



Technical Assistance Consultant's Report

Project Number: 47261
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Republic of the Philippines: Teach for the Philippines
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Asian Development Bank

TA 47261-PHI: Teach for the Philippines Project Completion Report

Part I – Background and Context

A. Development Context of the Project

The Philippine Medium-Term Development Plan 2004-2010 identifies the achievement of universal basic education as a major goal of both the National Education for All 2015 Plan and the Millennium Development Goals (MDGs). However, despite the good progress in the 1990s, the implementation of K to 12, and six years of high level commitment from the past Aquino administration, the *Philippine government did not meet the MDG target of universal access to basic education by 2015*. Key education *quality* indicators continue to worsen through speed over quality in the K to 12 implementation; low academic attainment; and stubbornly high dropout rates,¹ which translate ultimately into higher levels of joblessness and poverty.

The most recent ADB country strategy and program for the Philippines 2005-2007² promotes synergies between the public and private sectors, both because private sector operations can have a catalytic effect upon the public sector, and because the pressure on the public resources is reduced. Education, while not a feature of country strategy and program, is expected to play a significant role in the future (country operations business plan 2010-2012). The proposed project is a good example of a public-private partnership, in which private resources and talents are harnessed by two civil society organizations (CSOs) in a concerted effort to support the public education system and improve the quality of teaching and learning.

B. What are the related challenges

Up until 2015, the Philippines had the shortest education cycle in the world, with only 10 years of public basic education and only four years of undergraduate education. All other countries in the world have had 15 or 16 years. Under the new Republic Act 10433 or the Enhanced Basic Education Act of 2012, a student will be required to take a full 12-year Basic Education Curriculum, starting from kindergarten, six years of elementary, four years of junior high school, and two years of senior high school -- *but these changes were implemented by DepEd over the course of a quick four years*.

The official rollout of the Senior High school phase took effect in school year 2016-2017, and an estimated number of >1 Million students enrolled. With only 4 years to prepare and implement the program, criticisms and oppositions continue to swell from political groups

¹ One in every 10 Filipinos or about 4 million Filipino children (6-14 years old) and youth (15 to 24 years old) are out-of-school in 2013 according to the FLEMMS Survey on Out-of-School Children and Youth Prevalence in the Philippines. To address the Out-of-School problem, the Department of Education developed the Alternative Learning System (ALS) curriculum, a module-based, non-formal curriculum designed for learners who cannot afford to go through formal schooling. ALS allows a student to be considered enrolled even if they only appear once in a year and even if they never pass the equivalency exam. The figure of equivalency passers continues to fluctuate. In 2014, out of the 24,998 applicants for elementary level, only 6,135 passed (24%) and in the secondary level only 72,076 passed out of the 221,598 (32%).

² ADB. 2005. Country Strategy and program: Philippines, 2005-2007. Manila.

and unions expressing concerns of unpreparedness, possible displacement of teaching personnel starting 2016, and the drop of number of enrollees in higher education institutes for the next five years, among others.³ The unsolved issue of classroom shortages also burdens the smooth implementation of K to 12. Though financial resources are available from the Basic Education Facilities Fund, the slow-moving construction of classrooms and facilities will negatively impact students and teachers who are already deprived of healthy learning environment due to existing shortages.⁴ Furthermore, a disregard for quality in K to 12 textbooks has been scrutinized by Antonio Calipjo-Go, who has caught sight of thousands of errors in the DepEd textbooks.⁵ Having received a significant budget of Php 3.7 billion for textbooks alone, ideally 70 million new and quality textbooks should have been prepared and received on time for students to use in June 2015. However, at least 15 million books for grades four and ten were delayed and did not reach the students on time for the opening of classes on that same year.⁶

Compounding the challenges, teacher quality is a growing concern that has beleaguered the previous and the current administration. Too many of the Teacher Education Institutes (TEIs) that train teachers are inadequate, with very few of their graduates actually passing the professional Licensure Examination for Teachers (LET). Universities that have Licensure Exam passing rates of 50% or less, year-in and year-out, are a clear reflection of a cycle of poor instruction. A World Bank report assessed Philippine teacher training efforts and found them “suffering from a ‘general lack of rationalization and low standards of the higher education system’ which will ‘typically affect the teacher education institutions, both in the public and the private sectors’ (Paralkar, 2001).⁷ Aside from addressing the current challenge of poor quality provided by these institutions, TEIs must prioritize curriculum reform to meet the needs of K to 12, with little time to prepare. The limited additional trainings that seek to enhance competencies and skills of teachers and to ‘align with the content and performance standards of the new K to 12 curriculum’ have not been given the chance to be reviewed for efficacy.⁸

C. What is the Project about

The Philippine Department of Education policy actively encourages partnerships with civil society and private sector organizations to meet these goals. As a result, there is an impressive array of societies of educators, civil organizations, and business groups who are playing a prominent role in supporting government efforts to achieve universal access and raise quality. Other smaller groups have developed programs to address specific critical issues. One such group was the *Sa Aklat Sisikat* (SAS) Foundation which for over a decade successfully promoted reading among tens of thousands of children through a 30-day reading intervention. However, the impact of the 30-day intervention was constrained by the following:

³ <http://www.rappler.com/nation/92315-lawmakers-file-second-petition-vs-k12-sc>

⁴ <http://www.philstar.com/headlines/2015/05/28/1459561/classroom-shortage-awaits-students-monday>

⁵ <http://cnnphilippines.com/incoming/2015/06/25/Problems-hounding-K-to-12-program-Part-2-Errors-in-textbooks.html>

⁶ <http://cnnphilippines.com/investigative/2015/06/25/Problems-hounding-K-to-12-program-Part-1-Undelivered-books.html>

⁷ Reyes Jr., Vicente, Systemic Corruption and the Programme on Basic Education in the Philippine Department of Education; Paralkar, R, Combating Corruption in the Philippines: An Update

⁸ Teacher Educator Development Needs Study, Philippine National Research Center for Teacher Quality, Philippine Normal University - Manila, The National Center for Teacher Education

1. Deteriorating quality of TEI graduates with less and less ability to understand English, as well as progressive (non-rote learning) methods of teaching literacy;
2. Fluctuating and unpredictable policies; and
3. Ultimately, the absence of longer term, ongoing *reinforcement* of teacher skills once the 30-day program finished.

A more broad-based approach that had deeper impact *inside* the Department of Education system was needed in order to be able to reach larger numbers of teachers in a more effective way. In 2012, *Sa Aklat Sisikat* Foundation formally transitioned into Teach for the Philippines (TFP).

TFP recruits promising recent graduates and young professionals from the Philippines and the diaspora to teach (as ‘Teacher Fellows’) in high-need public schools for a period of two years. Students are recruited from a pool of university graduates different from typical TEI teacher trainees and through a highly competitive selection process. Prior to beginning their two-year engagement, students undergo an intensive two-month training program (>360 training hours) in the TFP Summer Institute, which began operation in 2013. Students become Teacher Fellows once they have successfully completed the Summer Institute training program. Students receive training in progressive pedagogy, Philippines’ curriculum requirements, and the use of innovative technologies. In its initial stages, Teacher Fellows were placed in schools in and around the National Capital Region (NCR). The first Summer Institute was held from April-May 2013 and the first cohort of 53 Teacher Fellows began teaching in 10 high-need schools in Quezon City in June 2013. Schools were selected in collaboration with the Department of Education.

i. Objectives

TFP is a registered non-government organization in the Philippines. It was established in August 2012 and is the successor organization to the *Sa Aklat Sisikat Foundation*, which was involved in upgrading the skills of public elementary teachers and principals from 1999 to 2012.

The objective of the Technical Assistance (TA) was to help improve the challenges of basic education by developing an innovative strategy for improving *education quality* specifically. In particular, the project aimed to develop an in-person teacher training network and database that could expand and reorient the nature of support available for public school teachers, students, and Teacher Fellows nationwide. Its goal was 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 earlier iterations as *Sa Aklat Sisikat*. Furthermore, it also looked to have a more present and integrated relationship with school communities by finding means to have Teacher Fellows work as full-time teachers in public schools.

Currently, TFP is the longest serving partner of the Department of Education, and the only non-government organization allowed full-time inside public school classrooms. To ensure sustainability, 50% of TFP’s operating costs are financed by local

government units (LGUs) *who pay the salaries of Teacher Fellows placed in schools within their jurisdiction.*⁹

ii. Outputs

The expected outcome is an innovative pre- and in-service ICT-based training program that enhances the competencies of public elementary school teachers.

The TA sought to deliver three outputs. These are outlined below:

1. **TFP Summer Institute strengthened:** This output focused on the strengthening and development of the TFP two-month Summer Institute that is used for the pre-service training of Teacher Fellows. Training is to be strengthened in order to maximize the use of innovative technologies to support the TFP certification of Teacher Fellows. The following outputs were expected:
 - a. Online learning management systems; teaching materials and modules; as well as an IT-based in-service training and support mechanism for Teacher Fellows, to be developed and made available;
 - b. Assessment of Teach for America's Teaching as Leadership (TAL) curriculum and, where required, adapting it to the Philippines context;
 - c. Partnerships with institutional leaders in local and international teacher education will also be identified and supported through, for example, workshops and other learning events; and
 - d. Lastly, the TA will finance the training of 120 Teacher Fellows over a two-year period, with the focus on progressive pedagogy and modern teaching methodologies.

2. **Interactive online system to support network of Teacher Fellows developed.** As part of its support framework, the TA sought to develop a gender responsive online intranet and communications system to provide ongoing professional development and pedagogical support for TFP Teacher Fellows, both while they undertake their two-year teaching engagement in public schools and beyond. The following outputs were expected:
 - a. The development of an Intranet, available to all employees of the organization, to house and centralize all TFP educational resources for Teacher Fellows and the conduct of training for the 120 Teacher Fellows on use of the TFP intranet;
 - b. Through the TA, TFP will also procure 120 tablet computers or smartphones for use by Teacher Fellows during their engagement with TFP; and lastly,
 - c. 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, expansion of alumni

⁹ The Government recently increased the wage of public school teachers to a base salary of 18,549.00 Philippine Pesos, with a 1,500.00 Philippine Peso Allowance, monthly (<http://depedforum.com/teachers-salary-increase-table-2011/>). In comparison, Teacher Fellows receive 17,099.00 Philippine Pesos with an additional 2,500.00 Philippine Peso "Chalk Allowance", monthly.

programs, as well as social media channels and interactive communications tools.

- 3. Comprehensive monitoring and evaluation system established.** This output will include the development and testing of a monitoring and evaluation system to track a number of TFP related indicators, including student learning and Teacher Fellow performance. The following outputs were expected:
- a. The TA will support the development and implementation of standardized diagnostics and quarterly tests to provide a baseline for monitoring and assessing student performance;
 - b. TFP will also engage (at no cost to ADB) 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 are of the view that there are sufficient data to implement a randomized control trial;
 - c. 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;
 - d. TFP will prepare knowledge products, and organize dissemination workshops or other activities in collaboration with DepEd and ADB;
 - e. The TA will share knowledge and lessons learned with other members of the Teach for All (TFA) network, including those in Southeast Asia and East Asia; and lastly,
 - f. Using the results from the monitoring and evaluation, TFP will collaborate with DepEd and teacher training colleges to improve the design of pre-service and in-service teacher training programs for greater effectiveness.

Part II – Methods Applied and Main Outputs

A. Methods applied and Key activities

Below are the key activities as discussed and agreed upon in the Design and Monitoring Framework:

1. The Project will be implemented from 21 October 2014 to 21 October 2016 by the Project Implementation Unit (PIU).¹⁰
2. By month 1 and 2 (November/December 2014), the Inception Report will be submitted and accepted and the organization is to have hosted an Inception Mission.
3. By month 5 (March 2015), the PIU will be fully staffed.
4. By month 8 (June 2015), develop a monitoring platform and create a Data and Assessment Calendar.
5. By month 9 (July 2015), assess Teach for America's TAL curriculum and adapt to Philippines context, including gender sensitization.
6. By month 12 (October 2015), the PIU will establish the online Intranet and be ready to pilot it amongst employees. Almost 100 Teacher Fellows will have undergone the Summer Institute, prior to SY 2015-2016.
7. By month 13 (November 2015), pilot interactive online mentoring and coaching certification program.

¹⁰ Please see (a) of Section II. C. "Non accomplishments, if any, and reasons thereof", below. **The month count refers to the implementation dates set in the original TA, October 2014 to October 2016.**

8. By month 21 (July 2016), an additional 50 new Teacher Fellow candidates will be trained in Summer Institute 2016, prior to SY 2016-2017. The TFP Team and Training Intranet will be edited and revised.
9. By month 24 (October 2016), 120 total Teacher Fellows will have been trained over the 2014-2016 period in progressive pedagogy and modern teaching methodologies. Learnings will be echoed across school communities and a longer-term impact evaluation framework will be drafted.

B. Main outputs

Based on the key activities as discussed and agreed upon in the Design and Monitoring Framework, and in response to the key outputs expected of the project, the following was accomplished:

1. **TFP Summer Institute strengthened:**
 - a. TFP team studied Teach for America's Teaching as Leadership (TAL) framework and established that in its original form, needed to be substantially tweaked for the Philippine Context. After a year of pilots and workshops to support this study, the localized Programming & Training Curriculum began to take shape.
 - b. In March 2016, TFP then re-designed the Programming & Training Curriculum and launched the Transformational Leadership Continuum (TLC). TLC is organized via an online learning management system, and teaching materials and modules are available online. With the recent hiring of a Data Impact and Assessment Manager, there is IT-based in-service training and support mechanism for Teacher Fellows.¹¹
 - c. TFP pioneered a partnership with an accredited local Teacher Education Institute, the University of Pangasinan, as well as an international university, the Loyola Marymount University's Graduate School of Education. These partnerships have been developed and have been running since the first year of the TA and TFP looks to continue them.
 - d. The number of Fellows the TA has financed is 137% to goal. During the term of this project, the organization has graduated 124 Teacher Fellows all of whom have received the 18-units of Education needed to sit for the Philippine Licensure Exam for Teachers (LET).
2. **Interactive online system to support network of Teaching Fellows developed:**
 - a. By month 4, eight months ahead of schedule, the Intranet was fully developed and housed (accessible online platform to support and assess pre- and in-service training). The Intranet also served to centralize all TFP educational resources for Teacher Fellows. The Intranet was made accessible to all employees with a Teach for the Philippines email address (security measures). Additionally, TFP requested for an international and external IT team led by CISCO to run a vulnerability assessment of the organization's IT services (with no cost to ADB or the organization). Results of the IT vulnerability assessment are available upon request.¹²

¹¹ For a complete description and diagram of the Transformational Leadership Curriculum (TLC) please refer to the second Implementation Report submitted on August 3, 2016.

¹² As reported in the second Implementation Report on August 3, 2016, there are no further updates to the Intranet as TFP comes to the end of the TA. The organization is also on track with implementing the recommendations from the IT Audit and Vulnerability Assessment (completed August 1, 2015).

- b. The Programming and Training team's 24-month Transformational Leadership Continuum, a competency continuum that has allowed for individualized gender-responsive training and professional development, and has enabled the organization to maintain a 10% Attrition Rate.
 - c. Since October 2014, the TA has financed the procurement of 142 tablet computers for use by Teacher Fellows during their engagement with TFP. This enabled Fellows to introduce ICT in their classroom and among their co-teachers and peers. What is more, despite a ratio of 1 tablet to 45-50 students (on average), Teacher Fellows have provided anecdotal evidence of a more engaged classroom of students. Teach for the Philippines continues to partner with organizations and software providers that provide low cost or free content to our Teacher Fellows. Teacher Fellows in turn share these resources with school leadership and public school teachers to further the collective school's use of ICT in the classroom. We have seen these "training of trainers" happen organically during "teacher learning circles", inservice training, and pre-service training sessions run by Teacher Fellows.
 - d. Approximately 71% of our Alumni have remained engaged in the field of policy or education, surpassing the organization's target of 65%. Several are now working in the government, particularly the Department of Education and the Commission on Higher Education (CHED). At least 20% are working in the corporate sector, handling CSR programs, HR, training, and strategy among others. The Alumni's experience as Teacher Fellows has been vital in influencing systemic change -- providing Alumni with the foundation to create policies about education that are informed by the realities in the public schools, to allowing the solid Alumni network to channel private and public funds to effective education. To date, our Alumni continue to contribute to the work of TFP by conducting information sessions and various speaking engagements, which lead to increase in brand awareness. Alumni are also key in the recruitment and selection of potential Teacher Fellows, and also serve as speakers during the 2-month Summer Institute and other trainings/workshops of TFP. The network continues to interact with each other formally through access to an online database and newsletter, and organically among themselves to support their day to day work. In March 2015, TFP expanded the Alumni Program by establishing a third-year extension. Called the Alumni Ambassadors Program, graduate Teacher Fellows may choose to work one more year with TFP and they are seconded to provide technical assistance to government agencies. Through this program, government agencies have access to a pipeline of talent that they may otherwise be unable to recruit.
- 3. Comprehensive monitoring and evaluation system established:**
- a. The Monitoring and Evaluation Framework of Teach for the Philippines was designed, reviewed, and approved by the MIT Poverty Action Lab on April 21, 2015, in addition to engaging (at no cost to ADB) the Abdul Latif Jameel Poverty Action Lab (J-PAL) at the Massachusetts Institute of Technology to help develop the framework.
 - b. TFP is running an early-stage randomized control trial with the MIT Poverty Action Lab (also at no cost to ADB) in Del Carmen, Siargao from June 2016 to March 2017. Results from this early-stage randomized (at the individual level) study are targeted to be published by the third or fourth quarter of 2017.

- c. 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.
- d. TFP will prepare knowledge products, and organize dissemination workshops or other activities in collaboration with DepEd and ADB. These include but are not limited to:
 - i. Pre-service and In-Service Training Workshops on ICT in the classroom
 - ii. Functional Literacy Training for Public School teachers
 - iii. Annual School Leaders Conference for principal partners during Summer Institute
 - iv. Activation of Learning Circles across partner public schools, led and facilitated by Teacher Fellows
 - v. Education SG Presentation to the ADB on May 13, 2016: ICT use in Teaching and Learning – A Teach for the Philippines Perspective
- e. Using the results of monitoring and evaluation, TFP has continued to collaborate with DepEd and teacher training colleges to improve the design of pre-service and in-service teacher training programs for greater effectiveness.

In addition, please find below the submitted and scheduled reports of the TA:

- The Inception Mission was held on December 19, 2014.
- The first ADB Mission Review was held on May 19, 2015.
- The second ADB Mission Review was held on November 5, 2015.
- The mid-term report was submitted on November 24, 2015
- The fourth Short Report was submitted on January 20, 2016.
- The fifth Short Report was submitted on April 25, 2016.
- Presentation to ADB Management: The office of Mr. Brajesh Panth invited TFP to present lessons learned and best practices in rolling out rural ICT initiatives. Three (3) Teacher Fellows from Del Carmen, Siargao, Surigao del Norte presented from 2:00pm to 3:30pm on May 13, 2016 at the ADB.
- The second mid-term report was submitted on August 3, 2016
- The third ADB Mission review: TFP presented to Mr. Brajesh Panth and Ms. Ayako Inagaki from 3:30pm-5:00pm on August 11, 2016 at the the TFP Offices.
- The fourth ADB Mission Review was held on September 9, 2016 to discuss the project completion.

C. Non accomplishments, if any, and reasons thereof

- a. There was a miscommunication between the Parties regarding the start date of the project - specifically between the Letter of Agreement and the original TA. While the Letter of Agreement was signed on 7 August 2014, the TA stated that the project term ran from 21 October 2014 to 21 October 2016. To rectify the miscommunication, a request for a Minor Change and Extension of Completion Date was submitted and approved on 8 August 2016.
- b. The steering committee for our ongoing TA involves the organization's institutional partners. Because we need their approval on many of our documents and because of the challenges in scheduling, we currently meet with the different members of our steering committee on a one-on-one basis. This was first discussed during the May 19 Mission Review. At the November 5, 2015 mission, the ADB team approved that going forward, the steering committee need not meet in person given that all parties (DepEd Central, DepEd Regional, Specific

Local Government Units, TFP) are signatories to any Teach for the Philippines placement and expansion. Moreover, Teach for the Philippines Executive Committee (subcommittee of the Board of Trustees) meets every last Thursday of the month and ensures that the organization meets the requisite legal requirements to operate.

- c. Upon submission of the third short report on July 20, 2015, there was an issue on equipment that was raised. It was discussed with and understood by ADB that some of the tablets may no longer be working by the end of the TA given one tablet per Teacher Fellow and each Teacher Fellow teaching a minimum of 60 students. For units that are not to be turned over to the designated executing agency (TFP Teacher Fellows), the Office of Administrative Services permitted TFP to turn over tablets that are no longer functional directly to ADB for proper disposal.

Part III – Project Outcomes and Lessons Learned

A. TFP Strategic Framework

In October 2015, TFP and its Board aligned around a five-year roadmap that is not only linked to the National Strategic Priorities, but also to expectations set by our responsibilities to Funders and Teacher Fellows. The roadmap outlines the organization strategy and KPIs until 2020. Key features of the roadmap include:

- Admissions Targets: Increase the number of Teacher Fellows by 10% annually.
- Training Targets: Publish a TFP Training Curriculum and accreditation of TFP by CHED.
- Alumni Targets: 65% of Alumni continue to be engaged in policy or education.

TFP management is required to report on the organization's progress towards impact and it is based on this document that TFP has requested ADB to consider a second TA and to continue providing funding.

B. Outcomes

What are the outcomes so far (including those still emerging in the context of the project beneficiaries, immediate environment, sector and institutional environment in the country)

Teach for the Philippines' has articulated and strengthened its Monitoring & Evaluation Framework in order to effectively track progress and outcomes against its overall vision of achieving education equity within our generation.

In this framework, the organization, through a comprehensive system of data-gathering, tracks inputs which include the organizational and training resources dedicated to the recruitment, selection and development of Teacher Fellow who are placed in public schools (output).

Specific to the program side, Teach for the Philippines has developed a Transformational Leadership Continuum and tracks, and identifies, indicators for quality of academic instruction and the character and life skills development of students as well as community engagement of and by the Teacher Fellows. Beyond the fellowship, Teach for the Philippines tracks alumni engagement and professional career trajectory to evaluate their longer-term contribution towards education reform.

In support of this framework, Teach for the Philippines has trained, developed, and placed close to 200 young Filipino leaders across 5 Philippine regions, in 9 local government units, in 26 partner schools. The organization currently has 89 Alumni Fellows who have completed the program successfully. 71% of these Alumni remain engaged in education and policy (6 percentage points from the targeted 65%). We've also managed to expand our number of city-placements in the past 4 years at an accelerated rate, starting with one city partnership to now having 9 across Luzon and Mindanao.

In terms of recruitment and training, Teach for the Philippines has processed 1,565 applicants to the Fellowship since 2012, inducted a total of 189 Teacher Fellows and steadily increased our acceptance rate (average of 20%) due to a more targeted recruitment and selection strategy.

Teach for the Philippines reaches close to 15,000 public school students from Grades 1 to 10 each academic year, teaching the Department of Education's K-12 curriculum and managing and initiating extra-curricular activities such as sports and arts programs, as well as competitions coaching and reading and mathematics remediation interventions.

Our Life Skills program, Coordinates for Life (CFL), designed and implemented in partnership with Coca-Cola FEMSA, has been rolled out in 29 public schools, reaching 2,228 students and 1,299 educators (parents and teachers).

Lastly, 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.

A smaller-scale version of this planned evaluation is currently underway in Del Carmen, Surigao del Norte (Numancia Elementary School) as the participating school placement for a randomized process evaluation covering the academic competencies of students in Grades 4 to 6, particularly in English and Science.

C. Major lessons learned

1. Increase ratio of tablets to Classroom, instead of tablets to Fellow taking into account challenges in reliable electricity and the lack of internet access.
2. Capacitating Public School teachers in ICT requires a "back to basics" approach at incorporating simple yet effective software and tools in the schools.
3. Continued development and trainings for Alumni so they can grow into key leadership positions to influence systemic change.

Part IV – Original Cost Estimates and Financing Plan¹³

(\$'000)

Item	Amount
External Sources	
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 \$500,000, 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 and/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.

¹³ As found in the Letter of Agreement signed on 16 October 2016.

APPENDIX

1. One-Pager Teach for the Philippines RCT; Siargao Island, SY 2016-2017
2. Design and Monitoring Framework
3. Teach for the Philippines' Monitoring and Evaluation Framework
4. Invoice (21%)

Appendix 1. One-Pager Teach for the Philippines RCT; Siargao Island, SY 2016-2017

Population Sample:

School: Numancia Central Elementary School

Location: Del Carmen, Siargao

No. of Children Randomized:

	Grade 4	Grade 5	Grade 6
Class 1	52	46	44
Class 2	52	46	44
Class 3	53	47	45
Sub-Total	157	139	133
Total	429		

Grade 4

Teacher Fellow: Andrea "Drei" Pineda - 2 English and 1 Science Classes

Regular Teacher: Mrs. Jeniffee Vicio - 1 English Class

Grade 5

Teacher Fellow: Arnikan "Arni" Pineda - 2 English and 1 Social Studies Classes

Regular Teacher: Mrs. Rosalina Mantilla - 1 English Class

Grade 6

Teacher Fellow: Bryan Mangahas - 2 Science and 1 Social Studies Classes

Regular Teacher: Mrs. Lourdes Mantong - 1 Science Class

Test Objectives: The goal of the trial is to test whether there are differences in student achievement, in the areas in which Teach for the Philippines Teacher Fellows are teaching - namely in Science and English - between students that do and do not have Teach for the Philippines Fellows as teachers. To do this, we are:

- Individual-level randomization of students to classrooms;
- Arranging for Science and English classes in Grades 4, 5, and 6 to have at least one class taught by a Teacher Fellow and one class taught by a Regular Teacher; and
- Implementing a pre-test at the beginning of the school year and then again at the end of the school year, so we can see their growth and compare growth between students with and without TFP fellows.

From a research perspective, the research team is most interested in being able to measure students' knowledge and skills in a clear and consistent way, and it would be good if these pretests reflect national curriculum standards. However, from a pedagogical standpoint, we are now working to see if there are certain specific areas of proficiency or topics we (Teach for the Philippines) wants to highlight.

Instrument: Most standardized tests from the Department of Education contain purely multiple choice items. There are of course pros (e.g. easier to grade, low ambiguity as to what the correct answers are, most students have the necessary test taking skills for this particular test type) and con's (e.g. may measure rote learning rather than understanding and ability to apply knowledge, does not always require higher order thinking skills). The research team is fine with Teach for the Philippines adopting this model in creating the tests, with the pros and cons in mind. More importantly, the test needs to:

- Measure a reasonable distribution of student abilities; and
- Ideally be a test that the team can implement a version of at the end of the year (not necessarily exactly the same), such that the research team can measure pre-post outcomes.

Appendix 2. Design and Monitoring Framework

Design Summary	Performance Targets/Indicators	Progress to Goal
<p>Impact</p> <p>Improved learning outcomes, especially in functional literacy, among elementary students in schools supported by TFP</p>	<p>Impact A. The proportion of third grade elementary students reading at appropriate age level increases from 60% in 2014 to 80% in 2021 (beyond the scope of this project.)</p>	<p>Impact A. Teach for the Philippines maintains internal surveys that measure our intermediate term numeracy and literacy progress and DepEd standardized assessment (Phil-Iri) to monitor English and Filipino Literacy Levels of our students. were shared in the last Implementation Report. In August 2016, TFP rolled out math pre-tests to 2,096 students with the biggest concentration in Grade 3 (957 students across 22 sections/classes). Our internal Math assessment pre-tests allow us to establish a baseline for our students' skills in numeracy and problem solving.</p> <p>Pre-test results showed that Grade 3 students are at a considerably lower level of achievement against the prescribed benchmark of the Department of Education (Grade 3 students took tests that were designed to measure Grade 2 math competencies). Their mean percentage score was at 44% with their strongest areas being the basic skill of identifying and writing nos. 1 to 10, while performing weakly across other areas including money, number patterns and performing mathematical operations. Tests also showed a weak grasp of fractions and the operation subtraction.</p> <p>Post-tests will be administered in March 2017. <i>N.B. As a note on math, Teacher Fellows who have been assigned Math classes will soon be rolling out an early-grade, in-house Math Assessment shortly. The Math Assessments will measure both students' growth and progress vs. the grade level standard. These will be compared against a post assessment at the end of this School Year.</i></p>
<p>Outcome</p> <p>The outcome is a scalable and sustainable ICT-based pre- and in-service training program that enhances the competencies of public elementary school teachers</p>	<p>A. Accessible online platform to support and assess pre-and in-service training developed, by Q2 2016</p> <p>B. At least 90 Teaching Fellows (27 male and 63 female) graduate from TFP Institute and are eligible to sit for the LET, by Q2 2016 (baseline = 27 male and 63 female in 2014)</p>	<p>Outcome A. The “TFP Intranet”, an accessible online platform that supports pre- and in-service training is fully functional. The organization is also on track with implementing the recommendations from the IT Audit and Vulnerability Assessment with Teach for All (completed August 1, 2015).</p> <p>Outcome B. 164% to goal. During the term of this project, the organization has trained 148 Teacher Fellows <i>all of whom have received the 18-units of Education needed to sit for the Licensure Exam (LET).</i></p>

		Of the 148 total Teacher Fellows, 53 are Male and 90 are Female.
<p>Outputs</p> <p>1. TFP Summer Institute strengthened</p>	<p>A. Revised gender responsive curriculum content and materials developed and available by Q4 2014</p> <p>B. 120 Teaching Fellows (36 male and 84 female) trained in curriculum and pedagogy, including gender sensitization, in the Summer Institute from 2014 to 2016</p>	<p>Output 1.A. The organization is successfully piloting placement in Pasig City under the Gender and Development program, specifically. Over and above Government approved Gender Sensitivity training and curriculum, the Programming and Training team's 24 Month Transformational Leadership Continuum has allowed for individualized training and professional development, and has enabled the organization to maintain an 11% Attrition Rate (among the lowest across the whole Teach for All network)</p> <p>Output 1.B. Please see Outcome B above. The organization has met and surpassed the 120 Teacher Fellow training goal in the two and a half years of the project. What is more, apart from increasing the 4th Cohort by 27%, the organization also worked to increase the average age (70% young professionals) and diversity (now recruited from all over the Philippines). Of the 148 total Teacher Fellows trained, 53 are Male and 90 are Female.</p>
<p>2. Interactive online system to support Teaching Fellows developed</p>	<p>A. Gender responsive online content and system to support Teaching Fellows developed, by Q1 2015</p> <p>B. 120 tablets or smartphones provided to Teaching Fellows, by Q2 2015</p> <p>C. 24 Teaching Fellows (8 male and 16 female) pilot interactive online mentoring and coaching program, by Q4 2015</p>	<p>Output 2.A. The 'Transformational Leadership Continuum' (TLC) training curriculum of TFP is gender responsive. This curriculum is available online via the Intranet and an online Learning Management System (LMS). The August Mid-term Report shares the TLC in full.</p> <p>Output 2.B. We have distributed 86 tablets across Teacher Fellows from the 2014 and 2015 Cohorts. These have served to be quite useful in introducing our students to technology, and alternative forms of classroom engagement and assessments. Teacher Fellows who have used tablets in their classroom were asked to present to the ADB in May 2016.</p> <p>Output 2.C. All Teacher Fellows and the Programming & Training team are piloting the use of an online LMS (Google Classroom). TFP also invited a team from Google headquarters in California to come and assess/audit the use of their applications and suggest ways in which the organization can improve – the Google team conducted training from August 23 to September 9, 2016.</p>
<p>3. Comprehensive monitoring and evaluation system</p>	<p>A. Performance monitoring system, including gender disaggregated data, to support</p>	<p>Output 3. A. Aligned and in addition to the report under Impact A mentioned above, the organization has hired a Data and Assessment Manager full</p>

<p>established</p>	<p>Teaching Fellows developed and implemented, by Q1 2015</p> <p>B. Evaluation framework for measuring the long-term effectiveness of TFP completed, by Q2 2016</p> <p>C. Independent evaluation of TFP completed, by Q2 2016</p>	<p>time in order to make a firm commitment to institutionalizing an internal process monitoring system. The organization's monitoring & evaluation calendar, which has been verified by external resources (MIT JPAL), was shared in a previous Short Report.</p> <p>Output 3. B. Please see Appendix 1 for details on the MIT JPAL Study.</p> <p>Output 3. C. <i>MIT Poverty Action Lab: Results to be published in 2017</i>, TFP is running an early-stage randomized control trial with the MIT Poverty Action Lab in Del Carmen, Siargao. The schedule was delayed to this school year as discussed in a previous Short Report.</p>
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Appendix 3:

