



**VISION**  
Globally competitive, morally  
upright, and fully committed to  
learning by 2015.

**ATTENDANCE**

Date	June 3, 2015
Boys	16
Girls	10
Absent	
Total	26

# SY 2014 – 2015 Annual Report



**TEACH FOR THE  
PHILIPPINES**  
LEAVE YOUR MARK



# Who We Are

Teach for the Philippines is a for-purpose, non-stock, non-profit organization that works to provide all Filipino children with an inclusive, relevant, and excellent education.



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# Chairman's Message

At Teach for the Philippines, we have remained steadfast in our belief that educational inequity in the Philippines is a solvable problem and that to achieve systemic reform, we must train and develop transformational leaders from all sectors. We feel privileged to work with individuals and organizations that share our dedication and optimism. Together with our partners and our staff, our collective vision is that all Filipino children, regardless of socio-economic circumstances, should have access to an excellent and relevant education. I am proud to say that I believe this extraordinary year at Teach for the Philippines has proven that we are on the right path.

Investments in teachers lie at the foundation of our nation's sustained prosperity. Our experience shows that one inspired teacher can change the trajectory of a student's life by helping them recover a sense of possibility; to believe that the opportunities our society offers are theirs as well. Close to 100 Teacher Fellows currently inspire over 10,000 students daily from 23 public elementary schools across Luzon and Mindanao. Their stories of innovation, commitment, resourcefulness, grit, and the creation of transformative classrooms for students is central to our work at Teach for the Philippines.

And, it is not transforming our students alone; we believe these experiences are transforming the Fellows themselves, turning them into lifelong advocates for education. This is evidenced from our first batch of Alumni. Over 60 percent of our Alumni have remained engaged in education and public policy, an additional 30 percent in corporate training, Corporate Social Responsibility, and strategy. The two-year Fellowship experience is transforming our nation's young leaders.

This year we experienced an important leadership transition as our Co-Founder and former CEO, Margarita Delgado, was elected to the Vice Chairmanship of our Board of Trustees. We are deeply grateful to Margarita who so selflessly took us through the paces of setting up an organization that could sustain itself. I am confident that our new CEO and Co-founder, Clarissa Delgado, will make great strides for our organization. As our COO for the past two years, Clarissa made extraordinary contributions to Teach for the Philippines and we are all excited for the organization to continue to blossom under her leadership.

I am deeply proud of our entire team at Teach for the Philippines. Their rigorous work and dedication is impressive. This coming year, we can expect the team to continue strengthening the organization as we strive to further diversify our recruitment and expand our placement opportunities across Luzon, Visayas, and Mindanao.

Finally, now is a perfect time to recognize the people who make all this possible. From our dedicated teachers and university partners, to our supporters, donors and ambassadors from inside and outside the classroom, *maraming, maraming salamat*.



Lizzie Eder Zobel  
Chairman of the Board



# Our One Voice



## Leave Your Mark

Together, all of us can succeed in transforming our public school system to be the best it can be.

## How?

Teach for the Philippines recruits, selects, and trains the most promising young Filipino leaders to teach for two years inside public schools as Teacher Fellows.

## Why?

**Education is Everyone's Priority.** Every Filipino child has the right to an inclusive, relevant, and excellent education.

**We Prioritize Education.** Supported by partnerships with the Department of Education (DepEd), and from both local government and the private sector, we prioritize education and convince others to do so as well. Teaching transforms not just students, but also their teachers. Our Teacher Fellows come away transformed by the insight and inspired by what it means to be a public school teacher, parent, or student. Our experience shows that most Teacher Fellows remain committed to education reform after our two-year program.

**Education is About Educators.** At Teach for the Philippines, we believe that to invest in teachers is to invest in our nation. Educators help build nations.

**We Collaborate** with public school teachers and their communities to learn and discover new ways to benefit our students.

**We Share** resources with our DepEd teachers. Driven by their passion for teaching, our Teacher Fellows are keen to share what they have learned with their co-teachers and to learn from them in turn.

**We Energize** school communities by renewing our high expectations for our students and in so doing, we affirm the hope we have in their future. This sense of possibility is the key to education reform.

**Education Needs Advocates.** At Teach for the Philippines, we witness and experience how our public school teachers persevere and work magic every day. By becoming positive voices for change and sharing the story of public education in the Philippines, we inspire lifetime commitments to education.



# Together, we transform.



It takes a village to raise a child  
and this is our one voice.

*"We must recognize that students from public schools are not 'those' kids, but 'our' kids. We can only help them to start reaching higher once we speak their language and let them know that we fully support them."*

Carlo Fernando  
Commonwealth Elementary School  
2013 Cohort  
Currently with the Commission for Higher Education (CHED)

## Our Vision

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

## Our Mission

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

## Our Core Values

We focus on the mission

We constantly learn from everyone and everything

We operate with integrity, respect, and generosity

We roll up our sleeves to attain shared goals

We build strong partnerships and collaborate

We act decisively and excellently, despite ambiguity

We persevere



## Our Teacher Fellows

The Teacher Fellows remain our most valuable assets. We recruit, rigorously select, and professionally train these promising young individuals under a 24-month Fellowship Program.

Since our first placement in 2013:

Our Fellows teach a range of sections, subjects and grade-levels in public schools across the country

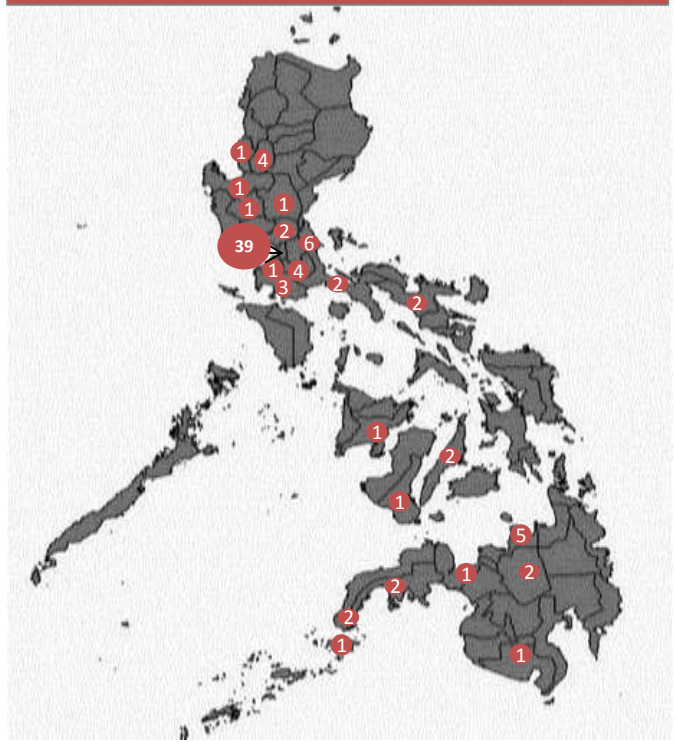
2013 Cohort	2014 Cohort	2015 Cohort	STATS
1,174	2,530	--	Registrations of Interest
495	535	226	Completed Application
81	82	77	Invited to Pre Service Training
54	49	52	Joined Summer Institute
53	43	45	Inducted into the Fellowship

## We are more diverse than ever:

Our most recent cohorts graduated from 25 universities locally and abroad, including: Univ of the Philippines, Ateneo de Manila, Univ of Sto. Tomas, Siliman Univ, Sultan Kudarat State Univ and McGill Univ in Montreal

We've expanded our multi-disciplinary 24-month Program: Teacher Training, Leadership Development and Community Engagement (TLC): When we run our 8-week preservice training program, when we pull Fellows in monthly for Saturday trainings, when we assign managers at a 15:1 ratio, and when we re-train Fellows during the Summer period in between the two-years, we work towards the holistic improvement of the teacher. This includes their physical, intellectual, and mental health.

# Where are the Fellows from?



Our Fellows continue to receive:

- Intensive teacher training and ongoing leadership development
- Eligibility to take the Philippine Licensure Exam for Teachers
- Compensation package close to PHP 20,000 plus statutory benefits
- Access to professional mentors and local and global network of supporters
- Opportunity to create impact in the lives of children
- Opportunity to transform their own lives

## Our Community

The Philippines is a collectivist society and so we must always work inclusively. Success is not defined by one's achievements alone, but by the achievements of the community as a whole. We remain grateful to our partners in this mission, in particular, the Philippine Department of Education and various Local Government Unit partners.

From **10** partner schools in  
SY '13 – '14 to **18** in SY '14 – '15



For SY '15 – '16, we expanded to **23** partner schools. These include a Two-Year extension in Quezon City, and additional partner schools in Navotas City, Sta. Rosa, Del Carmen and CDO

 Denotes expansion city in SY 2015 – 2016

### Learning Beyond the Classroom

Fellows play an active role in creating Community Engagement (COMET) projects and learning opportunities for parents and students' academic, cultural, and socio-emotional growth. This includes running Community, Resilience, and Life Skills programs in partnership with Coordinadoras Para Vivir.

### Sharing with Best Practices

> **100** Principals and Co-teachers are invited to participate in trainings and learning excursions. We seek continuous development not only for our Fellows but also for members of the communities we serve. Our trainers include the Loyola Marymount University in Los Angeles, California and other Teach for All network partners

# Our Civic Engagement Program

Our mission requires the participation of the private and public sector; multinationals; multilaterals and not for profit organizations; educators; and the community in and around our public schools. We partner to provide resources and create even more learning opportunities for our students.

Together, our partnerships have collaborated on:

728 chairs

33 Blackboards

41 Tables

22 Murals

32 Bathroom doors

197 Plants

707 Engaged Volunteers



350 Students taken to 13 locations in and around National Capital Region including the Mind Museum, Museo Pambata, various educational institutions and corporate offices

*"The responsibility of educating the Filipino learners is not the sole task of the Department of Education or a select few but of everyone. ... To have DHL rally with us towards our mission of providing excellent and quality education is a testament to how much we can do together to improve the lives of Filipinos.."*

Ems Ocado  
Malaban Elementary School  
2014 Cohort

# Our Civic Engagement Interns

The Civic Engagement program allows people of all ages engage in the movement of education equity.

## Since Launching:

Applicants:	208
Actual Participants:	52
Youngest Participant:	14
Typical Duration:	1 Month
Longest Duration:	1 Year

Countries Represented: Philippines, Germany, USA, Malaysia, India, Bahrain, Japan, Switzerland, Hong Kong

## What Participants Work On:

- Participate in Admissions efforts
- Research best educational practices
- Analyze trends in assessments
- Plan, coordinate, and run actual Teach for the Philippines events
- Synthesize data and feedback
- Design Marketing materials
- Manage communications and media
- Facilitate trainings for the team

I signed up for the Civic Engagement Program without a clear idea of what it was. I had a casual understanding of what Teach for the Philippines' goals and activities were from skimming through the website, but I don't think I would have been able to describe back then the kind of work I do as an intern. Like many college kids, I suppose I just wanted to find something meaningful to do this summer and CEP seemed like a great opportunity to do volunteer work and learn about organizational development at the same time.

... I was so enthralled by the idea of young and empowered individuals choosing to focus their careers on public school education that I forgot an organization could not just run on idealism and goodwill. Coming into the office allowed me to see and be a part of all the work that was done behind the curtains. In my short stay, I was able to aid in research projects, attend business meetings and conferences, and train myself in the art of writing business proposals and financial reports. ... What I loved about working at Teach was the constant encouragement to be an active member of the team. Of course that also meant having to deal with reports and deadlines every now and then, but it was nice to be welcomed into such a dynamic work environment.

I'm not going to pretend that every delegated task was exciting or that adrenaline was rushing through me every second of the way—I did have my slow days. But like everyone else on board I'd slowly come to believe in the mission and vision. The work isn't there to distract me from boredom, it's there because it has to be done. I do not have a perfect understanding of the education sector in our country, but I have learned a lot since May—and for that I am grateful.

Nina Domingo  
Summer 2014



# Our Alumni

The Alumni Pathways program ensures that each Teacher Fellow is best positioned to pursue his or her preferred career choice post-fellowship.

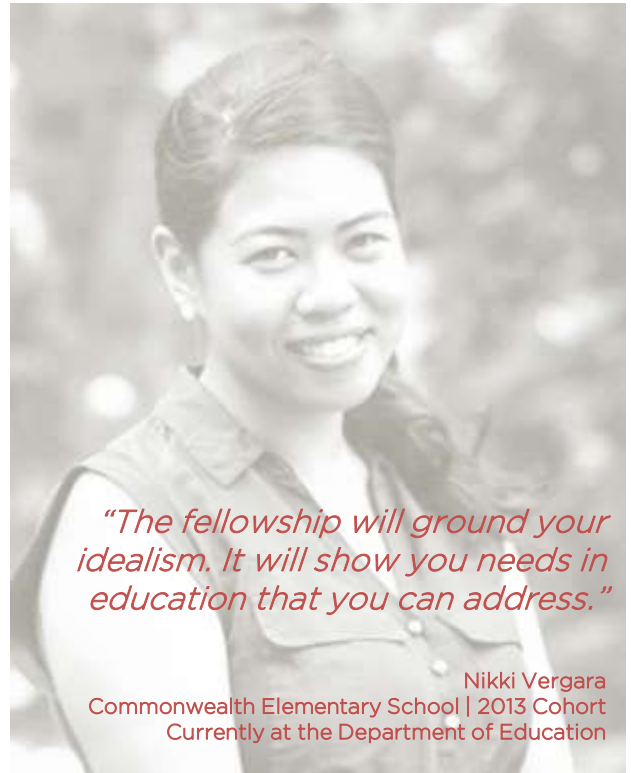
## Alumni Pathways

As a second year, each Fellow meets with a career counselor at a one-on-one session

Each Fellow is then offered an opportunity to formally meet with an assigned career mentor.

Fellows are encouraged to meet with their mentor over 4 occasions. Each is also invited to build an informal *personal* board of directors.

Teach for the Philippines also hosts events like Connected and Accelerate to provide opportunities for our Alumni, Staff and Fellows to network



## What's happened, post-fellowship?

Of our first batch of Alumni...

60 %

Have engaged in Education/  
Govt./ Development



33 %

have joined training,  
HR, analytics divisions  
of Corporates



7 %

Are pursuing their  
interests and other  
professions



Data as of August 2015

# At a glance

SY 2014 - 2015

150++ Teachers,  
Alumni and Staff  
Across 18 partner  
schools, in 5 cities

SY '15 - '16 at 23 schools, in 8 cities

Influencing over  
8,000 students

SY '15 - '16 at over 10,000 students

*"My class started out with 10 non-readers. Some of them were past the average age of a third grader. One would think it a hopeless case. But believe it or not 8 of them have moved forward to the 4<sup>th</sup> grade. Day in and day out we would read parts of the alphabet in class until they can make out all 26 of them. After that we move on to words, then phrases, then sentences until they can read an entire storybook by themselves. It's amazing how much effort these children put in reading (and writing) when given the opportunity to do so. There is so much these children can achieve. All it takes is for someone to believe that they can."*

Mikee Garcia  
Holy Spirit Elementary School  
2013 Cohort

With a fast-growing team of individuals, driven by a common passion for expanding educational access, Teach for the Philippines commits to leaving our mark on the Philippines.



2015 Cohort Induction Rites

# Our Board of Trustees

Chair: Elizabeth Eder Zobel de Ayala

Board member, US Population Council; Board member of Friendly Care Foundation, Family Forum of the Philippines, and Foundation for Adolescent Health; Entrepreneur; former Board member of the Phil. National Museum (2001-2010)

Vice Chair: Margarita L. Delgado

Board trustee of the International School Manila; Director at UPS-Delbros Express Inc.; former Board member of the Museo Pambata and the Bantay-Bata Advisory Board

Roberto F. de Ocampo

OBE, Chairman at Centennial Group Inc.; President of the Asian Institute of Management 2002-2008; Secretary of Finance under President Fidel V. Ramos 1992-1998; named Finance Minister of the Year by several organizations; Chairman and CEO of the Development Bank of the Philippines 1989.

Doris T. Ho

CEO, Magsaysay Maritime Corporation; Trustee, Asia Society

Lisa Gokongwei-Cheng

Publisher, Summit Media; Director, Robinsons Savings Bank; Board Member, Gokongwei Brothers Foundation

Neni Sta. Romana Cruz

Multi-awarded Book Author and Educator Chairman, National Book Development Board

Kristen Suarez-Quintos

Country Manager, Bank of Singapore

Ramon C. Sunico

General Manager, Cacho Publishing; Ateneo Professor of Philosophy and Literature; Poet

J. Aloysius Bernas

Chairman of Team Micro Credit Corporation; Member of the Board of Philippines First Plans Inc. and Philhealthcare; Director at Greenergy Holdings Incorporated; Independent Director of Philippine Stock Exchange Inc.; Board Member Synergia Foundation

Atty. Leslie Anne T. Cruz

Attorney, Cesar Cruz & Partners

Monica S. Villonco

Chairman, Lowe Philippines; Member of the Board of Governors, Philippine Red Cross; Founding Editor, Town and Country Philippines Edition

Clarissa Isabelle Delgado

Co-Founder and CEO, Teach for the Philippines; Special Projects Director, Sa Aklat Sisikat Foundation, Inc. (2009-2012)

# Our Teacher Fellows and Alumni Fellows

## 2014 Cohort

Vita Jean Acosta  
Mark Anthony Afable  
Arra Erika Aguilar  
Kamille Ampong  
Regyn Avena  
Melissa Anne Balmaceda  
Nikka Ylyssa Basconcillo  
Bernie Bongat  
Alvie Cabañez  
Jerson Capuyan  
Catherine Castanares  
Shylynne Castillo  
Christabel Corpus

Mark Kevin De Guia  
Mara De Guzman  
Ma. Guia Del Valle  
Danna Mae Dela Cruz  
Sheila Erness Ele  
Ann Clarice Fajardo  
Maribel Ferranculo  
Nico Fos  
Janel Gatdula  
Kathryn Anne Hilario  
Marc Lalas  
Isiah Lazan  
Katherine Anne Lim  
Johnnet Grace Lopez

Dave Victor Mariano  
Ched Allen Martinez  
Emerald Ocado  
Trisha Marie Palaganas  
Charmaine Pineda  
Dionisio III Pobar  
Jerlyn Rabaca  
Lacey Ramos  
Patricia Rivera  
Andrea Requejo  
Maria Angela Rosal  
Renard Torrecampo  
Jaime Gabriel Villanueva  
Karleen Zambas

## 2015 Cohort

Arnikan Abueva  
Shelly Mae Almirante  
Judiline Anievas  
Brigitte Antonio  
Vanessa Arriega  
Edcel Artificio  
Cherry Ann Banario  
Hu Liang Borlagdan  
Ophelynn Cano  
John Lawrence Carandang  
Lizette Anne Carpio  
Catherin Cimatú  
Janina Cortez  
Daphne Dabay  
Michelle Angeli de Guzman

Irish Joy Deocampo  
Ron Alinoel Diu  
Joyce Angeli Donaire  
Jade jovanne Eduria  
Asbel Elpos  
Raya Andrea Esteban  
Sunshine Evangelista  
Reynalyne Fungo  
Katherine Gajasan  
Ken Dainiel Gillesania  
Lycyle Anne Granada  
Kristine Hernandez  
Joshua Iban  
Romulo Gabriel Kintanar  
May Ann Liwanag

Maricel Macabodbod  
Bryan Oniel Mangahas  
Ian Montanez  
Kristine Joy Nuyda  
Erwin Obias  
Andrea Pineda  
Maria Rosaide Ramos  
Elmer Ranola  
Abdul Haiy Sali  
Jeneveb Saltat  
Ana Dominique Santos  
Mary Allyson Ty  
Miko Velasco  
Kathleen Zambas

## Our Alumni

Anna Gabrielle Alejo  
Mary Alimasa  
Myrtle Mae Almando  
Daniel Philip Ang  
Anvico Juner Avañez  
Jerome Bactol  
Jhon Hayden Bale  
Shannen Barcelon  
Ryan Anthony Bestre  
Katherine Bonsato  
Neil Joseph Capumpue  
Ma. Theresa Carlos  
Evee Castañeda  
Adam Crayne  
Gian Karlo Dapul  
Rexan Dayao  
Lesley Elaine De Leon

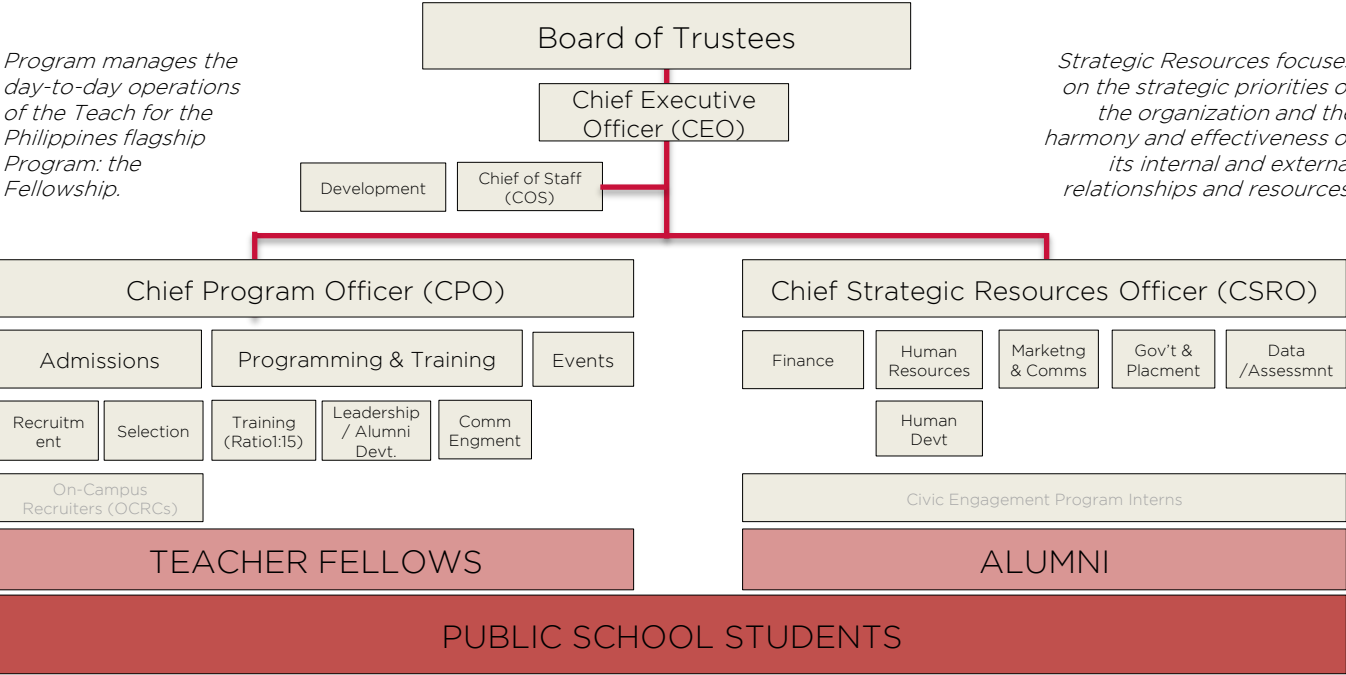
Julio Denosta  
Janine Alyson Duenas  
Adelaide Elpidama  
Loreen Eslao  
Carmina Fernandez  
John Carlo Fernando  
Christine Michelle Fua  
Mikee Garcia  
Christophe Chuidian  
Maci Norenz Illicito  
Anne Brigitte Lim  
Dominique Manahan  
Joana Flora Marcial  
Kit DG Pabiona  
Noelle Cherie Pabiton  
Regina Grace Pasion

Mary Kristian Rivera  
Katrina Marie Roco  
Ma. Sofia Santiago  
Emiljohn Sentillas  
Beatrice Tan  
Marina Criselda Tanjutco  
Ada Marie Tayao  
Hebe Valerio  
Ma. Veronica Vergara  
Ma. Jessamine Verzosa  
Delfin Villafuerte  
Leah Villanueva  
Markley Gil Villarin  
Ivy Yasis  
Angel Marie Ysik  
Jose Miguel Zaballero

# Our Organization

*Program manages the day-to-day operations of the Teach for the Philippines flagship Program: the Fellowship.*

*Strategic Resources focuses on the strategic priorities of the organization and the harmony and effectiveness of its internal and external relationships and resources.*



**Chairman:** Elizabeth Eder Zobel de Ayala  
**Vice Chairman:** Margarita Liboro Delgado  
**CEO:** Clarissa Isabelle Delgado  
**CSRO:** Patricia Feria Lim  
**CPO:** Ma. Ramona Santos  
**COS:** Viola Buck

## PROGRAM

### Admissions

Recruitment & Matriculation Manager: Micaela Bautista  
Selection Manager: Adelaide Elpidama (QC '13)  
Associates: Priscilla Relova, Patrick Gamo, Annie Silverman

### Programming & Training

Managers: Georgina Blackett (Teach For America - Bay Area '09); Valerie Garde-Farol; Angelica Garcia; Jhon Hayden Bale (QC '13)  
Community Engagement Manager: Ginny Villa-Real  
Human Development Associate: Eos Trinidad  
Alumni Career Counselors: Susan Afan, Rebecca Sañosa, Noel Gamboa

### Events

Manager: Angel Ramos  
Associate: JP Santos

## STRATEGIC RESOURCES

### Government Relations and Placement

Director: Gerry de Asis  
Manager: Jake Rivera  
Associate: Christiana Ubaña

### Internal Office

Finance Manager: Ruel Villarubia  
Office Management: Ariel Sisante  
Human Resources Associate: Aina Yumul  
Internal Office Associate: Diana Verdejo

### U.S. Business Development

Co-Director of Business Development: Angela Lagdameo, Teach For America - San Jose '02  
Co-Director of Business Development: Michael Vea, Teach For America - New York City '01

# Our Monitoring and Evaluation Framework

*"Today's public education has to be different. While preparing our children to live in future social systems, it has to make a willful effort to bridge the many gaps that have troubled us as a nation—our alienation from our people's past, the split between the educated and the masses, and the sharp and persistent inequalities that have excluded the poor from the main circuits of the nation's life. The best way to begin such an effort is by encouraging the best of every generation to become public school teachers."*

Randy David  
"The 'normal' school",  
Philippine Daily Inquirer | June 19, 2014

Teach for the Philippines is developing a long-term framework with professors associated with the Massachusetts Institute of Technology Abdul Latif Jameel Poverty Action Lab (MIT-JPAL) to evaluate the impact of the program on an extended timeline. We are working with the MIT-JPAL to measure the effectiveness of the different elements of the program.

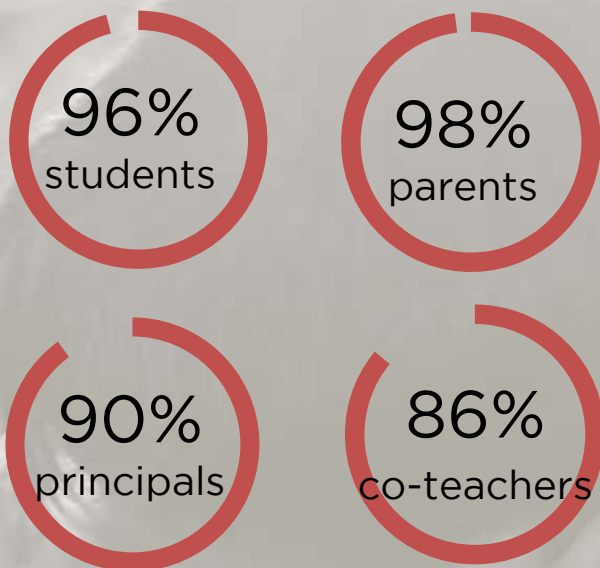
These elements include the impact of Teacher Fellows on students' academic achievement and the learning community, as well as the impact that our alumni have in education reform among other variables. Inside the classroom, Teach for the Philippines measures Teacher Fellow impact on students' academic achievement in multiple ways: an in-house skills based assessment, the Philippine Informal Reading Inventory (PHIL IRI) scores, dropout rates, completion rates and transition rates of students.

In addition, we employ the KirkPatrick Model of Evaluation to measure behavior change as a result of our Programming and Training Framework.

We expect that our Teacher Fellows will enable more students to graduate successfully from elementary school and onto further education with the skills 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 our students' trajectories.

## KIRKPATRICK MODEL RESULTS SY 2014 – 2015

Below shows each stakeholder's response rate to the question: ***Are you satisfied with the program?***



Students and parents responded positively to Fellows' holistic approach to teaching. In addition, 90% of students listed a Fellow as their favorite teacher among all the teachers they have had.

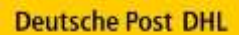
Some notable comments from principal partners include: "[Our School] benefits from the Fellows' remedial classes and workshops"; "[Fellow classes] are creative, and allow for experiments in class"; "[Fellows] 'promote values and are 'role models to members of community'".

# 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



# Funds Distribution

SY 2014 - 2015

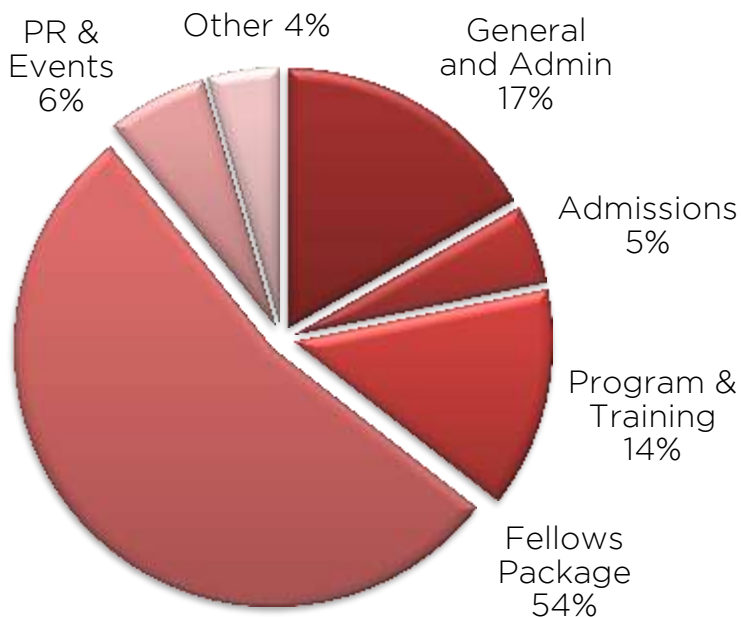
In millions

DONATION RECEIVED  
PhP 47.4

ACTUAL EXPENSES  
PhP 46.4

SAVINGS  
PhP 1.3

Financials available  
upon request.



Teach for the Philippines relies on donations from partners and champions to achieve its vision of education equity. To ensure that a significant portion of the funds are allocated and used exclusively towards our mission and goals, the management team ensures that General and Administrative expenses are no greater than 30% of expenses for the year. (and in certain cases as required by champions, no greater than 10%).

The organization also ensures all funds are separately managed as required, monthly reconciliations are completed, and all funds are kept liquid (in short term bank deposits).

Financials are audited annually by our partner, SGV&Co. Teach for the Philippines has received a clean opinion every year since its launch.

# Experiences

“The Fellowship will change you so much for the better if you work hard for it. Being a public school teacher is not as simple as being present inside the classroom everyday. You have to know how to develop and maintain working relationships; you have to know how to motivate your students and their parents; you have to learn how to transfer your work ethic and drive to people with harsh economic problems.”

Danny Ang  
Kamuning Elementary School 2013 Cohort  
Currently with HSBC Philippines



“The greatest challenge I uncovered is how deep problems lie. Before the fellowship, I had statistics and numbers and facts about the problems in our education system. The same facts and numbers that law and policy makers probably see. But while working as a teacher, I saw totally new problems, or else problems in a completely different light. There is a gap between what we think we know and what happens on the ground, and that makes problems so much more difficult to uncover and eventually resolve.

I want to continue teaching, to write text books and story books, and to one day play an active role in the Department of Education.”

Katrina Roco  
Sto. Cristo Elementary School | 2013 Cohort  
2015 Alumni Ambassador

Teaching students whose reality is poverty was the greatest challenge. These students needed a certain type of teaching - one that is not limited to teaching of academic content. Teaching that involved equipping the child with the skills needed in the process of learning such as memory, focus, [and] socialization skills.

It took me a while to see and understand my circle of influence - where I can and I must focus my efforts during the 2 year fellowship to yield maximum result and impact. It was very challenging to be the kind of teacher that your students needed.

Chess Carlos  
Commonwealth Elementary School | 2013 Cohort  
Currently with the Commission for Higher Education (CHED)

## Para Kay Idol

*Below is a letter of Teacher Sophia to Alvin, her visually impaired teenage student who scored the highest marks in Values Education.*

Sabi nila, wala ka raw mararating.

Sabi din nila, hanggang “skills” na lang ang kaya mong matutunan at hindi ka nababagay sa section ko kasi iba ka.

Tama sila sa kaibahan mo—pero sa ibang pamamaraan ko nakita ito.

Iba ka talaga sa mga batang lumaki sa kaparehas na sitwasyon dahil kaya mong patunayan na kahit 16-anyos ka na, wala kang takot sa bagong kaalaman. Kahit na may mga hadlang na dumaan sa’yo—mapa-problema sa pamilya o tungkol sa kundisyon mo—naniniwala ka pa rin na kaya mong abutin ang mga bagay na gusto mo at alam ko na gagawin mo ang lahat para maabot iyon.

Ang pinakanakakatuwa sa lahat ay ang marinig at makita na handa kang patunayan na mali ang lipunan sa pagtingin nila sa’yo.

Salamat dahil araw-araw ay pinatutunayan mo na lahat ay makakaya. Sana’y huwag kang magsawang maniwala dahil sa mga tulad mo rin ako kumukuha ng lakas. Huwag tayong bumitaw; sabay lang tayong kumapit sa mga pangarap natin.

Huwag kang mag-aalala, hindi ka nag-iisa. Dahil ang laban mo ay laban ng 3-Campor—ang laban mo ay laban ko rin.

Alvin—konting surat, aral, at basa na lang ay magkaka-M.D. na rin sa dulo ng iyong pangalan. Walang sobra o imposible sa taong may gusto, walang sayang sa taong natututo. Ikaw ang nagpakita niyan sa akin at sana, ipagpatuloy mo lang hanggang sa makuha mo na ang stethoscope, ang scrubs suit, at ang puting lab gown.

Hanggang sa susunod ulit. Salamat at Mabuhay ka!

Sofia Santiago  
Commonwealth Elementary School | 2013 Cohort  
Currently a Pre-School Teacher



## AXL

Axl (pronounced Excel) or Alexander is the top student of the Grade 3 batch in GRES. I’m his math teacher and coach for his mathlete career (yes, that’s a career!), and I’ve had many conversations with this little tabaching genius that surprise me everytime. He’s humble too. Despite acing all my tests, I never heard him say, “Ay, alam ko na yan.”

Earlier in the year, when I talked about passing over some Math techniques because they were too advanced for Grade 3, he replied, “Okay lang sir kahit advanced basta may matututunan!”

Today, he randomly asked me in class, “Sir, what is the meaning of life?” (And of course I jokingly answered, “There is a biological definition and a ‘philosophical’ definition”—but that’s another long post, haha). I saw he understood the terms I used, by the way. Oh, I taught him basic algebra today, too!

Young as he is, he is already set on entering PhilSci and wants to become a Mathematician or Scientist.

I share this today with everyone who toil with the public school system with me—though there are many frustrations that you face every day, ang mga batang mangahas mangarap tulad ni Axl ang siyang nagbibigay buhay sa iyong pagtuturo.

No words can describe how excited I am for this kid! Today, mathlete training—tomorrow, the Axl Theorem for some mathematical principle! #WAITFORIT #NOBELPRIZE

Delfin Villafuerte  
General Roxas Elementary | 2013 Cohort  
Currently with the Department of Finance

Committing two years of my life as a public school teacher is a decision at once questionable and surprising for people I know. Why would I choose to work in a public school and have a difficult time when I could work in a private company? I confess it wasn't easy but I chose this path wholeheartedly—beyond choosing to become a public school teacher, I chose to change lives and have mine changed.

Calling my first month of teaching difficult is an understatement. Every day I go home tired and drained, and there were days when giving up was appealing and doubts kept running through my mind.

But every time I'm on the verge of quitting, I'm always reminded of my why.

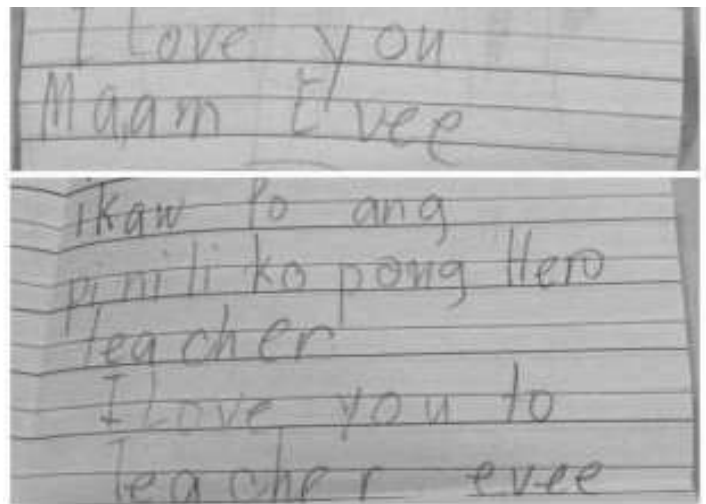
Since I was a kid I've always dreamt of becoming a superhero—someone who helps other people, saves them from harm, and serves as an inspiration. Just recently, this came true through one of my students.

To minimize complaints and fights, I put a box inside my classroom where students can write their grievances towards their classmates. On the first day alone the box was full of complaints, like "Teacher Eeve, si \_\_\_\_\_, sinuntok ako," "Teacher, kinuha ni \_\_\_\_\_ yung lapis ko," "Si \_\_\_\_\_ po, minura ako," "Kinopyahan ni \_\_\_\_\_ si \_\_\_\_\_," and others that broke my heart.

But there was a piece of paper that magically changed how I felt. It was from a student named Bianca, and in that paper she wrote, "Ikaw po ang pinili kong hero, teacher. I love you, Teacher Eevee."

After reading her note, I smiled and felt a lot lighter. My dream actually came true—I became a hero.

When I chose this path, I actually thought I could turn others' dreams into reality—turns out I was actually the one whose dream would come true. All thanks to Bianca, one of my 250 young, everyday heroes.



Another hero of mine is Gabo, a 12-year old non-reader from my advisory class. Every day Gabo stays after class so I could teach him how to read—never did I imagine I can be patient with teaching a basic skill.

Gabo was able to read his first two words ever: "ama," and "baso." When I heard him read his first words, I looked at him and said, "Gab, nagsisimula ka nang magbasa. Nabasa mo yung salita."

He grinned, hugged me and exclaimed, "I love you, Teacher!"

Before he went home his younger brother, also his classmate, told me, "Teacher, si Kuya grade 1 hindi nakakabasa, grade 2 hindi pa rin nakakabasa." I said, "Bago mag-grade 4 si Gab, marunong na siyang magbasa."

They immediately hugged each other out of joy and excitement.

I never realized how small "sparks" can actually have big impacts. Being a public school teacher is definitely hard but I still believe everything will be worth it.

I enter classrooms to teach, but I leave the classrooms taught and inspired.



Members of 2014 Cohort

## On Being Inspired

I was recently catching up with a friend over dinner. She got excited when she found out that I was working for a start-up social enterprise. “Teach for the Philippines! Wow. What’s a normal day like for you?” she asked.

My answer was anticlimactic: answering emails, writing documents, and sitting in meetings with officials. “That sounds like my office job,” she said with a frown. I laughed and shrugged off her comment.

Acquaintances have always held the idea that my job involved two things: teaching in a classroom or coming up with ideas in a cushy bean bag. In truth, the closest thing I have come to teaching was when I substituted for a Fellow for 5 minutes to illustrate fact and fiction. Another truth: There are no cushy bean bags in our office, though we do share a comfortable couch.

I’m part of the Teach for the Philippines home team. We run a range of office operations – from finance to external relations to strategy. I’m behind the scenes, making sure that process and paperwork are in order. When our Fellows are affecting lives in classrooms, I’m in government offices, collaborating with our partners. When they are treating kids to field trips, I’m taking a team to City Council hearings for our official approval. When they are checking test papers, I’m examining legal documents.

Like our teachers in the classroom, I have taken on my task as a steep learning curve. In less than two years, I have sifted through countless laws, legal documents, and policies to better understand the role that we could play in education. I have engaged public servants twice my age, asking how we could work together. I have made judgments calls for the organization’s long-term direction, always uncertain but determined to create public good.

Being the same age as the Fellows, I’m often asked, “Why don’t you teach instead?” It’s an obvious question. The tangibles are more apparent, the impact seems more direct.

I'm almost embarrassed to admit this, but the office work stimulates me. I have never been under so much pressure. It's a job that keeps me on permanent tip toes. Every challenge seems insurmountable – until the next one comes along. Through it all, good work still gets done. After a long week, my colleagues and I eat together to breathe a little.

To my friend's disappointment, my job does sound a lot like hers.

But some days, I go out on the field to our classrooms. Last week, I was at Kapitbahayan Elementary School in Navotas.

I was sitting at the back of the class, as Teacher Kevin read an interactive story book to his students. He asked a question to check if they understood the story. A flurry of hands sprang up; an excited chorus of "Teacher, teacher, teacher!" rang around the room.

What's a normal day like for me?

It's probably like any office job. But I'm always inspired by the work that our teachers do.

Jake Rivera  
Government Relations and Placement Team  
Teach for the Philippines Staff



## On Leaving Your Mark

Today, I found out that my kid hasn't been coming home for the past three days. Three days ago, his stepdad threw him out, together with his things – his uniforms, his possessions, his life. He hasn't been home since. He hasn't even found it in himself to approach his mom for help. He may even be angry at her.

After a couple of days of being absent, he was in class today - Slept almost the entire half day, Exhausted, In a fresh set of borrowed uniforms from a neighbor, Vandalized with marker writings on both arms. Broken. It was the first time I've actually ever seen him cry, He choked in the middle of saying "Walang kwenta daw kasi ako".

A few minutes ago, he came by the house. Seemingly convinced that sleeping in the barangay church is his only choice. I asked about how he was. Again and again. His "tattoos" were from a frat he's part of. A frat. At 14 years old. On his two arms- Cia-JM. His and his crush's name. Juvineh. Another crush. OB – xxx. Some code I couldn't understand. Frat-related, I suppose. Mel. Me?

I don't even know if that Mel meant me. If it is, why? Why me? There are many things I could never really understand. Thinking about it, there really isn't anything to understand; it doesn't really matter because it stings just the same. It feels as if that tattoo is on my skin, too. It feels as if all my kids' names are engraved on my skin. When they're exhausted and vandalized, I feel it twice as much. When they break down, I crumble too. When they feel broken, I feel just as broken. But, I can't do anything about it. I'm just as exhausted and broken as they are. So, how do we then leave our mark? Honestly, this is the only way I know how. Maybe this is the only way I could:

When my arms are just as marked as yours,  
And when I allow you to leave yours on mine.

Mel Balmaceda  
Nangka Elementary School  
2014 Cohort

## Christmas is for Children

On a Tuesday in the last week of November, Jennifer's pencil rolled out the window of our classroom so she and her classmate Jade went down to get it. When they came back, they were holding a wad of paper bills. They said they found it at the back of the school clinic, below our room, where most of their pencils go when they roll out of our window. The amount they found could have paid for both of these kids' Christmas Party fees. But they chose to let me accompany them to the Principal's Office so we can let the school authorities find who owns the money

They say Christmas is the season of giving. These kids, armed with the purest form of human nature, wanted to return what they found. I know they would have done so even without Christmas being right in the corner. Come to think of it, these children go to a public school. Jennifer asks her elder sister for a peso in the afternoon when she's about to come to my class. She has to choose between a slice of kikiam or a pack of Chikito from the canteen tray come recess time. Jade arrives in class early because her family can't afford to feed her breakfast. She has to wait for the school feeding program to get her first meal of the day. These kids who have less can actually afford to give back what isn't theirs.

Friends and family learned about Jennifer and Jade. People contributed in various ways to give these kids and their classmates a party that enabled them to understand what this time of the year really meant.

Jade was awed at the sight of a slice of pizza. She has not seen anything like it before. Her classmates looked at each other's chicken. They have not seen anything aside from the neck part of it before. By the end of the party the kids could no longer hold any more of the giveaways prepared for them. Their parents came to pick them up. They told me these kids are lucky. Lucky—I wouldn't say. More like, blessed. When you give and ask for nothing in return, blessings come in multiples. The kids learned it firsthand. And I was reminded of it through them.

Anj Rosal  
Malanday Elementary School  
2014 Cohort

## The Rewarding Truth

I applied for Teach for the Philippines while still working as a video editor for a television documentary. I had no background in teaching at all. They invited me to join them as a volunteer tutor at Pasong Tamo Elementary School and Bagong Pag-asa Elementary School in Quezon City every Saturday from October 2013 to February 2014.

It took me five months to get into their program because of the immersion I went through. I got in on February 2014; I received an email confirming that I was going to be part of the program. I was editing a video that time. I got teary eyed and told my workmates about it. You could say that I was being a little dramatic but I really went through a lot just to prove that I really wanted to get in their program. All I had was a passion to do something new and the thought that this job has that purpose of serving the country. Thousands applied but only 53 got accepted.

After the preservice training, I was placed in Biñan, Laguna with 7 other Teacher-Fellows. The first few months were hard because of the adjustments we went through, but after, it was actually harder. We were given all sorts of tasks apart from teaching: coaching students for competitions, landscaping the school garden, doing research, etc. But that is the story of a public school teacher: *flexible and resilient*.

We had a reading program for the students in Grade 3 who were non-readers and achieved an 85% success rate with 34 students. We are really proud of this achievement because it was really hard to teach a kid how to read, especially when they don't have someone at home to teach them. We even had to befriend a kid for a long time just so he/she will be responsive to us.

Going back to your "why"

Some days are frustrating: when the kids are behaving badly, when parents are neglecting their duties as parents, when we're just so tired from everything. Tired is the keyword, because being a teacher is not an easy job. It will consume you mentally, physically and emotionally. I remember I was given a disclaimer before I got in this program: This might be the hardest thing that you'll do in your life. Indeed, it is the hardest thing I got into so far in my life, and might just be the most rewarding yet.

Why? Because most days you'll just find yourself smiling or even teary eyed because of the overwhelming progress that the students are making, be it on their academics, their behavior or a kid who was a non-reader who is now one. Because the people who I work with helped me get through a lot. Aside from the kids, they are also the reason why I stayed and why I have fun at work. The teamwork is something that I really treasure.

This job taught me a lot, from learning about the Public School Education System to relating to all sorts of people. It also taught me to become a better version of myself. I became tougher and wiser and because of that I am very humbled and thankful to be a part of this program.

I still have 7 months before I finish the program. We will still get through a lot before it ends. But before that, I will enjoy the tiredness, be grateful for my students and co-workers and impart to them what I have most, love.

Danna Dela Cruz  
Malaban Elementary School  
2014 Cohort

# Be Our Champion!

*"Although poverty and inequality play a powerful role in shaping our children's educational opportunities, inequality is not inevitable, and poverty is not destiny."*

*- Sean Reardon, Professor of Education, Stanford University*

Dear Champion:

On behalf of **Teach for the Philippines**, allow us to extend to you our sincerest gratitude for sharing in our mission of ensuring educational equity. Your support will enable us to enlist promising young leaders to teach for two years in public schools throughout the country. Through their experiences in the classroom, Teach for the Philippines transforms these leaders into lifelong advocates for education equity.

We are keen to continue sharing with you our vision of a reformed education system. As we build our nation together and move towards expanding access to quality education for all Filipino children, we will be sure to keep you updated on our progress.

Please do not hesitate to reach out to us should you have questions, need information, or even if you just want to drop by the office. It would be an absolute delight to have you over for coffee. Again, thank you very much for believing in the work that we do.

Sincerely yours,



**CLARISSA DELGADO**  
Co-Founder and CEO

-----  
Name: \_\_\_\_\_ Organization Name (If Applicable): \_\_\_\_\_

Email Address: \_\_\_\_\_ Telephone Number: \_\_\_\_\_

Mailing Address: \_\_\_\_\_

*I would like to be a champion for:*

- ☐ **General and Administrative Expenses (unrestricted)**      ☐ One Time      ☐ Multi-Year for \_\_\_\_ Years
- ☐ **Fund a Fellow (Php 250,000 / year)**      ☐ In USD (<http://give2asia.org/teachforthephilippines>)
- ☐ **Via Credit Card** (<http://give2asia.org/teachforthephilippines>)

*Should you prefer to be listed as a champion on our website and annual report, please let us know through an email to:*  
[development@teachforthephilippines.org](mailto:development@teachforthephilippines.org)

Subject: Teach for the Philippines Champion

- ☐ I prefer to remain anonymous.
- ☐ I would like to be listed as a program champion on the Teach for the Philippines' website and Annual Report.
- ☐ I prefer that \_\_\_\_\_ be recognized as a program champion on my behalf on the Teach for the Philippines' website and Annual Report.





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