growing at an unprecedented rate. In an already overburdened public school system, the dramatic increase of an additional 2.1 million children a year is placing inordinate pressures on the Department of Education and its teacher resources. The Department of Education currently estimates a shortage of roughly 70,000 teachers, a sobering statistic. *Teach for the Philippines* works to address the country’s teacher resource gap and to ease the transition to a 13-year education cycle.

Teach for the Philippines is a partner of the Department of Education in its mission to end the educational inequity in our country.

Our Solution

Teach for the Philippines recruits the most promising recent graduates and young professionals to teach in the nation’s high-need public schools. We train our selected leaders in an intensive, nine-week, Summer Institute in order to be certified as Teacher Fellows. After training, and in collaboration with Department of Education, we place these leaders, now Teacher Fellows, in high need schools.

Throughout their two year Fellowship, Teacher Fellows have access to professional development opportunities that enhance their teaching skills and reinforce their leadership skills. Teach for the Philippines Alumni will be transformed by their experience and continue to advocate for education reform.

Program Overview

RECRUITMENT, SELECTION, MATRICULATION

Teach for the Philippines recruits individuals from diverse backgrounds with leadership skills, who have demonstrated a bias for action and perseverance. These leaders then undergo a multi-step admissions process that evaluates not only their academic achievements, but also their drive, resilience and sense of civic responsibility.

After a rigorous interview process, selected candidates receive a formal offer to join *Teach for the Philippines* as *Candidate Fellows*. Regardless of outcome, as an inclusive organization, we maintain relationships with all applicants and encourage their participation as agents of education reform in the Philippines.

TRAINING

Candidate Fellows are required to attend an intensive nine-week Summer Institute, a training program on progressive pedagogy and curricular requirements. During Summer Institute, Candidate Fellows are trained in developing critical and analytical skills related to functional literacy and numeracy. At the end of the Summer Institute, Candidate Fellows are certified as Teacher Fellows and may receive nine credits towards a Master's of Education.

PLACEMENT

In collaboration with the Department of Education and the participating local government units, *Teach for the Philippines* identifies the most under-served municipalities and their highest need schools where the Teacher Fellows will fulfill their two-year Fellowship. Upon completion of Summer Institute, Teacher Fellows are placed in groups of four to five per school, and in higher density schools, in groups of eight.

ON-THE-JOB SUPPORT

Teach for the Philippines is intent on providing training and support to its Fellows throughout their two-year Fellowship. Teacher Fellows are assigned to Leadership Development Officers, who manage, mentor, and assess the development of each of our Fellows. The Leadership Development Officers observe our Fellows regularly to provide constructive feedback regarding their pedagogical skills and development.

Teacher Fellows are also offered opportunities for professional development. Ongoing training takes the form of weekend workshops, seminars, mentoring, leadership speaker series, internships, and access to continuing education courses.

ALUMNI DEVELOPMENT

Once Teacher Fellows fulfill their two-year Fellowship commitment, they become *Teach for the Philippines* Alumni. We are confident that through their classroom experiences, Fellows will develop life-altering conclusions on the roles they can play in addressing the issues in Philippine education.

Teach for the Philippines will create clear and compelling paths to leadership for our Alumni by developing leadership-mentorship programs and an Alumni Network. *Teach for the Philippines* Alumni will be nurtured and developed through social media tools, regular conferences and seminars.

We anticipate that one day our alumni will provide relevant and beneficial policy changes in the country's public education system, regardless of their career choices. Alumni will work to minimize socioeconomic challenges, build capacity in schools and school systems, and change prevailing beliefs through their examples and advocacy.

Project Impact Evaluation

Teach for the Philippines is developing a long-term framework with the Massachusetts Institute of Technology Abdul Latif Jameel Poverty Action Lab to evaluate the impact of the program on an extended timeline. We are working with the MIT Poverty Action Lab to measure the effectiveness of the different elements of the program. These elements include the impact of Teacher Fellows on students' academic achievement and the learning community, as well as the impact that our alumni have in education reform among other variables.

Inside the classroom, *Teach for the Philippines* aims to measure Teacher Fellow impact on students' academic achievement in multiple ways. *Teach for the Philippines* will evaluate the National Achievement Test (NAT) scores, the Philippine Informal Reading Inventory (PHIL IRI) scores, dropout rates, completion rates and transition rates of Fellows' students.

We expect that our Fellows will enable more students to graduate successfully from secondary school with the skills as stated in the Basic Education Sector Reform Agenda of the Department of Education. Eventually, we also aim to measure the impact of our Teacher Fellows on students' life trajectories.

Our Champions

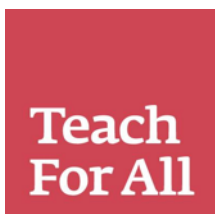
We remain grateful to the private individuals, organizations and corporations who believe in *Teach for the Philippines* and make our work possible by sharing their expertise, time and generous financial support.



UBS Optimus Foundation



We would also like to recognize our network and government partners for their continuous support.



Our Board

Elizabeth Eder Zobel de Ayala
Margarita Liboro Delgado
Neni Sta Romana Cruz
Ramon C. Sunico
John Aloysius Bernas
Monique SR Villonco
Doris Magsaysay Ho
Marilou Ernie
Roberto F. de Ocampo
Lisa Gokongwei-Cheng
Kristen Suarez-Quintos
Leslie Cruz Calimag

Our Placement Schools for School Year 2013-2014

Teach for the Philippines looks forward to working with the following public schools and principals in Quezon City who have welcomed our pioneer cohort of Teacher Fellows into their classrooms.

- | | |
|--------------------------------------|----------------------------------|
| 1. Apolonio Samson Elementary School | Principal: Ms. Eloisa Tamon |
| 2. West Fairview Elementary School | Principal: Ms. Rita Cleto |
| 3. Bagong Pag-asa Elementary School | Principal: Mr. George Melegrito |
| 4. General Roxas Elementary School | Principal: Mrs. Merlin Villegas |
| 5. Kamuning Elementary School | Principal: Ms. Thelma Co |
| 6. Holy Spirit Elementary School | Principal: Mrs. Cecilia Alba |
| 7. Krus na Ligas Elementary School | Principal: Ms. Natividad Nacino |
| 8. Sto. Cristo Elementary School | Principal: Ms. Teresita Dumpit |
| 9. Pasong Tamo Elementary School | Principal: Ms. Virginia Calosing |
| 10. Commonwealth Elementary School | Principal: Mr. Rodolfo Modelo |

Bibliography:

- [1] Enricta, Carmelita A. "The Age and Sex Structure of the Philippine Population." *National Statistics Office*. Republic of the Philippines, 30 Aug. 2013. Web. 24 June 2013.
- [2] Dacanay, Barbara M. "Philippine Schools Race to Deal with Overcrowding." *Gulf News*. Al Nisr Publishing LLC, 3 June 2013. Web. 17 June 2013.
- [3] Tubeza, Philip. "More Filipino Teachers off to Jobs Abroad." *Philippine Daily Inquirer*. INQUIRER.net, 26 June 2009. Web. 24 June 2013.
- [4] Umil, Anne. "More Shortages Afflict Public School System despite DepEd Claims." "Bulatlat." *Bulatlat*. Alipato Media Center, 7 June 2013. Web. 17 June 2013.
- [5] "Opening Remarks: RAMON R. DEL ROSARIO JR." *Makati Business Club*. Makati Business Club, 2 May 2013. Web. 24 June 2013.
- [6] LET Data, 28 February 2012