



Completion Report

Project Number: 47261-001
Technical Assistance Number: 8695
May 2018

Philippines: Teach for the Philippines

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TA Number, Country, and Name:			Amount Approved: \$500,000	
TA 8695-PHI: Teach for the Philippines			Revised Amount: Not applicable	
Executing Agency: Teach for the Philippines		Source of Funding: Republic of Korea e-Asia Knowledge and Partnership Fund	Amount Undisbursed: \$0	Amount Utilized: \$500,000
TA Approval Date: 7 August 2014	TA Signing Date: 28 August 2014	Fielding of First Consultants: 1 February 2015	TA Completion Date Original: 17 August 2016 Account Closing Date Original: 17 August 2016	Actual: 31 December 2016 Actual: 3 February 2017

Description

The Asian Development Bank (ADB) designed the technical assistance (TA) to address the challenges of basic education by supporting Teach for the Philippines (TFP)¹ in the implementation of a strategy to recruit new teachers (known as teacher fellows) and to provide them with training in modern pedagogical techniques, including the use of appropriate technology. The TA's focus was to develop an in-person teacher training network and database that could expand and reorient the nature of support available to public school teachers. It also looked to develop a more present and integrated relationship with school communities by finding means to have teacher fellows work as full-time teachers in public schools. The TA involved a partnership with civil society, the private sector and the government, and was consistent with ADB's country partnership strategy 2011-2016, which emphasized basic education, including supporting the implementation of the government's flagship K-12 reform program.

Expected Impact, Outcome, and Outputs

The expected impact was better learning outcomes, especially in functional literacy, among elementary students in schools supported by TFP. The outcome was expected to be a scalable and sustainable pre- and in-service information and communications technology (ICT)-based training program that enhances the competencies of public elementary school teachers. Outputs included: (i) a strengthened TFP Summer Institute, (ii) an interactive online system to support the teaching fellows developed, and (iii) a comprehensive monitoring and evaluation system established.

Delivery of Inputs and Conduct of Activities

The TA was adequately formulated and designed, financing the recruitment of specialists in government relations, gender, talent acquisition, and data. To carry out TA activities, ADB disbursed funds to TFP in four tranches based on its achievement of agreed milestones. TFP contributed counterpart staff, office accommodation, secretarial assistance, and Manila-based transportation. In addition to the outputs, TFP presented lessons learned and best practices in rolling out rural ICT initiatives at ADB. The steering committee was unable to convene as a group, therefore TFP met with the members individually. ADB approved two minor changes. The first extended the completion date by 4.5 months (from 17 August 2016 to 31 December 2016) to align the completion dates indicated in the TA report, the Letter of Agreement with TFP, and the inception report. The extension also allowed TFP more time for comprehensive reporting and financial closing activities. A minor change to implementation arrangements was made based on a progress report recommendation allowing the procured tablets to be retained and redeployed by TFP until disposal at the end of their use, instead of turned over to the public schools as was originally set, due to maintenance costs and DepEd inventory regulations. The TA accomplished the following under each output:

Output 1. TFP strengthened its Summer Institute by adapting the Teach for All Teaching as Leadership framework to the Philippines context, redesigning a gender responsive Programming & Training Curriculum, and launching the Transformational Leadership Continuum via an online learning management system. TFP also pioneered and continues to maintain partnerships with a national accredited teacher education institute and an American graduate school of education. Teacher fellows (53 male and 90 female), recruited from all over the Philippines, received this government-approved gender sensitivity training and individualized professional development.

Output 2. TFP developed an interactive online system to support the network of fellows as an accessible online platform to support and assess pre- and in-service training. The system centralizes all TFP educational resources for fellows, and 142 tablets were procured for use by TFP fellows to introduce ICT in the classroom among their co-teachers. The fellows continue to interact with each other through an online TFP database and newsletter.

¹ TFP is a registered nongovernment organization in the Philippines and a member of the Teach for All network across 34 countries.

Output 3. TFP established a comprehensive monitoring and evaluation system. The framework was designed, reviewed, and approved by the MIT Jameel Poverty Action Lab. TFP completed a randomized control trial evaluation of the program in Siargao revealing significant positive results, especially for girls. Using these findings, shared in their annual report online, TFP continues to improve the design of teacher training programs.

Evaluation of Outputs and Achievement of Outcome

The TA achieved the intended outcome and outputs were met or exceeded. The TA financed procurement of 142 tablets against a target of 120, which has supported teachers in learning assessment and increased classroom engagement. Over the two years, TFP trained and graduated 166 teacher fellows (59 male; 107 female) against a target of 90 (27 male; 63 female) through the ICT-based pre- and in-service training program that was developed, and all have met requirements to sit for the Licensure Exam. All teaching fellows against a piloting target of 24 were trained by a team from Google on the application of Google Classroom. The organization currently has 89 teacher fellow alumni who have completed the program successfully, of whom 71% remain engaged in education and policy. Several are now working in the government, particularly the Department of Education (DepEd) and the Commission on Higher Education. TFP is successfully piloting placement in Pasig City under the gender and development program. At least 20% are working in the corporate sector, handling corporate social responsibility programs, human resources, training, and strategy.

The systems strengthening has allowed TFP to expand the number of city placements in the past four years at an accelerated rate. In terms of recruitment and training, TFP has processed 1,565 applications since 2012, inducted a total of 189 fellows and steadily increased the acceptance rate (average of 20%) due to a more targeted recruitment and selection strategy. They now also reach close to 15,000 public school students each academic year teaching the DepEd's K-12 curriculum and a wide range of extracurricular activities. A life skills program, Coordinates for Life, designed and implemented in partnership with Coca-Cola Fomento Económico Mexicano, S.A.B. de C.V., has been rolled out in 29 schools reaching 2,228 students and 1,299 educators. The monitoring and evaluation framework was developed on schedule by Q2 2016, and the independent evaluation is ongoing.

Overall Assessment and Rating

The TA is rated as highly successful. All targets and expected outputs were fully achieved or exceeded in a timely manner. While the intended impact of the TA, to increase learning outcomes in functional literacy among students in schools supported by TFP, has yet to be assessed, TFP has made considerable progress towards its long-term goal of building a network of alumni who grow into future positions that impact education reform. The TA is rated likely sustainable as 50% of fellow salaries are covered by local government units, and there is growing need for TFP fellows in further DepEd reforms, such as the rollout of senior high school. On the strength of the TA's results, the ADB Education Sector Group is considering a new phase of support for TFP for approval in 2018.

Major Lessons

The implementation arrangement of working directly with TFP and allowing more agency in the management of specialists promoted ownership and prompt reporting of activities. Joint administration with the NGO and Civil Society Center was useful in facilitating knowledge-sharing sessions with ADB. On tablets in schools, challenges in reliable electricity and internet must be considered, as well as whether the ratio of tablets to students should be pegged to class-size or number of teachers by school context. Capacitating public school teachers on software and ICT tools may require a "back to basics" approach and in-depth training. Additionally, a series of one-on-one meetings may be considered for the design of future steering committees instead of a single group format.

Recommendations and Follow-Up Actions

- (i) In any further support to TFP, ADB may explore including regular public school teachers in TFP training and expanding their access to classroom resources for increased scale and sustainability.
- (ii) The TA demonstrated that with continued development and training, TFP teacher fellow alumni can grow into key leadership positions. This would be a key focus area to influence systemic change in education.
- (iii) Evidence has shown the provision of additional resources (such as tablets), when not used with adaptive learning curricula and relevant training, has either no or worsening effects on learning outcomes.^{2,3,4} Therefore use of e-learning tools should be considered carefully in early stages and evaluated closely.

Prepared by: Annika Lawrence

Designation and Division: Young Professional, SEHS

² Angrist, J., & Lavy, V. (2002). New evidence on classroom computers and pupil learning. *The Economic Journal*, 112, 735-765. doi: 10.1111/1468-0297.00068

³ Barrera-Osorio, F., & Linden, L. (2009). *The use and misuse of computers in education: Evidence from a randomized experiment in Colombia*. (Impact Evaluation Series No. 29). The World Bank. Washington, DC.

⁴ Cristia, J., Ibarrarán, P., Cueto, S., Santiago, A., & Severín, E. (2012). *Technology and child development: Evidence from the One Laptop per Child program*. (Working Paper No. IDB-WP-304). Inter-American Development Bank. Washington, DC.