



Technical Assistance Report

Project Number: 47261
Capacity Development Technical Assistance (CDTA)
August 2014

Republic of the Philippines: Teach for the Philippines (Financed by the Republic of Korea e-Asia and Knowledge Partnership Fund)

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Asian Development Bank

CURRENCY EQUIVALENTS

(as of 15 July 2014)

Currency unit	–	peso (P)
P1.00	=	\$0.022996
\$1.00	=	P43.485

ABBREVIATIONS

ADB	–	Asian Development Bank
CAMP	–	Computer Access Mentorship Program
DepEd	–	Department of Education
J-PAL	–	Abdul Latif Jameel Poverty Action Lab
LET	–	Licensure Examination for Teachers
MDG	–	Millennium Development Goal
SAS	–	Sa Aklat Sisikat
TA	–	technical assistance
TFA	–	Teach for All
TFP	–	Teach for the Philippines

NOTES

- (i) The school year (SY) in the Philippines begins in June and ends in March of the following calendar year.
- (ii) In this report, "\$" refers to US dollars.

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CAPACITY DEVELOPMENT TECHNICAL ASSISTANCE AT A GLANCE

1. Basic Data		Project Number: 47261-001	
Project Name	Teach for the Philippines	Department /Division	SERD/SEHS
Country Borrower	Philippines Teach for the Philippines	Executing Agency	Asian Development Bank
2. Sector	Subsector(s)	Financing (\$ million)	
✓ Education	Pre-primary and primary		0.50
		Total	0.50
3. Strategic Agenda	Subcomponents	Climate Change Information	
Inclusive economic growth (IEG)	Pillar 2: Access to economic opportunities, including jobs, made more inclusive	Climate Change impact on the Project	Low
4. Drivers of Change	Components	Gender Equity and Mainstreaming	
Governance and capacity development (GCD)	Civil society participation Institutional development	Gender equity (GEN)	✓
Knowledge solutions (KNS)	Knowledge sharing activities		
Partnerships (PAR)	Civil society organizations Implementation		
Private sector development (PSD)	Public sector goods and services essential for private sector development		
5. Poverty Targeting		Location Impact	
Project directly targets poverty	No	Not Applicable	
6. TA Category:	B		
7. Safeguard Categorization	Not Applicable		
8. Financing			
Modality and Sources		Amount (\$ million)	
ADB		0.00	
None		0.00	
Cofinancing		0.50	
Republic of Korea e-Asia and Knowledge Partnership Fund		0.50	
Counterpart		0.00	
None		0.00	
Total		0.50	
9. Effective Development Cooperation			
Use of country procurement systems		No	
Use of country public financial management systems		No	

I. INTRODUCTION

1. The Government of the Philippines requested the Asian Development Bank (ADB) to support Teach for the Philippines (TFP) in the implementation of a strategy to recruit teachers and provide them with training in modern pedagogical techniques, including the use of appropriate technology. ADB worked with TFP's predecessor, Sa Aklat Sisikat (SAS) Foundation, from 2010 to 2013 during the implementation of the Computer Access Mentorship Program (CAMP), which offered an online program to improve the teaching of reading.¹ The proposed technical assistance (TA) was discussed in detail with TFP and the Department of Education (DepEd) in April 2014. The government concurred with the impact, outcome, outputs, implementation arrangements, cost, financing arrangements, and terms of reference. The design and monitoring framework is in Appendix 1.²

II. ISSUES

2. Despite good progress on education indicators during the 1990s and a high level of commitment by the government to the Philippine National Education for All, 2015 plan and the Millennium Development Goals (MDGs), key education indicators remain well below MDG targets. The country is unlikely to achieve the MDG target of universal access to basic education by 2015.³ The education system faces both quality and access problems. Quality issues include large class sizes, poor teacher quality, insufficient teaching resources, congested curriculum, and lack of subject specialist teachers.

3. The access problem includes a low secondary net enrollment rate—64.6% in school year (SY) 2012/13—and enrollment disparities across regions and income classes, and between urban and rural populations. Enrollment rates vary widely across income quintiles: in 2011, the secondary school net enrollment ratio for the poorest quintile was more than 35 percentage points below that of the richest quintile.⁴ School dropouts are highly concentrated among the poor and other disadvantaged groups. Despite recent increases, spending on basic education is low relative to the size of the Philippines economy. In 2013, government spending on education as a proportion of gross domestic product stood at 2.8%—the same as in 2004.

4. DepEd figures show that the Philippines will need large numbers of teachers to remedy current shortages and to meet the demands of the additional 2 years of senior high school arising from the introduction of the K to 12 program.⁵ DepEd has already taken steps by hiring more than 60,000 teachers in SY2013/14. Teacher quality is key to improving student learning outcomes, yet most public school teachers are ill-equipped, given the largely inadequate pre- and in-service training and professional development opportunities available to them. A recent study showed that only 16.7% of those who enrolled in teacher trainee colleges completed their programs and 54% of Licensure Examination for Teachers (LET) takers passed the exam. The same study found that, between October 2009 and September 2013, around 60% of tertiary

¹ ADB. 2010. *Technical Assistance to the Republic of the Philippines for Computer Access Mentorship Program*. Manila (TA 7513-PHI).

² The TA first appeared in the business opportunities section of ADB's website on 11 April 2014.

³ Cleofe Pastrana. 2011. Meeting the 2015 Challenge: Philippine Progress Report on the Millennium Development Goals. Presentation at the Subregional Workshop for Least Developed Countries in Achieving MDGs, Incheon, Republic of Korea. 14–16 September. National Economic and Development Authority, Pasig.

⁴ National Statistics Office. 2011. *The 2011 Annual Poverty Indicator Survey*. Manila (July).

⁵ The K to 12 program introduces kindergarten and two additional years of senior high school to what was a 10-year education curriculum, thus lengthening the basic education system to 12 years.

education institutions performed below their respective national passing rates on the LET, while only 11% of tertiary institutions had at least 75% of their students pass the LET.⁶

5. Shortages and poor teacher quality have contributed to declining student achievement. National Achievement Test results of high school students from 2007 to 2010 show that the mean percentage score dropped from 49.3% to 45.6%. Negligible gains were made in elementary school scores. In the 2003 Trends in International Mathematics and Science Study (the last time the country participated in an international assessment), the Philippines scored third from the bottom in both science and mathematics. Of the 1.4 million grade 6 elementary students who took the High School Readiness Examination in 2004, also the last time this nationwide test was run, less than 1% managed a passing score in mathematics, English, and science subjects.

6. Girls' performance at the elementary and secondary education levels outpaces that of boys across a range of indicators, including net enrollment, completion, and school attendance. Girls and women also make up a larger proportion of enrollments and have superior retention rates in higher education.⁷ However, girls' advantages at school do not translate into benefits later on—women still have a much lower labor force participation rate than men, higher domestic unemployment, and gender segregation by occupation, occupational group, and class of worker. Women's jobs are often in industries that are mainly informal. Women also suffer the majority of gender-related discrimination.⁸

7. The TA is consistent with ADB's country partnership strategy, 2011–2016 for the Philippines, which emphasizes basic education, including supporting the implementation of the government's flagship K to 12 program, which will extend the basic education cycle from 10 to 12 years, effective from SY2016/17. It also involves partnership between civil society, the private sector, and the government in supporting education. The TA will benefit from lessons learned during the 2010–2013 CAMP TA, which was implemented in partnership with TFP's predecessor, SAS Foundation. CAMP developed an online module to train teachers in progressive strategies for teaching functional literacy in public elementary schools.

8. TFP took to heart a key lesson from the earlier TA—while CAMP was successful in providing the basic skills for teaching how to read, the need emerged to move toward providing more advanced training and support to teachers, using more innovative information and communication technologies and methods. This TA will develop an in-person teacher training program and online teacher training database that can expand and reorient the nature of support available for public school teachers, students, and teaching fellows nationwide. Its goal will be to make resources, materials, and professional mentorship more accessible to teachers, as well as train teachers at a much more advanced level than was possible under the CAMP.

III. THE CAPACITY DEVELOPMENT TECHNICAL ASSISTANCE

A. Impact and Outcome

9. The impact will be better learning outcomes, especially in functional literacy, among elementary students in schools supported by TFP. The outcome will be a scalable and

⁶ Philippine Business for Education. 2014. *Licensure Examination Performance of Tertiary Education Institutions in the Philippines*. Manila.

⁷ Philippine Commission on Women. <http://pcw.gov.ph/statistics/201304/statistics-filipino-women-and-mens-education>.

⁸ World Bank. 2011. *Making Everyone Count*. Washington, DC (pp. 4–5).

sustainable pre- and in-service program that is based on information and communication technology and will enhance the competencies of public elementary teachers.

B. Methodology and Key Activities

10. This TA will help improve basic education by supporting TFP in the implementation of a strategy to recruit teachers and provide them with training in modern pedagogical techniques, including the use of appropriate technology. TFP is a registered nongovernment organization in the Philippines. It was established in August 2012 and is the successor organization to SAS Foundation, which was involved in upgrading the skills of public elementary teachers from 1999 to 2012. TFP is a member of the 34-partner Teach for All (TFA) country network, whose most prominent program partners include Teach for America in the United States and Teach First in the United Kingdom. TFA also has Asian partners, including India, Japan, Malaysia, and the People's Republic of China.

11. TFP recruits promising recent graduates and young professionals from the Philippines and the diaspora to teach (as teaching fellows) in high-need public schools for 2 years. Students are recruited from a pool of university graduates different from typical teacher trainees, and through a highly competitive selection process. Before beginning their 2-year engagement, students undergo intensive 2-month training in the TFP Summer Institute, which began operations in 2013. Students become teaching fellows once they have successfully completed the TFP Summer Institute training. They receive training in progressive pedagogy, the country's curriculum requirements, and use of innovative technologies. Initially, teaching fellows are placed in schools in and around the National Capital Region. The first summer institute was held in April–May 2013 and the first cohort of 53 teaching fellows began teaching in 10 high-need schools in Quezon City in June 2013. Schools were selected in concert with DepEd.

12. Currently, the focus of TFP is on the early elementary grades in high-density, poor urban areas.⁹ Over time, the TA will expand its focus to early elementary grades in rural communities and isolated island communities. Beyond 2015, it is expected that the TFP Summer Institute and support frameworks will become context- and region-specific, with the long-term goal to support the government's K to 12 program nationwide. To ensure sustainability and community engagement, TFP will continue to work closely with local government units, who pay the salaries of teaching fellows placed in schools within their jurisdiction.

13. The TA will deliver three outputs: (i) TFP Summer Institute strengthened, (ii) interactive online system to support teaching fellows developed, and (iii) comprehensive monitoring and evaluation system established. These are outlined below.

1. TFP Summer Institute Strengthened

14. This output will focus on the 2-month TFP Summer Institute that is used to train teaching fellows. The TA will strengthen the Summer Institute to maximize the use of innovative technologies for the training and certification of teaching fellows. It will develop and make available online teaching materials and modules, and an information-technology-based in-service training and support mechanism for teaching fellows. It will also assess Teach for America's Teaching as Leadership curriculum and, where required, adapt it to the Philippines' context. The Teaching as Leadership curriculum will be examined and, where required,

⁹ TFP is modelling the new grade 3 curriculum being introduced under the government's flagship education reform, the K to 12 program.

strengthened to ensure that it is gender-responsive and uses material and images that portray girls and women in a favorable light and in nontraditional roles.

15. Partnerships with institutional leaders in teacher education in the Philippines will be identified and supported through, for example, workshops and other learning events. Finally, this output will finance the training of 120 teaching fellows over a 2-year period, with a focus on progressive pedagogy and modern teaching methods. The number of TFP teaching fellows over the TA period has been determined taking into account TFP's planned growth strategy and an assessment of its institutional capacity.

2. Interactive Online System to Support Teaching Fellows Developed

16. As part of its support framework, the TA will develop a gender-responsive online intranet and communications system to provide ongoing professional development and pedagogical support for TFP teaching fellows while they are undertaking their 2-year teaching engagement in public schools. It will also support the development of a TFP alumni network—a key ingredient in developing long-term stakeholder support for the development of sustainable quality education in the Philippines. This will include the development of an online alumni database, as well as social media channels and interactive communications tools. Under this output, TFP will also procure 120 tablet computers or smartphones for use by teaching fellows during their engagement with TFP. This output will further develop a TFP intranet to house and centralize all TFP educational resources for teaching fellows, and train the 120 teaching fellows on using the TFP intranet.

3. Comprehensive Monitoring and Evaluation System Established

17. This output will include the development and testing of a monitoring and evaluation system to track various TFP-related indicators, such as student learning and teaching fellows' performance. The TA will support the development and implementation of standardized diagnostics and quarterly tests to provide a baseline for monitoring and assessing student performance. TFP will also engage (at no cost) the Abdul Latif Jameel Poverty Action Lab (J-PAL) at the Massachusetts Institute of Technology to develop a framework for the conduct of an impact assessment of TFP to be undertaken when the J-PAL team is of the view that there are sufficient data to implement a randomized control trial. In the meantime, TFP will carry out the necessary data collection to facilitate the impact assessment. The use of J-PAL is justified given their internationally recognized expertise in conducting impact evaluation studies and their previous experience in evaluating a reading program offered by TFP's predecessor, SAS Foundation. It will also shorten administrative and startup times for preparing the evaluation framework.

18. Throughout the course of the TA, TFP will ensure that data are collected regularly and a feedback mechanism for continuous improvement of the training program is implemented. TFP will prepare knowledge products, and organize dissemination workshops or other activities in collaboration with DepEd and ADB. The TA will share knowledge and lessons with other members of the TFA network, including those in Southeast Asia and East Asia. Using the results of monitoring and evaluation, TFP will collaborate with DepEd and teacher training colleges to improve the design of pre- and in-service teacher training programs for greater effectiveness.

C. Cost and Financing

19. The TA is estimated to cost \$678,000, of which \$500,000 will be financed on a grant basis by the Republic of Korea e-Asia and Knowledge Partnership Fund and administered by ADB. TFP's counterpart support will be in the form of counterpart staff, office accommodation, secretarial assistance, domestic transportation, and other in-kind contributions. The cost estimates and financing plan are in Appendix 2.

D. Implementation Arrangements

20. TFP will be the executing agency and will implement the TA. ADB will enter into a partnership arrangement with TFP through a letter of agreement that sets out the terms and conditions of TA implementation. Use of TFP as the executing agency is justified given that they (i) were selected by TFA to establish TFP in the Philippines, (ii) have been involved in upgrading the skills of public elementary teachers in the Philippines since 1999, and (iii) bring the experience and lessons from the implementation of ADB's CAMP TA. A steering committee, with representation from TFP, DepEd, and Quezon City local government, will meet annually to review implementation progress. TFP will oversee day-to-day implementation, including disbursement, reporting, and information collection. In addition to the purchase of tablet computers or smartphones for teaching fellows, the TA may also purchase office equipment, computers, printers, data management tools, and software licenses. At the end of the TA, tablet computers will be turned over to the DepEd schools at which the teaching fellows were placed. Other equipment will be turned over to TFP.

21. The TA will be monitored by ADB's Southeast Asia Department and NGO and Civil Society Center. Regular TA review missions will be fielded to monitor implementation progress. All procurement will be done in accordance with ADB's Procurement Guidelines (2013, as amended from time to time). For consulting services financed in whole or in part from the TA, TFP will engage consultants in accordance with ADB's Guidelines on the Use of Consultants (2013, as amended from time to time). Proceeds of the TA will be disbursed in accordance with ADB's *Technical Assistance Disbursement Handbook* (2010, as amended from time to time). TFP will ensure that it maintains auditable records for any procurement of goods and services under the TA, and will undergo an external audit by an independent auditing firm. The TA will start on 18 August 2014 and end on 17 August 2016. TFP has developed a website (www.teachforthephilippines.org).

IV. THE PRESIDENT'S DECISION

22. The President, acting under the authority delegated by the Board, has approved ADB administering technical assistance not exceeding the equivalent of \$500,000 to the Government of the Philippines to be financed on a grant basis by the Republic of Korea e-Asia and Knowledge Partnership Fund for Teach for the Philippines, and hereby reports this action to the Board.

DESIGN AND MONITORING FRAMEWORK

Design Summary	Performance Targets and Indicators with Baselines	Data Sources and Reporting Mechanisms	Assumptions and Risks
<p>Impact</p> <p>Better learning outcomes, especially in functional literacy, among elementary students in schools supported by TFP</p>	<p>The proportion of third grade elementary students reading at appropriate age level increases from 60% in 2014 to 80% in 2021</p>	<p>M&E reports by TFP</p>	<p>Assumptions</p> <p>Continued government prioritization of the basic education sector</p> <p>TFP continues to operate at existing levels after the technical assistance ends</p> <p>Risk</p> <p>The system is not replicated due to lack of funding, interest, or changing priorities</p>
<p>Outcome</p> <p>A scalable and sustainable pre- and in-service training program that is based on information and communication technology and will enhance the competencies of public elementary school teachers</p>	<p>Accessible online platform to support and assess pre- and in-service training developed, by the second quarter (Q2) of 2016</p> <p>At least 90 teaching fellows (27 male and 63 female) graduate from TFP Summer Institute and are eligible to sit the Licensure Examination for Teachers, by Q2 of 2016 (2014 baseline: 27 male and 63 female)</p>	<p>M&E reports by TFP</p> <p>M&E reports by TFP</p>	<p>Assumption</p> <p>DepEd continues to recognize TFP program and coordinate its implementation with TFP</p> <p>Risk</p> <p>Legal provisions allowing the use of nonregistered teachers in DepEd schools are repealed</p>
<p>Outputs</p> <p>1. TFP Summer Institute strengthened</p>	<p>Revised gender-responsive curriculum content and materials developed and available by the fourth quarter (Q4) of 2014</p> <p>120 teaching fellows (36 male and 84 female) trained in curriculum and pedagogy, including gender sensitization, in the TFP Summer Institute, from 2014 to 2016</p>	<p>TFP curriculum documents</p> <p>M&E reports by TFP</p>	<p>Assumptions</p> <p>TFP continues to attract top-performing teaching fellows</p> <p>Schools continue to accept teaching fellows</p> <p>Risk</p> <p>TFP fails to retain key partnerships (e.g., with local government units)</p>
<p>2. Interactive online system to support teaching fellows developed</p>	<p>Gender-responsive online content and system to support teaching fellows developed, by the first quarter (Q1) of 2015</p> <p>120 tablets or smartphones provided to teaching fellows, by Q2 of 2015</p> <p>24 teaching fellows (8 male</p>	<p>M&E reports by TFP</p> <p>M&E reports by TFP</p> <p>M&E reports by TFP</p>	<p>Assumption</p> <p>Schools continue to accept TFP teaching fellows</p> <p>Risk</p> <p>Partnerships (e.g., with local government units) do not continue</p>

Design Summary	Performance Targets and Indicators with Baselines	Data Sources and Reporting Mechanisms	Assumptions and Risks
	and 16 female) pilot interactive online mentoring and coaching program, by Q4 of 2015		
3. Comprehensive monitoring and evaluation system established	<p>Performance monitoring system, including gender-disaggregated data, to support teaching fellows developed and implemented, by Q1 of 2015</p> <p>Evaluation framework for measuring the long-term effectiveness of TFP completed, by Q2 of 2016</p> <p>Independent evaluation of TFP completed, by Q2 of 2016</p>	<p>M&E reports by TFP</p> <p>Framework published on TFP website</p> <p>Published on TFP website</p>	
<p>Activities with Milestones</p> <p>1. TFP Summer Institute strengthened</p> <p>1.1 Develop, pilot, and disseminate revised TFP Summer Institute curriculum, by Q4 of 2014.</p> <p>1.2 Assess Teach for America's Teaching as Leadership curriculum and adapt to the Philippines' context, including gender sensitization, by Q2 of 2015.</p> <p>1.3 Upload Teaching as Leadership curriculum to TFP intranet, by the third quarter (Q3) of 2015.</p> <p>1.4 Identify and implement methodologies and technologies to digitally assess and mentor TFP teaching fellows, by Q2 of 2015.</p> <p>1.5 Identify and establish partnerships with institutional leaders in teacher education, by Q2 of 2015.</p> <p>1.6 Hold workshop(s) and prepare report on TFP experience and lessons in teacher training in Philippines schools, by Q2 of 2016.</p> <p>2. Interactive online system to support teaching fellows developed</p> <p>2.1 Procure 120 tablets or smartphones for teaching fellows, by Q2 of 2015.</p> <p>2.2 Develop intranet to house and centralize all TFP educational resources for teaching fellows, by Q1 of 2016.</p> <p>2.3 Develop and implement system for online training and certification of teaching fellows, by Q2 of 2016.</p> <p>3. Comprehensive monitoring and evaluation system established</p> <p>3.1 Identify main components to be monitored, by Q3 of 2014.</p> <p>3.2 Develop monitoring platform, by Q3 of 2014.</p> <p>3.3 Test M&E system, by Q3 of 2014.</p> <p>3.4 Undertake independent evaluation of technical assistance outputs, by Q2 of 2015.</p> <p>3.5 Engage Abdul Latif Jameel Poverty Action Lab to assist in designing the TFP impact evaluation framework, by Q2 of 2016.</p>			<p>Inputs</p> <p>Republic of Korea e-Asia and Knowledge Partnership Fund: \$500,000</p> <p>Note: TFP will provide counterpart support in the form of counterpart staff, office accommodation, secretarial assistance, domestic transportation, and other in-kind contributions.</p>

DepEd = Department of Education, M&E = monitoring and evaluation, TFP = Teach for the Philippines.

Source: Asian Development Bank.

COST ESTIMATES AND FINANCING PLAN
(\$'000)

Item	Amount
Republic of Korea e-Asia and Knowledge Partnership Fund^a	
1. Consultants ^b	398.6
2. Equipment ^c	21.0
3. Training, seminars, and conferences	41.7
4. Surveys	8.2
5. Miscellaneous administration and support costs ^d	12.3
6. Contingencies	18.2
Total	500.0

Note: The technical assistance (TA) is estimated to cost \$678,000, of which the contribution from the Republic of Korea e-Asia and Knowledge Partnership Fund is presented in the table above. TFP will provide counterpart support in the form of counterpart staff, office accommodation, secretarial assistance, domestic transportation, and other in-kind contributions. The value of TFP's contribution is estimated to account for 26.3% of the total TA cost.

^a Administered by the Asian Development Bank.

^b Includes remuneration, travel, per diem, and reports and communications.

^c Indicative equipment list includes tablet computers or smartphones for teaching fellows, office equipment such as laptops and printers for the project office, data management tools, and software licenses.

^d Includes legal fees, accounting services, office supplies, and dissemination of TA results.

Source: Asian Development Bank estimates.

OUTLINE TERMS OF REFERENCE FOR TEACH FOR THE PHILIPPINES (TFP)

A. Objectives

1. The proposed technical assistance (TA) will be implemented by Teach for the Philippines (TFP) in coordination with the Department of Education (DepEd) and will identify, develop, and support a community of 120 teaching fellows over a period of 2 years. DepEd has signed a memorandum of agreement with TFP to allow for the piloting of the K to 12 program in grade 3, and the partnership allows—for the first time—noneducation majors and professionals to teach in the public school system. The expected outcome is a scalable and sustainable pre- and in-service training program that is based on information and communication technology and will enhance the competencies of elementary school teachers.

2. The key features are: (i) teaching fellows teach in high-need public schools (selected in concert with DepEd) for 2 years using innovative pedagogical strategies and maximizing the use of internet in the classroom; (ii) teaching fellows receive intensive training at the TFP Summer Institute, following modules of teaching as leadership, pedagogy, and technology in the classroom; and (iii) teaching fellows are supported during their 2 years by a leadership development team and an online intranet. A key feature of TFP is that teaching fellows will receive better pre-service training than is available to other teachers. They will also benefit from the development of progressive online training methodologies and applications for continuous and consistent in-service training. TFP will also include detailed online program monitoring, including online tracking of student performance and monitoring of indicators such as teaching fellow and student satisfaction, net enrollment rates, dropout and completion rates, and levels of functional literacy.

B. Outputs and Implementation Arrangements

3. The TA will deliver three outputs: (i) TFP Summer Institute strengthened, (ii) interactive online system to support TFP teaching fellows developed, and (iii) comprehensive monitoring and evaluation system established. TFP will be the executing agency and will implement the TA. The Asian Development Bank (ADB) and TFP will sign a letter of agreement.

C. Detailed Tasks

4. TFP will implement the TA in coordination with DepEd. Specifically, TFP will:
- (i) Establish a project implementation unit, and appoint a project manager and project assistant to oversee and implement the project.
 - (ii) Research, develop, and implement an innovative Summer Institute, including training of trainers and creation of a gender-sensitive curriculum. This will involve development of pre-service training modules in areas such as teaching as leadership, literacy and reading strategies, pedagogy, and subject-specific curriculum content.
 - (iii) Support teaching fellows in the classroom, online, and face-to-face, throughout their 2-year tenure with TFP.
 - (iv) Train 120 teaching fellows over the 2014–2016 period in progressive pedagogy and modern teaching methodologies.
 - (v) Evaluate the teaching as leadership program and adapt it to the Philippines context, including gender sensitization.

- (vi) Engage software and/or data specialist(s) to develop and monitor progressive software and a robust intranet that enhances and scales the impact of the training and support program for teaching fellows.
- (vii) Engage training specialist(s) (leadership development officers) to monitor and train teaching fellows in the use of technology, the intranet, and progressive pedagogy. This face-to-face monitoring and training enhances the impact of the training and support program for teaching fellows.
- (viii) Engage admissions specialist(s) to ensure that TFP attracts and places the Philippines' most promising young leaders in its organization.
- (ix) Engage government relations specialist(s) to ensure that TFP maintains and expands its partnership with DepEd and the local government units. This meets the need to continuously seek ways in which to further develop the DepEd–TFP public–private partnership.
- (x) Engage a gender and social sector development specialist to assist in assessment of gender responsiveness of curriculum.
- (xi) Train 120 teaching fellows in the use of the TFP intranet.
- (xii) Monitor teacher effectiveness and student results through national and in-house diagnostics, unit tests, and surveys.
- (xiii) Keep a register of teachers who successfully complete the program.
- (xiv) Engage an independent entity to design the monitoring and evaluation system, carry out data collection, and conduct a baseline and impact study on the effectiveness of the online teacher training.
- (xv) Ensure that data is collected regularly and a feedback mechanism for continuous improvement of the training program is implemented.
- (xvi) Procure tablets or smartphones for 120 teaching fellows.
- (xvii) Participate in a dissemination workshop and prepare a report, in collaboration with ADB, on the TFP experience and lessons for teacher training and registration in the Philippines.
- (xviii) Share knowledge and lessons with DepEd, teacher training colleges, as well as the partners of the Teach for All network.
- (xix) Keep auditable records for any procurement of goods or services under the TA.
- (xx) Undergo external audit by an independent auditing firm.

D. Reporting

5. The TA will produce inception and milestone reports as set out below.

Reporting and Payment Milestones

Time	Indicative Payment Amount	Deliverable
Beginning of year 1	26% of technical assistance amount	Inception report and detailed work plan
End of year 1	27% of technical assistance amount	Report on the redesign of the training program and framework for independent output evaluation
Beginning of year 2	25% of technical assistance amount	Report on lessons learned and next steps in the strategic plan, focusing on scale and sustainability
End of year 2	21% of technical assistance amount	Final technical assistance report

Source: Asian Development Bank estimates.