



# EXPLORING TEACHER QUALITY DURING THE COVID-19 PANDEMIC

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A Case Study in  
Bangladesh, Cambodia,  
and the Philippines



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## **Acronyms**

<b>ADB</b>	Asian Development Bank
<b>DepEd</b>	Department of Education
<b>MoEYS</b>	Ministry of Education, Youth, and Sport
<b>MoPME</b>	Ministry of Primary and Mass Education
<b>RAS</b>	Rapid Assessment Survey
<b>RAAS</b>	Rapid Assessment Access Survey
<b>RAGS</b>	Rapid Assessment Governance Survey
<b>RATS</b>	Rapid Assessment Teaching Survey
<b>TFA</b>	Teach for All
<b>TFB</b>	Teach for Bangladesh
<b>TFC</b>	Teach for Cambodia
<b>TFP</b>	Teach for the Philippines
<b>TFO</b>	Teach For Organizations (Teach for Bangladesh/Cambodia/Philippines)



# EXECUTIVE SUMMARY

According to the United Nations (2020), the COVID-19 pandemic has caused “the largest disruption of education systems in history.” At the peak of lockdowns across the world in April 2020, UNESCO estimates that some 1.5 billion learners making up 85% of the world’s student population were affected by partial or full closure of schools. While multiple organizations have released guidance notes, case studies, and policy papers on educating during the pandemic, there is a lack of material on the implication for teachers during this time of crisis. Many of these papers are also general guidelines that do not consider the specific context of countries.

In 2019, the Asian Development Bank (ADB) provided Technical Assistance (TA) to Teach for the Philippines (TA 9725) to support and enhance teacher quality in the country. As the implementing agency in the TA, in 2020, Teach for the Philippines (TFP) quickly adapted this initiative to provide relevant and robust input on progress in public education within the context of a global pandemic. As part of its membership in the Teach For All network, TFP engaged the support of Teach for Bangladesh (TFB) and Teach for Cambodia (TFC) to collect data on the contexts of education in the three countries before and during the COVID-19 pandemic.

This Knowledge Product aims to study and explore what makes an effective teacher during a crisis; and from the analysis of relevant data, propose policy or programmatic recommendations for stakeholders in education across Bangladesh, Cambodia, and the Philippines. TFP approached the problem using a framework that compared teacher quality during non-crisis and crisis times across four dimensions -- context, education standards, qualities, and training and development. The discussion on ‘non-crisis times’ was based on research and data from the three countries before 2020, while the discussion on ‘crisis times’ was based on the findings from the Rapid Assessment Access Survey (RAAS), Rapid Assessment Governance Survey (RAGS), and Rapid Assessment Teaching Survey (RATS).

The three key questions of the study and their answers are as follows:

## **1. What are the contextual differences between education in times of crisis and education in non-crisis times?**

Bangladesh, Cambodia, and the Philippines are three developing and lower-middle-income countries in Asia with comparable demographics. In non-crisis times, access to education is an issue for all three countries, manifesting itself in different forms such as high dropout rates, low completion rates, and a large number of out of school children and youths. Quality of education is another pressing issue for the three countries. There is room for improvement in pupil-to-teacher ratios for all three, and the results of recent standardized tests such as the PISA-D in Cambodia and PISA in the Philippines have not been promising.

Due to COVID-19 pandemic, all three countries’ education systems had to shift to some form of distance learning.. As of December 2020, Bangladesh is primarily doing TV instruction, Cambodia is

conducting online learning until schools begin to open up in September, and the Philippines is doing modular distance learning. This sudden shift in the delivery of education has exacerbated pre-existing issues while giving rise to new ones due to the additional resources needed to support distance learning. New barriers to learning include unrest/disruptions surrounding homes, internet access, smartphone access, tech-savviness of students and teachers, and availability & willingness of parents/guardians to teach. The gravity of the access issue is clear. Approximately 85% of the 2,684 families surveyed across the three countries in the RAAS face at least one of these barriers to distance learning.

Results of the RATS reveal that access for teachers is better. Almost all teachers surveyed have access to a smartphone, computer, or the internet. Nonetheless, the jarring change in the teaching paradigm leads to other barriers to distance learning. Connecting with students is much more difficult given the challenges students face [see RAAS results.] Teachers also have to upskill quickly to be able to effectively use technology for teaching, adjust to new methods of teaching, and redesign lesson plans to focus on the most important competencies.

## **2. What are the qualities that make effective teachers in times of crisis and in non-crisis times?**

The qualities of effective teachers are similar in both non-crisis and crisis times. The skills and mindsets that emerged as most helpful for teachers during the pandemic are similar to the education standards laid out by each Ministry/Department of Education and Teach For Organization (TFO). However a key finding is that more soft skills and mindsets emerged as useful during the pandemic compared to hard skills. These soft skills and mindsets include optimism, growth mindset, collaboration, patience, resilience, and empathy, among others. While no new skills or mindsets emerged, there was a significant shift in the importance of certain competencies over others. Teachers highlighted the importance of qualities that promote the well-being, social connection, perseverance, and transformation of themselves and their students. Given the contextual differences in teaching during the COVID-19 pandemic, teachers are called to approach their jobs with more patience, empathy, and compassion than ever before.

## **3. How should we train, develop, and support teachers to make them effective in times of crisis?**

### **3.1 Continue to address students' learning needs**

Student's capacity to receive education plays a role in teachers' perspective of their effectiveness. Thus, bolstering student access to technology or providing financial support to families increases the effectiveness of teachers. When teachers are confident that their students' needs are catered to, they feel more confident about the level of service they can provide. As parents or guardians may need to act as para-teachers in Bangladesh and the Philippines, motivating families to embrace new learning modalities would also increase teachers' confidence to teach in the new set-up.

### **3.2 Continue training teachers for targeted skills**

There is a positive correlation between the quantity of training teachers receive and their effectiveness. However, given the high costs of widespread or intensive teacher training, targeted training could be an effective approach. This can be done either by targeting recipients according to the needs of the community or targeting teachers who feel less confident in the alternative form of teaching. Ministries/Departments of Education could also seek assistance from other institutions predisposed to the kinds of skills teachers are looking for, such as the diverse “Teach For” organizations.

### **3.3 Enhance teacher support through non-training means**

In times of crisis, teachers seek social connections as a means of support. Support groups can be formalized through Learning Circles is one way to provide continued support throughout the crisis. These can be done within school communities and even across multiple schools in a division to increase childrens’ learning opportunities and help teachers gain a sense of purpose.

One-on-one coaching support as modeled by the “Teach For” organizations is another way to support teachers. Coaching sessions have emerged as a valuable source of emotional, psychological, and professional support for Teacher Fellow interviewees. This is because coaches are in a unique position to understand the teacher’s situation while maintaining an objective view of someone not immersed in the same program.

### **3.4 Recognize adaptation to the new normal as effective work**

On top of adjusting learning competencies for students, it would also be beneficial to acknowledge the shifts and transformations in the teaching paradigm. Teachers are called to go above and beyond when teaching during a crisis, because of the added layer of providing social support for students and families on top of reimagining how to deliver their lessons. If schools focus only on learning outcomes, it communicates to teachers that their effectiveness only begins when a student starts to learn. However, teachers exert a significant amount of effort even before learning can begin. If teachers can be formally recognized for these auxiliary crisis-response efforts, they will feel more encouraged, confident, and effective in their work.

### **3.5 Invest in mindset development during non-crisis times**

It is challenging to preempt the hard skills required by teachers during a crisis as the nature of a crisis varies per country. This is evident in the difference in COVID-19 situations of the three countries, with Cambodia faring much better with fewer COVID cases than Bangladesh or the Philippines. However, mindset development training can be done preemptively, as it can be applied in any situation whether in non-crisis or crisis times. Training mindsets and soft skills such as growth mindset, patience, collaboration, flexibility, and resilience are practical ways to train teachers to be effective and prepare them for any crisis that may arise.



## INTRODUCTION

On March 11, 2020, the World Health Organization (WHO) declared that COVID-19 was a global pandemic (“WHO Director-General’s”, 2020). This triggered an immediate response across the globe with governments implementing curfews and quarantines of varying degrees. By the end of March, more than a third of the world’s population was under some form of lockdown (Susie Neilson et al., 2020). In most countries, this meant schools and non-essential businesses were closed.

While only half the world was on lockdown, UNESCO (2020) reports from the same week estimated that an unprecedented 1.5 billion students, composing 85% of the world’s student population, were affected by 172 country-wide closures. The United Nations (2020) described the situation as “the largest disruption of education systems in history.” In the ensuing months, schools in some countries gradually opened as local situations improved. According to the United Nations (2020), these closures have particularly affected lower and lower-middle income countries by aggravating pre-existing issues in education systems while simultaneously raising new ones. In the long-term, the lasting effects of the COVID-19 pandemic could erase years of progress and prevent education systems from meeting their goals moving forward.

In response to the sudden closure of schools, governments and educational institutions all over the world quickly innovated to roll out

distance learning solutions. Efforts included radio and TV broadcasts, take-home packages, and online instruction. Many organizations such as UNESCO, OECD, and the World Bank have also released guidance notes, case studies, and policy papers to help educational institutions worldwide adapt. Such papers are useful tools as they guide government officials in making important decisions including when to open up schools and what distance learning solutions to employ to best reach students. However, there is a lack of material that focuses on the implications for teachers during this time of crisis. In a selection of four COVID response and policy papers from the UN, UNESCO, and OECD, only one out of at least 15 policy recommendations in each paper focuses on support for the teaching profession.<sup>1</sup> Moreover, papers currently in circulation are usually general guidelines that do not take into account the specific context of each country. Before recommendations can be applied, countries must first understand their own context.

In 2019, the Asian Development Bank (ADB) provided Technical Assistance (TA) to Teach for the Philippines (TA 9725) to support and enhance teacher quality in the country. The TA prescribed specific support to other Developing Member Countries (DMCs) such as Bangladesh and Cambodia in the form of a relevant and contextualized knowledge product that can form the basis of robust knowledge exchange across the three nations.

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1 Policy Brief: Education during COVID-19 and beyond (UN), Guidance Note: Remote Learning & COVID-19 (The World Bank Education Global Practice), Schooling disrupted, schooling rethought: How the COVID-19 pandemic is changing education (OECD), A framework to guide an education response to the COVID-10 Pandemic of 2020 (OECD)

As the implementing agency in the TA, Teach for the Philippines (TFP) adapted this initiative to provide relevant input in the context of a global pandemic. As part of its membership in the Teach For All network, Teach for the Philippines engaged the support of Teach for Bangladesh (TFB) and Teach for Cambodia (TFC) in order to collect data on the contexts of education in the three countries before and during the COVID-19 pandemic.

### **Goal and Key Questions** ▷ ▷ ▷ ▷

The goal of this Knowledge Product is to study and **explore the qualities that make an effective teacher during a crisis such as a global pandemic, and from the analysis of data pertaining to that, propose policy and/or programmatic recommendations for stakeholders in education in Bangladesh, Cambodia, and the Philippines.** In particular, the study aims to answer these three key questions:

1. What are the contextual differences between education in times of crisis and education in non-crisis times?
2. What are the qualities that make effective teachers in times of crisis and in non-crisis times?
3. How should we train, develop, and support teachers to make them effective in times of crisis?



# FRAMEWORK

The approach of this study is a comparison of teacher quality during non-crisis and crisis times across four dimensions - context, education standards, qualities, and training and development. The study will first discuss teacher quality during non-crisis times across the four dimensions using research and data prior to 2020. Following that, the study will discuss teacher quality during crisis times by analyzing the results from the Rapid Assessment Access Survey (RAAS), Rapid Assessment Governance Survey (RAGS), and Rapid Assessment Teaching Survey (RATS).<sup>2</sup> The analysis of the differences between teacher quality during non-crisis and crisis times will then lead the proposed policy and programmatic recommendations for education stakeholders in Bangladesh, Cambodia, and the Philippines.

## Framework Outline ▷ ▷ ▷ ▷

Non-Crisis	VS	Crisis
Context (Access, Teaching Delivery, Governance)		
Education Standards (Definitions, Reflections)		
Qualities (Skills, Mindsets)		
Training and Development (Policies, Programs)		

The discussion on the first two dimensions, context and education standards, aims to answer the first key question on contextual differences between education in non-crisis and crisis times. Given that crisis situations could also pertain to calamities or wars, this study narrows it in the context of the COVID-19 pandemic. Under context, the study will discuss the education system in each of the three countries by looking at the roles of key stakeholders in the system and highlighting relevant issues on access to and quality of education. For education standards in non-crisis times, the study will look into the definition of an effective teacher as prescribed by each country's

<sup>2</sup> The Rapid Assessment Survey initiatives will be discussed in detail in the next section.

Ministry/Department of Education<sup>3</sup> as well as TFB, TFC, and TFP. In crisis times, the study will use on-the-ground reflections of teachers on being effective as the pandemic unfolds. By addressing the first key question, the study hopes to paint a picture of the environment teachers operate in and the expectations set for them by households, school officials, and their respective Ministries/Departments of Education.

The third dimension, qualities, will look into the mindsets and skills of effective teachers. This discussion aims to answer the second key question by highlighting how different contexts during non-crisis and crisis times affect what it means to be an effective teacher. Lastly, the discussion on the fourth dimension, training and development, will look into policies and programs already in place before making recommendations. Below is a summary of the data collected and used to discuss each of the four dimensions for non-crisis and crisis times.

**Data Collection Summary<sup>4</sup>** ▷ ▷ ▷ ▷

	Non-Crisis	Crisis
<b>Context</b>	Research on key issues	Results of RAAS, RATS, and RAGS
<b>Education Standards</b>	Mission & Vision statements; Recruitment and Selection criteria	Reflections of teachers on being effective during the pandemic
<b>Qualities</b>	Teacher competencies set by Department/Ministries of Education	Results of RATS (including in-depth interviews)
<b>Training and Development</b>	Research on training and development programs	Results of RATS (including in-depth interviews)

3 From this point, the Ministry/Department of Education refers to the Ministry of Primary and Mass Education (MoPME) for Bangladesh, Ministry of Education, Youth, and Sport (MoEYS) for Cambodia, and the Department of Education (DepEd) for the Philippines.

4 All four dimensions will be discussed for each of the three countries and TFB, TFC, and TFP as well when relevant.

# SURVEY IMPLEMENTATION

## **Overview** ▷ ▷ ▷ ▷

In order to describe teacher quality during crisis times, three surveys were rolled out to gather insights from households, teachers, and school principals in Bangladesh, Cambodia, and the Philippines. These surveys were the Rapid Assessment Access Survey (RAAS), Rapid Assessment Governance Survey (RAGS), and Rapid Assessment Teacher Survey (RATS). Given the unprecedented nature of the COVID-19 pandemic, RAAS and RAGS were conducted before RATS to provide context on the situation in each country and help the organizations identify avenues for effectively pivoting existing programs or piloting relevant solutions. Furthermore, exploring the new challenges households and school principals are facing allows this study to better understand and analyze how teacher quality is affected during crisis times.

## ***Survey Instruments***

As principal implementor, the TFP team developed the draft questionnaires for all three surveys. The draft questionnaires were then shared with TFB and TFC and their inputs were incorporated in the design of the survey instruments. Given time constraints and the fact that the results of RAAS and RAGS were needed mainly to provide context, only the RATS was pilot tested. Pilot testing<sup>5</sup> was done with TFP Fellows to ensure that the survey was detailed and clear enough to capture both the situation of teachers and their qualities. The inputs from the pilot test were used to refine the questions.<sup>6</sup>

## ***Survey Period***

The three surveys were conducted from May to October, 2020. The timeline of rollouts differed per country given the capacity and availability of TFB, TFC, and TFP to conduct the surveys and interviews.

## ***Survey Respondents***

The number of survey respondents for each survey differed per country. This was dependent on the reach of the Teach For Organizations (TFO<sup>7</sup>) as well as availability and willingness of households, teachers, and local education leaders to participate in the surveys.

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5 The tool was tested with TFP teachers who recently graduated and have experienced teaching during the onset of the lockdown. The process comes in two folds: (1) Accomplishing the survey, where participants were asked to respond to the questions, which was followed by a focus group discussion to identify gaps and calibrate results; (2) In-depth interview, where participants unpacked their experience as a teacher.

6 Translations and processing notes are discussed further by survey.

7 Teach for Organization is a collective representation for Teach for Bangladesh, Teach for Cambodia, and Teach for the Philippines. It follows a model of recruiting, selecting, and deploying newly graduates and professionals to teach in the public school for two years as Teacher Fellows.



Table 1: Survey Timeline

	Philippines	Bangladesh	Cambodia
RAAS	May to June	August to September	July to August
RAGS	May to June	September	October
RATS	October	October	October

Table 2: Number of survey respondents per country

	Philippines	Bangladesh	Cambodia
RAAS	502	1465	717
RAGS	24	39	6
RATS	88	181	91

## Survey Methodology

The survey employed different data collection methodologies such as phone interviews and use of online form. To collect data for the access survey, teachers reached out to their students' guardians via phone and recorded their responses in an online survey form. The same approach was conducted by TFO representatives when they reached out to school leaders and their counterparts from the Ministry/Department of Education for the RAGS. Finally, for the teaching survey, teachers answered an online survey, where ten percent of the respondents were invited to participate in an in-depth interview conducted by a TFO representative either through phone or video call. A more detailed description of survey methodology will be discussed in the succeeding sections.

## **Rapid Assessment Access Survey** ▷ ▷ ▷ ▷

### Survey Themes

The goal of the RAAS was to gain insight on the situation and mindset of households in the communities of TFB, TFC, and TFP during the COVID-19 pandemic. In order to achieve this goal, the survey asked questions on four themes - household environment, learning resources, teaching

capacity, and education preferences. Given the difficult situation of many families due to the pandemic, questions for sensitive data points were worded deliberately. For example, respondents were asked only if their income was reduced or lost instead of asking for income figures. They were also asked for comfort level with teaching certain topics instead of their specific skills.

## ***Respondents***

The target population of the RAAS was households in the partner communities of TFB, TFC, and TFP. The RAAS results are not meant to be nationally representative of any of the three countries, a decision that was deliberately made given the intended use of the survey results and the nature of this Knowledge Product. On use of the survey results, TFB, TFC, and TFP needed the results right away to help plan for the coming school year. On the nature of this Knowledge Product, the study aims to go deep rather than wide in terms of understanding the context of communities, which is why detailed questions were asked. The three organizations also only have access to households in their target communities on short notice. Given all of these resource and time constraints, limiting the sample was the most ideal way to meet the goals of the survey.

The RAAS was conducted by Teacher Fellows<sup>8</sup> of TFB, TFC, and TFP via phone calls. Fellows contacted parents from their own placement community, as parents would generally be more open to sharing with a teacher in their community. Parents were chosen as respondents because they are likely to be more aware of the overall household situation compared to students. Their capacity to teach was also an important section of the survey, which students would not be able to answer. If parents were not available, other adult members of the household such as grandparents, aunts, or uncles were interviewed instead. It is also important to note that not all students of the households that participated in the survey were direct participants of TFB, TFC, and TFP's programs.

## ***Survey Protocol and Data Collection***

Given the required safety precautions due to the pandemic, interviews for the survey had to be done remotely. Of the different remote survey options, phone interviews were the most ideal because not all households have internet access for online surveys and not all parents are tech-savvy<sup>9</sup> and literate as well. To illicit honest responses from interviewees, Fellows conducted the interviews in a conversational manner. There was no strict, prescribed wording for asking the questions due to the sensitive nature of the data being collected. It was also one of the objectives to conduct the survey in the most natural and uncontrived way possible. Fellows were also free to conduct the interviews in the local language. After conducting the interviews, Fellows recorded and submitted the responses through a Google Form.

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<sup>8</sup> The definition and role of a Teacher Fellow are explained in detail in the Teach For All section.

<sup>9</sup> This study defines tech-savvy as the ability of an individual to navigate, open and use applications on their phone.

## **Rapid Assessment Teacher Survey** ▷ ▷ ▷ ▷

### ***Survey Themes***

The goal of the RATS was to gain insight on teachers' access to resources and outlook on teacher quality during the pandemic. In order to achieve this goal, the RATS was rolled out in two parts, a survey and an in-depth interview. The survey covered both access and outlook of teachers by looking into four themes - household and work environment, training and professional development, education preference, and knowledge, skills, and attitudes (KSA). In-depth interviews were conducted on 10% of total survey respondents to gain deeper insights on training and professional development and KSA.

### ***Respondents***

The target respondents of the RATS were teachers of TFB, TFC, and TFP and government teachers from the three countries. Both sets of teachers were surveyed to gain insight into the effect of different training on teachers' definitions of teacher quality. All Teacher Fellows of TFB, TFC, and TFP plus Teacher Leaders of TFP were asked to answer the survey and each was tasked to ask a co-teacher from their placement school to answer it as well. There were no terms for tenure, skill level, or subjects taught for the government teachers selected. From the initial pool of survey respondents, 10% were randomly selected for the in-depth interviews. If the original respondents chosen were not available, new respondents were randomly selected.

### ***Survey Protocol and Data Collection***

Due to the ongoing pandemic, surveys and interviews were conducted remotely. The survey was mostly conducted through a Google Form so the questions were delivered to recipients in the same way. However, due to the number of government teachers without internet access or experience with Google Forms in Bangladesh, their surveys were conducted by TFB Fellows via phone call instead.

Due to the qualitative and open-ended nature of the interview questions for the in-depth part of the survey, interviews were conducted through phone calls. Interviews for all Fellows and Teacher Leaders plus Philippine government teachers were conducted by the TFP team in English, while interviews for government teachers in Bangladesh and Cambodia were conducted by their Fellows in their respective native languages.

## **Scope and Limitations** ▷ ▷ ▷ ▷

This study aims to explore teacher quality in Bangladesh, Cambodia, and the Philippines through an investigation of each country's education context and propose policy recommendations that are universal and could cut across the three countries. Given this scope, two data collection approaches were employed: (1) Primary data collection through surveys, and (2) Secondary data collection

through document reviews and research.

The results and recommendations derived from the surveys conducted are limited to education stakeholders in these three countries. Moreover, given time and resource constraints, the survey participants were also chosen from a limited group of households, teachers, and school principals affiliated with TFB, TFC, and TFP. Furthermore, given the restrictions and tight timeline to conduct the study, document reviews and research about each country's education context were lifted from secondary sources.

For the RAAS, TFB, TFC, and TFP only had access to households in their placement communities. These three organizations' operations and programs are not massive in scale so the number of regions or areas represented by the RAAS survey is limited. The Philippines' survey participants came from 23 schools in 10 out of 17 regions, Bangladesh's survey participants came from 49 schools in 1 out of 4 regions and Cambodia's survey participants came from 15 schools in 3 out of 25 provinces. Moreover, in most cases, only households with access to a telephone, cellphone, or internet could be surveyed, which may have affected results. Lastly, each organization deploys Fellows to different grade levels so the age range of students varies.

For the RAGS, the three organizations only contacted school principals in partner schools. The willingness of respondents to participate was also dependent on the nature of their relationships with the organization. Given the limited reach of the organizations, results of the RAGS may not be completely representative of

any of the three countries.

For the RATS, half of the respondents were Fellows, while the other half were colleagues of Fellows. These colleagues were randomly chosen and there was no criteria for tenure or skill level. Moreover, TFB, TFC, and TFP teach students in different grade levels so the demographic of teachers from each country varies. TFP students range from primary to senior high school with majority coming from grades 3 to 6, TFB focuses on students from grades 2 to 5, and TFC focuses on students from grades 7 to 11.

There are also limitations with the way the surveys and interviews were conducted. Surveys and interviews in Bangladesh and Cambodia were conducted in Bangla and Khmer then translated to English. Given this, there is a possibility that some responses were subject to the interpretation of the translator in the process. All interviews and some surveys were also conducted remotely via call due to technical constraints and safety concerns associated with the COVID-19 pandemic. For both interviews and surveys, this could mean that answers for qualitative questions were not inputted word for word.

Lastly, results could be affected by the timing of survey rollouts. The three surveys were collected at different points in time per country relative to the global COVID-19 situation, local lockdowns, and school year timeline. Given how rapidly the pandemic situation has unfolded, certain issues may have been more or less urgent to respondents depending on when data was collected. Figure 1 shows when each of the three surveys was rolled out along with relevant events for each country.

Legend:

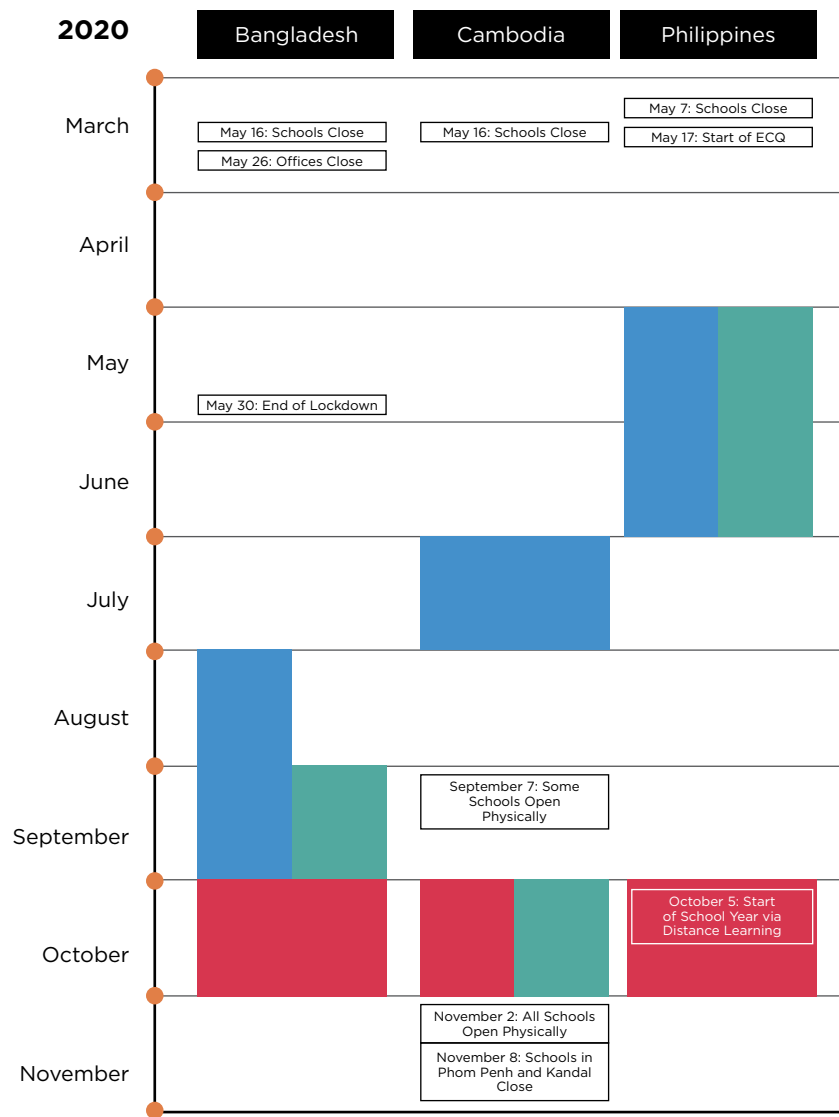


Figure 1: Timeline of survey rollouts and relevant events

## EDUCATION DURING NON-CRISIS TIMES

### Introduction ▷▷▷▷

Bangladesh, Cambodia, and the Philippines are three developing and lower middle income countries in Asia with comparable demographics. These countries rank below the global median in terms of GDP per capita and are characterized by poverty and inequality across income classes, with a significant portion of their populations living below the poverty line (World Bank, 2019). The effect of poverty in these countries is manifested in their attempts to meet global education goals. Before the COVID-19 pandemic arose, the education systems of these countries already faced many similar challenges in providing access to quality education for all.

While these three countries are comparable, they also have contextual differences that need to be

highlighted. An understanding of some of these differences such as the academic calendar year and set-up of the basic education system will be crucial in understanding why the pandemic did not affect the education systems of all countries to the same degree. Moreover, shedding light on the differences between the three countries will guide the discussion as this paper aims to make recommendations tailor-fit to each country's unique context. The relevant similarities and differences are laid out in Table 3 and explained further in this section.

Table 3: Key Facts on Bangladesh, Cambodia, and the Philippines

	Bangladesh	Cambodia	Philippines	World Average
<b>General</b>				
Type of Government	Parliamentary Democracy	Multiparty Democracy under a Constitutional Monarchy	Republic	-
# of Regions/ Divisions <sup>10</sup>	8	25	17	-
Population <sup>11</sup>	163.05 million	16.49 million	108.12 million	-
Population Density <sup>12</sup>	1,239.58 people/km <sup>2</sup>	92.06 people/km <sup>2</sup>	357.69 people/km <sup>2</sup>	59.62 people/km <sup>2</sup>
% of employed population below \$1.90 PPP <sup>13</sup>	9.2%	8.3%	2.7%	9.2%
GDP <sup>14</sup>	302.571 billion USD	27.089 billion USD	376.796 billion USD	-
GDP per capita <sup>15</sup>	1,855.74 USD	1,643.12 USD	3,485.08 USD	11,428.57

10 Number is based on 1st level administrative units.

11 World Bank Data (2019)

12 World Bank Data (2019)

13 ADB Poverty: Bangladesh, Cambodia, Philippines (2018); World Bank Data (2017)

14 World Bank Data (2019)

15 World Bank Data (2019)

	Bangladesh	Cambodia	Philippines	World Average
<b>General</b>				
Literacy Rate (15 yrs & older) <sup>16</sup>	74%	81%	98%	86%
Languages/ Dialects Spoken	39+	10+	134+	-
<b>Education</b>				
Language of Instruction	Bangla, English	Khmer	Filipino, English	-
Academic Year	January to December	November to August	June to March <sup>17</sup>	-
Days of class per week	6	5	5	-
Compulsory Education <sup>18</sup>	10 years	12 years	13 years	10 years
Government expenditure on education as % of GDP <sup>19,20</sup>	1.33%	3.10%	3.41% <sup>21</sup>	4.53%
Pre-primary to Secondary School age population <sup>22</sup>	45,219,525	4,877,084	28,013,737	-

16 World Bank Data: Philippines and Cambodia (2015), Bangladesh (2018), World (2019)

17 Due to the pandemic, the 2020/2021 academic year was adjusted to October to June. It is still unclear whether the adjustment will apply to years afterwards.

18 The Philippines only introduced the K-12 system in 2013. Bangladesh expanded basic education from 8 to 10 years in 2010. Cambodia made upper secondary school (grades 10-12) compulsory in 20XX.

19 All three countries also rank below the average for lower middle income countries of 4%.

20 World Bank Data: Bangladesh (2019), World (2017); Cambodia data from Parliamentary Institute of Cambodia Budget Debrief (2020)

21 Value was computed for using the budget report of the Department of Budget and Management (2019) and the country's 2019 GDP.

22 UNESCO UIS (2018)

	Bangladesh	Cambodia	Philippines	World Average
<b>Gross Enrollment Rate<sup>2324</sup></b>				
Pre-primary	41	24	81	52
Primary	116	107	108	104
Secondary	73	Lower Secondary: 57 Upper Secondary: 29	86	66
<b>Completion<sup>25</sup></b>				
Primary	– <sup>26</sup>	82%	84%	90%
Lower Secondary	62%	45%	74%	76.1%
Upper Secondary	80%	22%	– <sup>27</sup>	-
<b>Pupil-to-teacher ratio<sup>28</sup></b>				
Primary	30:1	42:1	29:1	23:1
Lower Secondary	37:1	22:1	24:1	17:1
Upper Secondary	29:1	23:1 <sup>29</sup>	25:1	17:1

23 World Bank Data: Philippines and Bangladesh (2018), Cambodia and World (2019)

24 Values were rounded off to the nearest whole number.

25 Philippine Statistics Authority (2015); Pocket Book on Bangladesh Education Statistics (2017); Cambodia Public Education Statistics and Indicators (2018-2019)

26 There is no data available on primary completion rates, but the dropout rate according to the Pocket Book on Bangladesh Education Statistics (2017) is 19%.

27 The latest available data on completion rates is from before the first batch of K to 12 graduates so there is no data for upper secondary school.

28 World Bank Data: Philippines (2017); Bangladesh, Cambodia, World (2018)

29 Cambodia Public Education Statistics and Indicators (2018-2019)



	Bangladesh	Cambodia	Philippines	World Average
<b>Teacher Training<sup>30</sup></b>				
Proportion of teachers with at least minimum organized teacher training, primary	50%	100%	100%	81%
Proportion of teachers with at least minimum organized teacher training, secondary	61%	100% <sup>31</sup>	100%	78%



<sup>30</sup> World Bank Data: Philippines and Cambodia (2018); Bangladesh and World (2019)

<sup>31</sup> Value is for both lower and upper secondary school, which are both 100%.

# EDUCATION SYSTEM IN BANGLADESH

Bangladesh is the fifth largest country in Asia with a population of 161 million as of 2018 (World Bank). The country's population is very young with over 46% under the age of 24. According to World Bank statistics from 2018, 27% of youths aged 15 to 24 were not engaged in any form of education, employment, or training. While poverty incidence in the country has decreased in recent years, 21.8% of the population still live below the national poverty level and 9.2% live on less than \$1.90 a day (Asian Development Bank, 2019).

## **Bangladesh Education Landscape and Education System** ▷ ▷ ▷ ▷

Table 4: Bangladesh Primary and Secondary Education System

Level	Grade Levels	Government Policy	Government Implementation	Public Examinations
Primary Education	1-8	Ministry of Primary and Mass Education	Directorate of Primary Education	Primary Education Certificate (Gr. 5) Junior School Certificate (Gr. 8)
Secondary School	9-10	Ministry of Education	Directorate of Secondary and Higher Education	Secondary School Certificate
Higher Secondary School	11-12			Higher Secondary School Certificate

The academic year in Bangladesh lasts from January to December with students attending class six days a week<sup>32</sup>. Instruction is primarily done in Bangla, though some higher education institutions use English.

Compulsory education in Bangladesh lasts ten years with two years of preschool and eight years of primary education. This is an improvement from the years prior to 2010 when compulsory education lasted only five years and did not include preschool. The primary education system is handled jointly

<sup>32</sup> Students attend class for 4 hours a day either in the morning or afternoon.

by the Ministry of Primary and Mass Education (MoPME) and Directorate of Primary Education. The MoPME handles policymaking on the system-level while the Directorate of Primary Education handles the administration of schools and training of primary school teachers. 80% of primary school students attend public schools (Trines, 2019).

Along with the expansion of compulsory education came the introduction of an elementary core curriculum and national examinations at the end of 5th and 8th-year levels. Students must pass these national examinations to move on to the next phase of schooling. This makes these two-year levels crucial and high-stakes for most students.

Secondary education in Bangladesh is split into two, secondary (grades 9-10) and higher secondary (grades 11-12). Since secondary education is not compulsory, the government does not give it for free. While the government does provide facilities, equipment, and teaching materials to schools, students must still pay tuition fees, essentially making the majority of schools private ones. As a result, 97% of secondary and 91% of higher secondary students attend private schools (Trines, 2019).

## **Education Standards in Bangladesh** ▶ ▶ ▶ ▶

The National Education Policy of the Ministry of Education (2010) lists the aims and objectives of the education system of Bangladesh. For primary education, the first is “to develop a curricula and textbooks imbued with the national spirit with a view to cultivate the humanistic values. A congenial and joyful environment needs to be created in the schools to promote healthy physical and mental development of the children.” Two other notable objectives are “to make them motivated and capable of pursuing higher education” and “to ensure the acquisition of essential knowledge, subject-based knowledge, life skills, attitudes, values and the sense of social awareness to meet their basic learning needs.” For secondary education, the focus shifts to developing “a learner with competencies so that s/he can compete in the job market, especially in the economic sector of the country.”

On recruitment of teachers, the National Education Policy states that the minimum qualification is a Higher Secondary Certificate with 2nd division for Classes I to V and 2nd class Bachelor degree for Classes VI to VIII. The policy also states that “for lower classes, female teachers will get priority.” In terms of skills, the policy describes effective teachers as ones who can attract children to school and prevent them from dropping out by fostering a safe, caring, and favorable environment in schools. Teachers must also be responsive to the needs of students and employ “joyful, attractive, and learner-friendly” teaching methods.

The National Education Policy also outlines the 14 aims and objectives of teacher training<sup>33</sup>. According to the list, teachers should develop and acquire professional knowledge and skills while being “conscious of their duties and responsibilities.” They should also be “aware of socio-economic conditions and immediate problems of the country” and create “equal opportunities for

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<sup>33</sup> See Appendix A.1. for a full list.

all, irrespective of religion, race, and socio-economic conditions.” Moreover, they should increase their efficiency in strategies for new educational methods and use of modern materials, including training in information technology and ensuring its wider use.

## **Pre-pandemic Issues** ▷ ▷ ▷ ▷ **High Dropout Rates**

Bangladesh has high dropout rates with 19% of primary students, 38% of lower secondary students, and 20% of higher secondary students dropping out (Ministry of Education, 2017). The problem is worse for girls in secondary school with 42% of girls leaving school before completing grade 10 and 23% leaving before completing grade 12. According to Prof. Md Elias Hossain, the director of the Directorate of Secondary and Higher Secondary Education, “most of the female students under class VIII and IX drop out from school because of child marriage” (Al Hasnat, 2017). Some other contributing factors to children not enrolling in school or dropping out are child labor, inadequate access to water and sanitation facilities, and the costs associated with education such as books and uniforms (Bureau of International Labor Affairs, 2019).

### **Child Labor**

Of the different factors contributing to children not attending school in Bangladesh, child labor is one of the most pressing concerns.

The country’s legal age of employment is 14 and 12 to 13-year-olds are allowed to do paid, “light” work for up to 42 hours a week (Quattri & Watkins, 2016). A report published by the Overseas Development Institute in 2016 found that “15% of 6 to 14-year-old children in Dhaka’s slums were out of school and engaged in full-time work.” Then, “by the age of 14, almost half of children living in the slums of Dhaka are working” (Quattri & Watkins, 2016).

### **Education Quality**

While the country’s primary pupil-to-teacher ratio has vastly improved in recent years from 43:1 in 2010 to 30:1 in 2018, the country is still well above the global average of 23:1. Over the same time period, its secondary pupil-to-teacher ratio has regressed, going from 28:1 to 35:1 (World Bank Data, 2018). Teacher standards are also loosely regulated with there being no teacher licensure exam in the country. Although 99% of primary school teachers have a Certificate in Education or Diploma in Education, only 67% of secondary school teachers do (Universalialia, 2020).

Bangladesh’s education system employs an assessment centric model. Students are required to take public examinations in 5th and 8th grade in order to progress. As a result, learning through memorization or “teaching-to-the-test” is prevalent as there is a strong incentive for the focus to shift more on students passing the tests and less on students’ learning.



# EDUCATION SYSTEM IN CAMBODIA

Cambodia is a much smaller country compared to the Philippines and Bangladesh in terms of both population and GDP (World Bank, 2019). Its population is also much less dense at 92.06 people/km<sup>2</sup> compared to the Philippines at 357.69 people/km<sup>2</sup> and Bangladesh at 1,239.58 people/km<sup>2</sup>. However, Cambodia is comparable to the other two because of its young population with 30% of its population being of school age and its similarities with Bangladesh in terms of GDP per capita and poverty rate.

## **Cambodia Education Landscape** ▷ ▷ ▷ ▷

Table 5: Levels of Cambodia's Education System

Level
Ministry of Education, Youth, and Sport
Provincial Office for Education
District Office for Education
Schools
Households

The administration and management of Cambodia's education system is divided into four levels - the Ministry of Education, Youth, and Sport (MoEYS) on a national level, Provincial Office for Education (POE) on a provincial level, District Office for Education (DOE) on the district level, and schools on the educational institution level. The MoEYS is responsible for managing the education sector as a whole including all grade levels from kindergarten to tertiary education plus non-formal education (Universalia, 2019).

The MoEYS vision is "to establish and develop human resources that are of the very highest quality and are ethically sound in order to develop a knowledge-based society within Cambodia." Its mission is to "lead, manage, and develop the education, youth and sport sector in Cambodia, responding to the socio-economic and cultural development needs of its people and the reality of regionalization and globalization" (Ministry of Education, Youth, and Sport, n.d).

## **Cambodia Basic Education System** ▷ ▷ ▷ ▷

Table 6: Cambodia Basic Education System

Level	Grade Levels	Level
Kindergarten	3 years (non-mandatory)	Ministry of Education, Youth,
Primary Education	1-6	and Sport
Lower Secondary Education	7-9	
Upper Secondary Education	10-12	

Compulsory education in Cambodia is 12 years long and divided into three blocks - primary education (6 years), lower secondary education (3 years), and upper secondary education (3 years). The country also offers three years of preschool education for children ages 3 to 5, though this is not mandatory. The school year in Cambodia runs from November to August with students typically attending class six days a week with 4 to 7 study hours a day (Department of Curriculum Development, 2015)

## **Education Standards** ▷ ▷ ▷ ▷

The goal of Cambodia's curriculum framework is "to ensure all citizens develop their full potential. Every Cambodian will progress with balanced physical appearance, knowledge, behaviours and love of nation and humankind so they can contribute to national development and integration of Cambodia in the region and the world." In order to meet this goal, the curriculum targets eight core competencies - literacy and numeracy, foreign languages, information and communication technology (ICT), communication and teamwork, analysis and creativity, applying knowledge and skills, personal, family and society development, entrepreneurship and leadership (Department of Curriculum Development, 2015).

In order to facilitate learning, the curriculum framework states four teaching principles that define what is expected of teachers. These are:

1. Teaching is an activity to facilitate learners' learning in order to equip learners with knowledge, skills and attitudes through learner centered approaches.
2. Teaching is an activity to help and encourage learners to be efficient and responsible active self-learners who can apply knowledge in everyday life.
3. Teaching must extend knowledge, experiences, skills and motivations of learners so that learners will love and give value to education.

4. Teaching must connect learners/learning activities to the real world through the application of appropriate tools, including ITC.

The Professional Standards for Teachers in Cambodia also outline skills teachers should possess under four groups - knowledge, practice, learning, and ethics. Under knowledge, teachers should understand their students' needs, the learning content, and how students learn. Then these should be put into practice through proper executing, planning and assessment, managing the learning environment, and employing a range of relevant teaching strategies. On the personal level, teachers should actively engage in the teaching profession and be self-learners. Lastly, all these should be done ethically by "[showing] care and concern for students and always [working] in their best interests and that of society."

### **Pre-pandemic Issues** ▶ ▶ ▶ ▶ **Lack of Quality Teachers**

Cambodia has the highest primary education pupil-to-teacher ratio in the ASEAN region at 42:1 and has held that position since 1997. The ratio for secondary education is better at 29:1, but this is still much higher than the global average (World Bank, 2018). It is difficult to attract teachers to the public school system in Cambodia because the income of teachers is low with a World Bank report stating that the earnings of a married teacher with two dependents effectively puts him/her below the poverty line (Tandon & Fukao, 2015). The MoEYS (2015) has recognized the same in their Teacher Policy Action Plan, which reported that "teachers currently earn salaries that are only 60% of what other professionals with similar education and skills qualifications [earn in the] private sector."

Majority (73%) of teachers in the basic education system have only attained lower or upper secondary education, while only 26% have a bachelor's degree or higher (Ministry of Education, Youth and Sport, 2019). Moreover, teachers are often not among Cambodia's top graduates as seen in a study of the World Bank, which showed that most teacher trainees scored in the C, D, E range on a scale of A to F in their grade 12 exam (Tandon & Fukao).

The lack of quality teachers translates into poor performance of students. The results of the PISA-D found that only 8% of students in Cambodia achieved the minimum level of proficiency in reading and 10% achieved the minimum in mathematics (MoEYS, 2018).

### **Low GER and Completion in Secondary Education**

Cambodia's Gross Enrollment Ratio (GER) at the primary level stands at 107, above the world average (World Bank, 2019). However, enrollment does not always translate into completion, which can be seen in the country's 2018-2019 primary completion rate of 82% (Ministry of Education, Youth and Sport, 2019). Even more concerning are Cambodia's enrollment and completion rates at the secondary level. The GER plummets to 56.5 at the lower secondary level then drops further to 28.1 at the upper secondary level (World Bank). This translates into only 45% of the population completing lower secondary education and 22% completing upper secondary education (MoEYS). The downward trend continues at the tertiary level where Cambodia's GER of 13.69 is the lowest in Southeast Asia (World Bank).

One factor that contributes to the high dropout rate is lack of support from parents. Many

parents in rural and deprived areas are strapped financially and cannot afford to send their children to school due to school-related fees. UNICEF (2020) reported that “many parents cannot understand the value of education”, which influences their decision not to make their children attend school. Another contributing factor is the prevalence of child labor due to the country’s poor economic condition. In 2018, 8.1% of children ages 5 to 14 were engaged in some form of work, mainly in the agriculture sector. While the government has established laws and policies on child labor, gaps exist that prevent these from being implemented effectively (Bureau of International Labor Affairs, 2019).

### ***Poor Quality of Learning Environment***

In 2019, Cambodia spent 3.3 of its GDP on education. Similar to the Philippines, this lies below the UN’s recommendation of 4-6% and the ASEAN average of 3.2% (Parliamentary Institute of Cambodia, 2019). On a micro level, the cumulative expenditure of the government per student between the ages of 6 to 15 is much lower than peers. In 2013, Cambodia spent around USD 3,087 per student, which is a fraction of Thailand’s USD 25,000 per student (MoEYS, 2018).

Because of inadequate funding, there is a lack of classrooms and the quality of learning environments in many schools is poor. Though the government has spent more on infrastructure in recent years, many students attend class only in the morning or afternoon because there is not enough space to accommodate all students at the same time. With less learning time comes the need to leave out parts of the curriculum. Many schools also lack water, sanitation, and hygiene facilities, which negatively impacts students’ ability to learn UNICEF (2020).





# EDUCATION SYSTEM IN THE PHILIPPINES

The Philippines is the seventh-largest country in Asia with a population of nearly 110 million living in 17 regions. The population is culturally diverse with more than 134 languages and dialects in use. Similar to Bangladesh and Cambodia, the country has a young demographic profile with approximately 30% of the population being of school age (5-19 years old) according to the Philippine Statistics Authority (2015)<sup>34</sup>. It is considered a lower middle income country by the standards of the World Bank.

## **Philippine Education Landscape** ▷ ▷ ▷ ▷

Table 7: Levels of Philippines' Basic Education System

Level	Head/Members
Department of Education	Secretary of Education
Governance and Operations/Curriculum and Instructions/ Finance/ Administration Functions	Undersecretaries
Regional Office	Director
Schools Division Office	School Division Superintendent
School	Principals/Teachers
Households	Parents/Students

The Department of Education (DepEd) is Philippines' largest bureaucracy and the executive department responsible for basic education in the country. Its mission is "To protect and promote the right of every Filipino to quality, equitable, culture-based, and complete basic education" (DepEd, 2016). DepEd's functions include both the formulation and implementation of education policy in the areas of formal and non-formal education in all primary and secondary institutions, both public and private.

DepEd's policy-making function is fulfilled by various bureaus and offices headed by undersecretaries and assistant secretaries. Meanwhile, the implementation of these policies is done through field offices. Policies formulated by the central office are transmitted to regional offices who develop guidelines on how these can be operationalized. The country is divided into 17 regional offices with a regional director heading each one. Regional offices then pass on these guidelines to the country's 221 schools division offices who implement these in schools in their jurisdiction. Under the school division offices are the schools themselves, each headed by a principal. The teachers in these schools are the direct link between the education system and students from households (DepEd, 2015).

<sup>34</sup> Based on PSA's projected mid-year population for 2020.

## **Philippine Basic Education System** ▷ ▷ ▷ ▷

Table 8: Philippine Basic Education System

<b>Level</b>	<b>Grade Levels</b>	<b>Government Agency</b>
Preschool	1 year	Department of Education
Primary Education	1-6	
Junior High School	7-10	
Senior High School	11-12	

Basic or compulsory education in the Philippines is 13 years long and is divided into four blocks - kindergarten (1 year), primary education (6 years), junior high school (4 years), and senior high school (2 years). Prior to 2012, basic education was only 10 years long and was composed of six years of primary education and four years of secondary education. With the adoption and implementation of the K to 12 Basic Education Program, kindergarten became mandatory and two years of senior high school were introduced. Senior high school was added to help make basic education graduates employable even without a tertiary degree.

## **Education Standards in the Philippines** ▷ ▷ ▷ ▷

According to the DepEd Order No. 21 (2019), the K to 12 Basic Education Program’s mission is to “strengthen the values of the Filipino people, develop a strong sense of nationalism, develop productive citizens who contribute to the building of a progressive, just, and humane society, ensure environmental sustainability, and cultivate global partnerships for development.” A K to 12 graduate is defined as a “holistically developed Filipino” who is equipped with the following skills: information, media and technology, learning and innovation, life and career, and communication.

In 2017, DepEd institutionalized the Philippine Professional Standards for Teachers (PPST) which recognizes that “enhancing teacher quality [is] of utmost importance for long-term and sustainable nation building.” Thus, in order to develop quality teachers, the PPST (2017) defines a set of standards “founded on the teaching philosophies of learner-centeredness, lifelong learning, and inclusivity among others.” These standards define an effective teacher as one who meets the requirements of seven domains<sup>35</sup> - content knowledge and pedagogy, learning environment, diversity of learners, curriculum and planning, assessment and reporting, community linkages and professional engagement, and personal growth and professional development.

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<sup>35</sup> See Appendix A.3. for the list of strands under each domain.

## **Pre-pandemic Issues** ▷ ▷ ▷ ▷

### ***Equal Access to Education***

While the Gross Enrollment Ratio (GER) of the Philippines is above the world average from the pre-primary to secondary level, there is still much room for improvement before the country can achieve equal access to education for all. The Philippine Statistics Authority (2019) reported that in 2017, there were 3.6 million out of school children and youths, with the majority (63.3%) of them being female. Around 50% of OSCYs also came from families whose income fell in the bottom 30th percentile based on per capita income, proving the relationship between lack of access to education and poverty in the country.

### ***Insufficient Funding***

Investment in education is also low in the Philippines. While the Department of Education receives the largest allocation in the national budget, the funding as percent of GDP was only 3.41% in 2019, still below the UN's recommendation of 4% to 6%. The Philippines also lags behind other countries in terms of expenditure per student. According to the PISA 2018 report on the Philippines, expenditure per student in the Philippines was 90% lower than the OECD average and the lowest among all PISA-participating countries/economies (OECD, 2019).

### ***Low Quality of Education***

The Philippines lacks the resources to deliver quality education to students. One clear indication of that is the average pupil-to-teacher ratios in the country. For both the primary (29:1) and secondary (24:1) levels, the ratios are already above the world average without taking into account deflation of the

numbers from private schools.

The poor quality of education in the country is also evident in the PISA 2018 results. The survey covered 68% of the country's 15-year olds and found that they scored lower than most PISA-participating countries or economies in reading, mathematics, and science. Of the three subjects, the most pressing problem was reading where the Philippines tied for the bottom spot in the rankings with over 80% of students not reaching the minimum level of proficiency (OECD, 2019). Failure to meet minimum proficiency levels is a deep-rooted problem that begins at the primary level as seen in a World Bank report that found that 34% of primary school children in the Philippines fail to achieve minimum proficiency in learning (World Bank, 2018).

### ***Low Relevance of Education***

The K-12 system in the Philippines was introduced to allow graduates of the basic education system to find jobs and work without receiving a tertiary education. While this is a step in the right direction, translating education into employment remains a challenge. According to a survey conducted by the Philippine Institute for Development Studies, 24 out of the 26 employers surveyed did not believe senior high school graduates had the skills to be employed. While almost all were willing to hire graduates, they listed preconditions such as requiring competencies and specialized skills, improved work immersion, and offering only low entry-level positions (Orbeta et al., 2018). The low relevance of education in the country is further backed by the large overseas Filipino worker population estimated at 2.2 million and a high underemployment rate of 13.6% in 2019 (Philippine Statistics Authority, 2020).

# TEACH FOR ALL

## Overview ▷ ▷ ▷ ▷

Teach For All is a “network of independent partner organizations and a global organization that works to accelerate the network’s progress.” With 59 partners spanning six continents, Teach For All “envisions a world where educators, policymakers, parents, and students are working together to ensure that their communities’ children have the foundation they need to shape a better future for themselves and all of us.” While partners are “independent and locally led”, they are all committed to the same core principles<sup>36</sup>, which include recruiting and selecting leaders, partnering with schools and communities, and pursuing measurable impact. Partners are also guided by the core values of sense of possibility, locally rooted and globally informed, constant learning, diversity and inclusiveness, and interdependence (Teach For All). This study put emphasis on TFA’s three partners: Teach for Bangladesh, Teach for Cambodia, and Teach for the Philippines, and they will be collectively referred to as Teach for Organizations (TFO).

Table 9: Teach For All Organizations Key Facts

Teach For All Organizations	Teach for Bangladesh	Teach for Cambodia	Teach for Philippines
Year Founded <sup>37</sup>	2012	2015	2012
First year of Fellows	2014	2018	2013
# of schools present in SY 2019-2020	48	15	36
# of Fellows in SY 2019-2020	101	60	93 <sup>38</sup>
Annual Reach SY 2019-2020	~7,000	~10,000	~10,000

36 See Appendix A.4. for the list of 9 unifying principles.

37 Joined Teach For All: TFB - 2014, TFC - 2017, TFP - 2013

38 Including Teacher Leaders under the Public School Teacher Pathways Program



## **Teach for Bangladesh<sup>39</sup>** ▷ ▷ ▷ ▷

### ***TFB Mission & Vision***

Teach for Bangladesh (TFB) is a non-profit organization that “envisions a society in which all children receive an excellent education that empowers them to realize their full potential and shape their own future through talent and hard work.” TFB’s mission is “to launch a movement of capable, committed, and compassionate leaders who share an understanding of inequity and are working tirelessly inside and outside the nation’s classrooms to end its impact on children.” Members of the organization strive to uphold the core values of integrity, ownership, interdependence, sense of possibility, respect and empathy, and continuous learning.

### ***TFB Programs***

In order to achieve its vision and mission, TFB employs a two-part approach. Through the two-year fellowship program, TFB works to reduce educational disparity in targeted schools and communities. Meanwhile, on the system-level, TFB works to build a movement of leaders who will spearhead macro-level reform needed to reshape the education system and society in the long-run.

TFB’s Fellowship begins with its highly selective recruitment process. TFB recruits Fellows from a variety of academic backgrounds, many of whom have graduated from top universities in Bangladesh and abroad. Once applicants are accepted into the program, they receive pre-service training at the 6-week Winter Academy before being assigned to high-need schools across two major cities. While the majority of TFB’s Fellows teach in Government Primary Schools (GPS), 15-20% of Fellows are assigned to low-income schools that are privately funded. At their placement schools, Fellows teach students from grades 2 to 5. TFB works only in primary education because secondary schools are run by a separate ministry and directorate and are mostly private institutions. This was also a strategic choice as TFB acknowledges the importance of foundation building during early years of education.

During their two years of teaching, Fellows receive continuous training and support through individual and group coaching, monthly professional development sessions, and weekly courses to receive their postgraduate diploma in Educational Leadership and School Improvement from BRAC Institute of Educational Development. After completing the Fellowship, alumni enter into careers in both the public and private sector, working to make education equity a reality. In 2019, TFB currently deployed 101 fellows to 48 schools, reaching more than 5,000 students. The organization also has 120 alumni.

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<sup>39</sup> Information in this section comes from the TFB website, internal TFB documents, TFB’s past annual reports, and input from members of TFB.



## ***TFB Education Standards***

In recruiting and selecting Fellows, TFB looks for applicants who display academic excellence and proven leadership capacity. TFB's selection competencies are academics, communication, leadership, fit, grit, perseverance, diversity, organization, and critical thinking.

For TFB, highly effective teachers are ones who are successful leaders. Given this standard, leadership development is the focus of their two-year Fellowship. Through its training programs, TFB supports its Fellows in building leadership traits such as confidence, perseverance, communication skills, and time management.

## ***TFB Relationship with Ministry of Primary and Mass Education/Directorate for Primary Education***

TFB has permission from the DPE to work in select GPS. The DPE provides TFB with a list of high-need schools before TFB applies its own selection criteria to choose which ones it will enter. While TFB used to enter new schools every year, it now focuses on building the capacity of schools it is already in.

Over the years, TFB has worked to build strong relationships with education clusters of local governments and school administrators. TFB is currently present in schools in six different education clusters. TFB regularly conducts a head teacher survey in its placement schools. Along with national test results of Fellow's students, these surveys are used in the 6-month reports of TFB to the DPE.

## **Teach for Cambodia**<sup>40</sup> ▷ ▷ ▷ ▷

### ***TFC Mission & Vision***


Teach for Cambodia (TFC) is a non-profit organization that aims “to work in partnership with others to create positive change in Cambodia public education through building the teaching and leadership skills of teachers as agents of change in Cambodia public schools and the broader education sector.” Founded in 2015, “TFC’s vision for impact is by 2050, all children in Cambodia will have the education, support and opportunity to create a better future for themselves, their families and their communities.”

### ***TFC Programs***

In order to achieve its vision, TFC recruits outstanding recent university graduates, existing teachers, and young professionals - across academic disciplines and career interests - to commit for two years as teachers in high-need public schools. TFC develops and supports these ‘Fellows’ to become long-

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40 Information in this section comes from the TFC website, internal TFC documents, and interviews with members of TFC.



term agents of change, who will work in Cambodian schools and the broader education sector to address problematic learning outcomes. Fellows are first trained during the 5-week intensive Summer Training, which includes 3 weeks of Summer School Teaching. Upon completion, Fellows are assigned to teach for two years in public schools in Phnom Penh, Kandal, and Kampong Chhnang. TFC Fellows teach various subjects to students from 7th to 12th grade. It is the organization's aim that during these two years, Fellows not only gain a deep understanding of the challenges of the system, but also learn to come up with contextualized solutions.

Throughout the Fellowship program, Fellows are provided with leadership development and support from experienced coaches and mentors. The training model is guided by the Teaching As Leadership Framework. During the Fellowship program, Fellows also attend a Master of Education program at the Royal University of Phnom Penh. At the end of the program, Fellows become alumni and are awarded a Master's in Education degree. TFC's hope is that alumni go on to leverage their teaching experience to create sustainable, system-level solutions to challenges in education.

### ***TFC Education Standards***

TFC's training and support model is built on the idea that more than just effective teachers, Fellows must be great leaders. In order to become great leaders, Fellows must make commitments to personal transformation, collective action, and addressing educational inequity. They must also work to develop TFC's 12 leadership competencies<sup>41</sup> - humility and respect, integrity, continuous learning, reflection, sense of possibility, sense of urgency, excellence, resourcefulness, problem solving, resilience, purposeful planning, and building relationships.

TFC also uses the PADA (Proficiency, Awareness, Dispositions, Agency) Framework that centers on meaningful outcomes for students. Proficiency focuses on reading and writing, numeracy, analytical, and problem solving skills. Meanwhile, awareness focuses on understanding contexts and dispositions focuses on soft skills such as managing the self, engaging and collaborating with others, and innovation and pursuit of goals. Lastly, agency is about taking responsibility for one's own actions and believing in one's ability to impact change.

### ***TFC Relationship with Ministry of Education, Youth, and Sport***

TFC operates under a 5-year Memorandum of Understanding (MOU) with the MoEYS to build capacity for schools and support the Ministry's goal of widening the pool of high quality teachers and long-term leaders for education. TFC's partnership with the government is essential as it allows the organization to place Fellows in schools across the country. The government also provides political support and endorsement for fundraising for TFC's programs.

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<sup>41</sup> See Appendix A.5. for the list of competencies and their descriptions.

## **Teach for the Philippines<sup>42</sup>** ▷ ▷ ▷ ▷

### ***TFP Mission & Vision***

Teach for the Philippines (TFP) is a non-profit organization that works to provide all Filipino children with access to inclusive, relevant, and excellent education. It aims to improve teacher quality and address education challenges at the system-level by identifying, developing, and supporting Teacher Fellows, alumni, and its network of partners.

### ***TFP Programs***

TFP's fellowship program is a two-year program where young Filipinos are deployed to public schools in the DepEd system as full-time, fully-paid Teacher Fellows. Applicants who successfully make it through TFP's highly selective recruitment and selection process are first trained in the 8-week Summer Institute. After the Summer Institute, they are assigned to teach in public schools all over the country. Through the teaching experience, intensive training, and personalized coaching and mentoring, the program aims to provide Teacher Fellows with a deep understanding of the public school system and develop them into leaders who can spark positive change. Teacher Fellows are also expected to positively impact their students academically and in the development of their socio-emotional skills. They are trained and equipped to catalyze innovations to address teacher quality and expand (or enhance) parental engagement in the school communities they serve.

TFP also sparks change in the public school system through its two-year public school teacher pathways program that trains licensed and tenured DepEd teachers to be Teacher Leaders. Similar to Teacher Fellows, Teacher Leaders undergo specialized training, leadership development, and individualized coaching. The program accelerates the growth of Teacher Leaders and helps develop them into excellent educators who pursue careers as school leaders or forward-thinking bureaucrats who can impact policies and programs in education. Through the fellowship and teacher pathways programs, TFP reaches more than 10,000 public school students in over 30 schools in the three major island groups of the Philippines.

After completing their two-year program, Teacher Fellows can choose to extend their engagement with TFP for one additional year through the Ambassadors Program where they work as Technical Assistants in local or national government agencies to apply community insight to policy making. They receive training in policy and program management at the Asian Institute of Management to support this thrust. As of March 2020, 113 alumni have entered into local and national government offices and half have been offered positions in agencies, most notably the Department of Education. Having ambassadors in key offices allows TFP to impact policy on a system-level.

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42 Information in this section comes from the TFP website, internal TFP documents, and interviews with members of TFP.



## ***TFP Education Standards***

TFP focuses on delivering quality education. In order to achieve this, TFP attracts top talent to its programs through its recruitment and selection process. Applicants can be graduates of any degree as TFP prioritizes diversity in recruitment and selection in its mission to make the teaching profession and education advocacy more inclusive. The organization's definition of an effective teacher is evident in its criteria for selection, which includes alignment to TFP's vision, mission, and core values, the ability to lead oneself and others in the face of changes or challenges, content and pedagogical proficiency, and embodying perseverance and optimism in the face of challenges or ambiguity.

Through its programs, TFP continues to focus on developing quality teachers through its focus on Transformational Leadership Continuum (TLC) leadership competencies. The key leadership competencies are grouped into four buckets: Personal Leadership, Critical Learning, Servant Leadership, and Change Management.<sup>43</sup>

## ***TFP Relationship with Department of Education***

With its almost twenty-year partnership with DepEd, TFP is in a strategic position to inform policy. Through its Teacher Fellows and Teacher Leaders, TFP has first-hand insight into the challenges being faced by public schools all over the country and is able to pilot-test initiatives and interventions for improving learning outcomes. Going a step further, TFP also has ambassadors in offices within the education system who can contribute to introducing relevant reforms needed on a system-level.



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43 See Appendix A.6. for full list of TLC leadership competencies.

# QUALITIES OF AN EFFECTIVE TEACHER IN NON-CRISIS TIMES

At the baseline, a number of qualities of an effective teacher in Bangladesh, Cambodia, and the Philippines as prescribed by their respective ministries of education are similar. Teaching standards across all three countries highlight content knowledge, curriculum development, and assessment of students as key skills for teachers. The standards also stress that it is important for teachers to create an inclusive environment for all students. On a deeper level, the curricula of Bangladesh, Cambodia, and the Philippines are similar as they all emphasize that teachers must strive to develop a sense of nationalism in their students. In the long-term, the goal of teachers in all three countries is the same - to help learners develop into productive citizens of society. However, there are also variations in what it means to be an effective teacher in each country which stem from key differences in their respective contexts. The above discussion on the issues, education landscapes, and education standards of each country brings these differences to light.

A key concern in Bangladesh is the country's high dropout rate. In response to this, Bangladesh's Ministry of Education created teacher standards and a curriculum that focus on attracting children to schools by making environments "congenial and joyful". The country's National Education Policy (2010) explicitly states that teachers need to employ "joyful, attractive, and learner-friendly" teaching

methods. Teach for Bangladesh works towards this as well by training Fellows to be effective leaders who can spark positive change in the behavior of students.<sup>44</sup> Based on these standards and expectations, it can be presumed that an effective teacher in Bangladesh is one who can impart knowledge to students in an engaging way so they are motivated to complete their education.

Cambodia is similar to Bangladesh with a key problem being its low GER and completion rate especially in secondary schools. However, Cambodia takes a different approach to the problem by highlighting the importance of students taking charge of their own learning. The country's teaching principles call for teachers to help students see the value of education so they will grow into "efficient and responsible active self-learners" (Department of Curriculum Development, 2015). Teach for Cambodia, through its PADA framework, aims to solve the problem as well by highlighting the importance of teaching students to manage themselves and take responsibility for their actions. It can be inferred then that an effective teacher in Cambodia is one who shows students the value of education by teaching students how the knowledge they gain can be applied in their lives.

Meanwhile, in the Philippines, two of the most pressing problems of the education system appear to be quality of education and low

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44 In TFB's 2015-2016 annual report, they reported that 96% of all TFB classrooms have good attendance rates and 80% of students "have stated that their teachers - our fellows - have encouraged and fostered supportive relationships."

relevance of education. In response to the problem of quality of education, the Philippines' Department of Education (DepEd) stresses the importance of content knowledge and pedagogy by listing this as the first domain in the PPST. Teach for the Philippines takes a similar approach in its TLC Leadership Competencies that lists pedagogical and content knowledge as key skills. On the other hand, to tackle the low relevance of education, DepEd's K to 12 program focuses on teaching students hard skills to help them develop into productive citizens. These solutions to pressing problems point to an effective teacher in the Philippines being one who has mastered the content of the curriculum and can effectively

impart this knowledge to students. In the context of TFP, this involves a deliberate focus on the development of functional literacy and socio-emotional skills.

The approach taken to define an effective teacher in Bangladesh, Cambodia, and the Philippines was a document review on the issues, education landscapes, and education standards of each country. This is believed to be the most logical approach given that one of the primary goals of this paper is to provide proper context for policy and/or programmatic recommendations. With that said, it is important to note that these definitions were not cross-referenced with or informed by standards from Western context or literature.



# EDUCATION DURING CRISIS TIMES

## **Overview** ▶▶▶▶

The COVID-19 pandemic has given rise to new issues in education systems of countries all over the world while exacerbating old ones, and Bangladesh, Cambodia, and the Philippines are no exception. The issue of access is especially concerning in these developing countries as schools shift to distance learning. In the Philippines, enrollment for the school year 2020-2021 is only 90% of total enrollment for 2019-2020 according to the update released by DepEd during their 7th Educational Forum. The drop in enrollment is credited to access issues and financial difficulties of families due to the pandemic. Bangladesh will likely face a similar situation especially in rural areas if school starts through distance learning. According to the Bangladesh Rural Advancement Committee, 54% of rural households lack internet access while 59% do not have access to smartphones (Rafe, 2020).

Providing quality education to students who do enroll is a whole other battle in itself as the role of teachers has changed due to the pandemic. This school year, teachers are not standing in front of a room of students, they are messaging parents on social media or preparing modules for students to do at home. Bangladesh's approach of providing a favorable environment for learning has become much more difficult to execute because there is no physical environment to do so. Meanwhile, teachers in Cambodia have had to shift to and from online to face-to-face learning multiple

times before the MoEYS ended the academic year prematurely on November 30 (Nika, 2020).

Teachers across the three countries have had to adjust their lesson plans to focus on essential topics due to the prolonged closure of schools that led to delays and shortened academic years. Many have also had to learn how to navigate TV, radio, and/or online instruction and make adjustments to assessment methods as distance learning limits the practicability of ones previously employed. On top of all of these changes, teachers (and learners, including their families) are dealing with the constant stress from the pandemic that has plagued the world for the better part of the year.

With the new challenges teachers now face during the COVID-19 pandemic, the definition of an effective teacher has altered as well. This change is inevitable given the significant shifts in the set-up of schools and the environments teachers must operate in. As new definitions and policies on education in crisis times may take time to emerge, the discussion on effective teaching during crisis times will focus on the unfolding first-hand insights of on-the-ground teachers, families, and local education leaders experiencing changes in education due to the pandemic. Listening to their voices on what has been impactful, challenging, and helpful can help concretize what effective teaching means in these times. Such a discussion may hopefully inform how countries pivot at a national level.

This second half of the Knowledge Product

will explore the qualities of an effective teacher in crisis times by discussing the context, education standards, qualities, and training and development during the current pandemic. The national COVID-19 situation of each country will be discussed first as background followed by key results of RAAS, RAGS, and RATS on the current education landscape of the three countries. This will be followed by an in-depth analysis of teacher effectiveness ratings and qualities of an effective teacher in times of crisis, which will ultimately lead to the recommendations of this Knowledge Product.

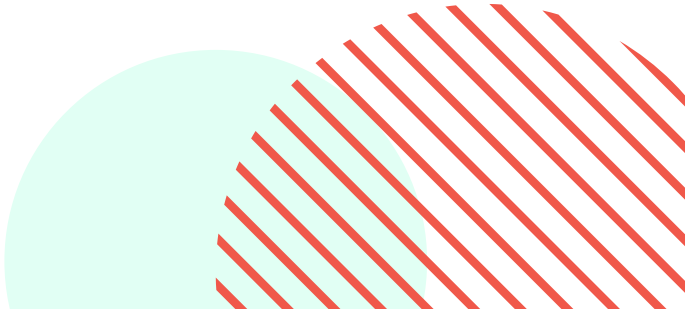
**COVID-19 National Contexts**

The COVID-19 pandemic spread across the world in the first few months of 2020 and has spared few countries to date. However, the number of cases and mortality rates per country still vary widely depending on the speed of government responses and implementation of lockdowns. The discussion below on COVID-19 situations in Bangladesh, Cambodia, and the Philippines provides an overview of the measures taken by national governments to contain the virus and the situation on the number of cases and fatalities in each country as of December 14, 2020. Understanding the severity of the pandemic in each country is important as this influences the decisions of their Ministry/ Department of education on whether or not to open up schools physically.

Table 10: COVID-19 Key Facts for Bangladesh, Cambodia, and the Philippines as of May 23, 2021

	Bangladesh	Cambodia	Philippines
Total # of cases	787,726	25,205	1,179,812
World Rank <sup>45</sup>	33	124	24
Cases per 1M population	4,741	1,489	10,640
Total # of fatalities	12,348	176	19,951
Deaths per 1M population	74	10	180

45 Data from Worldometer.



## **Bangladesh**

Bangladesh recorded its first three cases of COVID-19 on March 8, 2020. The government responded soon after by closing educational institutions on March 16 followed by public and private offices on March 26 (WHO Situation 4, 2020). Lockdowns were in place until May 30 before they were relaxed to stimulate economic activities (TBS, 2020). Similar to the Philippines, the lockdowns imposed in Bangladesh did not stop the transmission of the virus. As of December 14, Bangladesh has 490,533 total cases in all 8 regions of the country with more than half of these cases coming from Dhaka (WHO Situation 37, 2020). As of December 14, Bangladesh has the 2nd most number of cases in South Asia and 26th most in the world.

Since March, the government has extended the shutdown of schools several times with the latest extension keeping them closed until December 19 (Al Jazeera, 2020). In the meantime, the government has been broadcasting lessons on television and radio for students in the basic education system (Abdullah, 2020).

## **Cambodia**

In contrast to the Philippines and Bangladesh, Cambodia has successfully avoided widespread transmission of the COVID-19 virus. Despite reporting its first case more than a month earlier than the other two on January 27, the country has no reported deaths and boasts one

of the lowest number of cases in the world at 359 (WHO Cambodia, 2020). It ranks 9th in the world in least number of cases per one million population. The World Health Organization (2020) credits Cambodia's success to its effective rapid response to the initial cases through its surveillance systems, which include CamEWARN, an early warning and response system, contact tracing through its rapid response teams (RRTs), and "hotspot" hunting and cluster management. Due to its success in containing the virus, Cambodia did not close workplaces and restrictions on travel within the country were lifted early on.

Due to Cambodia's success in avoiding widespread transmission, the country opened up schools in phases. Kindergartens and some public and private schools opened on September 7, then positive results from this trial phase prompted openings of schools across the country on November 7. Schools were opened with safety measures such as limiting the number of students per classroom and social distancing. Before the reopening of schools, students were learning through television programs or Facebook (David, 2020; New Straits Times, 2020). However, schools in Phnom Penh were shut down for two weeks within a week of their opening due to the detection of a cluster of cases. Then, following another outbreak later in the month, the MoEYS called an end to the academic year in all public schools on November 30 (Nika, 2020).<sup>46</sup>

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<sup>46</sup> Private schools were shut down for two weeks though e-learning would continue. The lower and upper secondary exams in both public and private schools will still push through.

## Philippines

The Philippines recorded its first case of COVID-19 on January 30, 2020 and its first local transmission on March 7. The government quickly responded by closing schools on March 10 and implementing an Enhanced Community Quarantine (ECQ) from March 15 to May 16 in Luzon, the country's largest island (WHO Situation 61, 2020). Under ECQ, only businesses providing essential goods and services are allowed to remain open and public transportation is suspended (Inter-agency Task Force, 2020). ECQ was also implemented later on in other regions and major cities all over the country while the rest of the country was placed under General Community Quarantine (GCQ). Despite the strict measures put in place by the government, the number of cases in the country has steadily risen to its December 14 tally of 450,733. Almost half of reported cases come from the National Capital Region (NCR) in Luzon, but the virus has spread to all 17 regions (WHO Situation 61, 2020). As of December, the Philippines has the 2nd most number of cases in Southeast Asia and 28th most in the world.

Due to the rising number of cases and lockdowns in place in the Philippines, the Department of Education (DepEd) originally postponed the opening of classes in June to August 24. This date was later pushed back further to October 5 due to "logistical limitations brought on by the imposition of modified ECQ in Metro Manila and surrounding provinces." All schools have shifted to distance learning in line with President Duterte's order that "schools postpone face-to-face classes until a vaccine becomes available" (Magsambol, 2020). Furthermore, in preparation for schooling during the new normal, Philippines' education agency has released guidelines to how distance learning should be implemented at a school level through the issuance of a Learning Continuity Plan (LCP). DepEd has also compressed its prescribed curriculum by establishing the Most Essential Learning Competencies (MELC), which outlines what specific competencies students should learn during the pandemic.



# KEY FINDINGS FROM RAAS, RAGS, AND RATS

To mitigate the risk of COVID-19, distance learning was considered by all three countries as a pivot this year. In light of this, the issue of access is discussed in this section in terms of distance learning feasibility, including the possibility of guardians as para-teachers. Access for both families and teachers is explored through analysis of the results of the Rapid Assessment Access Survey (RAAS) and Rapid Assessment Teaching Survey (RATS). Results from the two surveys bring to light how stakeholders experience change in the education landscape.

## **Access to Education** ▷ ▷ ▷ ▷

First-hand accounts from families who participated in the RAAS show a rise of new learning challenges and a widening gap of education inequity. Majority of families now face pandemic-induced concerns bringing income and virus safety to the forefront. In response to the pandemic situation, many schools have adapted by switching to distance learning modalities. The implementation of such modalities requires additional resources that families were not expected to provide when schooling their children pre-pandemic. For teachers, this means that they are serving communities that are both prioritizing education less and experiencing additional barriers to the education being offered.

## **Household and Work Environment<sup>47</sup> Families**

Across all three countries, the majority of households have either lost or reduced their income since the start of the pandemic. In the Philippines, 40% of households experienced a loss of income, while another 40% had their income reduced. On a more positive note, 70% of families reported receiving government financial relief multiple times. Meanwhile, in Bangladesh, about 7% of households reported a loss of income and 36% reported reduced income. In Cambodia, 6% of households also reported a loss of income and 16% experienced reduced income.

On average, there are five people per home in all three countries. And while most households have either communal (41%) or dedicated (47%) learning spaces for students, the remaining 12% have none. More than half (53%) of households also reported some unrest or disruptive surroundings in their neighborhoods.<sup>48</sup>

## **Teachers**

At the time of the survey, 46% of teachers in Cambodia were working at school only, while 34% were working at school and home. Meanwhile, 55% of teachers in the Philippines and 56% of those in Bangladesh reported working at school and home. Approximately half (42% Philippines, 52% Bangladesh, and 66% Cambodia) of all teachers report working in a communal space. Similar to the families surveyed in the RAAS, teacher's homes consist of four to five members.

<sup>47</sup> Figures in this section are rounded to the nearest whole number.

<sup>48</sup> Respondents mentioned disruptions such as noise from public markets, cars on the road, loud neighbors, and nearby factories.



**Technology Access and Comfort Level Families**

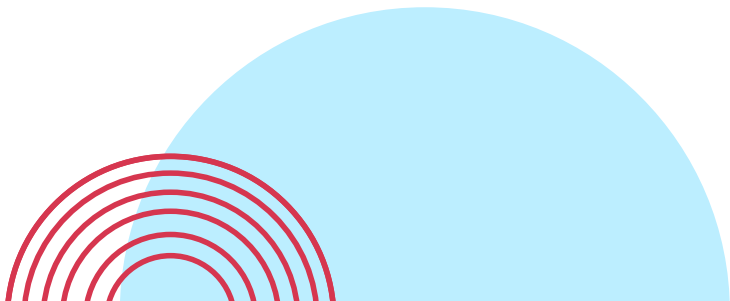
		Smartphone	Non-Smartphone	No Phone
<b>Bangladesh</b>	Internet Access	38%	4%	0%
	No Internet Access	3%	52%	3%
<b>Cambodia</b>	Internet Access	86%	6%	0%
	No Internet Access	5%	2%	0%
<b>Philippines</b>	Internet Access	64%	27%	0%
	No Internet Access	1%	6%	2%

Figure 2: In the Philippines and Cambodia majority of households have smartphone and internet access; in Bangladesh about half of households have non-smart phones and no internet access.

As seen in Figure 2, phone penetration is high across the three countries with 97-99% of families having access to phones. However, there are variations in terms of smartphone access: 40% have smartphones in Bangladesh, 63% in the Philippines, and 91% in Cambodia. The trend is similar for internet penetration rates: 43% in Bangladesh and much higher rates of 91% and 92% in the Philippines and Cambodia respectively. Although penetration rates for phones and the internet are generally good, families still face access issues, which came up in their qualitative responses. Common concerns include needing to share one gadget among family members and the inability to afford data plans consistently to support the demands of student learning.

Penetration for other gadgets is not as high compared to phone penetration. Across the three countries, only 17% of families have access to a computer, 16% to a printer, and 35% to a radio. On a more positive note, 80% of families have access to a TV.

Tech-savviness, defined as the ability of an individual to navigate, open and use applications on their phone, differs per country as well. While 77% of families in Bangladesh and 46% in Cambodia reported low savviness, families in the Philippines are generally tech-savvy with 82% of families reporting having at least one tech-savvy household member.



## Teachers

Majority of teachers surveyed use a smartphone: 90% in Bangladesh, 92% in the Philippines, and notably 100% in Cambodia. Majority of teachers (72%-85%) also own a computer.<sup>49</sup> Internet penetration is also high across the board with 48% having Wifi access, 45% having Prepaid Data, and 6% having Postpaid Data for a total of 99% of teachers with internet access. In terms of actually using technology, on a scale of 1-5 from “Very Uncomfortable” to “Very Comfortable,” teachers on average rated their comfort level with technology a 4.0 <sup>50</sup>. It is interesting to note, however, that their comfort level with using technology for teaching is lower at 3.5<sup>51</sup> with an equal number of teachers reporting feeling “Neutral” or “Moderately Comfortable” as seen in Figure 3.

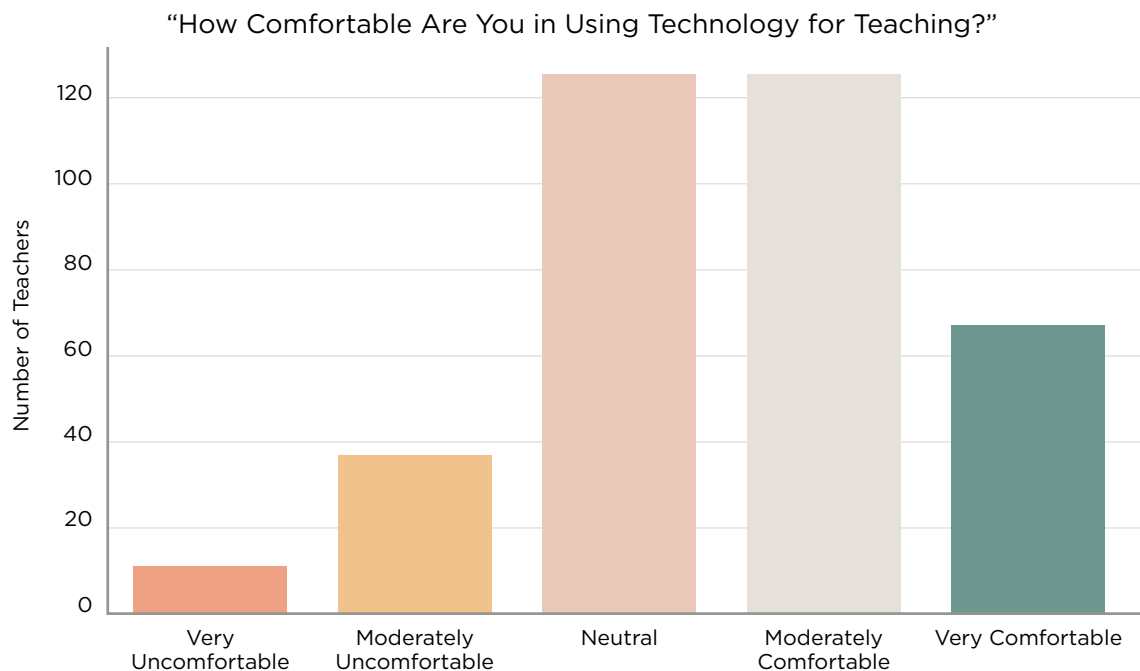


Figure 3: Largest percentage of teachers report feeling “Neutral” and “Moderately Comfortable” towards using technology for teaching

## Guardian Teaching Capacity

Across all three countries, the largest share of guardians have completed high school (48% Philippines, 25% Bangladesh, 21% Cambodia). Meanwhile, the prevalence of guardians who have no school is 11% in Bangladesh, 6% in Cambodia, and 1% in the Philippines. In terms of skills of guardians, about half of all household members can read in the local language<sup>52</sup> (Filipino or Bangla) and know basic math.

49 An additional 4%-7% of teachers have access to a computer assigned by their school/company.

50 3.7 Cambodia, 4.0 Bangladesh, 4.3 Philippines

51 3.4 Cambodia, 3.6 Bangladesh, 3.7 Philippines

52 Cambodia was not surveyed on this data point.



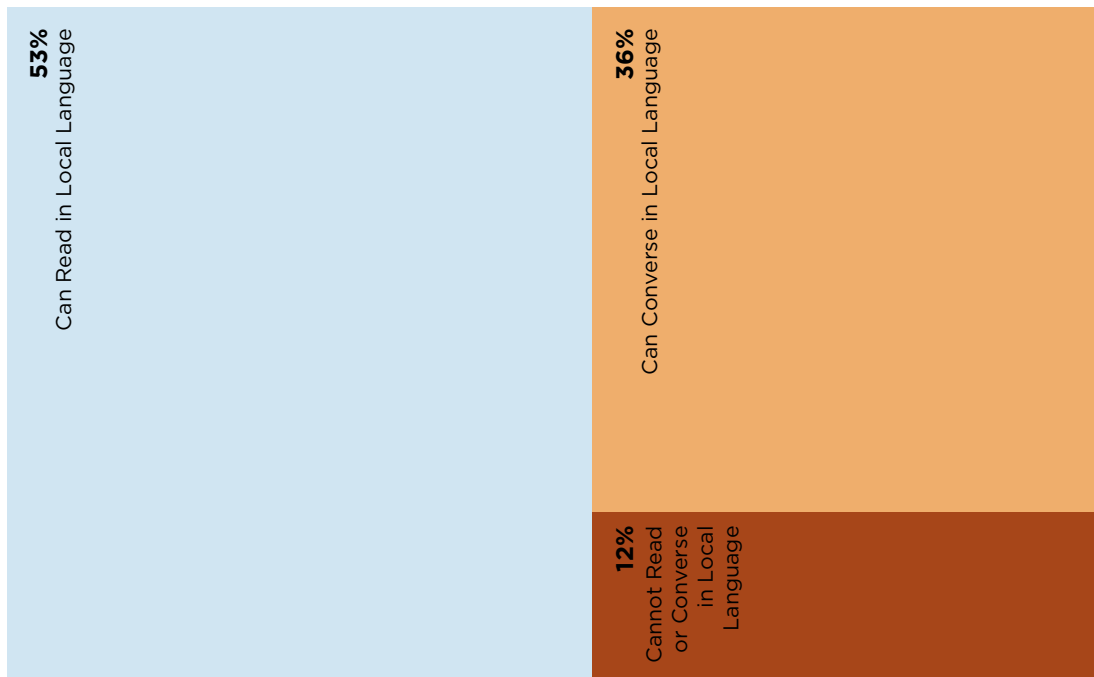


Figure 4: About half of guardians in Bangladesh and the Philippines are able to read in their local language.

As shown in Figure 5, the majority of families in Bangladesh and the Philippines have at least one member of the household who is both willing and available to teach the student in the household. In Cambodia, while 66% are willing, only 44% are both willing and available. A common concern for those who are unsure or unwilling to teach include lack of knowledge, teaching skills, and time.

		Willing to Teach	Unsure	Unwilling to Teach
<b>Bangladesh</b>	Internet Access	68%	4%	0%
	No Internet Access	1%	52%	3%
<b>Cambodia</b>	Internet Access	44%	6%	0%
	No Internet Access	22%	2%	0%
<b>Philippines</b>	Internet Access	83%	27%	0%
	No Internet Access	3%	6%	2%

Figure 5: Philippines and Bangladesh have more families willing and available than Cambodia

## Overall Barriers to Distance Learning

All in all, the majority of students in families surveyed are affected by the switch to distance learning because of the multiple new barriers they must overcome. New barriers to distance learning include unrest/disruptions surrounding homes, internet access, smartphone access, tech-savviness, and availability & willingness of parents/guardians to teach. When students were learning in the classroom, these barriers did not exist as teaching was done by teachers face-to-face. Of the total number of families surveyed, 58% face 1 to 3 barriers to distance learning and 27% face 4 to 6. Only 15% are not at an immediate disadvantage because of the change in school set-up (Figure 6). However, even having no barriers to distance learning does not guarantee students' ability to learn. Students are accustomed to learning in classrooms and many may have trouble adjusting to not being with classmates and teachers as they learn. General unrest and stress due to the pandemic also make it more difficult for students to focus on learning.

### Presence of Barriers to Distance Learning in Bangladesh, Cambodia, and the Philippines

Factors included: unrest/disruptions in homes, internet access, smartphones access, availability & willingness of parent/guardian to teach, tech-savviness

Barriers to Entry  
■ Yes  
■ No

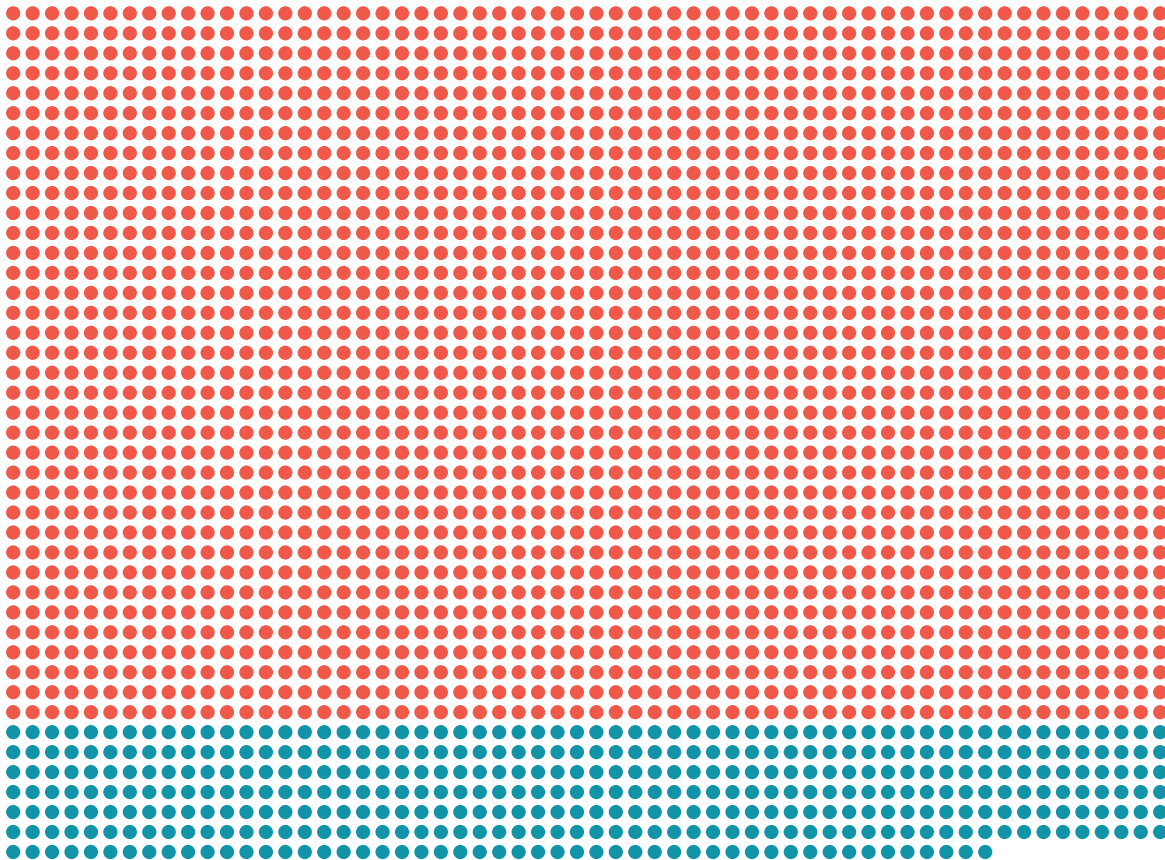


Figure 6: Each dot represents one household - 85% face barrier/s to distance learning

The teachers surveyed face less barriers to distance learning compared to students. Almost all teachers have access to a smartphone and a significant number have a computer or laptop. Nonetheless, barriers to distance learning still exist for teachers such as their ability to use technology for teaching and their adjustment to new methods of teaching. Furthermore, because the nature of the crisis is so all-encompassing, personal concerns of teachers often cannot be segregated from their work. The survey found that teachers are most affected by the factors closest to them in terms of worries about current events. As shown in Figure 7, they were more likely to worry about the issues they are experiencing directly and are found in their own personal locus of control and less likely to worry about macro issues such as the state of the economy.

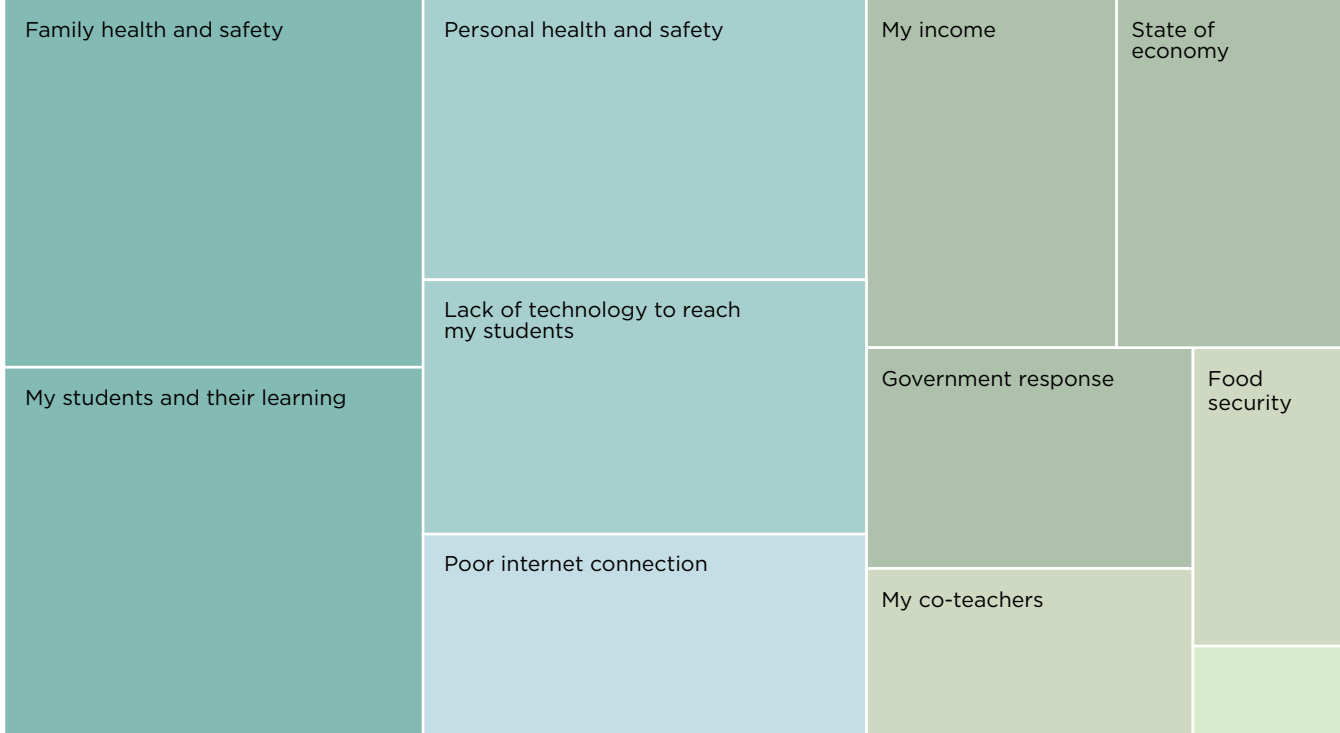


Figure 7: The color and size of each box represents the number of teachers who have chosen a specific pandemic worry

**Teacher Training** ▷ ▷ ▷ ▷

It is clear that the evolved education landscape is imposing new demands on public school teachers who already faced challenges and barriers in non-crisis times. Apart from compounding already existing problems, the shift from face-to-face to distance learning requires teachers to learn new hard skills and to innovate tried and tested methods quite rapidly. Even before the pandemic, teachers had to bridge and translate education plans and policies to ensure learning continuity. Knowing what training inputs teachers have received, particularly what they believe have helped the most, provides context on how each country and organization has responded to the changes in teacher training

demands. However, it is important to note that the response of each country and the preferences of teachers for training input and support vary depending on the timing of school closures in relation to when surveys were conducted.

**Training from the Ministry/Department of Education**

At a Ministry/Department of Education level, training inputs provided to teachers (Figure 8) focused on building capacity for them to support distance online learning, from learning how to use video conferencing platforms to appropriating lessons for a remote learning environment. As Cambodia quickly pivoted to online learning at the start of the pandemic, it can be seen that the largest percentage of teachers surveyed received training on the use of online tools. Countries also varied slightly in their focus on other training: Bangladesh has put emphasis on training teachers on lesson plan writing, while the Philippines underscores the importance of providing training on integrating socio-emotional learning and module writing.

**Trainings received by Teachers from the Department/Ministry of Education**

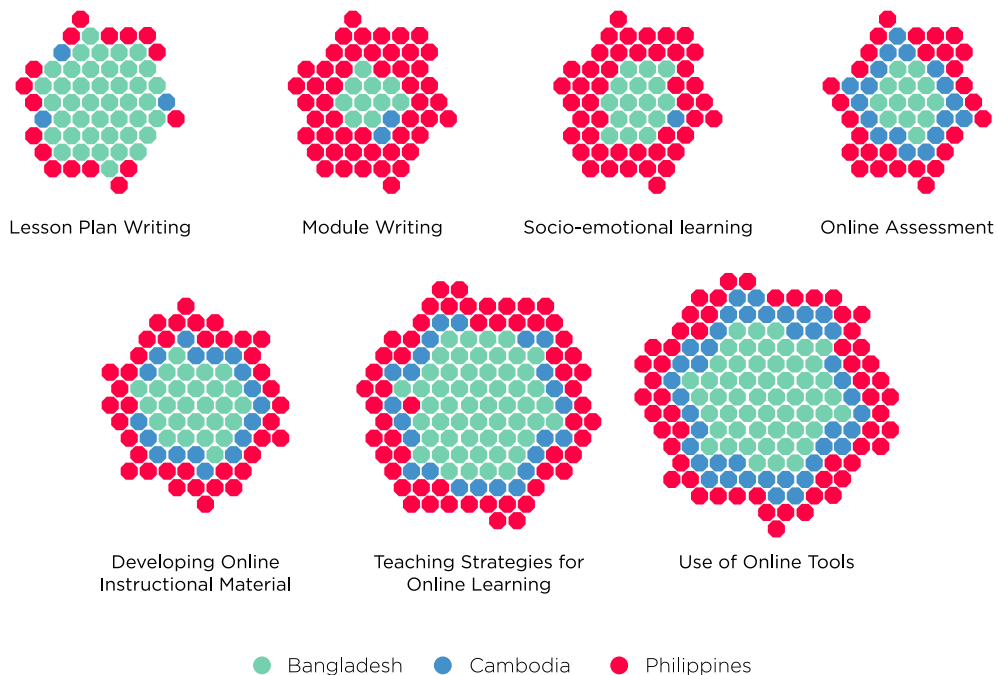


Figure 8: Each circle represents a teacher. The figure illustrates that teachers received more trainings that support online learning

At the school leadership level, school principals in each country had varying responses when asked about plans to support teachers and the targets they want to set for them. In the Philippines, principals think that teachers need to be trained on how to deliver lessons in new modalities, but emphasized that teachers should also be ready and open to adapt to changes. Meanwhile, school directors in Bangladesh believe that teachers must ensure that no students will be left behind, acknowledging the possibility of an increase in dropout rates. Principals in Cambodia did not specify any support plans for teachers but mentioned that their hope is for teachers to continue to teach content prescribed by the curriculum.

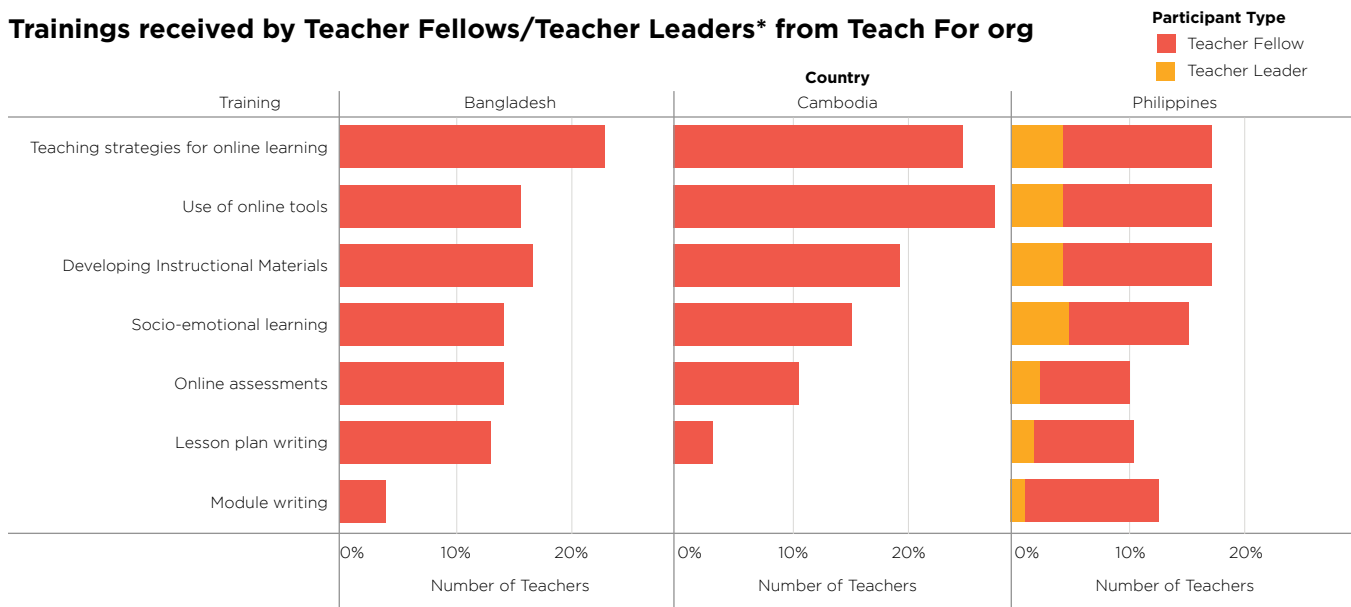
### ***Training from Respective Teach For Organizations***

The models of the three Teach For Organizations (TFOs), which include lean operations and programs have enabled them to quickly pivot to the change brought by the pandemic. One clear example of this is how TFP and TFC have modified the format of their 2-month teacher training program to deliver it remotely. TFOs offer a certain level of flexibility for rapid redesign and implementation of their training curriculum and other programs, an advantage which Ministries/Departments of Education do not enjoy. Unlike TFOs, enforcing education changes for Ministries/Departments of Education at a national level entails calibration of different degrees across several layers within the bureaucracy.

Interestingly, TFOs are in a position to adapt to directions set by the ministries. An example would be how the training that Teacher Fellows received from their organization in relation to online and remote learning delivery draws parallel from training inputs provided by their respective ministries. This seems to indicate that TFOs align themselves with the education priorities driven by the choice of learning modality set by the Ministry/Department of Education. In Bangladesh and the Philippines, where face-to-face learning is prohibited, organizations have provided more training on lesson plan writing and module writing compared to Cambodia, where schools opened up for a few weeks. This illustrates how partners like TFOs could help inform the Ministry/Department of Education on how policies and programs on teacher training are being received even in a non-pandemic year.

TFOs could also facilitate a knowledge transfer on some of its best practices. A unique aspect of the training of these organizations is the importance given to soft skills. In Figure 9, it can be seen that a significant share of Teacher Fellows received training on socio-emotional learning aside from their training on online tools and remote learning. Training from the TFOs also seems to be more balanced with similar numbers of Teacher Fellows receiving the same training.

## Trainings received by Teacher Fellows/Teacher Leaders\* from Teach For org



\* Teach for the Philippines is the only organization that has Teacher Leaders.

Figure 9: Teacher Fellows and Teacher Leaders also received more trainings that support online learning

## Other Training and Support

During the in-depth interviews, Teachers, Fellows and Government teachers were asked about specific training and support that have helped them the most. Table 11 summarizes the insights they shared.

Table 11: Other Training and Support received from the Ministry/Department of Education and Teach For All Organizations from In-depth Interviews<sup>53</sup>

Country	Training	Support
Bangladesh	<p><b>Ministry of Primary and Mass Education</b> Government Teachers in Bangladesh mentioned the following training that were provided by the education ministry:</p> <ul style="list-style-type: none"> <li>• <b>Training on content</b> for subjects like English, Bangla and some on technology literacy for students</li> <li>• <b>Teaching strategies</b> and methodologies for distance learning</li> <li>• Issues on mental health</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers consider training being provided to them as support.</li> <li>• Some also mentioned that while they receive training as support, they believe that they are not helpful.</li> </ul>

53 10% of the respondents from each country were invited to join the in-depth interview



Country	Training	Support
Bangladesh	<p><b>Teach for Bangladesh</b> Teacher Fellows received most of their training through TFB's Winter Academy. During the pandemic, Fellows received sessions like:</p> <ul style="list-style-type: none"> <li>• <b>Learning how to use technology for distance learning</b> with emphasis on Data Analysis and building a data dashboard.</li> <li>• <b>Learning Circle</b> has also helped them as they were able to talk about issues and challenges they faced as teachers during the pandemic like providing psychological support to students and understanding parents.</li> </ul>	<ul style="list-style-type: none"> <li>• Fellows receive <b>emotional and professional support through their coaches</b>, which they believe have helped them with their work as teachers.</li> <li>• Fellows also think that the training they receive like providing psychological support to students and distance learning and teaching from TFB serves as a support.</li> <li>• <b>Emotional support</b> they receive through their co-Fellows.</li> </ul>
Cambodia	<p><b>Ministry of Education</b> Teachers from Cambodia have identified these training inputs from their ministry:</p> <ul style="list-style-type: none"> <li>• Digital literacy which pertains to the use of relevant technology like google meet, drive, presentation for distance/online teaching</li> <li>• Providing support to students for a study at home setup</li> </ul> <p><i>Note: Some teachers said that they did not receive enough training.</i></p>	<ul style="list-style-type: none"> <li>• Availability of teaching resources in the context of distance learning like digital platform, exercise and assessments for students.</li> <li>• Some teachers spoke about how the MoEYS has been motivating them to continue their work.</li> </ul>
	<p><b>Teach for Cambodia</b> Teach for Cambodia Fellows received training framed after the Teaching as Leadership Framework. Fellows believe that the following training has helped them to be effective during the pandemic:</p> <ul style="list-style-type: none"> <li>• <b>Engaging students</b> for online learning</li> <li>• <b>Learning Circles</b> where Fellows get to share their experiences and learn from one another. <ul style="list-style-type: none"> <li>• Building relationships and communicating with others have been helpful during the pandemic.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Stipend being provided by TFC.</li> <li>• Fellows shared that their respective coaches have provided them emotional support and professional guidance especially when dealing with students' concerns.</li> </ul>

Country	Training	Support
Philippines	<p><b>Department of Education</b> Teachers spoke about how DepEd through their Schools Division Office has provided online seminars (webinars) on the following:</p> <ul style="list-style-type: none"> <li>• <b>Mind Setting</b> on resilience and perseverance</li> <li>• <b>Module writing and development.</b> It is important to note that the teacher who mentioned this said that he got training as a school representative.</li> <li>• <b>Information Communications Technology (ICT)</b> training specifically using online classroom technology like video conferencing and learning management systems.</li> <li>• A peer group learning session among teachers known as <b>Learning Action Cells (LAC)</b> where they share best practices with each other.</li> </ul>	<ul style="list-style-type: none"> <li>• DepEd teachers believe that the series of training in a form of webinars or online training being provided to them serves as support.</li> <li>• Teachers mentioned that the support they receive could come in the form of <b>Learning Action Cells</b> which they conduct with their co-teachers.</li> </ul>
	<p><b>Teach for the Philippines</b> Fellows and Teacher Leaders received most of their training through the Summer Institute. They identify the following training that helped them to be effective during the pandemic:</p> <ul style="list-style-type: none"> <li>• <b>Community organizing</b> through the community engagement program. Under this, they were also able to learn fundraising and stakeholder management, skills that they believe have helped them as they try to find resources to support the school.</li> <li>• <b>Psychosocial training.</b> Teachers said that this was helpful as they provide emotional and psychological support not just to their students but also the parents.</li> </ul>	<ul style="list-style-type: none"> <li>• Fellows and Teacher Leaders spoke about how their respective instructional coaching managers have been helpful in <b>providing emotional support</b> to them and for the assurance that is listening and guiding them.</li> <li>• Teachers also acknowledge the <b>importance of having access to a network of other teachers</b> that serves as their support network.</li> <li>• <b>Tangible support</b> like TFP's decision to increase communications allowance, and provide Fellows with health maintenance organization (HMO) coverage.</li> </ul>

**Interest in other Training**

Not all training that teachers received came from their Ministry/Department of Education or affiliated Teach For Organization. Figure 10 reveals that during the onset of the pandemic (June - October) other institutions such as government and non-government organizations, higher education institutions, and the private sector have also contributed to the development and upskilling of teachers to help them meet the evolving needs of their role.

	Country		
	Bangladesh	Cambodia	Philippines
Bangladesh	68%	4%	0%
	1%	52%	3%
Cambodia	44%	6%	0%
	22%	2%	0%
Philippines	83%	27%	0%
	3%	6%	2%

Figure 10: The color intensity illustrates the percentage of teachers receiving training from other providers. Non-government organizations have been helpful in providing teachers relevant training<sup>54</sup>

Attendance to training given by other institutions is voluntary and dependent on the individual needs and motivation of teachers. As a result, teacher participation in training from other institutions may or may not imply that training provided by the Ministry/ Department of Education or the Teach For Organizations alone was insufficient to meet teachers' needs. Regardless of the absence or presence of training from their affiliated agency or organization, teachers' motivations to sign up for training are similar across the three countries as seen in Figure 11.

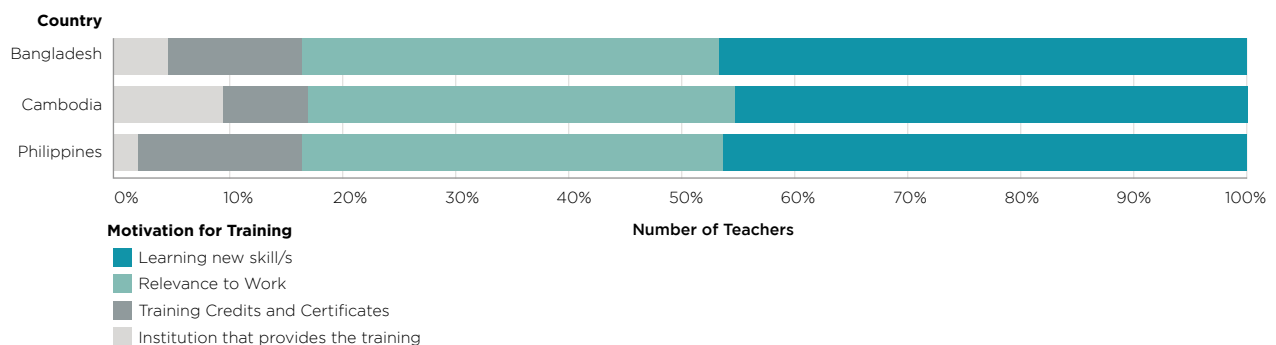


Figure 11: Teachers are more motivated to attend trainings to learn new skills and that are relevant to their work

54 Percentage of Teachers per country who received training from other providers

Across the board, 83% of teachers are motivated to join training, regardless of training provider, where they can learn new skill/s and if it has relevance to their work. The shift to distance learning is changing what teaching looks like and teachers need to keep up. When asked about what training interests them, the majority of teachers shared that they are more interested in signing up for technology-related training like use of online teaching tools and strategies for online teaching, which will enable them to continue their work.

## **Teacher Perspectives** ▷ ▷ ▷ ▷

The closure of schools has prompted a sudden shift in the education sector, leading to uncertainty and existential crises for those who work here, most especially teachers. And if there is one thing this pandemic has brought to light, it is the fact that teachers play a crucial role in ensuring that the pivots in education plans and priorities from the Ministry/ Department of Education level are cascaded and executed accordingly.

As teachers are the implementers of education policies, seeing the evolving education landscape through their eyes is critical in the process of finding gaps and introducing practical solutions that work. Teachers are experiencing the changes in the education

landscape firsthand as they themselves are the bridge between the education system and students. Day to day, they face realities such as difficulty accessing students and needing to quickly upskill to deliver lessons through new learning modalities. Thus, teachers' visibility of how education plans are being put into action and their knowledge of the community's reception and readiness to receive them make teachers credible sources of on-the-ground situations.

This section uncovers insights about teachers' thoughts and beliefs about their role before and during the pandemic, students' ability to learn, and parents' ability to support their children amidst this crisis.

## ***Teaching Before and During Pandemic***

Teachers across three countries all agree that the nature of their work has drastically changed due to the pandemic. Some have expressed that it is as if they are starting over again as they related the experience of teaching during the pandemic to their first year of teaching. For some, adjusting to new modalities is even more difficult because there is more unlearning that needs to happen. Constant adjustments have to be made since the work and role of a teacher continues to evolve along with the pandemic. Table 12 below details what has changed in terms of teachers' roles during the pandemic.



Table 12: How do teachers define their role before and during the pandemic?<sup>55</sup>

Before Pandemic <sup>56</sup>	During
<ul style="list-style-type: none"> <li>a. In-person meeting with students, where teachers get to focus on students first.</li> <li>b. Teachers would know their students' weaknesses and could provide support to them.</li> <li>c. Teachers were able to do a variety of activities and apply differentiated instructions with students where the use of non-verbal cues helped them teach and discipline them.</li> <li>d. They know well who their students are and are connected with them.</li> <li>e. There is better teaching delivery and learning outcomes compared to during the pandemic.</li> <li>f. Workload-wise, teachers believe that teaching before the pandemic was exciting, fun and easier.</li> </ul>	<p><b>Bangladesh</b></p> <ul style="list-style-type: none"> <li>a. Teachers believe that the pandemic has afforded them an opportunity to build a different kind of relationship with their students since they would usually conduct one-on-one calls. They think that this is an upgrade to what they had before the pandemic, in terms of building relationship with their students</li> <li>b. Teachers are concerned about some students who are more exposed to violence.</li> <li>c. Teachers mentioned the need for them to redesign their lesson plans and appropriate it for online/distance learning. Some also mentioned that their workload has increased because of the shift from face-to-face to distance learning. They also feel that the manner by which they connect to students now is different and less effective than before the pandemic largely because of the absence of non-verbal cues.</li> <li>d. Some think that the change in modality has prompted them to lose their motivation and lose track of their purpose.</li> </ul>
	<p><b>Cambodia</b></p> <p>Teachers identified revision of lesson plans and students' lack of access to technology as pain points to being a teacher during the pandemic. The added work that the switch to distance learning entails also made their schedules really tight since they also have to teach students on top of auxiliary tasks.</p>

<sup>55</sup> Results were derived from the in-depth interviews.

<sup>56</sup> Before Pandemic definitions of teachers' role were lumped together given that they all share similar responses and that there are no unique answers at a country level.

Before Pandemic <sup>56</sup>	During
	<p><b>Philippines</b></p> <ul style="list-style-type: none"> <li>a. The focus shifted from teachers teaching students to teachers coordinating or in some cases teachers teaching parents how to teach, whereas before pandemic they rarely heard from or communicated with most parents about their students' education.</li> <li>b. Teachers are uncertain about the learning experience of the students, whether they understood the topic or not, or the integrity of their assessments that they took in the module.</li> <li>c. Teachers think that the kind of work that they are doing can be compared to those of a clerical nature which includes printing, sorting and distribution of modules.</li> <li>d. Having said that, teachers also believe that they do not have enough time to manage the production of modules, check those that were answered by students, and teach or support them either via chat, call or text all at the same time.</li> </ul>

### Teachers' Perception about education in the new normal

Teachers' outlook about their confidence to continue teaching in new normal suggests that they still grapple with the changing education landscape. Figure 12 shows that on average, all teachers scored their confidence to teach in new modality close to neutral at 3.28. Meanwhile, their perception about students' ability to learn and parents' ability to support is lower at 2.90 and 2.76 respectively.

Interestingly, teachers' perceptions per country differ: while the average score of each country is slightly above neutral when it comes to their confidence level to teach, teachers in both Bangladesh and Cambodia on average share the same position and scored low on their perception about students' ability to learn as well as parents' ability to support them (Figure 12). Meanwhile, on average, teachers in the Philippines neither agree nor disagree, with a slightly above neutral position.

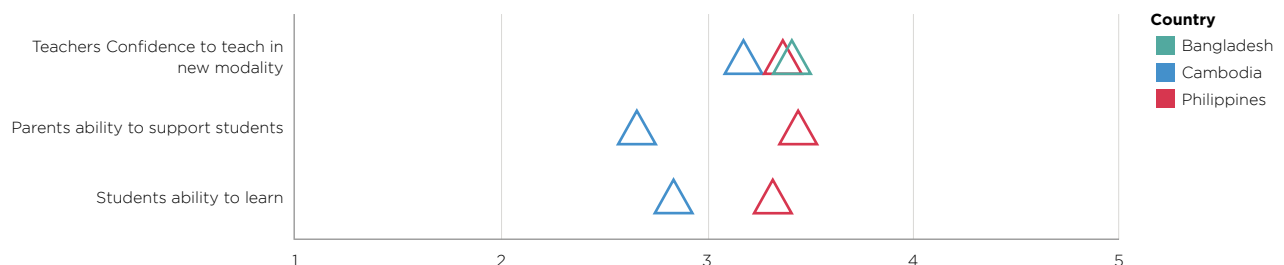


Figure 12: Teachers' Confidence in (1) Teaching New Modality, (2) Parents' Ability to Support Students, and (3) Students' Ability to Learn



## ***Teaching in a New Modality***

Teachers who are confident to teach in new modalities attributed it to the presence of specific skills and knowledge needed for distance learning like the use of technology - a skill that they developed through experience in their work or training inputs provided to them. They also recognized that there are skills they need to learn or sharpen along the way and have expressed that they are open to learning these skills.

Conversely, teachers who have neutral to low confidence in teaching in new modalities did not use the presence or absence of skills needed for distance learning as basis for their rating. Instead, they pointed to their concerns about the external environment to explain why they are uncomfortable teaching in a new modality. Their concerns included students not being able to receive education because of the lack of access to technology or parents' inability to support students given their shifting priorities.

### ***Students' Ability to Learn and Their Parents' Ability to Support***

The perceptions of teachers on students' ability to learn and parents' ability to support them were intertwined. In general, teachers believe that students' ability to learn during the pandemic is dependent on their families' socio-economic status. This is because financial resources are needed to access resources for an online learning setup. Based on their knowledge of their communities, teachers are very

much aware that the pandemic has made access to education more difficult for some students.

Teachers who rated parents' ability to support students low did so because they believe that this is dependent on parents' availability and willingness to teach their children as well as access to resources (monetary, technology, internet). These teachers understand that parents need to work, and between working and teaching their children, teachers have observed that parents tend to prioritize the former. Some teachers also shared that there are parents who are non-readers, meaning their ability to teach is low.

Meanwhile, teachers who rated parents' ability to support students high<sup>57</sup> think that parents' engagement is crucial to the learning process of the students. Hence, they shared that while issues and challenges exist, there is an opportunity for them to act and onboard parents or guardians to fulfill the new responsibilities. These teachers believe that when parents are cooperative, regardless of their context, parents would be able to support their children. They underscore the importance of parents' positive mindset and natural desire for their children to learn.

Finally, those who rated parents' ability to support students neutral mentioned that factors affecting parents' support vary on a case-to-case basis. They pointed out that it's hard to draw conclusions as they have students who came from both ends of the spectrum, at least in terms of their socioeconomic status.

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57 Responded 4 and 5 in a scale of 1-5

# TEACHER EFFECTIVENESS

The loss of the classroom brings about an existential crisis in and of itself, one that disrupts the core of what it means to be a teacher. To participating teachers, the classroom is not just a physical workspace. Without it, they are left with very few of the teaching and motivational strategies they relied on pre-pandemic. They also need to exert more effort to connect to students remotely. Consequently, teachers have underscored the jarring experience of switching rapidly to an alternative form of teaching. Regardless of teaching modality type, teachers recounted the need for immediate technological upskilling, a scramble to translate lessons to a new medium, and an alteration of their teaching paradigm. In some cases, the change in tasks and

responsibilities was so stark that their work no longer resembles the teaching profession they enlisted into.

While the previous section has laid out key findings from the three surveys to highlight how the context of education has changed in this time of crisis, the following section on Teacher Effectiveness will examine the implications of these findings on the definition of an effective teacher. This will be done by exploring correlations between teacher effectiveness ratings and various factors. The discussion on these correlations as well as a deeper look into interview responses leads to the answer to the question “What are the qualities of an effective teacher during times of crisis?”.

## **Do Teachers Have the Necessary Skills to be Effective in the Current Pandemic?** ▷ ▷ ▷ ▷

This paper asserts its unique position in determining teacher effectiveness by collecting direct responses from teachers— in Bangladesh, Cambodia, and the Philippines. On a scale of 1 (“Strongly Disagree”) to 5 (“Strongly Agree”), teachers were asked to what extent they agree they have the skills necessary to be effective during the current pandemic. First, ratings are presented by country. Then, factors related to access, training, education preference, and family support, are explored in their potential to have affected teacher effectiveness ratings.

## ***Teacher Effectiveness Ratings***

The average rating across all three countries is 3.6 (Figure 13). Average scores per country differ slightly: With an average rating of 3.3, Cambodia teachers are closer to a position where they neither agree nor disagree, whereas Bangladesh (3.8) and Filipino (4.1) teachers seem to moderately agree that they are effective. All in all, only 6% of teachers indicated they did not believe they have the skills to be effective (Figure 14).



## Effective Teacher Rating in Bangladesh, Cambodia and the Philippines

“As a teacher, I have skills necessary to be effective in the current pandemic situation.”

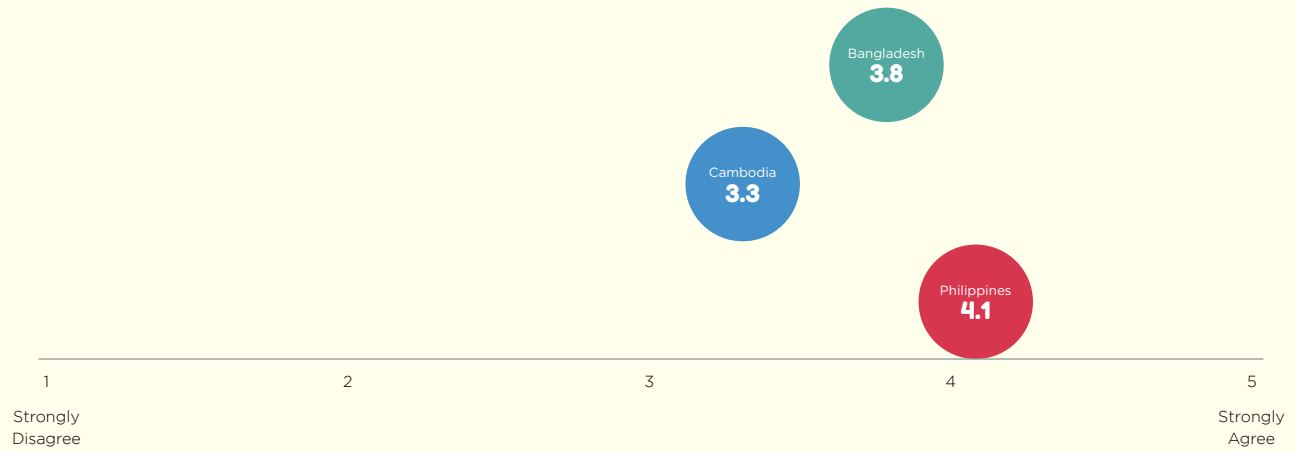


Figure 13: On average, teachers are neutral or moderately agree that they have the skills necessary to be effective in the current pandemic.

## Count of Effective Teacher Rating by Country

“As a teacher, I have skills necessary to be effective in the current pandemic situation.”

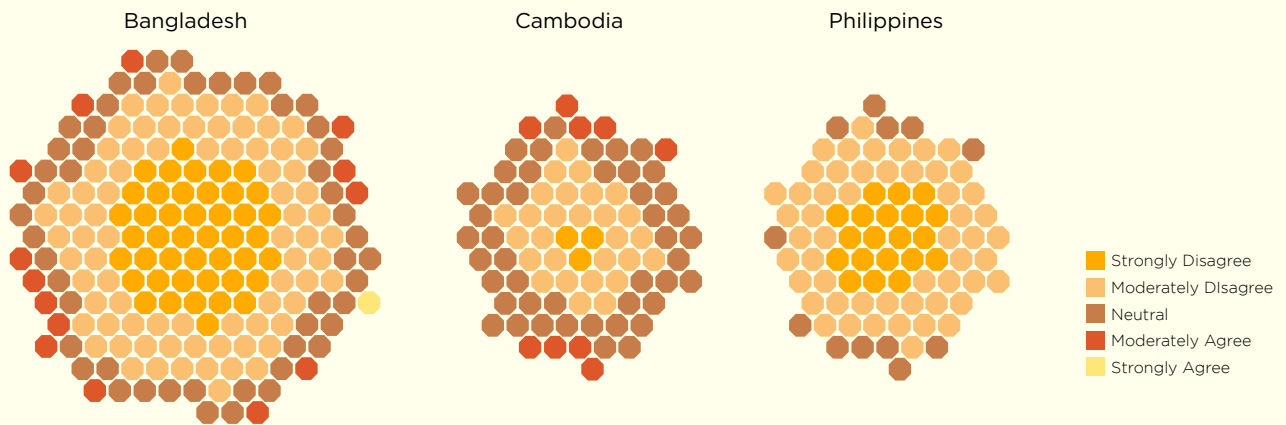


Figure 14: Each circle represents one teacher. Data illustrates that the majority of teachers feel neutral or agree they have the skills necessary to be effective. Furthermore, not one teacher in the Philippines expressed disagreement.

## Teacher Effectiveness and Enabling Environments for Distance Learning

Findings indicate that when teachers feel more confident in parents', students', and their own ability to succeed in a distance learning setup, the more effective they perceive themselves as teachers (Figures 15 and 16). Furthermore, a strong relationship between technology comfort level for teaching and effective teacher ratings suggests that teachers anticipate that technology will play a major role in distance learning (Figure 17).

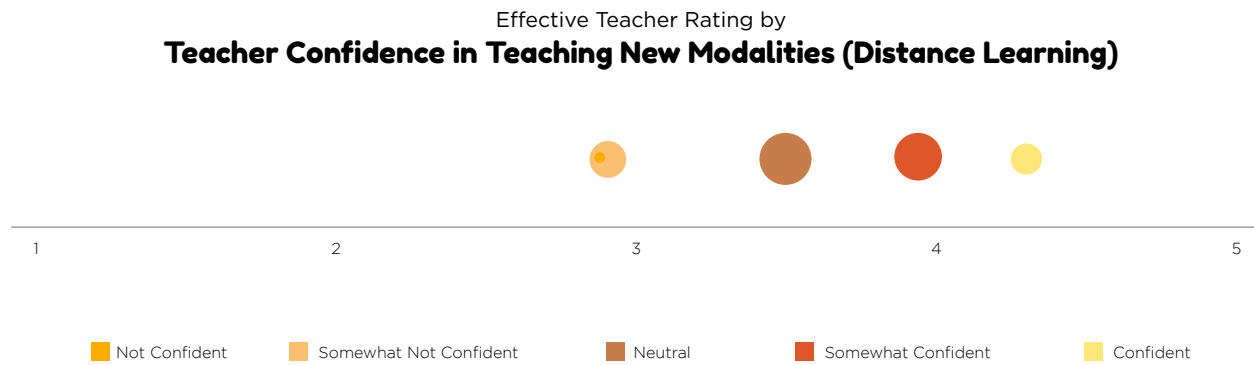


Figure 15: Teachers who are more confident in teaching via distance learning rate themselves as more effective overall. (Circle size represents the number of teachers, including for all graphs moving forward.)

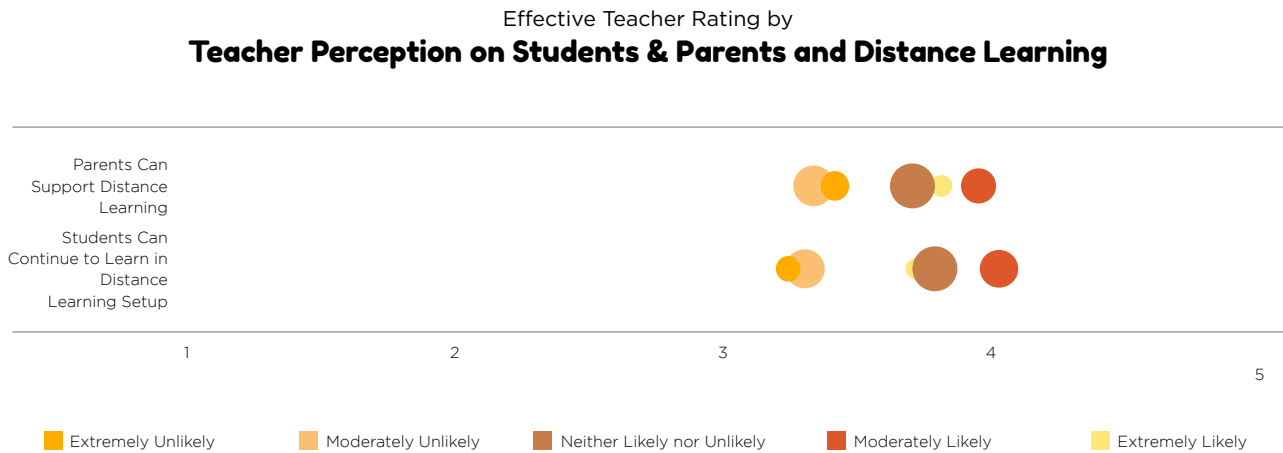


Figure 16: Teachers who believe students can continue to learn in distance learning setup generally rate themselves as more effective.

Effective Teacher Rating by  
**Teacher Comfort Level in Using Technology for Teaching**

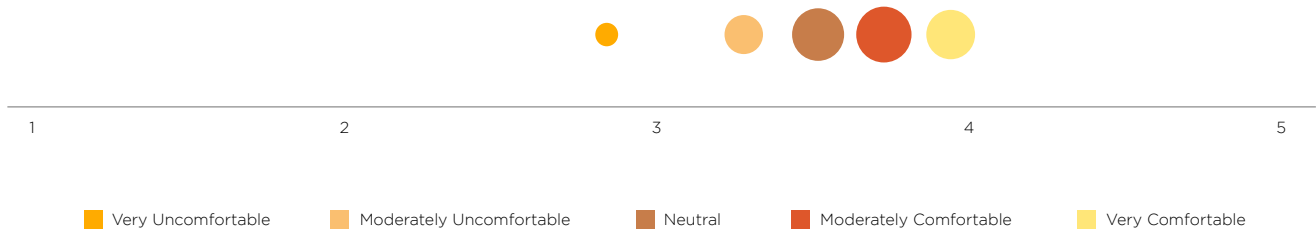


Figure 17: The more comfortable teachers are in using technology for teaching, the more effective they rate themselves.

**Teacher Effectiveness and Training Received**

Figure 18 reveals that for both the Ministry/Department of Education and Teach For Organizations, Teachers who received more training rated themselves as more effective.

Effective Teacher Rating by  
**Number of Trainings Received Since of Pandemic**

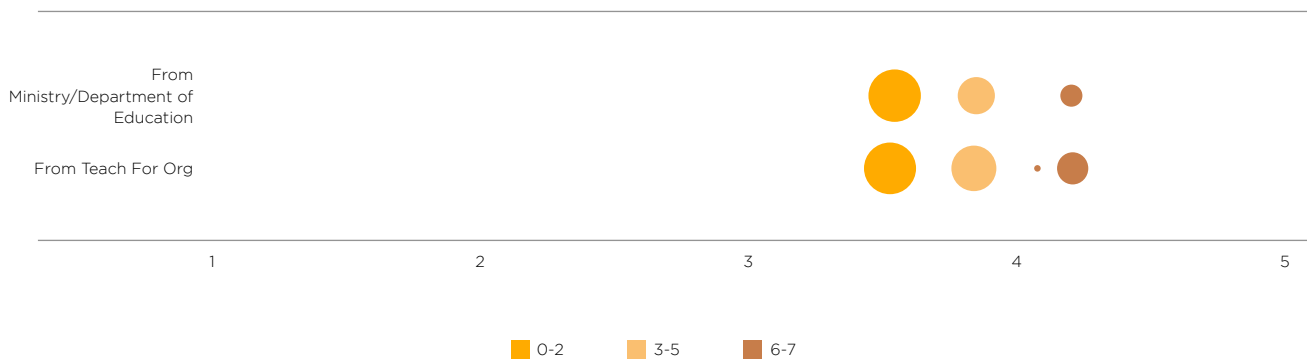
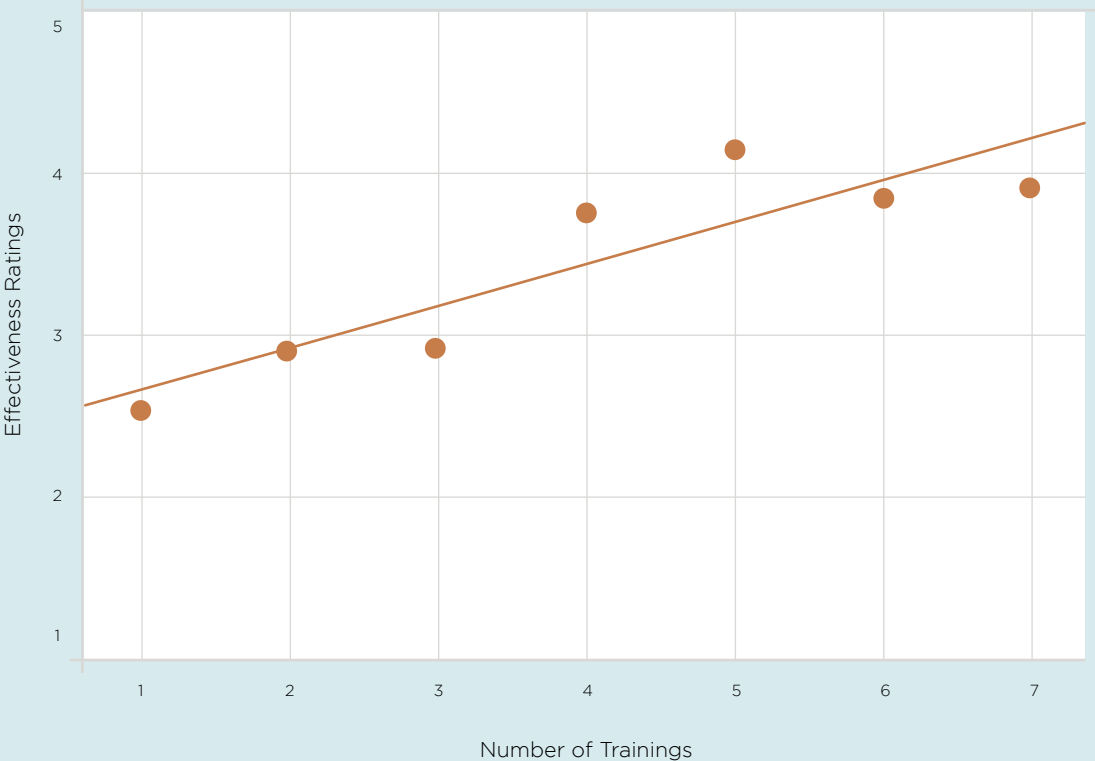


Figure 18: Teachers who received more trainings rated themselves as more effective; difference between ratings is highly similar for Ministry/Department of Education trainings and Trainings from Teach For Organisations

Teachers were also directly asked if training or coaching prepared them to be effective during the pandemic. Results illustrate a positive correlation between the number of trainings received and how well prepared teachers are to be effective. This is true for both training from the Ministry/Department of Education and Teach For Organization (Figure 19).

**“Ministry/Department of Education’s training and coaching had prepared me well to be an effective teacher during this pandemic.”**

For Teacher Fellows and Teacher Leaders only  
(5 = Strongly Agree; 1 = Strongly Disagree)



**“Teach for Org’s training and coaching has prepared me well to be an effective teacher during this pandemic.”**

For Teacher Fellows and Teacher Leaders only  
(5 = Strongly Agree; 1 = Strongly Disagree)

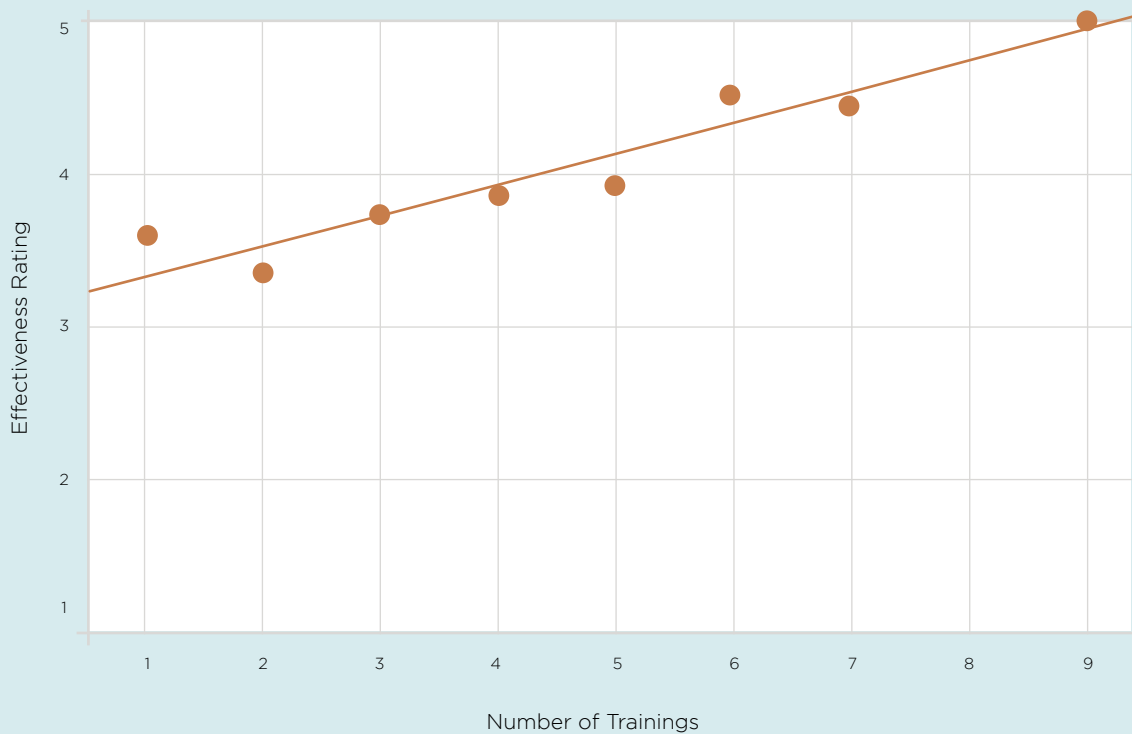


Figure 19: Positive correlation between number of training and teachers' effectiveness ratings and number of trainings received for both Ministry/Department of Education ( $r^2=0.79$ ) and Teach For Organizations ( $r^2=0.90$ ) for Teacher Fellows (all countries) and Teacher Leaders (Philippines only).

## **Qualities of an Effective Teacher in Times of Crisis** ▷ ▷ ▷ ▷

To understand what qualities make teachers effective in an environment of pervasive and prolonged crisis, it is necessary to first understand how changes that occurred have affected teachers' ability to teach and subsequently how teachers have adapted to these consequences of the pandemic. Teacher retrospection on what has transpired and how they have reacted to these changes can uncover the skills and mindsets behind their transformation.

Teachers are addressing changes to their profession by developing targeted skills. Figure 19 shows a positive correlation of the amount of training received during the pandemic to teachers' perceptions of effectiveness. This correlation is also seen in Figure 15 (page 44) and Figure 17 (page 45) where comfort levels in new teaching modalities and new technologies for teaching are also correlated with teacher's perceptions of effectiveness. Qualitative investigation into teachers' perceptions and motivations link higher comfort levels with training received and skills exercised during the pandemic. Furthermore, when asked separately to identify specific skills that they developed during the pandemic, select teachers identified technology and modality related skills reflective of those prominent in Figure 8 (page 44). Interestingly, during deeper conversations with select teachers, certain mindsets surfaced as instrumental in dealing with the more uncontrollable and ambiguous challenges of this crisis. Additionally, teachers who rated themselves higher in effectiveness mentioned a wider range of mindsets than they did skills. Mindsets also dominated in their reflections about training topics and forms of support as seen in Table 11 (page 45).

Teachers referred to mindsets when handling discord within themselves. Discord is created mostly by the rapid pace of changes occurring in their communities or by external factors they felt were barriers to their teaching effectiveness. Most teachers prefaced their conversations with interviewers by saying that the first few months of the pandemic were the toughest. The demands of the sudden shift in education delivery weighed heavily on them as workloads significantly increased. Some teachers addressed these challenges through self-reflection, finding ways to motivate themselves either through optimism, responsibility, proactivity, or belief in their ability to grow and take risks. Others preferred to tackle the challenges as part of a team, citing cooperation, collaboration, patience, fundraising and community engagement as ways to move past their difficulties. Whatever the approach, their narrative of those first few months involved change management strategies such as flexibility, creativity, or continuous learning.

Upon further investigation, disconnect found within survey results can demonstrate the disruptiveness of the crisis on a personal level. For example, a qualitative analysis of teachers' reasons for having less confidence teaching in new modalities connected their lack of confidence to the barriers their students are facing and not to their own capacity to learn a new skill. This suggests that they are grappling with certain realities instead of focusing on their own skill development. As another example, teachers do not seem to link their teaching effectiveness to their own home environments. However, Figure 21 (Appendix C.2. page 78) shows that teachers are encouraged by those physically around them, while Figure 7 (page

43) suggests that teachers are most affected by the issues closest to them. These disconnects show how intertwined personal and professional difficulties are for teachers. Even within Figure 7 the most common worries are mixed in nature. The range of personal dissonance found in in-depth interview responses ranged from those who were able to renew their personal motivations to some feeling lost and unable to see their purpose. It is important to include these sentiments in the discussion because resilience was another mindset that surfaced as valuable to teachers. Teachers' personal well-being may not be a direct factor in their effectiveness at work but could come into play when persevering as a teacher in crisis times.

From the in-depth interviews, the mindset most universal across interviewees was sincere concern and empathy towards their students,

surfacing as the overarching theme of their work at this time. It was spoken of with a recognition that multiple non-academic needs must be addressed before learning can happen and that there can be many reasons why students are not progressing as expected in their studies. Despite acknowledgement that factors beyond their control negatively affect their teaching effectiveness, almost all teachers believe that in order to be effective they must provide some form of personal support for the well-being of their students. Teachers underscored the importance of improved communication with students and their families. That they need to constantly reach out, listen, and build one-on-one relationships with their students and oftentimes also those guardians who choose to be active in the learning process.



# COMPARISON OF QUALITIES OF AN EFFECTIVE TEACHER IN NON-CRISIS AND CRISIS TIMES

The skills and mindsets that emerged as most helpful for teachers during the pandemic are not radical or revolutionary. Versions of these qualities can be found in the education standards laid out by each Ministry/Department of Education and Teach For Organization as seen in Table 13 below. These frameworks of competencies were already established and followed pre-pandemic.

Table 13: Mapping of Ideal Qualities of Effective Teachers during the Pandemic Cross-Referenced with Competencies of Education Standards established Pre-Pandemic per Country<sup>58</sup>

Quality	Bangladesh		Cambodia		Philippines	
	MoPME	TFB	MoE	TFC	DepEd	TFP
<b>Technology Skills</b>	Train in Information Technology	Continuous Learning	Be a Self-Learner	Continuous Learning	Professional Development	Innovation
<b>Remote Teaching Strategies</b>	Knowledge and skills in the strategies of teaching-learning	Academics	Put into practice [knowledge] through employing a range of relevant teaching strategies	Academics & Diversity	Pedagogy	Pedagogical Knowledge
<b>Reimagining Lesson Plans</b>	Increase efficiency in the strategies for new educational methods	Critical Thinking & Purposeful Planning	Put into practice [knowledge] through proper executing, planning and assessment	Problem Solving & Resourcefulness	Content Knowledge & Curriculum Planning	Critical Learning & Change Management
<b>Optimism</b>	Identify and find remedies to behavioural strengths and weaknesses	Reflection & Resilience	Done ethically by [showing] care and concern for students and always [working] in their best interests and that of society.	Perseverance	Personal Growth	Motivation and Drive

58 Qualities were taken from a qualitative analysis of in-depth interview responses. Competencies of Education Standards were lifted through reviews of existing written teacher standards in each country (See Appendix A) . This is a simplified view meant to demonstrate a mapping of skills and mindsets uncovered in the novel situation of teaching during a pandemic to policies of teacher development where they could be potentially relevant.



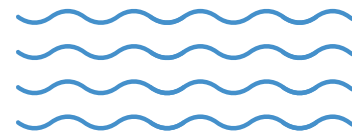
	Bangladesh		Cambodia		Philippines	
Quality	MoPME	TFB	MoE	TFC	DepEd	TFP
<b>Responsibility</b>	Be conscious of their duties and responsibilities	Excellence & Sense of Urgency	Done ethically by [showing] care and concern for students and always [working] in their best interests and that of society.	Leadership	Personal Growth	Pursuit of Excellence
<b>Proactivity</b>	Develop personality, innovative knowledge and qualities of leadership	Excellence & Sense of Urgency	Done ethically by [showing] care and concern for students and always [working] in their best interests and that of society.	Leadership	Personal Growth	Motivation and Drive
<b>Growth Mindset</b>	Develop personality, innovative knowledge and qualities of leadership	Sense of Possibility	Actively engage in the teaching profession and be a self-learner	Grit	Personal Growth	Pursuit of Excellence
<b>Risk Taking</b>	Develop personality, innovative knowledge and qualities of leadership	Sense of Possibility & Sense of Urgency	Actively engage in the teaching profession	Grit	Personal Growth	Pursuit of Excellence
<b>Cooperation</b>	Introduce socio-economic conditions and immediate problems of the country and get involved in the issues concerned	Humility and Respect & Building Relationships	Put into practice [knowledge] through proper executing, planning and assessment & actively engage in the teaching profession	Fit & Building Relationships	Community Linkage and Professional Engagement	Servant Leadership

	Bangladesh		Cambodia		Philippines	
Quality	MoPME	TFB	MoE	TFC	DepEd	TFP
<b>Collaboration</b>	Introduce socio-economic conditions and immediate problems of the country and get involved in the issues concerned	Humility and Respect & Building Relationships	Put into practice [knowledge] through proper executing, planning and assessment & actively engage in the teaching profession	Fit & Building Relationships	Community Linkage and Professional Engagement	Servant Leadership
<b>Patience</b>	Foster a safe, caring, favorable environment in school	Humility and Respect & Building Relationships	Understand their students' needs	Humility and Respect & Building Relationships	Community Linkage and Professional Engagement	Servant Leadership
<b>Fundraising</b>	Introduce socio-economic conditions and immediate problems of the country and get involved in the issues concerned	Building Relationships, Resourcefulness & Problem Solving	Put into practice [knowledge] through proper executing, planning and assessment & actively engage in the teaching profession	Building Relationships, Resourcefulness & Problem Solving	Community Linkage and Professional Engagement	Vision and Goal Setting, Systems Thinking & Inspiring Others
<b>Community Engagement</b>	Introduce socio-economic conditions and immediate problems of the country and get involved in the issues concerned	Building Relationships, Resourcefulness & Problem Solving	Put into practice [knowledge] through proper executing, planning and assessment & actively engage in the teaching profession	Building Relationships, Resourcefulness & Problem Solving	Community Linkage and Professional Engagement	Servant Leadership & Change Management
<b>Flexibility</b>	Identify and find remedies to behavioural strengths and weaknesses & develop qualities of leadership	Problem Solving & Sense of Urgency	Actively engage in the teaching profession and be a self-learner	Fit, Grit, Resourcefulness & Continuous Learning	Personal and Professional Growth	Systems Thinking

	Bangladesh		Cambodia		Philippines	
Quality	MoPME	TFB	MoE	TFC	DepEd	TFP
<b>Creativity</b>	Analyze problems and take decisions & Develop innovative knowledge	Resourcefulness & Problem Solving	Actively engage in the teaching profession and be a self-learner	Resourcefulness & Problem Solving	Personal and Professional Growth	Innovation
<b>Continuous Learning</b>	Develop and update professional knowledge	Continuous Learning	Actively engage in the teaching profession and be a self-learner	Continuous Learning	Personal and Professional Growth	Innovation & Motivation and Drive
<b>Resilience</b>	Develop personality, innovative knowledge and qualities of leadership	Resilience	Done ethically by [showing] care and concern for students and always [working] in their best interests and that of society & actively engage in the teaching profession	Grit & Perseverance	Personal and Professional Growth	Personal Leadership
<b>Communication</b>	Promote healthy physical and mental development of the children & Foster a safe, caring, favorable environment in school	Humility and Respect & Building Relationships	Help and encourage learners to be efficient and responsible active self-learners who can apply knowledge in everyday life	Communication	Community Linkage and Professional Engagement & Learning Environment	Relationship Building & Inspiring Others & Vision and Goal Setting & Effective Execution
<b>Relationship Building</b>	Foster a safe, caring, favorable environment in school & be responsive to the needs of students	Humility and Respect & Building Relationships	Understand their students' needs	Humility and Respect & Building Relationships	Community Linkage and Professional Engagement	Relationship Building
<b>Empathy</b>	Foster a safe, caring, favorable environment in school & be responsive to the needs of students	Humility and Respect & Building Relationships	Understand their students' needs	Humility and Respect & Diversity & Building Relationships	Community Linkage, Professional Engagement & Learning Environment	Social Awareness

While new qualities have not been uncovered, what can be observed is a significant shift in the importance of certain competencies versus others. Teachers gravitated towards qualities that promoted the well-being, social connection, perseverance, and transformation of both themselves and their students. They have also been applying more mindsets than hard skills during this pandemic. In their reflections about how their work has changed, they describe how existing mindsets are manifesting in new ways. And when speaking about their student's progress, they feel academic standards and assessments must be approached with patience, empathy and compassion. This shift can even be seen in pandemic-induced government policies such as DepEd's new list of Most Essential Learning Competencies (MELCs) where the original list of competencies was reduced by 60 percent. In a statement about the recent release, DepEd mentioned that "the MELCs will enable the Department to focus instruction to the most essential and indispensable competencies that our learners must acquire, as we anticipate challenges in learning delivery" (DepEd, 2020).





## RECOMMENDATIONS:

How should we train, develop, and support teachers to make them effective in times of crisis?

The findings and insights of this knowledge product give voice to those who continue the fight for the child's right to education against the odds during crisis times. When the drastic disruption to schooling occurred at the start of this pandemic, teachers were called to continue education work despite the lack of a fully equipped supporting structure to address pandemic-induced challenges. Updating policies, designing relevant procedures, and cascading plans nationally is a massive undertaking. Understandably, it would take time to reach the individual teacher and permeate to all communities. In the meantime, teachers are relied upon to implement general directives in the varied contexts of their local communities, thus playing a pivotal role in adapting the education sector to this pandemic.

Having explored survey responses in relation to effectiveness, it can be proposed that

attending to the factors that affect teachers' perception of their own effectiveness can lead to improvements in the implementation of education directives during crisis times. Since teaching effectiveness is a successful effort towards a shared goal among educators where teachers are the eventual implementers of the effort, then looking at a teachers' own perception of effectiveness is a strong determinant of how they will behave towards the shared goal. The stronger and more aligned with the shared goal a teacher is, the stronger the effort put forth. The more teachers feel strongly aligned with the effort, the larger the impact of education in the community. This section explores shifts in current courses of action that may mitigate disruptions to teachers effectiveness created by crises like the COVID-19 pandemic. Included are recommendations that can be implemented without strain on already scarce resources. If applied in multiple communities, Ministries/ Departments of Education could amplify the effects of nationwide pivots in policies and procedures aimed at addressing the crisis.

### **Continue to Address Students' Learning Needs** ▷ ▷ ▷ ▷

Students' capacity to receive education has been shown to play a role in teachers' effectiveness. The synergies found within the survey responses of school principals and teachers could be useful here. Both parties expressed sentiments towards the students being their primary concern. Even amidst a crisis, the focus of educators is to find a way to educate the child. Work toward the benefit of the student encourages the work of the rest.

It follows that teachers also indirectly benefit from efforts that bolster student access to technology or provide financial support to families. When teachers feel that students' needs are being answered, they also feel more confident about the level of service they can provide. What may encourage teachers further is to be included in these efforts so that they may draw from the experience of addressing students' needs to strengthen their own resolve

to teach in the new normal.

Educators in communities where technology is scarce must overcome an additional barrier to distance learning. The new modality in these cases have taken forms where success is contingent on a para-teacher present in the home. This introduces another layer of insecurity to teacher effectiveness. As the one interfacing directly with the family, capacitating parents naturally becomes part of the teacher's role in the new normal and may be seen as an added burden to their ability to teach. But it can be approached differently.

Schools and division offices are in a position to organize communities and involve members in addressing some of these barriers to distance learning. Whether it is to speak together as a unified front in motivating families to embrace the new learning modality or to brainstorm how others can assist in particular concerns, para-teachers can share in the ownership of the education of the child.

### **Continue Training Teachers for Targeted Skills** ▷▷▷▷

Training has also been shown to promote teacher's effectiveness. The correlation suggests that all teachers would benefit from a general increase in training. However, considering costs associated with widespread or intensive teacher training, targeted training could yield more valuable results. Two ways of targeting training recipients can be recommended from analysis results. The first is to target recipients according to the needs of the community. And the second is according to those who feel less confident in their alternative form of teaching. It is also important to note that in terms of training delivery, national education agencies could benefit from the increased reliance in online training given that it is more cost effective than traditional in-person training.

Based on the training topics teachers identified, there seems to be an alignment of the Ministries/Department of Education's teacher training response with the particular needs of the community. Despite this alignment however, survey results uncovered teachers who feel they

are not receiving enough training. With minimal two-way communication prior to planning training sessions, it would be possible to create training plans more helpful to the intended audience, direct specific training to those who may benefit most, or increase the amount of training for those who need additional support. Where training can only be provided to a select few and representatives are chosen to receive the training on behalf of a group of teachers, ensuring that training includes how knowledge from the training should be transferred is needed to make sure that those who most need the training would receive the intended inputs.

Although hard skills have been shown to be necessary in responding effectively to the unique needs of any community, it must also be mentioned that training teachers for specific ones is difficult to do prior to a crisis situation, especially when those skills are technical in nature. As seen in the varied distribution of relevant training topics across the three countries, different COVID-19 contexts called

for different kinds of hard skills. Retrospectively, the need for training on various online platforms due to Cambodia's sudden switch to remote teaching is clear. As is the need for training on module writing in Bangladesh and the Philippines. However, this would not have been possible to foresee pre-pandemic. Furthermore, it could be a waste of valuable resources to train teachers on highly specific skills that are not applicable in their context.

As it is wise to train on specific skills once teachers have been identified and community contexts assessed, it can become costly to implement teacher training as quickly as it is needed. A possible way for the Ministries/ Department of Education to remain focused on more pressing crisis response and train almost immediately is to seek assistance from other institutions that are already predisposed to the

kinds of skills teachers are looking for. Survey results show that teachers did find training from other institutions helpful in their work. The Teach For Organizations, for example, are uniquely equipped to provide assistance in the capacities uncovered by this analysis. Since their first cohort of Fellows, these organizations have been training individuals and are able to place them in the classroom in a span of 5 to 8 weeks. Teach For Organizations' training programs specialize in mindset development and community engagement alongside the training of technical skills and content knowledge. All three organizations have been able to convert their intensive training programs to online platforms for each of their latest cohorts proving that they are technologically adept, experienced with distance learning techniques, and can respond quickly to unfolding training demands.


## **Enhance Teacher Support Through Non-Training Means** ▶▶▶▶

It was evident in teachers' reflections of crisis times that they sought social connection as a means of support. Teachers from all three countries identified interaction with others as helpful in their work during the pandemic. They specifically highlighted the emotional, psychological and professional support received from co-teachers, TFO co-Fellows, and TFO coaches. Moreover, they identified the support from each group as a separate benefit. Teachers are naturally relational individuals. Their work is to translate, connect, and guide. Remote teaching has taken much of their previous avenues of relationship building away from them so it is understandable that they are seeking other ways to connect with the school community.

Survey results show that teachers found

support in speaking with other teachers who are going through similar troubles. They also found the opportunity to share best practices particularly helpful. Providing and formalizing more opportunities, like the Learning Circles that were frequently mentioned by interviewees, is one way to provide continual support throughout the crisis. Such sessions can be prepared with much less effort than a training or information session. They are also simple enough to add on to these other types of meetings.

Sharing sessions are able to address localized shifts that occur in the middle of a crisis. A possible example of this can be seen in Cambodia where the government is implementing face-to-face learning in phases with the caveat that schools may close at any



time should an outbreak occur in the area. Teachers must remain flexible in this type of environment and would benefit from communal support should they suddenly need to revert back to remote teaching.

Division offices are also in a position to organize sharing sessions across multiple schools. Inter-school conversations could organically enrich discussions and widen the range of brainstorming possibilities among schools of similar contexts. For example, in such a session, it may be possible for Bangla teachers to fundraise and organize a program that supplements the lessons that are broadcasted to the students in their area. This is an effort that would increase children's learning opportunities and help teachers gain a sense of purpose. Even without any actionable outcomes, these kinds of gatherings will at the very least serve the valuable purpose of boosting morale.

Another possibility to explore is the benefit of Teach For Organizations' coaching support. Teacher Fellow interviewees across all three countries highlighted these coaching sessions as valuable sources of emotional, psychological, and professional support. It can also be observed that Fellows feel more supported by a combination of training, networking and coaching support than by training sessions alone. Teach For Organizations' coaching frameworks are built especially to encourage change management and resilience in teachers.

During non-crisis times, coaches guide Fellows through jarring experiences such as being away from home for the first time, transitioning from a university environment to professional life, and rapidly adjusting to becoming a teacher. These situations call for similar mindsets to the ones that participating teachers have been relying on during the pandemic. Furthermore, coaches

are in a unique position to guide Fellows through the specifics of their difficulties. It has been shown that the issues more likely to affect teachers are the ones closest to them. Oftentimes these issues are so intertwined with teachers' personal lives that it is difficult for individuals to find actionable insights from a generalized session implemented at the national or even community level. Different individuals will interpret and process the same situation in different ways and this is the space in which coaching is most valuable. Coaches provide a sense of comfort, consistency and perseverance by conducting multiple one-on-one sessions over a prolonged period of time. Through this kind of connection, they are able to understand the teacher's situation while maintaining an objective view of someone not immersed in the same problem.

They can assist in keeping teachers aligned to the shared goal, leveraging the perspective of the teacher instead of imposing a top-down approach. Therefore, coaching becomes a special kind of tool for implementing education standards and competencies in times of crisis. Although it is possible to draw similar results through a mentoring program among teachers, results would not be uniform unless mentors are first trained on how to be an effective coach.

Fortunately, TFP's Teacher Leader program is an existing program that can be tapped to provide government teachers with the same kind of coaching support featured by this section. The program has been successfully implemented in select Philippine schools for 3 years now. In fact, the TFP Teacher Leaders who participated in this knowledge product hold similar sentiments as TFP Teacher Fellows towards the coaching they received throughout the pandemic.



## **Recognize Adaptation to the New Normal as Effective Work** ▷ ▷ ▷ ▷

There is an opportunity for Ministries/ Departments of Education to extend top-down support for their local implementers. During non-crisis times, both students and teachers are expected to follow a set of education standards. When a crisis significantly alters the circumstances of schooling, education standards must also be adjusted accordingly.

In the Philippines, DepEd has done this by releasing two new policies. There is a Learning Continuity Plan (LCP) outlining how schools must operate differently in the coming school year and the Most Essential Learning Competencies (MELCs) list streamlining academic goals for students. The Philippine Professional Standards for Teachers (PPST) was not adjusted. Analysis results support this, as it is suggested that all competencies established pre-pandemic can be applied to situations within the pandemic. There is however, opportunity to acknowledge the shifts and transformations teachers are experiencing within these parameters. It was also observed that participating school leaders across all three countries spoke only minimally about plans

to support teachers in their work. While the purpose and focus of education efforts is the student, supporting teachers also promotes the kind of education work that students deserve during a crisis.

It has been shown that teachers have struggled with the transformation from classroom instruction to distance teaching. It has also been established that their work during the pandemic has an added layer of providing social support for students and families. These two pandemic-induced changes comprise the bulk of the reflections teachers have shared. The upskilling and networking that is needed to surmount these new challenges happens in the background. If schools focus only on learning outcomes, it communicates to teachers that their effectiveness only begins when a student starts to learn. However, it can be seen that teachers exert a significant amount of effort even before learning can begin. If teachers can be formally recognized for these auxiliary crisis-response efforts to maintain/improve learning, and do their work effectively, they will feel more encouraged, confident and effective in the work that they do.

## **Invest in Mindset Development During Non-Crisis Times** ▷ ▷ ▷ ▷

The qualitative analysis of in-depth interviews uncovered that Fellows cited the mindset development training they received during their initial intensive training as useful during crisis times. Depending on the timing of the Fellows' interviews relative to their progress in the Teach For Organizations' program, these training sessions could have occurred as far back as two years prior to the onset of the pandemic. This indicates that, unlike training of hard skills, training of mindsets can be done preemptively.

Although it is not possible to predict what kind of skill a certain school will require, preparation for crisis times can happen during non-crisis times in the form of mindset development. The result is a more resilient workforce that finds it easier to adapt general directives to their own community context. Lastly, mindsets can be useful in both non-crisis and crisis situations. An investment into mindset development would be beneficial at any time.

Mindset development does not just come from training, an example would be how Teach For Organizations have invested heavily in supporting teachers through teacher coaching, which has been discussed in the preceding recommendations. It is also demonstrated

when the Philippines' Department of Education established a teacher support group through Learning Action Cells. If done correctly, it is within these conversations and sessions that mindset is developed.



# SUMMARY

The goal of this Knowledge Product is to study and explore the qualities that make an effective teacher during a crisis such as a global pandemic and from the analysis of data pertaining to that, propose policy and/or programmatic recommendations for stakeholders in education in Bangladesh, Cambodia, and the Philippines. For non-crisis times, the study looked at documents of the Ministries/ Departments of Education and Teach For Organizations on education standards and country-specific contexts. Meanwhile, for crisis times, it focused on ground-level responses from families, teachers, and government leaders as the pandemic unfolded. From the in-depth analysis of documents and survey results, this paper provides these answers to the three key questions:

1. Education in crisis times, in the context of the COVID-19 pandemic, differs from non-crisis times because of the presence of more barriers to education for students and a drastic change in the role of teachers.
2. The qualities of effective teachers are similar during crisis and non-crisis times. However, during crisis times, sincere concern and empathy towards students takes precedence over other mindsets.
3. Aside from training already being received, teachers can be further supported through sharing sessions, coaching, and mindset development.

## ***Potential Areas for Further Research***

This study went both wide and deep, uncovering insights of three types of teachers across three countries on what it means to be an effective teacher in both non-crisis and crisis times. In order to answer the main research question, the discussion was driven by the chosen framework and three key questions. As a result, analysis points that did not fit in the framework or contribute to answering the questions were left unexplored. Future studies could explore other methodologies or approaches which could include these analysis points. The information available for this study was also limited to on-the-ground reactions and reflections of families, teachers, and education leaders because the study was conducted in the midst of the pandemic. Future studies could deepen the analysis by exploring the same research question using insights of students, families, teachers, and education leaders in retrospect to the pandemic.

# APPENDIX

## Appendix A: Education Standards ▷ ▷ ▷ ▷

### ***A.1. Bangladesh National Education Policy: Aims and Objectives of Teachers' Training***


- to help teachers acquire knowledge and skills in the strategies of teaching-learning through teachers' education and training;
- to help teachers develop and update their professional knowledge;
- to develop the personality, innovative knowledge and qualities of leadership of the teachers;
- to introduce the teachers with the socio-economic conditions and immediate problems of the country and to help them to get involved in the issues concerned;
- to identify the behavioural strengths and weaknesses of the teachers and to find remedies;
- to encourage them to acquire efficiency to use the modern materials for teaching;
- to increase their efficiency in the strategies for new educational methods;
- to help grow professionalism in them to prepare research papers and report writing;
- to encourage them to teach students by creating equal opportunities for all, irrespective of religion, race and socio-economic conditions;
- to help them acquire efficiency in delivering education to the students of disadvantaged community and small ethnic groups and the disabled learners by sincerely responding to their special needs;
- to enrich their quality to analyze problems and to take decisions;
- to train teachers of all levels in information technology and to ensure wider use of IT to build up a modern and developed Bangladesh;
- to inspire them to be conscious of their duties and responsibilities;
- to encourage and make them confident to take part in research work.



## **A.2. Professional Standards for Teacher in Cambodia**

1. Knowledge
  - a. Students
  - b. Learning Content
  - c. How Students Learn
2. Practice
  - a. Planning & Assessing
  - b. Managing the learning environment
  - c. Teaching Strategies
3. Learning
  - a. Self-learning
  - b. Engagement in teaching profession
  - c. Ethics

## **A.3. Philippine Professional Standards for Teachers - 7 Domains**

1. Content Knowledge and Pedagogy
    - a. Content knowledge and its application within and across curriculum areas
    - b. Research-based knowledge and principles of teaching and learning
    - c. Positive use of ICT
    - d. Strategies for promoting literacy and numeracy
    - e. Strategies for developing critical and creative thinking, as well as other higher-order thinking skills
    - f. Mother Tongue, Filipino and English in teaching and learning
    - g. Classroom communication strategies
  2. Learning Environment
    - a. Learner safety and security
    - b. Fair learning environment
    - c. Management of classroom structure and activities
    - d. Support for learner participation
    - e. Promotion of purposive learning
    - f. Management of learner behavior
  3. Diversity of Learners
    - a. Learners' gender, needs, strengths, interests and experiences
    - b. Learners' linguistic, cultural, socio-economic and religious backgrounds
    - c. Learners with disabilities, giftedness and talents
    - d. Learners in difficult circumstances
    - e. Learners from indigenous groups
- 

#### 4. Curriculum and Planning

- a. Planning and management of teaching and learning process
- b. Learning outcomes aligned with learning competencies
- c. Relevance and responsiveness of learning programs
- d. Professional collaboration to enrich teaching practice
- e. Teaching and learning resources including ICT

#### 5. Assessment and Reporting

- a. Design, selection, organization and utilization of assessment strategies
- b. Monitoring and evaluation of learner progress and achievement
- c. Feedback to improve learning
- d. Communication of learner needs, progress and achievement to key stakeholders
- e. Use of assessment data to enhance teaching and learning practices and programs

#### 6. Community Linkages and Professional Engagement

- a. Establishment of learning environments that are responsive to community contexts
- b. Engagement of parents and the wider school community in the educative process
- c. Professional ethics
- d. School policies and procedures

#### 7. Personal Growth and Professional Development

- a. Philosophy of teaching
- b. Dignity of teaching as a profession
- c. Professional links with colleagues
- d. Professional reflection and learning to improve practice
- e. Professional development goals

### ***A.4. Teach For All Unifying Principles***

1. Pursue our global network's shared purpose
2. Recruit & select leaders
3. Partner with schools & communities
4. Support & develop participants
5. Cultivate lifelong leadership
6. Pursue measurable impact
7. Operate an autonomous organization
8. Partner with the public & private sectors
9. Build a diverse coalition of leaders

## A.5. Teach for Cambodia's Leadership Competencies

Competency	Description
<b>Humility and Respect</b>	I can acknowledge my areas for growth and value the views and ideas of others, accepting that I can learn from them.
<b>Integrity</b>	I am honest, trustworthy, and act in a way that is true to my core values.
<b>Continuous Learning</b>	I value feedback and take every opportunity to gain insight about my strengths and areas for development. I strive for understanding of ways in which I can improve myself and my ability to learn further.
<b>Reflection</b>	I continuously evaluate my progress towards my goals and strive to be the best version of myself.
<b>Sense of Possibility</b>	I am optimistic, and an asset-based thinker. I maintain a positive perspective.
<b>Sense of Urgency</b>	I am proactive and take initiative. Where I identify problems, I find a way to solve them.
<b>Excellence</b>	Every task I undertake is approached with a commitment to striving for excellence.
<b>Resourcefulness</b>	I have a strategic approach to achieving my goals, leveraging the people and opportunities around me and making best use of available resources.
<b>Problem Solving</b>	I approach problems with a mindset that they can be solved. I am prepared to see situations for their assets as well as the barriers that exist surrounding them and from all perspectives. I can draw conclusions based on all the available information that are free from bias.
<b>Problem Solving</b>	I approach problems with a mindset that they can be solved. I am prepared to see situations for their assets as well as the barriers that exist surrounding them and from all perspectives. I can draw conclusions based on all the available information that are free from bias.
<b>Resilience</b>	I strive towards achieving long term goals without giving up. I see challenges as an opportunity to grow and learn.
<b>Purposeful Planning</b>	I can create & follow purposeful & holistic plans for the short, mid, & long term with ambitious but achievable goals & milestones to measure progress.
<b>Building Relationships</b>	I value the role of collaboration and can build meaningful and reciprocal relationships based on mutual trust.

## A.6. Teach for the Philippines' Transformational Leadership Continuum (TLC) Leadership Competencies

### 1. Personal Leadership

- a. Self Management
- b. Motivation and Drive
- c. Pursuit of Excellence

### 2. Critical Learning

- a. Pedagogical Knowledge
- b. Content Knowledge

### 3. Servant Leadership

- a. Social Awareness
- b. Relationship-building
- c. Inspiring Others

### 4. Change Management

- a. Vision- and Goal-setting
- b. Planning and Execution
- c. Innovation
- d. Systems Thinking

## Appendix B: Survey Questionnaires ▷▷▷▷

### B.1. Rapid Assessment Access Survey

#	Item	Answer Options
	<b>Identity / Tracking / CDB Integration</b>	
	School ID	List from CDB
	Student Name	free text
	Contact Name	free text
	Relationship to Student	free text
	Contact Info	free text
	Mode of Contact	Email, Phone, FB Messenger, Viber, Whatsapp
	Ease of Contact	Refused to Participate, 3rd Follow Up, 2nd Follow Up, Timely Response
	Dialect Spoken At Home	free text
	Teacher Last Year	free text
	<b>Household Environment</b>	
1	State of Income	Recently Lost, Recently Reduced, Unaffected
2	Barangay Relief Received	Unknown, No, Once, Multiple Times
3	Other Organizations/Programs Extending Relief	free text



#	Item	Answer Options
4	Electricity	None, Unreliable, Reliable
5	Water Supply	None, Unreliable, Reliable
6	Neighborhood Noise / Unrest	Unknown, Disruptive, Some Unrest, Mostly Quiet
7	Number of People in Household	[number]
8	Number of Students in Elementary	[number]
9	Number of Students in High School	[number]
10	Household Environment Notes	free text
<b>Teaching Capacity</b>		
11	Companion Available to Teach	Unknown, None, Has Less than 3 Hours to Teach, Able to Teach 3 Hours or More
12	Companion Willing to Teach	Unknown, Unwilling, Willing to Learn, Willing to Try
13	Companion's Educational Attainment	Unknown, No Schooling, Primary, Middle, High, College
14	Companion's Comfort Level with Filipino	Unknown, Low, Can Converse, Can Read
15	Companion's Comfort Level with English	Unknown, Low, Can Converse, Can Read
16	Companion's Comfort Level with Basic Arithmetic	Unknown, Low, Knows the Basics, Knows More Advanced Math
17	Main Dialect at Home	
18	Teaching Capacity Notes	
<b>Learning Resources</b>		
19	Radio	Unknown, None, Able to Borrow, Owns One
20	Radio Modulation	AM, FM
21	Top Radio Station	free text
22	TV	Unknown, None, Able to Borrow, Owns One
23	Cable TV Provider	free text
24	Computer	Unknown, None, Able to Borrow, Owns One
25	Computer Type	Desktop, Laptop
26	Printer	Unknown, Printing Service Nearby, Able to Access, Owns One
27	Phone	Unknown, None, Owns Landline, Owns Cellphone, Able to Borrow Smartphone, Owns Smartphone

#	Item	Answer Options
28	Internet	Unknown, None, Prepaid, Postpaid, Wifi Sharing, Broadband/WiFiBroadband/WiFi
29	Tech Savviness	Unknown, Unaware, Someone in Home is Savvy, Many at Home are Savvy
30	Top Smartphone Apps	free text
31	Learning Space for Student	Unknown, No, Communal Space, Dedicated Space
32	Learning Resources Notes	
	<b>Education Preference</b>	
33	Preferred Learning Location	On a scale of 1 (send to school) - 5 (keep at home)
34	Reason for Inclination	free text
35	Best Method to Teach Child Remotely	Online Learning, TV/Radio Learning, Home Schooling, Other (specify)
36	Willing to Learn More about Distance Learning/Homeschooling	No, Yes, Unknown
37	Support Needed to Teach Child Remotely	free text
38	Subjects/Topics/Lessons to Prioritize	free text
39	Education Preference Notes	free text
40	Additional Insights or Follow-up Notes	free text

## ***B.2. Rapid Assessment Governance Survey***

#	Item	Answer Options
	<b>Identity / Tracking / CDB Integration</b>	
	LGU ID / School ID / SDO Name / Office Name	List from CDB or free text
	Contact Name	free text
	Designation	free text
	Contact Information	Contact List to be built as prework for survey proper
	Mode of Contact	Email, Phone, FB Messenger, Viber, Whatsapp
	Ease of Contact	Unable to Contact, Refused to Participate, Multiple Follow Ups, Easy to Contact

#	Item	Answer Options
	<b>Identity / Tracking / CDB Integration</b>	
	COVID19 Landscape	
	Type of Quarantine	
	Reported Total Cases	number
	Reported Active Cases	number
	City's Facility Capacity	
	Relief Efforts within the Community	Unknown, None, Limited, Frequent
	Other Organizations Operating within the Community	free text
	<b>Office Policies During ECQ</b>	
1	% of Workforce Required Onsite Daily	percentage
2	% of Workforce Required Onsite Occasionally	percentage
3	What else has changed or been implemented due to ECQ?	free text
	<b>Office/Staff New Normal Plan</b>	
4	% of Workforce Required Onsite Daily	
5	% of Workforce Required Onsite Occasionally	
6	What new policies do you plan to implement?	<i>Check all that were mentioned:</i>
		Work From Home Provisions
		Shuttle Service for Employees
		Incoming Protocols
		Temperature Screening
		Face Mask Provisions
		Face Shield Provisions
		Social Distancing Hats
		Personal Disinfection Provisions
		Frequent Disinfection of Premises
		Outfitting Work Areas with Shields
		Rearranging Work Areas to for Social Distancing
		Repurposing Other Areas for Social Distancing

#	Item	Answer Options
	<b>Office/Staff New Normal Plan</b>	
		Staff Shifting
		Staff Housing
		COVID19 Testing of Staff
		Other
7	Willing to arrange WFH for Fellows	No, Maybe, Yes, Unknown
	<b>Schooling in the New Normal</b>	
8	Schooling Type	100% Face-to-Face, Blended Learning, 100% Distance Learning, Other
	<b>Reasons for Schooling Type</b>	
9	Existing Education-Related Initiatives	free text
10	LGU Purview into Implementation	free text
11	If Face-to-Face or Blended, Student Safety Plans	<i>Check all that were mentioned:</i>
		Shuttle Service for Teachers
		Shuttle Service for Students
		Incoming Protocols
		Temperature Screening
		Face Mask Provisions
		Face Shield Provisions
		Social Distancing Hats
		Personal Disinfection Provisions
		Frequent Disinfection of Premises
		Outfitting Work Areas with Shields
		Rearranging Work Areas for Social Distancing
		Repurposing Other Areas into Classrooms
		COVID19 Testing of Students and/or Families
		Other

#	Item	Answer Options
	<b>Reasons for Schooling Type</b>	
12	If Blended, Implementation Plans	<i>Check all that were mentioned:</i>
		Limit Enrollment
		Increase Student Shifting
		Screen Students for Face-to-Face Eligibility
		Survey Families for their Preference
		Prioritize Subjects that should be Face-to-Face
		Adjust Lessons to Shorter Class Times
		Other
13	If Blended or Distance Learning, Distance Learning Type	<i>Check all that were mentioned:</i>
		Online Learning
		Broadcast Learning
		Home Schooling
		Other
14	If Blended or Distance Learning, Teacher Support Plan	<i>Check all that were mentioned:</i>
		Help with Lesson Plan Revision
		Help with Learning Materials Revision
		Training Courses for Distance Teaching
		Comms/Internet Allowance
		Mass Printing of Learning Materials
		Shuttle Service for Home Visits
		Other
15	If Blended or Distance Learning, Student Support Plan	<i>Check all that were mentioned:</i>
		Delivery of Learning Material
		Comms/Internet Allowance
		Gadget Provisions

#	Item	Answer Options
	<b>Reasons for Schooling Type</b>	
15	If Blended or Distance Learning, Student Support Plan	<i>Check all that were mentioned:</i>
		Training Courses for Parents on Distance Learning
		Training Courses for Parents on Home Schooling
		Training Courses for Parents on Other Life Skills
		Other
16	Other School, Teacher, Community Needs	free text
17	Who Can Help	free text
	<b>Teaching and Learning</b>	
18	Fellow Work Load	free text
19	Goals and Targets for Teachers	free text
20	Incentives for Teachers	free text
21	Goals and Targets for Students	free text
22	Topics Relevant to Community	free text
	<b>Working with TFC</b>	
23	Open to working with TFC in this New Normal?	<i>Check all that were mentioned:</i>
		Enthusiastic About a Partnership
		Enthusiastic About Increasing Existing Partnership
		Open to a Partnership
		Open to Increasing Existing Partnership
		Indefinite About a Partnership
		Indefinite About Existing Partnership
		Considering Decrease of Existing Partnership
		Not Open to a Partnership
		Unknown
		Other

#	Item	Answer Options
	<b>If Open to TFC, Ask More Details</b>	
	Partnership Possibilities	<i>Check all that were mentioned:</i>
		Fellowship
		Face-to-Face Remedial Programs
		Remote Remedial Programs
		Reading Remedial Program in Particular
		Math Remedial Program in Particular
		Teacher Training on Distance Teaching
		Help with Implementation of Distance Teaching
		Delivery of Materials to Students
24	Other ways TFC can help?	free text
25	Other Surveys Being Conducted	free text
26	Willing to Share Insights	No, Unsure, Yes, Unknown
	If Unsure About TFC, Probe for Reasons	
	Notes on Disinclination to Partnership	

### ***B.3. Rapid Assessment Teacher Survey***

#	Item	Answer Options
	<b>Identity / Tracking / CDB Integration</b>	
1	School ID	List from CDB or free text
2	Contact Name	free text
3	Sex	M, F
4	Age	Number
5	Rank	List
6	School Level	Elementary, High School, Senior High School
7	Grade Level/s Assigned To Teach	Multiple Select
8	No of Years Teaching	0-5, 6-10, 11-15, 16-20, More than 20 years
9	No of Years Teaching in DepEd	0-5, 6-10, 11-15, 16-20, More than 20 years
10	Contact Information	Contact List to be built as pre work for survey proper

#	Item	Answer Options
	<b>Household and Work Environment</b>	
11	Type of Residence	Owned House, Rented Space, Bedspace/Boarding House, Living with Relatives
12	How many are you in the household?	Number
13	Where have you been working?	School, Home, Others
14	What does your working space looks like?	I don't have a workspace, Communal/Shared, Dedicated
15	Tell us the level of support that your family provides you given the demands of your profession:	On a scale: 1- Strongly Oppose 2- Somewhat Oppose 3- Neutral 4- Somewhat Favor 5- Strongly Favor
16	Given the pandemic, I am most worried about: (Select all that applies)	Personal health and safety Family health and safety My students and their learning My income Food security Poor internet connection Lack of technology to reach my students My co-teachers DepEd Leadership Government response State of the economy Others: _____
17	Where have you been working?	School, Home, Others
	<b>Access to Technology</b>	
18	Type of phone you use the most to communicate	Landline, Basic mobile phone(Text and Call only) , Smart phone, None
19	Do you have a computer?	Owns one, Able to Borrow, Company assigned, None
20	Type of computer that you use for work	Desktop, Laptop, Tablet, N/A
21	What is your means to access the internet?	Postpaid Data, Prepaid Data, Own Wifi Subscription, Neighbor/Relatives' Wifi, None
22	How comfortable are you in using technology?	On a scale of 1 (Not comfortable) - 5 (Very comfortable)
23	How comfortable are you in using technology for teaching?	On a scale of 1 (Not comfortable) - 5 (Very comfortable)
24	Anything else that you would like to share?	free text



#	Item	Answer Options
	<b>Training and Professional Development</b>	
25	What teacher trainings have you received from the DepEd since the start of the lockdown?	Use of online tools, Lesson plan writing, Module writing, Socio-emotional Learning, Teaching strategies for online learning, Developing online instructional materials, Online Assessments, Others
26	What teacher trainings have you received from Teach for the Philippines since the start of the lockdown?	Use of online tools, Lesson plan writing, Module writing, Socio-emotional Learning, Teaching strategies for online learning, Developing online instructional materials, Online Assessments, Others
27	Aside from DepEd/TFP, which insitution/s have provided you with training?	State Universities/College, Private Higher Education Institution, Publishing House/Education Material Provider, Massive Open Online Courses (e.g., Coursera, edX, etc)
28	What motivates you in signing-up for a particular teacher training? (Select only 2)	Training Credits and Certificates, Learning new skill/s, Relevance to work, Institution that provides the training, Others
29	Other teacher trainings that interests you:	Use of online teaching tools, Lesson plan writing, Module writing, Socio-emotional Learning, Teaching strategies for online learning, Developing online instructional materials, Developing online Assessments, Others
30	Anything else that you would like to share?	Use of online teaching tools, Lesson plan writing, Module writing, Socio-emotional Learning, Teaching strategies for online learning, Developing online instructional materials, Developing online Assessments, Others
	<b>Education Preference</b>	
31	Indicate your level of confidence in teaching in new modalities	On a scale of 1 (Not confident) - 5 (Very confident)

#	Item	Answer Options
	<b>Education Preference</b>	
32	Reason for the response	free text
33	If the DepEd were to mandate Face-to-face instruction, either in schools or outside (mobile teaching in communities), how comfortable would you be in complying?	On a scale of 1 (Extremely uncomfortable) - 5 (Very comfortable)
34	Reason for the response	free text
35	Do you think your students will continue to learn in a remote/distance learning setup?	On a scale of 1 (Extremely unlikely) - 5 (Extremely likely)
36	Reason for the response	free text
37	Do you believe that parents of your students will be able to support distance/remote learning?	On a scale of 1 (Extremely unlikely) - 5 (Extremely likely)
38	Reason for the response	free text
39	Subjects/Topics/Lessons to Prioritize	free text
40	Anything else that you would like to share?	free text
	<b>Knowledge, Skills and Attitude (for Teach for Orgs)</b>	
	I am adapting to the changes caused by COVID-19 pandemic in relation to my work	Strongly Disagree, Disagree, Agree, Strongly Agree
	TFP's training and coaching have prepared me well to be an effective teacher during this pandemic	Strongly Disagree, Disagree, Agree, Strongly Agree
	TFP has been providing me sufficient support for me to perform in my role as teacher during this pandemic	Strongly Disagree, Disagree, Agree, Strongly Agree
	As a teacher, I have the skills necessary to be effective in the current pandemic situation	Strongly Disagree, Disagree, Agree, Strongly Agree
	As a teacher, I have developed new skills that I have not learned before to adapt to the current pandemic situation.	Strongly Disagree, Disagree, Agree, Strongly Agree
	<b>Knowledge, Skills and Attitude (for Ministry/DepEd)</b>	
	I am adapting to the changes caused by the COVID-19 pandemic in relation to my work	Strongly Disagree, Disagree, Agree, Strongly Agree
	DepEd's training and coaching, through our school and Division office, have prepared me well to be an effective teacher during this pandemic	Strongly Disagree, Disagree, Agree, Strongly Agree

#	Item	Answer Options
	<b>Knowledge, Skills and Attitude (for Ministry/DepEd)</b>	
	DepEd has been providing me sufficient support for me to perform in my role as teacher during this pandemic	Strongly Disagree, Disagree, Agree, Strongly Agree
	As a teacher, I have the skills necessary to be effective in the current pandemic situation	Strongly Disagree, Disagree, Agree, Strongly Agree
	As a teacher, I have developed new skills that I have not learned before to adapt to the current pandemic situation.	Strongly Disagree, Disagree, Agree, Strongly Agree

### In-depth Interview Questions:

1. What are the differences between being a teacher during a pandemic and during “normal” times?
2. What do you think being an effective teacher means during a pandemic?
3. Given the context of the “new normal”, what qualities do teachers need to develop in order to be effective during this pandemic?
4. What skills/mindsets/characteristics have you developed from your time with TFP/DepEd that has helped you to become an effective teacher during this pandemic?
5. What training/programs from TFP/DepEd have helped you prepare to be an effective teacher during this pandemic?
6. What kinds of ongoing support from TFP/DepEd have been helpful in supporting you to be an effective teacher during this pandemic?
7. What new skills/mindsets/characteristics have you developed during this pandemic to become an effective teacher? How have you developed them?
8. What else can TFP/DepEd do to better support you to be an effective teacher during this pandemic?

## Appendix C: Other Findings

### C.1. Teacher Effectiveness and Students' Guardians' Capacity to Teach

There does not seem to be a relationship between teachers' ratings of effectiveness and factors that pertain to guardian's abilities to teach-- namely literacy skills and educational attainment. However, it is worth revisiting the limitation that RAAS respondents may not be direct students of RATS respondents. Therefore, the lack of relationship may stem from the fact that both surveys are linked only at the community level.

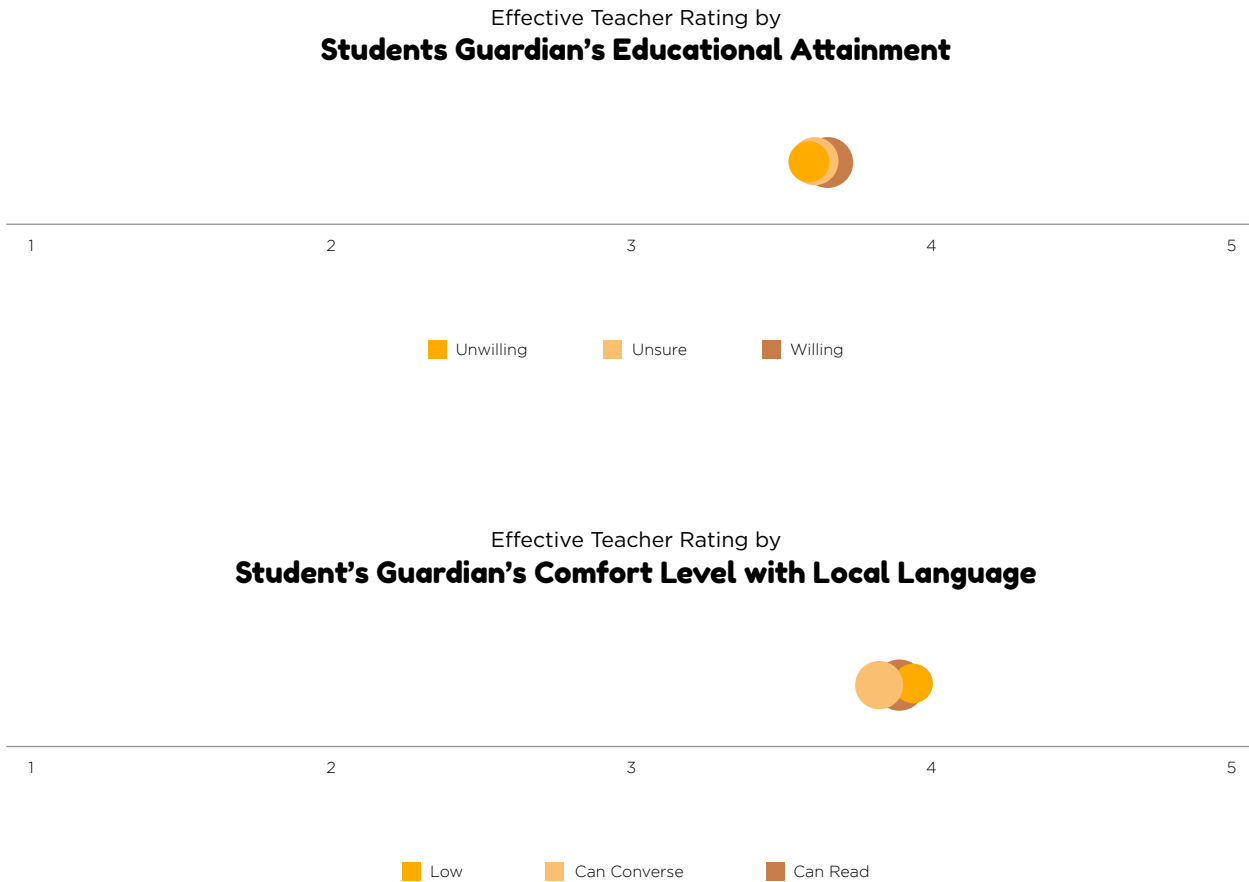


Figure 20: No relationship between effective teacher rating and student's guardian's educational attainment comfort level with local language

### C.2. Teacher Effectiveness and Support from Family

82% of all teachers expressed that their family provides support given the demands of their profession. When further categorised by living situation, results indicate there is no compelling indication that teacher effectiveness is affected by family support-- except maybe when teachers are living with their parents (Figure 21).

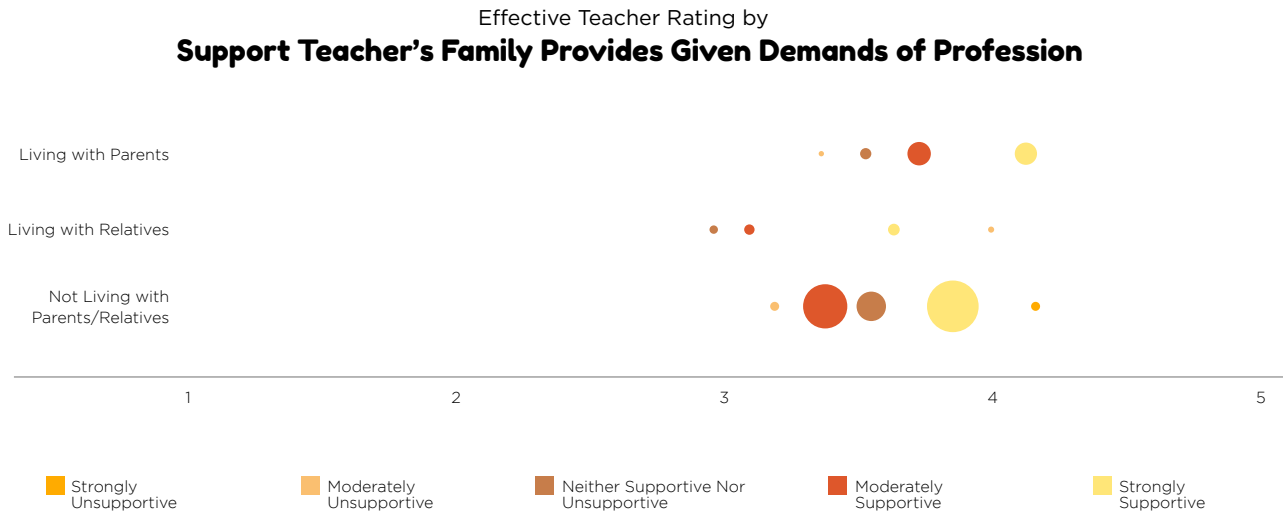


Figure 21: Correlation between support and effective teacher rating is only seen for teachers who live with their parents

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