

ALCHEMY EDUCATION SOLUTIONS



17 June 2026

Supt. ORLANDO E. MANUEL PhD, CESO V
Schools Division Superintendent
Department of Education
Bayombong, Nueva Vizcaya



Dear Superintendent Manuel,

We are writing to present a unique opportunity for the Department of Education to partner with our Educator Empowerment Program (EEP) in transforming basic education in the Philippines. With 32 years of service in the Department of Education, including as Undersecretary overseeing regional operations, I've witnessed the need for localized support for educators. Together, we can empower our educators and inspire excellence in teaching and learning across the country.

The EEP aims to improve teaching and learning outcomes in public K-12 schools in the Philippines. Despite their dedication, educators face challenges like limited training, resources, and innovative methods that hinder student potential. The EEP equips teachers with knowledge, skills, motivation, and values to drive rapid school improvement. Participating schools have seen significant improvements in student engagement, academic performance, and morale.

Partnering with the EEP offers the Department of Education a unique opportunity to demonstrate leadership in education reform while addressing local challenges sustainably. By supporting this program, you'll achieve tangible impact, have cost effective solutions, build meaningful goodwill and elevate your brand of service.


With your support, the Educator Empowerment Program can drive substantial improvements in our education system, directly benefiting students and families throughout the Philippines. We'd be delighted to discuss this opportunity and align the EEP's goals with your local development plans.

You can reach me at jesse.mateo@empowered.ph or my colleague, Mr. Kenneth C. Tirado, Director for Advocacy and Stakeholder Relations, at (0908) 872-9881 or kenneth.tirado@empowered.ph.

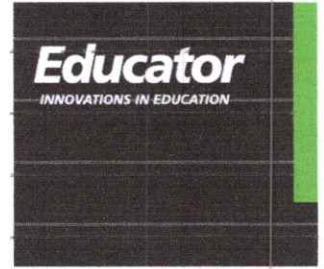
Thank you for your time and consideration. Together, we can empower educators, inspire students, and create a brighter future for all Filipinos.

Yours in the service of Philippine education,


JESUS LORENZO R. MATEO
Vice Chair / COO

MEMORANDUM		Date: 06-25-26	Released (Records): Jesse
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ORLANDO E. MANUEL PhD., CESO V Schools Division Superintendent			
By:	<input type="checkbox"/> ASDS	<input type="checkbox"/> CID Chief	<input type="checkbox"/> SGOD Chief
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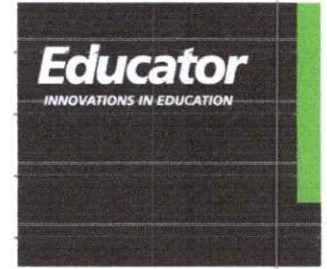
educator
empowerment
program



program primer

THE EDUCATOR EMPOWERMENT PROGRAM
IS AN INNOVATION IN EDUCATION BY
ALCHEMY EDUCATION SOLUTIONS

**ALCHEMY
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SOLUTIONS**



program primer

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INTRODUCTION

quality education through innovations that work

Welcome to the Educator Empowerment Program (EEP)!

The EEP is a strategic school reform initiative dedicated to empowering educators with the tools and resources they need to excel in their noble profession and become the catalysts for rapid improvement in their respective K-12 schools.

In this primer, we will explore the core principles and transformative impact of the EEP. Through comprehensive training, mentorship and professional development opportunities, the program equips teachers with innovative teaching methodologies and effective classroom

management techniques based on a deep understanding of student-centered learning. Beyond the development of their professional skills, the program also cultivates the social capital among teachers by creating opportunities for collaboration. This offers a lot of potential for improving school performance and student achievement.

Discover how the EEP enhances instructional practices, promotes collaboration among teachers and fosters a supportive school community. Join us as we celebrate a future with EmpowerED education. Through the EEP, let's unlock the potential of every teacher to shape the lives of the next generation of Filipinos.

STATEMENT OF NEED

teachers matter most

The woeful state of Philippine education^{1 2} cannot be blamed solely on the lack of resources for our public K-12 schools. Even while we address these shortages through the various efforts of both the government and the private sector, we must recognize the significant role—and potential—of our teaching workforce in addressing the issue of quality of teaching and learning in our schools.

Our schools are only as good as our teachers. Accounting for 30% of the variance in student achievement, teachers are the most significant factor in student performance (Hattie, 2003). In the school improvement and reform process, teachers matter most.

Alas, there is still a lot to be done to make our teachers excel. Despite compelling evidence that point to the need to improve

1 Based on three key international benchmarks, students from the Philippines are among the poorest performers in all areas measured:

- In the latest OECD Programme for International Student Assessment (PISA), out of 79 countries, the Philippines ranked last in Reading, and second to the last in Math and Science. Moreover, 80% of Filipino students did not even reach the minimum level in reading and even the best performing Filipino students scored only around the OECD average;
- In the latest Trends in International Mathematics and Science Study (TIMSS), out of 58 countries, Grade 4 students from the Philippines placed last in both Math and Science. Moreover, less than 20% of Filipino students reached the 'low competency' international benchmark, while all other Filipino students failed to even reach this low level of performance;
- In the latest Southeast Asia Primary Learning Metrics (SEA-PLM), only 10% of Grade 5 Filipino students met proficiency standards in Reading (2% in Writing and 17% in Math).

2 In its State of Global Learning Poverty Report (2022), the World Bank has rated the Philippines as one of the worst in terms of learning poverty during the pandemic, with as much as 90% of Filipino 10-year-olds unable to read and understand short age-appropriate text.

the competency of the average Filipino teacher, we have fallen short of solving inequalities.³ The EEP acknowledges the importance of the amount of upskilling required to really make them improve in order to cope with the many daily challenges of teaching in the classroom.

Thus, the value of effective teacher development cannot be underscored enough, particularly in the context of the problems of the Philippine public school system.

In today's rapidly evolving educational landscape, there is an urgent need for empowered educators who can adapt to the changing needs of students and provide them with a high-quality learning experience. The Educator Empowerment Program (EEP) recognizes this critical need and aims to address it through comprehensive professional development opportunities for teachers.

One of the key challenges facing teachers is keeping pace with the latest pedagogical approaches and technological advancements. Traditional teaching methods often fail to engage and inspire students, leading to disengagement and limited learning outcomes. The EEP seeks to bridge this gap by offering teachers the necessary tools, strategies and resources to create dynamic and student-centered learning environments.

Moreover, teachers face numerous challenges in managing diverse classrooms with students from various backgrounds, abilities and learning styles. Without adequate support, addressing individual needs becomes overwhelming, leading to educational inequalities. The EEP acknowledges the importance of inclusive education and equips teachers with inclusive teaching practices that foster an environment of equity and respect.

Furthermore, lack of motivation and professional fatigue are prevalent among teachers due to the demanding nature of their roles and the limited opportunities for growth. The EEP recognizes the importance of teacher well-being and self-care. By providing mentorship and access to a wealth of personal and professional development opportunities, the program rejuvenates teachers, reignites their passion for teaching, and helps them stay motivated and inspired.

By addressing the teachers' needs in terms of pedagogical innovation, inclusive education and attending to their personal well-being, and by empowering teachers to reach their true potential, the program strives to create a positive and transformative impact on both teachers and students, ultimately fostering a thriving educational ecosystem for the betterment of Philippine society.

PROGRAM DESCRIPTION

the ultimate school improvement package

The Educator Empowerment Program (EEP) is a strategic school improvement and reform initiative designed to empower educators with the knowledge, skills and support needed to excel in their profession, create impactful learning experiences for students and serve as prime movers of reforms in the school.

The program encompasses a range of components that work together synergistically to foster teachers' personal and professional growth, enhance instructional practices and create a vibrant school community with a desire to improve teaching and learning, rapidly and in a big way.

3 The Department of Education (DepEd) has long recognized the need to improve the teaching and learning skills of Filipino teachers. In 2012, it conducted two tests on 117,728 public school teachers nationwide, the Test of English Proficiency for Teachers (TEPT) and the Process Skills Test (PST) in Science and Mathematics, both of which showed what the tests classified as 'Low Proficiency' of Filipino public school teachers in these key areas (TEPT 50.53%; PST 46.03%).

Moreover, DepEd has identified the upskilling of teachers as one of the four necessary measures to address the need to improve the quality of education in the country (together with a review of the curriculum, provisions for more learning resources and strengthening of community engagements).

PROGRAM DESIGN

The EEP is designed as a groundbreaking solution to the need for school improvement and as a game changer in education reform. It is an out-of-the-box *SmartTraining* solution for several key reasons:

- **Focus on Empowering Educators.** The EEP places a strong emphasis on empowering educators, identifying them as the driving force behind student success. This approach recognizes that effective educators are at the heart of any successful education system. By providing educators with the necessary tools, resources and support, the EEP enables them to excel in their roles and make a meaningful impact on their students' learning outcomes. Research has consistently shown that teacher empowerment and professional development are key factors in improving instructional practices and student achievement (Hattie, J.A.C., 2003; Marzano et al., 2003).
- **Comprehensive and Holistic Approach.** The EEP takes a comprehensive and holistic approach to school improvement, recognizing that multiple factors impact student outcomes. It addresses not only instructional practices but also other critical aspects of education, such as leadership development, school culture, family and community engagement, and data-driven decision making. This ensures that all aspects of the school ecosystem are considered and aligned to support student success, leading to sustainable improvements. This comprehensive approach has been found to be effective in creating sustainable change in schools (Darling-Hammond & Richardson, 2009; Day & Sammons, 2013).
- **Evidence-Based Best Practices.** The EEP is based on rigorous research and evidence-based practices that have been proven to drive positive outcomes in education. This research-driven approach ensures that the program is rooted in sound educational principles and practices, increasing the likelihood of its success in driving meaningful improvements in schools.

Research has shown that programs rooted in evidence-based practices tend to have a higher likelihood of success in improving student outcomes (Back, Hirst et al., Burns, 2011; Darling-Hammond, 2009).

- **Collaborative and Inclusive Approach.** The EEP fosters a collaborative and inclusive environment among all stakeholders, including educators, school leaders, parents, and community members. This collaborative approach fosters a sense of ownership, engagement, and shared responsibility among all stakeholders, leading to a more sustainable and inclusive school improvement process. Research has shown that collaborative approaches that involve multiple stakeholders in decision-making and problem-solving tend to lead to more sustainable and effective school improvement efforts (Bryk & Schneider, 2003; Glasser, 1998; Schifter, C.C., 2016).
- **Customization and Flexibility.** The EEP incorporates customization and flexibility in its implementation, recognizing that each school and community is unique. Instead of offering a one-size-fits-all solution, the EEP provides a customizable approach, allowing schools to tailor EEP strategies and interventions to meet their specific needs. This customization and flexibility enables schools to align the program with their existing initiatives and adapt it to their local context, making it more effective and sustainable. Customized programs that are tailored to the specific needs and context of schools have been found to be more effective in producing positive outcomes (Back, Hirst et al., 2009; Schifter, C.C., 2016).
- **Long-Term Commitment and Sustainability.** The EEP is not a short-term fix, but a long-term commitment to sustainable school improvement. This ensures that the changes initiated by the program are sustained and embedded into the school's culture and practices, leading to lasting improvement. School improvement is a continuous and ongoing process that requires long-term commitment from all stakeholders (Burns, 2011; Darling-Hammond, Wei et al., 2009). By empowering educators, addressing the unique needs

of schools, and fostering a culture of continuous improvement, the EEP has the potential to drive meaningful and lasting changes in the entire education system, leading to improved student outcomes in K-12 schools.

PROGRAM INNOVATIONS

By incorporating various innovative solutions into one professional development program, the EEP is the ultimate school improvement package:

- **It makes it possible to train all teachers in a school.** Schools are empowered to provide training to all teachers, training that they otherwise don't get due to limited resources available for teacher training. With teachers' direct participation in training, it eliminates the need to rely on the less effective cascading method where one teacher is sent to a training event and merely shares what has been learned to colleagues after the event.
- **It allows teachers to train on a wide variety of important topics.** It gives each teacher training that impacts on the quality of teaching and learning, particularly in such pivotal areas as pedagogy, classroom management, guidance and counseling, teaching English, Math and Science, and values formation. It is aligned with the Department of Education's K-12 curriculum and covers all domains and strands of the Philippine Professional Standards for Teachers (PPST).
- **It provides each teacher with over 100 training opportunities a year.** It is an affordable alternative to costly training events, especially since it covers over 100 lessons a year and all training sessions are done in school.
- **It empowers schools to take charge of their own destiny and bring about meaningful reforms in the classroom.** It allows teachers to train with colleagues,

using the tried and tested EEP 6R Training System, thereby providing them with the opportunity to engage in collaborative work that contributes to better outputs and outcomes in the classroom.

- **It helps develop a generation of teachers who have the capacity to provide quality education for all Filipinos.** It enables each teacher to train regularly throughout the year, which helps develop a culture of lifelong learning among all teachers that would empower them to improve more and pass on the same lifelong learning culture to their students.

PROGRAM MECHANICS

The EEP's cornerstone as a strategic school improvement package is the professional development opportunities it provides teachers. The EEP makes it possible for all teachers in each school to train consistently and continuously throughout the year, covering over 100 training lessons, through weekly school-wide LAC⁴ training sessions:

- The school is assessed for its readiness to implement the EEP. This determines the school's potential for making year-round EEP training effective.
- The school is provided an EEP School Implementation Manual to guide the principal and the principal's assigned EEP Coordinator on how to properly administer the program.
- All teachers in the school are expected to participate in EEP training. They are each provided EEP Training Modules that cover all lessons to be tackled within the year.
- Teachers train using the innovative EEP 6R Training System.⁵
 - ▶ They READ and REFLECT on assigned topics at their own pace using their personal copies of EEP Training Modules and REINFORCE what they learned

⁴ LAC or Learning Action Cell, also referred to as Community of Practice (CoP) or Quality Circle, allows teachers to come together to share their knowledge and best practices. LACs are recognized as in-service training sessions by the Department of Education.

⁵ Annex A: EEP 6R Training System

through various enrichment activities provided.⁶

- ▶ They attend RELATE training sessions with their colleagues to discuss the assigned topics for the week, allowing them to collaborate and learn together—and learn from each other. A teacher is assigned to facilitate a training session using the EEP Guide provided for each lesson that makes it easier to make the training session more interactive, meaningful and effective.⁷
 - ▶ Teachers accomplish assigned RENDER activities that make them apply what they've learned from training—immediately—in class, so that what is learned isn't limited to stock knowledge, instead it's immediately translated to improvements in their class and, subsequently, in the performance of their students.
 - ▶ Teachers revisit each lesson several times to REFRESH on the topic to better ensure learning is retained for the long term.
- The school reports the training outputs and outcomes to their supervisor. Teachers may then get professional development credits for their efforts.

PROGRAM CURRICULUM

Designed to equip teachers with the knowledge and skills necessary for effective teaching and professional growth, the EEP Curriculum is a dynamic framework that encompasses a wide range of subjects.⁸

Covering all the domains and strands of the Philippine Professional Standards for Teachers (PPST),⁹ the EEP acts as a comprehensive guide, offering teachers a transformative pathway to professional growth and empowerment. With its flexible and adaptable

design, the curriculum allows teachers to continuously refine their own teaching strategies in order to meet the diverse needs of their students.

The EEP Curriculum is based on the following guiding principles:

- **Growth Mindset.** The EEP recognizes the importance of developing a growth mindset as part of the professional development of teachers and integrates it as an essential topic in various training lessons.
- **Holistic Learning.** The EEP recognizes the importance of holistic learning and its curriculum ensures that it covers critical areas that impact on the teacher's personal and professional development.
- **Iterative Learning.** The EEP recognizes the importance of iteration in learning and this is embedded in both the EEP training system and in various EEP lessons in order to improve training performance and ensure greater retention of knowledge.
- **Fun in Learning.** The EEP recognizes the importance of integrating fun in learning and makes an effort to present training lessons in a fun and creative way in order to improve training performance and promote fun in learning in the teachers' classrooms.
- **Collaboration.** The EEP recognizes the importance of developing a collaborative environment, among teachers and with other school stakeholders, and during EEP training, each teacher is made aware that collaboration means they make sure everyone else succeeds.
- **Community.** The EEP recognizes the importance of developing a sense of community, within the school and with the broader community, particularly in terms of the involvement of the family in the child's

6 Annex B: EEP Training Modules

7 Annex C: EEP Coordinators' Guides

8 Annex D: EEP Curriculum

9 Annex E: EEP Curriculum x PPST

education and in the affairs of the school, in promoting quality education for all.

- **Values Formation.** The EEP recognizes the importance of values formation in teacher development and includes values formation lessons in its curriculum, both as stand-alone values lessons and as topics integrated in other training lessons.
- **Lifelong Learning.** The EEP recognizes the importance of developing lifelong learning habits that lead to a lifelong learning culture among all teachers and students, with regular EEP training as a venue for transforming teachers into true lifelong learners.

The curriculum is structured to provide a balanced blend of pedagogical theory, practical classroom strategies and continuous professional development. The EEP provides over 100 lessons for teachers in the following key areas:

UPSKILLING FOR BETTER TEACHING AND LEARNING

- **Pedagogy**
- **Classroom Management**
- **Guidance and Counseling**
- **Teaching English**
- **Teaching Math**
- **Teaching Science**
- **Technology in Education**
- **Early Childhood Education**
- **Senior High School**

HUMAN RESOURCE DEVELOPMENT

- **Teacher Welfare**
- **Values Formation for Teachers**
- **Personal and Professional Development of Teachers**

COMMUNITY MOBILIZATION

- **Family and Community Involvement in Education**

HEALTH AND SAFETY

- **School Health**
- **School Safety**

ENVIRONMENT

- **Environment Education**

The EEP provides lessons in all of these areas through EEP Training Modules that are given to each teacher. These modules incorporate interactive learning experiences, case studies, collaborative discussions and reflective exercises, fostering a learner-centered approach.

By engaging with the EEP's holistic and comprehensive training curriculum, teachers can enhance their instructional practices, cultivate inclusive learning environments and empower their students to reach their full potential. By embracing the EEP's approach to empowerment, teachers become agents of positive change, driving excellence in education and shaping a brighter future for generations to come.

RISK IDENTIFICATION AND MITIGATION

The Educator Empowerment Program (EEP) recognizes the importance of ensuring its effective implementation in beneficiary schools, particularly, in ensuring the active participation of teachers for the duration of the program. Risk issues are addressed by the program through the following interventions:

- **Alignment with the DepEd Curriculum and Teacher Development and Monitoring Protocols.** The EEP curriculum is aligned with the Philippine basic education curriculum and the Philippine Professional Standards for Teachers (PPST) of the Department of Education (DepEd). The EEP 6R Training System is also designed to serve as a viable framework for effectively implementing DepEd's own Learning Action Cells (LACs) methodology for school-based in-service training.
- **Partnership with DepEd Field Offices.** The support and active cooperation of DepEd regional and division offices motivate beneficiary schools and teachers to properly implement the program. Thus, DepEd field offices are enjoined to serve as program partners to collaborate with on the effective year-round implementation in beneficiary schools, monitoring and evaluation, and recognition of teachers' participation in EEP training.

- **School Readiness Assessment.** Beneficiary schools are given the opportunity to assess their readiness to properly implement the program, particularly in terms of the school leadership's willingness to give priority to the empowerment of teachers through the EEP.
- **Technical Support.** Beneficiary schools are encouraged to coordinate with the Alchemy technical support team so that they can get the technical support they may require to address issues and improve the implementation of program activities.

EXPECTED IMPACT

While there are other efforts in teacher upskilling in the Philippines, the EEP is unique in its ability to level up the professional development of Filipino teachers:

- **EEP means more training opportunities for all teachers.** Existing teacher training programs, which give each teacher 2-3 training opportunities a year, are not enough to improve their skills as is required of them if they are to really address quality concerns. The EEP provides each teacher over 100 training lessons a year, covering key training areas critical to improving the quality of teaching and learning in the classroom.
 - **EEP means significant reduction in training cost.** One reason why teachers don't get enough training is because traditional training programs are expensive, since participation requires the school to shoulder the teachers' expenses for event registration, travel, and board and lodging, among others. The EEP brings down the cost, significantly, making it possible to retrain all teachers at the same time—in all 100+ lessons—to better ensure that all teachers in a school are improving in all critical areas.
 - **EEP means more effective teacher training.** The EEP eliminates the school's dependence on the cascading method, which is generally regarded as a less effective approach to teacher training. It also improves the school's capability to provide quality training using the communities of practice model—what is referred to locally as Learning Action Cells (LACs)—which often suffers from having quality concerns. Moreover, the EEP eliminates the tendency of schools to provide what are referred to as one-shot 'drive-by' or fragmented 'spray-and-pray' workshops that have been proven to have no statistically significant effect on
- **Creative System and Content.** EEP lessons are designed for readability, ease of use and efficacy in order to encourage teachers to enjoy the training process. With creativity and fun in learning in mind, EEP training is also designed to promote the active participation of all teachers in the affairs of the school. This also helps teachers appreciate the value of creativity and fun in teaching so they too can apply these in their class.
 - **Flexibility.** EEP is designed with flexibility in mind, allowing schools to train teachers based on their unique realities and needs. While schools are encouraged to conduct training as much as two hours a week, schools may choose to train less if they deem it more appropriate for them. Of course, they learn more if they train more!
 - **Affordability.** EEP is the affordable teacher development solution. Enrolling a teacher in the entire program—covering over 100 training lessons—costs less than sending that same teacher to one traditional training seminar or workshop. At the same time, as an all-in-one package, the EEP is a one-time cost. Schools need not worry about hiring speakers or resource persons, renting venues or travel expenses since everything can be done in school at no additional cost. This makes it possible for schools to train all teachers—in all 100 lessons—at the fraction of the cost of traditional training. EEP is the *SmartTraining* solution for schools.
 - **Sustainability.** EEP has proven to be an effective approach to train all teachers in a school for an entire year, primarily because teachers appreciate how easy it is to train—and learn—via the EEP 6R Training System and lessons from EEP Training Modules. Coupled with the low cost for the school, this makes EEP a highly sustainable teacher training solution for all schools.

student learning (Darling-Hammond et al., 2009). Through its innovative training methodology and its curated curriculum, the EEP empowers schools to do high-quality in-school teacher training year-round.

PROGRAM EFFECTIVENESS

Several studies have been conducted to determine the effectiveness of the EEP.

In 2016, a study to assess the effectiveness of the EEP was conducted in its pilot school, Aurora A. Quezon Elementary School, a public school in Quezon City with 73 teachers. After one year of EEP in-service training in the said school, data showed that EEP is effective:

- Teachers found EEP lessons useful (100%)
- Teachers applied what they learned in EEP training (84%)
- Teachers experienced positive changes (100%)
- Teachers changed their views on the teaching profession (98%)
- Teachers changed their views on teaching positively and innovatively (100%)
- Teachers changed their views on their role in the classroom and the community (100%)
- Teachers felt their teaching improved after EEP training (94%)

In 2018, an independent impact study was conducted in one beneficiary school, Betty Go-Belmonte Elementary School, a public school in Quezon City with 58 teachers. Results showed that the teachers gave high regard to EEP in terms of satisfaction and usefulness, enhancing their affective attitude and professional knowledge, and improving behavior and classroom practices. The study therefore proved that the EEP is effective in advancing the professional development of teachers:

SATISFACTION AND PROGRAM USEFULNESS

- Training was relevant to classroom needs (91.32%)
- Training helped teachers relate theory to practice (94.34%)
- Training encouraged teachers to think critically about their experiences in light of the new knowledge (92.84%)

- Training gave teachers the opportunity to apply what they learned (92.84%)
- Training was useful for teaching and professional development (93.96%)

AFFECTIVE ATTITUDE AND PROFESSIONAL KNOWLEDGE

- Training gave teachers a better understanding of teacher and student roles (91.32%)
- Training increased awareness of the characteristics and needs in class (92.84%)
- Training equipped teachers with knowledge of different learning styles (91.32%)
- Training equipped teachers with a variety of strategies to promote student engagement (90.94%)
- Training made teachers more knowledgeable on teaching on a day-to-day basis (93.20%)

BEHAVIOR AND CLASSROOM PRACTICES

- Training made teachers consider the needs of the individual learner (92.46%)
- Training improved students' performance (87.92%)
- Training made teaching less stressful for the teachers (84.90%)
- Training made teachers teach in a way that made students become confident in expressing their ideas (91.32%)
- Training served the personal well-being of teachers (94.34%)

In 2019-2020, a study was conducted to assess the effectiveness of the EEP in 68 beneficiary schools, covering lessons learned from their regular EEP Training Modules and a special EEP Training Module for the New Normal that was provided to help teachers cope with the teaching challenges during the pandemic. Data showed that the EEP proved to be useful to the teachers before and during the pandemic, with a high recommendation for it to be made available to more schools because of its ease of use, effectiveness and replicability:

- Teachers found the EEP useful to their teaching practice (97%)
- Teachers saw positive changes in themselves (98%)

- Teachers said that lessons learned from EEP training led to improvements in student performance (100%)

With all teachers in a school having learned together through the EEP, as shown in these studies, the program is proven to excel at advancing teachers' professional development—in a big way.

PROGRAM BENEFITS

a true game changer in education

The Educator Empowerment Program (EEP) offers a lot of benefits to both the program beneficiaries and program benefactors.

BENEFICIARY SCHOOLS AND COMMUNITIES

Beneficiary schools and communities benefit from the EEP in so many ways, including the following:

- They are given the opportunity to provide all teachers over 100 training lessons on critical areas that impact on teaching and learning, lessons that they otherwise don't get due to budget constraints and other limitations.
- They are given the opportunity to promote collaboration among teachers and all members of the school community.
- They are given the opportunity to better ensure outputs and outcomes from in-service training so that what is learned during training is immediately applied in the classroom.
- They are given the opportunity to develop a culture of lifelong learning among all teachers that would, in turn, allow them to cultivate the lifelong learning habit among their students.
- They are given the opportunity to improve the quality of teaching and learning by giving teachers the capacity to truly excel, especially in terms of their ability to teach well and in terms of instilling in them

the drive to become part of an inspired, motivated and professional teaching workforce.

- They are given the opportunity to be empowered to develop their own strategies and solutions to the problems and challenges they face on a daily basis and become true catalysts for change.
- They are given the opportunity to contribute to the attainment of true academic excellence and quality education for all Filipino children.

By doing EEP training regularly, for a whole year, beneficiary schools shall be able to empower all their teachers in so many high-value areas that are essential to improving teaching and learning in the classroom. This translates to significant and rapid improvement in both school and student performance.

BENEFACTORS

The EEP relies on the support of program partners, including local government units, corporate and institutional sponsors, civic organizations and individual patrons, to bring the EEP package to underfunded public schools. These program partners benefit from the EEP in so many ways, including the following:

- They are given the opportunity to co-brand the EEP as their own high-impact, high-visibility and highly innovative social development initiative.

- They are given the opportunity to provide a year-round professional development program for their selected beneficiary schools.
- They are given the opportunity to contribute to the improvement of teacher and school performance in their beneficiary schools.
- They generate goodwill from the beneficiary schools and their respective communities for contributing to the improvement of the quality of education in their schools.
- They are given prominent citation as program partner and benefactor of the EEP.

The program partner's participation in the EEP provides them with a strong social development initiative in the critical area of public education.

The EEP enables the program partner to directly impact on teacher development and on the quality of teaching and learning in the beneficiary schools, thus making the partner's involvement in education reform more notable and consequential. It enhances the program partner's stature as an advocate of education reform, particularly with beneficiary schools and communities, and also with the broader Filipino public.

PROGRAM COST

the best way to move forward

The Educator Empowerment Program (EEP) is made possible through the generous support of program partners who subsidize the cost of the EEP package on behalf of beneficiary schools. These benefactors recognize the significance of investing in a cost-effective strategic education reform intervention like the EEP and see it as a means of providing more meaningful support to public schools in their respective communities.

For local governments that recognize their own critical role in addressing the problem of quality of teaching and learning in their public schools, it makes sense to invest in the EEP on behalf of their schools. For corporate and institutional sponsors, the EEP represents a compelling CSR investment in education as well.

The EEP is a good investment for schools and their benefactors due to several reasons, including the following:

- **Transformative Nature of Teacher Empowerment.** By focusing on the professional development of teachers, the EEP has the potential to bring about transformative changes in the education landscape, with teachers empowered by the program to serve as catalysts for reform in their respective schools. In the school improvement process, teachers matter most.

- **Strategic Nature of EEP Reform.** By providing a strategic solution to the various problems and challenges at the school level, the EEP empowers schools to address all of these issues at the same time, instead of being limited to stopgap measures that have minimal impact on long-term school and student performance.
- **Affordability.** By dramatically reducing the cost of in-service training, both in terms of the cost of the EEP package and the elimination of additional costs associated with participation in traditional training events, the EEP is a cost-effective program. Moreover, there is the multiplier effect of investing on teachers, since schools—and students—benefit from these highly-trained teachers for many years.
- **Effectiveness.** By providing an innovative training system and a curriculum that are both proven to be highly effective in empowering teachers, the EEP stands out as a school improvement and reform package. Moreover, the EEP is proven to be sustainable and replicable in all types of K-12 schools.
- **Broad Impact.** By ensuring that its reform agenda provides solutions to a wide range of issues, both in terms of addressing quality concerns in education and reaching the true

potential of schools and school stakeholders in addressing the various needs of their community, the EEP empowers the school to implement sustainable reforms that impact the entire community.

- **Alignment with Core Values.** By providing program partners with the opportunity to take part in a program that aligns with their core values and institutional objectives, and by providing them with the opportunity

to enhance their reputation as socially responsible citizens, the EEP allows program partners to demonstrate their commitment to the betterment of education and society at large. It therefore allows them to build a stronger relationship with beneficiary communities.

The Educator Empowerment Program (EEP) stands as a remarkable example of meaningful giving in the field of education.

PROGRAM PROPONENT

we strive to become better than we are

The Educator Empowerment Program (EEP) is an education reform initiative of Alchemy Education Solutions. Alchemy pursues social development through education reform and the advancement of community empowerment in the areas of education, the environment, health and peace.

ALCHEMY EDUCATION SOLUTIONS

Established in 2014, Alchemy aims to empower communities to improve the quality of education in their schools, enabling them to meet the learning needs of children so that they can become productive citizens now and in the future.

Our Mission

Alchemy endeavors to empower communities to improve the quality of education in schools in order to meet the learning needs of all children and promote sustainable social development in a highly dynamic and challenging global environment.

Our Vision

Alchemy endeavors to realize its vision of quality teaching and learning in schools that will one day lead to an empowered citizenry and a truly empowered nation.

Our Core Values

INNOVATION

We believe in the power of innovation, particularly in our desire to provide meaningful and effective solutions to the needs of education. We are therefore committed to equip schools with innovative initiatives that would make quality education more accessible to all.

TRUE EMPOWERMENT

We believe in the power of empowerment—true empowerment—in addressing important social concerns. We are therefore committed to provide schools with true empowerment that would enable them to address these social concerns, particularly in the areas of education, the environment, health and peace.

THE PURSUIT OF EXCELLENCE

We believe in the power of the pursuit of excellence. We are therefore committed to provide products and services that are of the highest quality, in order to ensure that all our stakeholders, as well as the global community, benefit from our good work.

Alchemy is headed by its founder and Chair/CEO Carlos Valarao, the principal architect of the Educator Empowerment Program. A lifelong advocate of education reform, he had served as policy adviser of the Philippine education secretary, executive director of one of the oldest youth development organizations in the country, school administrator, and teacher of civics education and values formation.

His core team is led by Vice Chair/COO Jesus Lorenzo Mateo, who served as undersecretary of the Department of Education.

Advocacy and Stakeholder Relations is headed by Kenneth Tirado, who served as head of communications at the education department. Learning Innovations is headed by edtech specialists Gerard Teves and Ma. Victoria Pineda. Curriculum and Instruction is headed by Dinah Mindo, who served as regional director at the education department and was a recipient of the Professional Regulation Commission's Award for Teacher Education.

The late Dr. Fe Hidalgo, former head of the Department of Education, served as Alchemy program adviser and was instrumental in the development of the EEP as a continuing professional development program for teachers.

CALL TO ACTION

it takes a village

It's time for everyone to get involved to help bring the revolutionary Educator Empowerment Program (EEP) to public elementary and secondary schools throughout the country, especially those that do not have the wherewithal to avail of the EEP package on their own.

Philippine education requires more from schools and from teachers—if they are to really

They all share one common goal—to empower schools to provide quality education for the new generation of Filipinos.

CONTACT INFORMATION

For more information about the EEP and how you can bring the EEP to your community, you may reach Alchemy through—

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provide quality teaching and learning for all. Each child's ability to learn depends so much on how well the teacher performs inside the classroom. It's therefore time for you to empower them—and their schools—through the Educator Empowerment Program.

Be part of the EmpowerED movement—
Make the EEP your lasting legacy in Philippine education.

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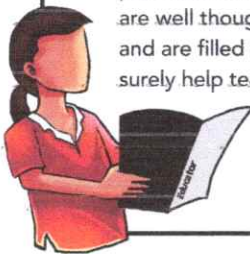


EEP 6R training system

By following these six simple steps, schools can ensure that their teachers maximize the benefits of the Educator Empowerment Program (EEP) as an out-of-the-box teacher training and school improvement solution—

1 READ

Teachers to read each EEP lesson, at their own pace and at their own convenience. All lessons are well thought out and easy to understand, and are filled with valuable insights that will surely help teachers in their professional careers and personal lives.



4 RELATE

Teachers share what they learned with their colleagues as part of their school-based in-service training sessions. EEP serves as the cornerstone of the strategic school improvement and reform agenda of the school.



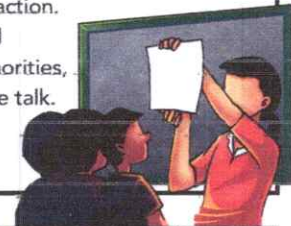
2 REFLECT

Teachers reflect on what they read. They connect the readings with their personal experiences as professional teachers so that they can make these readings relevant to their own teaching styles, practices and activities.



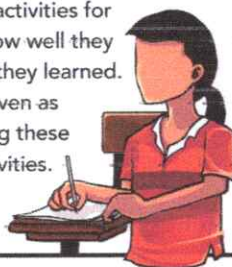
5 RENDER

Teachers apply everything they learned from each EEP training session in their respective classrooms—and beyond. This way, they get to put the words into action. With the guidance and support of school authorities, they can really walk the talk.



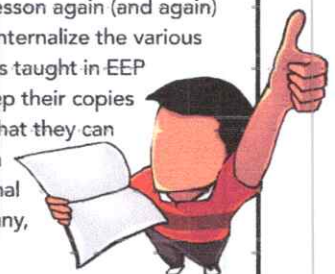
3 REINFORCE

Teachers accomplish the enrichment exercises and other reinforcement activities for each EEP lesson to see how well they learned and add to what they learned. They get to learn more, even as they have a fun time doing these simple reinforcement activities.



6 REFRESH

Teachers go over each lesson again (and again) so that they can better internalize the various empowerment strategies taught in EEP training. They get to keep their copies of the EEP modules so that they can continue to rely on them as a source of professional growth and pride for many, many years!



eep training modules

educator
empowerment
program



Why train teachers 100 times a year?

The answer is simple—there’s so much to learn. That is, of course, if we really want our teachers to improve and become truly empowered facilitators of learning. And as we’ve proven many times over, it can be done. The Educator Empowerment Program (EEP) is an effective way to give teachers an unprecedented 100 in-service training lessons a year. This is made possible through the EEP Training Modules given to all teachers in EEP beneficiary schools.

EEP TRAINING MODULES

Aligned with the innovative EEP 6R Training System, EEP Training Modules are an indispensable empowerment tool for schools that are serious about really moving forward in terms of school and student performance. Each of the six 64-page modules provided each teacher contains lessons in key areas of teaching and learning, including pedagogy, classroom management, guidance and counseling, technology in education, family and community involvement in education, and values formation for teachers, thus empowering teachers to become the school’s catalyst for rapid school improvement.

All EEP modules are concise and easy to understand. They’re loaded with lessons for teachers that are presented in full color, with lots of delightful artworks and illustrations, to make each one a fun and easy read for the teacher.

These modules are designed to be a collectible source of knowledge, one the teacher can turn to and rely upon to find solutions to everyday problems the encounter in school and, at their own convenience, internalize what it means to be a dynamic, effective and empowered educator.

The innovation of having EEP Training Modules as a key component of teachers’ continuing education is just one reason why the groundbreaking Educator Empowerment Program is your ultimate rapid school improvement package!



promoting a culture of learning

With over 100 training lessons a year, EEP helps develop a culture of lifelong learning among teachers that is essential to their personal and professional growth and to their ability to pass on the same lifelong learning habits to their students.

MODULES 1-6



eep coordinators' guides

educator
empowerment
program

Educator
INNOVATIONS IN EDUCATION

How can teachers train on their own?

The answer is simple—EEP makes it possible. And it makes it easy. The Educator Empowerment Program (EEP) is an effective way to give teachers an unprecedented 100 training lessons a year, which are provided through EEP Training Modules given to teachers of EEP beneficiary schools. These modules go hand in hand with their corresponding EEP Coordinators' Guides.

EEP COORDINATORS' GUIDES

EEP Coordinators' Guides optimize EEP empowerment training. Each of the six 36-page modules contain information that will help the schools' EEP coordinators ensure that they maximize the potential of EEP training in their respective schools.

All lesson guides define the rationale for taking up the lesson and who among teachers should take up a particular lesson. It also includes recommended training activities to make it easy for any teacher to facilitate training sessions—interactively and effectively. Finally, it provides recommended training outputs for each lesson, so it'll be easy for participants to apply what they learned in training to their respective classes.



This makes it easy for schools to conduct more Learning Action Cell (LAC) sessions (and they can better ensure that their in-school LAC sessions are more meaningful, memorable and effective).

The innovation of having EEP Coordinators' Guides as a key component to having an effective continuing professional development program for teachers is just one reason why the groundbreaking Educator Empowerment Program is your ultimate rapid school improvement package!

out-of-the-box

By providing a guide for EEP training facilitators, schools can conduct faculty-wide in-school training easily and effectively. And with teachers serving as training facilitators, they develop their skills as facilitators of learning, which certainly helps them teach better in the classroom.

GUIDES 1-6



eep curriculum

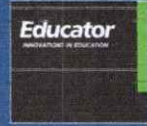
educator
empowerment
program



MODULES 1-6



pedagogy	creative teaching	introducing fun in teaching and learning	storytelling as effective pedagogy	experiential learning	constructivism	synthesis: defining your teaching style
classroom management	easy classroom management strategies	creating a positive classroom atmosphere	handling challenging classroom situations	handling large class sizes	building rapport with students	synthesis: defining your classroom management style
guidance and counseling	guidance and counseling basics for teachers	becoming a positive influence to your students	identifying and handling problem students	handling children with special needs	importance of developing self-esteem	synthesis: the teacher as counselor
family and community involvement in education		getting the family more involved in the child's school life	leveling up brigada eskwela to improve community involvement	maximizing the potential of the PTA for advancing school-home partnership	promoting a healthy school-home partnership	synthesis: the school-home partnership as school culture
school safety	field trip safety	canteen safety	safe school environment	first aid for schools	disaster preparedness for schools	synthesis: building a culture of safety
technology in education	what teachers need to know about tech in education	technology in the classroom	basic tech skills teachers should know	getting lessons from the internet	technology and the school	synthesis: the tech-savvy teacher
teacher welfare		anger management	stress management	financial well-being	personal and professional growth	synthesis: the successful teacher
values for teachers	meditations on social change	everyday tests of character teachers should pass	empowering the self	empowering the faculty	empowering the school	synthesis: the teacher as role model
early childhood care and development	developmentally appropriate practices (1)	developmentally appropriate practices (2)	importance of play in learning	daily routines	discipline	synthesis: what kind of teacher are you?
senior high school		pedagogy and andragogy for senior high school		classroom management for senior high school		career guidance
science	going beyond school science	effective pedagogies for science	subject mastery for teaching science	inculcating scientific attitudes and behaviors	practical applications of science	synthesis: the successful science class
math	removing obstacles to learning math	subject mastery for teaching math	effective pedagogies for math	differentiation in math	teaching techniques in solving math problems	synthesis: the successful math class
english	improving english skills through writing	teaching grammar effectively	helping students read more deeply	interactive learning in english class	teaching effectively with different literacies	synthesis: the successful english class
school health		nutrition and canteen food	promoting physical health	promoting mental health	promoting spiritual health	synthesis: the healthy child
environment education	climate change teaching the value of the environment	effects of climate change	making sense of environmental issues	global warming fossil fuels and renewable energy	biodiversity food and water	synthesis: advancing the green school's role in the broader community



ALIGNMENT WITH PROFESSIONAL STANDARDS

As a professional development platform, the Educator Empowerment Program (EEP) is designed to cover all seven (7) domains and corresponding strands of the PPST, thereby making it possible for teachers to significantly advance their professional development within a given training year.

PPST

PHILIPPINE PROFESSIONAL STANDARDS FOR TEACHERS

The Department of Education's Philippine Professional Standards for Teachers (PPST) defines teacher quality in the Philippines. It identifies the domains and strands that teachers must improve on in terms of level of knowledge, practice and professional engagement.

EEP

DOMAINS	STRANDS	EEP															
		PEDAGOGY	CLASSROOM MANAGEMENT	GUIDANCE AND COUNSELING	TECHNOLOGY IN EDUCATION	TEACH SCIENCE	TEACH MATH	TEACH ENGLISH	COMMUNITY AND FAMILY	SCHOOL SAFETY	SCHOOL HEALTH	EARLY CHILDHOOD	SENIOR HIGH SCHOOL	ENVIRONMENT	TEACHER WELFARE	TEACHER VALUES	PROFESSIONAL DEVELOPMENT
Content Knowledge and Pedagogy	Content knowledge and its application within and across curriculum areas	•	•	•	•	•	•	•			•	•	•				•
	Research-based knowledge and principles of teaching and learning	•	•	•	•	•	•	•			•	•	•				•
	Positive use of ICT	•		•					•								
	Strategies for promoting literacy and numeracy	•			•	•	•	•				•	•				•
	Strategies for developing critical and creative thinking, as well as other higher-order thinking skills	•	•	•	•	•	•	•				•	•	•	•		•
	Mother Tongue, Filipino and English in teaching and learning	•			•	•	•	•				•	•				
Learning Environment	Classroom communication strategies	•	•	•	•	•	•				•	•					•
	Learner safety and security		•	•	•					•	•	•	•	•			•
	Fair learning environment	•	•	•	•	•	•	•		•	•	•	•	•			•
	Management of classroom structure and activities	•	•	•	•	•	•	•		•	•	•	•	•			•
	Support for learner participation	•	•	•	•	•	•	•		•	•	•	•	•			•
	Promotion of purposive learning	•	•	•	•	•	•	•		•	•	•	•	•			•
Diversity of Learners	Management of learner behavior	•	•	•	•	•	•	•		•	•	•	•	•			•
	Learners' gender, needs, strengths, interests and experiences	•	•	•	•	•	•	•		•	•	•	•	•			•
	Learners' linguistic, cultural, socio-economic and religious backgrounds	•	•	•	•	•	•	•		•	•	•	•	•			•
	Learners with disabilities, giftedness and talents	•	•	•	•	•	•	•		•	•	•	•	•			•
	Learners in difficult circumstances		•						•					•			•
Curriculum and Planning	Learners from indigenous groups								•					•			•
	Planning and management of teaching and learning process	•	•	•	•	•	•	•			•	•	•	•			•
	Learning outcomes aligned with learning competencies	•	•	•	•	•	•	•			•	•	•	•			•
	Relevance and responsiveness of learning programs	•	•	•	•	•	•	•			•	•	•	•			•
	Professional collaboration to enrich teaching practice	•	•	•	•	•	•	•			•	•	•	•			•
Assessment and Reporting	Teaching and learning resources including ICT	•	•	•	•	•	•	•			•	•	•	•			•
	Design, selection, organization and utilization of assessment strategies	•	•	•	•	•	•	•			•	•	•	•			•
	Monitoring and evaluation of learner progress and achievement	•	•	•	•	•	•	•			•	•	•	•			•
	Feedback to improve learning	•	•	•	•	•	•	•			•	•	•	•			•
	Communication of learner needs, progress and achievement to key stakeholders	•	•	•	•	•	•	•			•	•	•	•			•
Community Linkages and Professional Engagement	Use of assessment data to enhance teaching and learning practices and programs	•	•	•	•	•	•	•			•	•	•	•			•
	Establishment of learning environments that are responsive to community contexts		•	•					•	•	•	•					•
	Engagement of parents and the wider school community in the educative process		•	•					•	•	•	•					•
	Professional ethics	•	•	•	•	•	•	•			•	•	•	•			•
Personal Growth and Professional Development	School policies and procedures	•	•	•	•	•	•	•			•	•	•	•			•
	Philosophy of teaching	•	•	•	•	•	•	•			•	•	•	•			•
	Dignity of teaching as a profession	•	•														•
	Professional links with colleagues	•	•	•	•	•	•	•			•	•	•	•			•
	Professional reflection and learning to improve practice	•	•	•	•	•	•	•			•	•	•	•			•
Professional development goals																•	



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