



Annual Report School Year 2013 - 2014



TEACH FOR THE
PHILIPPINES
LEAVE YOUR MARK

Looking back at our first year at Teach for the Philippines, I reflect on the challenges that we faced in setting up an organization that could successfully recruit, train and place some of the most promising young student leaders of the Philippines to teach in high need public school classrooms. It has given me great pleasure to see how we collectively came together to overcome these and start the process of building the foundations of a committed institution. We remained focused on our belief that inequity in education is a solvable problem and that by enlisting committed individuals, and investing in these young leaders, we can contribute to the long term goals of the Department of Education. This conviction has served as the most dynamic catalyst to invigorate our efforts.

Our team at Teach for the Philippines has proven that we can contribute to the national education agenda by remaining focused on a long term vision and executing on our plans by working with our partners to find innovative solutions. The end result has given us great hope for the future and we would like to express our deepest gratitude to our partners for helping us accomplish our goals in our pioneering year. All of them have shared our vision and, more importantly, they have enabled us to learn as a team. I am grateful for the optimism and commitment we collectively shared in making the dream of Teach for the Philippines a reality. We hope that this Annual Report will serve as a testament to this extraordinary effort by all.

Thank you for your unwavering support and interest in Teach for the Philippines. I would also like to recognize, most especially, our wonderful team, our incredible partners, our outstanding colleagues in the Philippines, and all our global friends who believed in us--we could not have done any of this without you.

With our heartfelt gratitude,

Lizzie Eder Zobel
Chairman of the Board



WHAT'S INCLUDED:

- I. Our Story
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 - Programming and Training
- II. Future Plans
- III. Our Team:
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 - Staff
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Financials available upon request.

“Being part of Teach for the Philippines keeps me aware that I am not dreaming for a better future alone. I am part of a team that works hard to get closer to the goal of providing equal educational opportunities for all Filipinos.”

Nikki Vergara
Teach for the Philippines 2013 Cohort

I. Our Story.

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. We enlist some of the country's most promising young leaders to teach for two years in public schools throughout the Philippines. Through their experiences in the classroom, Teach for the Philippines transforms these leaders into lifelong advocates for educational equity.

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.



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

A Dedication to Nation-Building:

Teach for the Philippines' most valuable assets are our Teacher Fellows whom we recruit under the Fellowship Program. Through official partnerships with Local Government Units, the Department of Education and all our Champions, we are able to:

Employ High-Achieving Leaders As Teachers

Teach for the Philippines takes some of the most promising of each year's graduating class and pool of young professionals – those who are compelled to service but who otherwise might not have considered teaching in a public school. They are put through a rigorous selection process that tests their leadership abilities, their commitment, and their grit ensuring that they can commit to this significant role. They receive intensive training in our Summer Institute, following modules in Teaching as Leadership, literacy and reading strategies, and curriculum content. The kind of Teacher Fellows we pick and the Alumni we ultimately produce are highly sensitive to the cultural landscape; eager to share their knowledge; thoughtful and self-reflective; optimistic in their outlook and have a bias for action.

Add to the Diversity in School Communities

The presence of our Teacher Fellows in public school classrooms represents a considerable gain to communities. Teacher Fellows diversify the field of public school instruction and thereby help their students engage beyond the environment with which they are familiar.

Engage Communities and Accelerate Progress

Our Teacher Fellows are invested in their pupils and the contexts from which they hail. They are taught how to involve their pupils' families in training. We believe that teachers work best when they enjoy parents in the

learning process, even outside the classroom. Our Teacher Fellows also go on "home visits" to interact with the community, making sure that the parents and community are partners in the development of every student.

Create Opportunities for Partnership, a Platform to Engage all Filipinos

Through our Civic Engagement Program we collaborate with private corporations and individuals to bring volunteerism to public schools through Brigada Eskwela and "Renovate to Educate" builds. Teach for the Philippines also invites speakers into the classroom to expose students to various fields and interests. When schedules permit, Teach for the Philippines brings students on learning excursions to world-class educational and professional facilities to broaden their minds.

Complete the Education Package

Sustainable change happens when communities and external organizations come together to solve challenges by exchanging innovative ideas. Many are responsible for the foundation of a progressive and excellent education: well constructed infrastructure and the accompanying hardware. Teach for the Philippines believes in completing the package by providing the software, *our Teacher Fellows*, to support and enhance the work that is ongoing in the classrooms.

Admissions

We recruit some of the most promising young Filipino leaders, graduates of public and private universities and colleges all over the country and abroad. Each applicant goes through a rigorous admissions process, and only those selected become Candidate Fellows. They are required to attend a two-month Summer Institute to be certified as Teacher Fellows. Upon graduation from the Summer Institute, they then sign a two-year commitment with the organization.

We seek individuals who believe in and remain committed to our Core Values. Leaders who:

1. Focus on the mission.
2. Constantly learn from everything and everyone.
3. Roll up their sleeves to attain shared goals.
4. Operate with integrity.
5. Bring people together.
6. Act decisively and excellently despite ambiguity.
7. Persevere.

During the Second Admissions cycle, we reached ~9,000 individuals and received **535 completed applications** from across the Philippine Islands and abroad. With even more rigor in an already selective Admissions process, the team continues to work non-stop to build a pipeline of leaders for future cohorts.

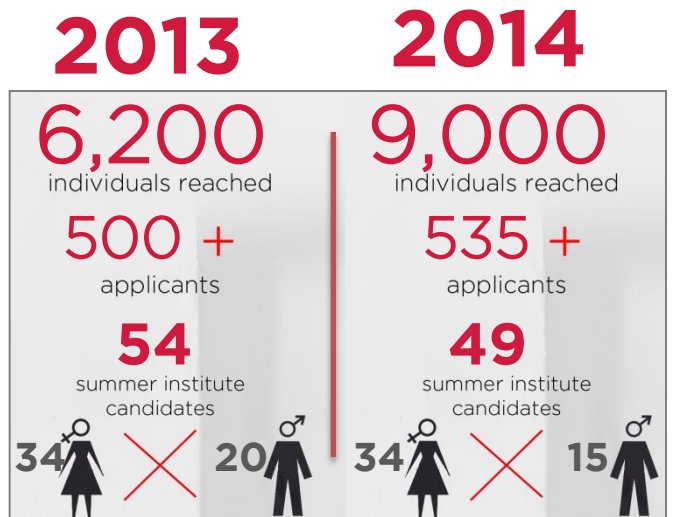
“Kung gusto kong magtiwala sila sa kanilang kakayahan; dapat na mas maniwala ako na kaya kong gawin ang kahit ano. Sama-sama kaming uusad nang may bilib sa sarili sa pagguhit man at sa kahit ano pa.”

“In order to help them believe in their abilities, I need to believe even more that we can do anything. We will move forward together believing in each other”

Markley Villarin,
Teach for the Philippines 2013 Cohort



Top: Interviews include shadow teaching and immersion activities in placement schools. Middle: At an information session during our second admissions cycle. Bottom: Results of our two admissions cycles.



Civic Engagement Program

Teach for the Philippines understands how critical it is to involve multiple stakeholders. Our joint mission requires the participation of the private and public sector, multinationals, multilaterals and not for profit organizations, educators, parents, children and the community in and around our public schools. We call this our Civic Engagement Program.

Our Teacher Fellows support existing initiatives in their schools, bring in their own skillset and give access to their networks and resources, as well as those of Teach for the Philippines. Truly, we are a movement built on collaboration.

The organization creates progressive, interactive learning environments, and conducts activities complementary to our day to day work in the schools. These activities include inviting a variety of speakers into the classroom to introduce their students to various fields and interests (Teach for the Philippines Week), and bringing their students on learning excursions to world-class educational and professional facilities (TFP Week Flipped).

Our Renovate to Educate and Brigada Eskwela programs help uplift the basic infrastructure standards of education that every Filipino child is entitled to. These programs facilitate renovation projects between public schools and private organizations. The results of our thorough assessment of a selected public school's needs are matched to the corporate social responsibility expectations of partner private organizations.

Even with these programs and events in place, we are keen to extend our reach and to find new and exciting ways of expanding the movement for educational equity. Teach for the Philippines continues to explore partnerships with local and international institutions to increase access to education for all public school students.

Who are involved in our Civic Engagement Program?

1. Champions who make Teach for the Philippines' co-curricular (e.g. tutorials and reading programs) and extra-curricular events possible
2. Civic Engagement Interns who assist the staff team on a temporary basis during the summer
3. Individuals who lead our After School Tutorial Program
4. Experts who collaborate in the training and professional development of Teacher Fellows
5. Our ambassadors: local to the Philippines and abroad



Top: Teach for the Philippines team supports community relief efforts following Typhoon Maring. Bottom: Team takes students to a chicken farm in Bulacan for Teach for the Philippines Week Flipped.



Above: Our Fellows at a local radio station sharing stories of their students and experience in the classroom. Below: Our students participate in CocaCola FEMSA's Coordinates for Life (CFL) training with graduates of Tecnológico de Monterrey, Mexico.

Every day in the public school brings new challenges; but each new day gives us another chance to love our students and teach them in the best way possible. I fall in love every day with 49 students. I love 11 doctors, 8 teachers, 6 police officers, 4 engineers, 3 dentists, 3 stewardesses, 2 seamen, 2 pilots, 2 singing divas, 2 superstar actresses, 1 accountant, 1 mechanic, 1 nurse, 1 chef, 1 footballer, and 1 soldier. I love 49 students who will someday change the world. I'm just here to give them that extra lift, that extra push.

Miggy Zaballero
2013 Fellow at Sto. Cristo ES



CIVIC ENGAGEMENT

Students reached through Fellow and Staff-led extracurriculars

7,000

partnerships with champions

guest teachers in the classroom

1,900



27,435 likes



1,100 followers

field trips

700

varsities & clubs

100

As of May 2014

Programming and Training

Our First Cohort:

- ✓ impacts **~3,000** Grade 3 public school students in **15** communities
- ✓ teaches an average class size of **50-60** students
- ✓ conducts tutorial programs & house visits after school
- ✓ has spent over **62,400** hours in the classroom

Understanding the educational reality of 90% of Filipino students creates a consciousness that the inequity must be addressed with urgency. Before our young adults begin their role as teachers in public schools, they must attend an intensive pre-service program called Summer Institute. Summer Institute is an eight-week training program on progressive pedagogy and curricular requirements.

Candidates are trained in teaching methodologies, content based instruction and differentiation. Additionally, our educational partner university provides Candidates with courses in Psychology of Learning, Assessment and Evaluation, Effective Teaching Strategies, and Classroom Management Training. This year's Summer Institute was hosted in Dagupan, Pangasinan in partnership with University of Pangasinan-PHINMA Education Network and Loyola Marymount University (USA) School of Education.

2014 Candidates and 2013 Fellows learned from experienced teachers, principals and supervisors from the Department of Education. Through a partnership with Coca-Cola FEMSA's "Coordinates for Life", our Summer Institute also included workshops and lectures on life skills to provide parents, teachers and other adults with resources to act as a continuing support system to children.

Summer Institute provides an opportunity for Candidates to improve their own education by learning what it means to become transformational teachers. What is more, the Programming and Training team continues to provide supplementary courses on pedagogies and ongoing professional development over the 24-month Fellowship.

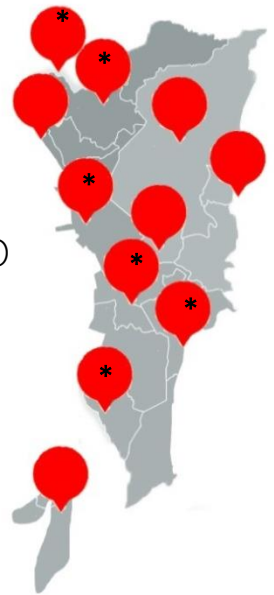
The organization values inclusivity and collaboration and invites principals and teachers from the local community schools with whom we partner to co-learn progressive pedagogies. We are keen to share our world class training and ongoing professional development sessions with our co-teachers and school communities.

SY 2014 -2015

Fellow Distribution:

- Quezon City: 52
- Marikina City: 18
- Mandaluyong City: 10
- Binan City: 8
- Navotas City: 5

Marked with (*) are cities with whom we are beginning to explore partnerships.



II. Future Plans.

Teach for the Philippines commits to keeping education at the top of the national agenda and restoring prestige to the teaching profession.

This year, we've begun to explore partnerships with several local government units in and around Metro Manila.

As we grow, we continue to improve our training and professional development: we begin in the classroom, continue with a 24-month training program, and then graduate our Fellows onto alumni pathways.

Teacher Fellows hail from diverse backgrounds: Math, Psychology, Economics, Education, Social Sciences, Engineering and Literature to name a few. Currently, the 2013 Teacher Fellows are one year into their commitment and will be graduating into our Alumni program in March 2015. Teach for the Philippines' Alumni are high-energy young professionals who now not only have impressive resumes, but also have real-time experience on the ground -- succeeding despite challenges and achieving against the odds. We are excited to roll out our Alumni Mentorship Program this coming school year.

Project Evaluation

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.

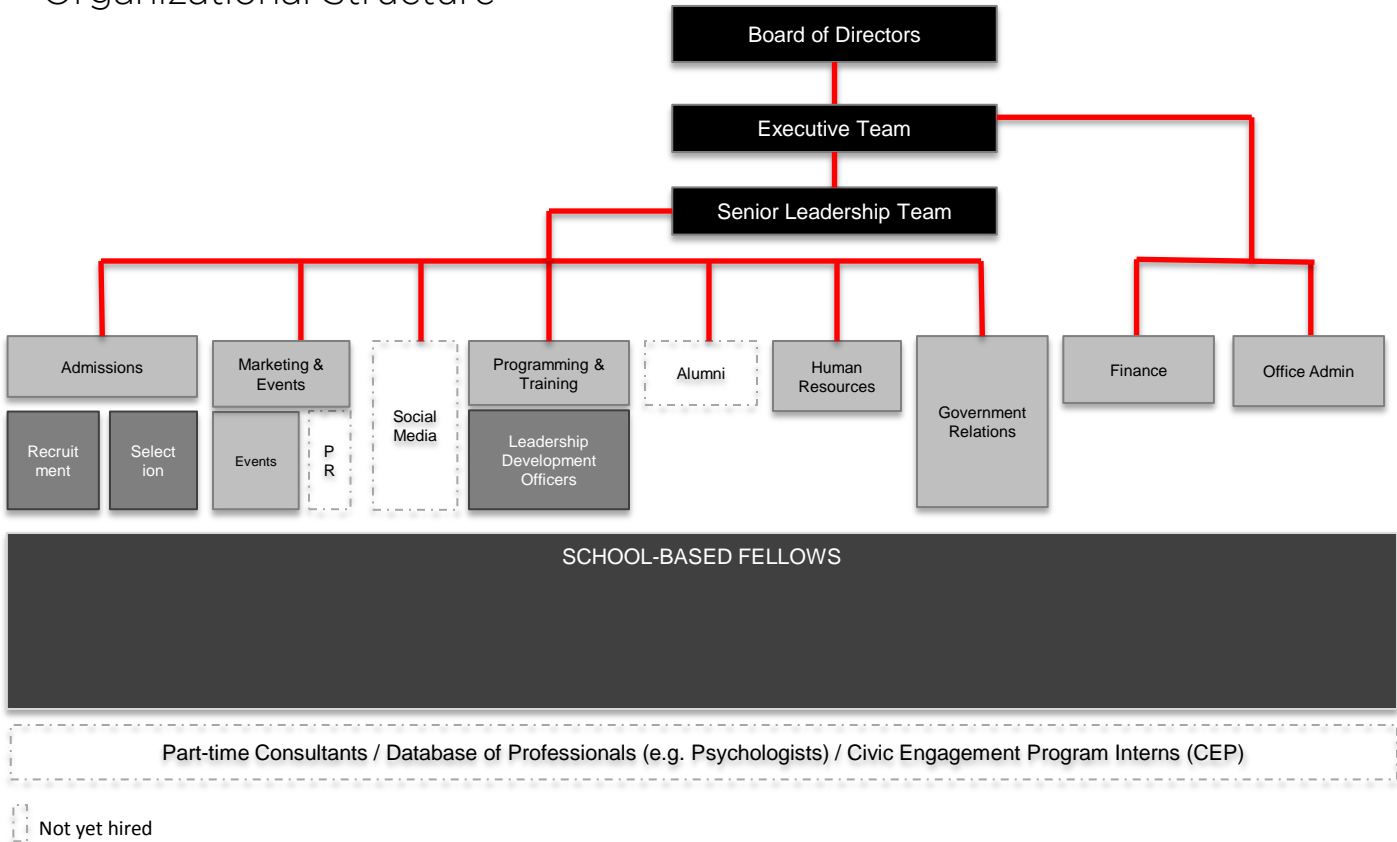
Inside the classroom, Teach for the Philippines measures Teacher Fellow impact on students' academic achievement in multiple ways: the National Achievement Test (NAT) scores, the Philippine Informal Reading Inventory (PHIL IRI) scores, dropout rates, completion rates and transition rates of students.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

Perhaps most importantly, our Teacher Fellows have little by little been able to instill in their kids the importance of education and to continue to further their own education.

Monette Santos
Director of Programming and Training

III. Our Team

Organizational Structure



Most teachers never forget their first parent-teacher conference.. Here's Hayden's Story.

Parent: Sir, salamat po. (Sir, thank you.)

Me: Salamat nga po, ma'am, sa pag-attend ninyo ng meeting kahit may pasok kayo. (No, ma'am, thank YOU for attending the meeting even though you had to report to work today.)

Parent: Hindi po, sir, salamat po kasi ngayon lang ako naka-meet ng teacher ng anak ko na may tunay na pagmamahal sa mga bata. (I have to thank YOU because this is the first time I've met a teacher of my child who genuinely loves the students.)

The mother I got to talk to is a public high school teacher and even had to ask permission from the principal of her school to be absent today to attend our parent-teacher conference.

This was because according to her, she wanted to know who Ginoong (Mr.) Bale is because her son talks about Ginoong Bale a lot when he gets home.

At.... sumabog ang puso sa saya, at namatay ako sa galak. (And at that moment, my heart burst with joy and I died of happiness.)

Jhon Hayden Bale
2013 Fellow at Bagong Pag-asa ES

III. Our Team

Our 2013 Cohort

Anna Gabrielle Alejo
Mary Alimasa
Myrtle Mae Almando
Daniel Philip Ang
Anvico Juner Avañez
Jerome Bactol
Hayden Bale
Shannen Augustine Barcelon
Ryan Anthony Bestre
Katherine Bonsato
Neil Joseph Capumpue
Ma. Theresa Carlos
Emalinda Victoria Castañeda
Adam Crayne
Gian Karlo Dapul
Rexan Dayao
Lesley Elaine De Leon
Julio Denosta
Janine Alyson Duenas
Adelaide Elpidama
Loreen Eslao
Carmina Regine Fernandez
John Carlo Fernando
Christine Michelle Fua
Anna Katrina Dominique 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 2014 Cohort

Vita Jean Acosta
Mark Anthony Afable
Arra Erika Aguilar
Kamille Ampong
Regyn Avena
Melissa Anne Balmaceda
Nikka Ylyssa Basconillo
Patricia Bautista
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
Aura Carmela Ferrariz
Nico Fos
Janel Gatdula
Xyla Gualberto
Kathryn Anne Hilario
Marc Lalas
Isiah Lazan
Katherine Anne Lim
Johnet Grace Lopez
Dave Victor Mariano
Ched Allen Martinez
Emerald Ocado
Trisha Marie Palaganas
Charmaine Pineda
Dionisio III Pobar
Jerlyn Rabaca
Lacey Ramos



Teacher Anna



Teacher Neil



Teacher Eevee



Teacher Kilo

Photos by Louie Arcilla

Patricia Rivera
Andrea Requejo
Maria Angela Rosal
Renard Torrecampo
Jaime Gabriel Villanueva
Karleen Zambas

III. Our Team

Executive Leadership

The executive leadership brings together years of experience in foundation management, retail, logistics, impact assessment, investment banking and asset management. Our interests include art, design, pottery, food, business, and impact investing. Our educational backgrounds are equally diverse – both public and private, local and international, and includes concentrations in philosophy, business, art history, and economics.

Chairman: Elizabeth Eder Zobel

CEO: Margarita L. Delgado

COO: Clarissa I. Delgado

CSRO: Patricia K. Feria

Admissions

The Admissions team's experiences include career consulting, elementary and tertiary education, not for profit management, logistics, literature, and community mobilization. Their love for engaging passionate young adults and providing a platform for nation-building through education drives our recruitment program.

Director: Ma-an Tan

Government Relations

The team leverages years of experience with the Department of Education, local government units, and as a student council officer in establishing relationships with various government offices, our partners in this mission.

Govt. Relations Officer: Jake Rivera

Govt. Relations Officer: Ann Urbana

Finance and Office Administration

Armed with two Certified Public Accountants and backed by years of experience in managing and coordinating functional literacy and teacher conferences, the Admin team ensures that Teach for the Philippines remains compliant with all local policies.

Finance Manager: Ruel Villarubia

Finance Officer: Darell Padolina

Office Management: Ariel Sisante



Teach for the Philippines turns ONE!!

Programming & Training (P&T)

With experience in post conflict refugee camps, international school education, Peace Corps Management, debate coaching, career counseling, and education, our P&T Team ensures we maintain the bar of excellence for our Summer Institute and 24-month teacher training.

Director: Monette Santos

Leadership Development Officers (LDOs):

Mahar Mangahas

Mikko Ramos

Valerie Garde-Farol

Gigi Garcia

Georgie Blackett, Teach for America/Bay Area '09

Marketing & Events (M&E)

M&E Team prides itself with experiences as a DJ, a marketer, a paralegal, an events planner, and a writer. The team is passionate about bringing individuals, corporates, and champions together to support educational equity.

Director: Jerome Intia

Marketing & Events Officer: Angel Ramos

U.S. Business Development

Co-Directors of Business Development:

Angela Cabelon, Teach for America/ SanJose '02

Michael Vea, Teach for America/ NYC '01

IV. 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)

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 M. 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; and 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 Chief Operating Officer, Teach for the Philippines; Special Projects Director, Sa Aklat Sisikat Foundation, Inc. (2009-2012)

V. 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.



VI. Our Experiences

“Stories make us more alive, more human, more courageous, more loving.”

Madeleine L’Engle

Allow us to share with you what makes each of us **come alive** every day. Below are personal stories from individuals on our team:

“...On Monday, we join 600,000 brothers and sisters at arms in classrooms around the country responsible for touching the lives of 22.5 Million Filipino children.

... Each one of you will begin your own personal leadership journey. You will own it. The sweat, the tears, the blood, the laughter, and the fears...the choices we make every day...all these will test our character. Leaders are not borne from lives of leisure. Someone who has never lived beyond his or her comfort zone cannot wield leadership successfully. Successful leaders, by definition, are set apart because they survive in the face of adversity and make a difference in the lives of others.

To be here tonight, you must believe deeply that the opportunities and possibilities available to a child should not be determined by the circumstances of his birth. You lead your students, your friends, your peers to believe this with you. In the classroom or in the office, you lead others to work on this with you. You are doing something to make a difference. *Make it count.*

Clarissa I. Delgado
COO Message to the Team, May 2013



...it was a privilege to visit Teach For the Philippines last week. Their inaugural cohort of 54 amazing fellows - including some of the very top graduates of the Philippines' most respected universities - are in the midst of their training. It was inspiring to engage with such a seasoned team that had been working to improve education for some time before determining to launch Teach For the Philippines as a way to get at the core of the solution to their country's very pressing educational challenges. While there is significant economic growth in the Philippines, the lack of a strong education system is holding the country back severely: only 30% of Filipino children are reading independently by grade six, almost half drop out before secondary school, and only 14 percent make it through the 10-year system. It was inspiring to hear the program's board members reflect on why Teach For the Philippines holds such promise to develop a force of future leaders who will prioritize education in a new way and who will understand what needs to happen to ensure that children in the Philippines fulfill their true potential

Wendy Kopp
Email to Teach for All Network May 8, 2013

A few days after Typhoon Yolanda hit the Philippines, I overheard my students wishing they could also help the victims of the storm. I was moved by their desire to help others and also felt a little heartbroken because they felt like they couldn't help because of their own financial limitations.

This week, we started our Bayani (Hero) theme in the classroom in relation to Andres Bonifacio's 150th birthday. As a class, we've identified how one can become a hero in small ways - lining up properly, telling the truth, treating others with respect, and the list goes on.

The other day, two of my students came up to me and told me about a wallet. They happily reported that they returned the items to a teacher. It was quite endearing to hear them tell the story with pride and joy. I knew they felt proud of what they did. And it was in that moment that I decided that we should push through with: Shoebox Love.

The boxes don't just carry messages of hope and love for the typhoon survivors. They've become symbols of hope and inspiration for many of my kids - that what THEY do CAN make a difference in other people's lives. I believe that being able to help others can be very empowering. Not only does it give them the courage to dream bigger for themselves but it also helps them explore the possibility of including others in those dreams.

Cris Tanjutco
2013 Fellow at Holy Spirit ES



Since the first week of class, I've been asking my 14 year olds to stay for remedial classes to learn to read. This is their third time in Grade 3 and they seem to believe they will never pass.

“Ma'am, bakit pa ako papasok e sigurado namang Grade 3 ako ulit”. (Ma'am, what's the use of going to class when I'm surely going to be in Grade 3 again next year.) I found out they've repeated 3rd grade so many times because after two weeks of school, they would stop and return again the following year.

I started walking them home to see the environment of their community. One of them seemed uncomfortable the first time I asked if I could walk him home. Yesterday was the third time I walked him home and our relationship in school has improved from there.

Last Thursday, my boys finally agreed to try to read for the first time this school year. They were no longer afraid to try. They were no longer embarrassed to show their younger classmates that they're just starting to read letters. Instead, they looked at me when I said “Kay Teacher ka lang tumingin. Kaya mo yan” (Just look at Teacher. You can do it.) and they said their first “ba be bi bo bu”. It was a magical moment!

Bea Tan
2013 Fellow at Apolonio Samson ES



My advisory class for S.Y. 2013-2014 was the last section of Grade 3 in the biggest elementary school in the Philippines. Majority of my students were overage for their grade (7 yrs.-17 yrs. old). Among them were, Jay and Elmer who made my worst day very significant.

It was the first Friday of the school year and I was trying to look the part of a real public school teacher, literally and figuratively. I wore a blue knee-length, smart casual dress that day. I thought this meant or showed I dressed for the part: presentable, respectable and in control. The two boys yelled curses and appeared to mean that these were academic answers to my questions.

At the end of the class, I called them, asked for their notebooks and asked their parents to come the next day. I wrote letters to their parents. While doing so, I felt their hands touching my thighs. I held back my tears and removed their hands and slammed their notebooks on their arm chairs and walked out.

I could not understand. There were questions in my head, some still unanswered to this day. In particular, I struggled with defending my rights as a woman, balanced against my role as teacher of teenagers. The next day, I spoke with their parents and dealt with the issue head on. I began to understand that my students went home to a challenging environment, and I could not blame them fully for their actions.



Elmer, was abused by his dad and also constantly saw his mom abused. Jay came from a poor family, with two brothers in prison. After learning this, I started to create special projects and held one-on-ones for the first two months of the school year. From 9am-12nn, I held subject and reading remedial classes and while doing so, also had the opportunity to talk to them on a more personal level.

They shared with me their dreams. Elmer wanted to be an engineer. He told me he wanted to construct houses and apply his math skills. Jay on the other hand, wanted to be an accountant or a police man, reflecting on his own personal dreams and the ones he had for his siblings.

Suddenly, the one-on-ones stopped working for Elmer. He stopped going to school and spent most of his time with his friends who were into drugs and other vices. I visited his home three times and reminded him about our conversations, and his dreams. The last time I visited him was on September 5, 2013. On September 6, 2013, he came back to my classroom. He was unprepared, he did not even wear his uniform and he didn't bring his bag. He just sat there, like a lost and confused boy looking for a place to feel safe. I have not seen him since. I still wonder about his whereabouts and have so many unanswered questions.

Jay is a complete opposite story. Although at times the bully of my class, he has since become became responsible and loving. He became one of my top achievers in class. He became a sparrow, a student who taught me about unconditional love.

Allow me to share with you two things I believe every teacher should always remember. First, learn to forgive yourself. You cannot help everyone. Like Elmer, in my story. But do everything you can do. All you can do is hope and think about the day he might remember the things you've said. Second, learn to love every day. Loving means facing souls daily and understanding their whys. It also means giving every ounce you have and believing it will be enough.

Sophia Santiago
2013 Fellow at Commonwealth ES

Our Year of Firsts: Highlights

School Year 2013 – 2014

June

2013 Summer Institute comes to a [close](#).

First [day](#) of School!

MITJPAL's Dr. Leigh Linden [visits](#) Manila.

September

Full steam ahead with [recruitment](#) of our Second Cohort of Teacher Fellows!

[Teach for the Philippines Week!](#)

December

Coordinates for Life [partnership](#) established.

Teach for the Philippines staff team teaches!

March

[TFP Amazing Race](#) with 2014 Candidates

[ONE YEAR LATER](#): stories with and by 2013 Teacher Fellows

July

[First Super Saturday](#) with HSBC President, Wick Veloso

[Ambassador Cuisia](#) and the FYLPro Delegates and US Directors [visit!](#)

October

[Third Super Saturday](#) on improving literacy.

Civic Engagement Program [Tutorials](#) Piloted at Pasong Tamo ES.

January

Loyola Marymount University ([LMU](#)) finalizes plans for Summer Institute!

[Teach for the Philippines Week](#) Flipped takes students out of the classrooms!

April

[Kick off Second Summer Institute](#) in Dagupan, Pagansinan with Loyola Marymount University and University of Pangasinan-PHINMA network.

Home team establishes partnerships with placement cities!

Renovate to Educate with [Starbucks!](#)

August

[Second Super Saturday](#) with Mead Johnson Philippines' Alberto Marrero

Kick off [second cycle](#) of Admissions.

November

Renovate to Educate with [HSBC!](#)

Teach for the Philippines Staff Planning Session

February

2014 Cohort participate in Classroom Immersions!

May

2013 and 2014 Cohorts meet at Summer Institute. Coordinates for Life Sessions with CocaCola FEMSA!

2014 Candidates graduate.

Brigada Eskwela 2014.

TFP - DHL exchange program sponsored by DHL in [Boracay](#).

** Every month, DZMM-TLC, an outreach program organized by DZMM Teleradyo in partnership with Teach for the Philippines, visits placement schools in Quezon City to provide free medical services and host learning activities. These included a mobile library and storytelling by radio personalities.*

Be Our Champion!

“One point of broad agreement in education is that teachers matter greatly. Students of certain teachers simply do better in a way that has a marked effect on social and economic outcomes ... the single most important input variable in education is the quality of teaching.” -The Learning Curve Report, The Economist Intelligence Unit.

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,

MARGARITA L. 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>)

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

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.

A photograph showing the back of a person wearing a red t-shirt. The t-shirt has the text "I TEACH FOR THE PHILIPPINES" printed in white, bold, sans-serif capital letters. The person is standing in a crowd of other people, who are blurred in the background. The scene appears to be outdoors during the day.

**I TEACH
FOR THE
PHILIPPINES**