Supporting In-Service Teacher Training in the Philippines: The EQuALLS Approach

Thomas P. Crehan
USAID/Philippines/Office of Education
• Bilateral Assistance Agreement for education support between Philippine Department of Education and USAID worth $86-million until 2013

• Total EQuALLS budget: Over $60-million (2006-2011)

Coverage/Priority in conflict-affected areas:
  • Autonomous Region in Muslim Mindanao
  • Western Mindanao (Region IX)
  • Southern Mindanao (Region XII)

• 741 schools; 36 municipalities, 4 cities
• 310,000 students; 6,000 teachers
• 100,000 out-of-school youth
PROGRAM ACTIVITIES

Increased learning opportunities through community support
- Community Incentive Grants
- Classrooms and community learning centers built or refurbished
- Capacity-building for parents-teachers-community associations

Improved instruction quality
- Training in English, math, and science, and information and communications technology
- Provision of books and other learning materials
- Administrators’ training in school finance, mentoring, management, and governance

Improved relevance of education and training for out-of-school children and youth
- Alternative Learning Systems for accreditation and equivalency
- Short-term livelihood skills training
- Certification for technical and vocational courses
FOCUS on TEACHER TRAINING
EQuALLS priority areas have lowest literacy rates (70%), highest drop out rates (60%) and lowest performance at the national achievement tests

Baseline tests showed very low competencies in content areas of science and math, and very low proficiency in use of English (some at only grade 5 reading levels)

Previous training programs focused on improving teaching strategies and assumed teachers had required content knowledge and proficiency
**EQuALLS2 multi-level intervention: Elements to ensure depth and quality**

**Training design:** Identified content knowledge gaps of teachers using diagnostic tests, and least learned competencies identified in student achievement tests.

**Training of Trainers:** Partnerships with premier universities and teacher education institutions as well as the national Department of Education to establish core group of EQuALLS trainers.

**Selection of School-based Mentors:** Selection of participants based on results of diagnostic tests.

**Training of Mentors:** Core training of at least 120 hours over 2 years, with supplemental, remedial and other trainings as follow-on.
Mentor’s Training: Core Program

- A training program rather than series of stand-alone activities
- Consists of a minimum of 3 courses per subject area spread over 2 years; each course building on learning from previous course.
  Example from English:
  - Teacher as Learner
  - Teacher as Facilitator of Learning
  - Teacher as Mentor
- Provide technical support in between courses for practice and application of learning from the training
Follow-on support: Refresher trainings conducted in-between trainings to strengthen learning and support application at the classroom level.

Materials Support

- Almost 2 million donated books provided at classroom level for student use. Books integrated into teacher training courses.
- Science and math kits containing basic materials used in student activities to promote understanding of the concepts
- Other technology materials such as audio sets provided on-demand
1. **Mentoring Program.** Teachers trained under core training are trained on mentoring strategies and are assigned to five mentees each for ongoing and continuing transfer of knowledge in-school. Mentors are expected to have contact time of at least 24 hours per semester.

2. **Direct Training.** Specially designed intensive training courses for teachers in schools with no qualified mentors.

3. **Echo Training.** Trained mentors act as trainers in district or division level in-service trainings (INSETS) often times already funded by the Department of Education.
Expanding Reach: Strategic Partnership with AusAID

- Co-shared cost and resources in design of beginning reading program, summer in-service training, multi-grade instruction and training of teachers for madrassahs.
- Established collaboration mechanism for complementation and minimize duplication of efforts
  - Trained 146 trainers for Regional Department of Education on classroom assessment;
  - Trained 8,075 teachers in the summer in-service training for multi-grade and beginning reading program
  - Trained 2,900 administrators on the same programs
Brother’s Brother Foundation: GDA worth $80-million to provide 2 million books and distributed to teachers via “book fairs” and “book shopping” experiences.

Microsoft and ICT Training for 1,000 mentors: GDA for $150,000 to provide training and discounted software to 1,000 teachers, and provide 180 computer suites in computer hubs.

US Peace Corps for their TUDLO (Teach) Mindanao Project: collaborated in the design of English Language Camps and selection of teachers.

Other education projects in Mindanao:
- Providing training and audio materials in solar-powered schools of AMORE, a USAID alternative energy project.
- Sharing resources and technical information on teacher training with OXFAM.
Measuring Progress

**Content Knowledge Tests**

- Used as a diagnostic tool to identify mentors and to guide the design of the teacher training programs
- Parallel test conducted at midterm to be used to fine tune design of programs
- Final parallel test to determine the change in content knowledge of teachers

**Standards-based Classroom Observation Protocol:** Under development and being modified to suit local realities, this will be used to determine if the trainings have translated to changes in the teaching and learning practices

**National Achievement tests:** administered by the Philippine Department of Education, will indicate student performance
Continuing challenges...

1. Security
2. Restricted training window (April-May; and two weeks in October)
3. Lack of teachers who qualify as mentors
4. Movement of teachers
5. Politicization of appointments of teachers
6. Too many non-professional/provisional teachers
7. Lack of resources to do direct training to all 6,000 teachers in priority areas
Maraming salamat!