

RACHEL Teacher Training Workshop Report

Philippines – June 2025

Reporting Date: 16th July, 2025



Sponsored by:
D&D Educational Foundation

1. Introduction

This report provides a detailed account of the three-week RACHEL (Remote Area Community Hotspot for Education and Learning) Teacher Training Workshop held in the Philippines in June 2025. Sponsored by the D&D Educational Foundation, the training was designed to equip educators from underserved and remote communities with practical knowledge and skills to effectively utilize the RACHEL digital learning platform in their schools, with support from the Department of Education of the Republic of the Philippines. It's a **two-day RACHEL Training workshop** at **CB Mall, Urdaneta**. **Approximately 300 teachers** from a diverse array of schools equip them with the tools, strategies, and confidence to integrate the **RACHEL digital learning platform** into classroom instruction.

This initiative marked a pivotal moment in the national agenda to make quality digital education accessible in rural and underserved communities. **RACHEL (Remote Area Community Hotspot for Education and Learning)** is an innovative, offline server that provides access to educational content in areas without internet connectivity. This training marked a major step forward in building digital resilience among Filipino educators, ensuring that quality learning materials are accessible even in the most challenging environments.

2. Background

Access to quality education in many parts of the Philippines remains a challenge due to limited infrastructure, unreliable internet connectivity, and a lack of trained personnel in digital integration. The RACHEL initiative aims to bridge this gap by providing offline access to a wide range of educational content, including Khan Academy, Wikipedia, Kolibri, CK-12, Fantastic Phonics, and local curriculum resources etc.

The D&D Educational Foundation, in collaboration with the Department of Education of the Republic of the Philippines, designed this training program to build capacity among teachers from 15 schools in various provinces. These schools were selected based on need, potential for impact, and commitment from local education authorities.

3. Objectives of the Training

The training aimed to:

- Introduce teachers to the RACHEL server and its capabilities.
- Enhance teachers' digital literacy and confidence in using offline technology.
- Provide instructional strategies for integrating RACHEL content into teaching and learning.
- Create a support network of educators using RACHEL.
- Develop sustainable practices for RACHEL use and maintenance in schools.

4. School Deployments: Bringing RACHEL to the Classroom

Following the central conference, trainer teams were deployed to schools across the region for on-site support and coaching. These school visits focused on hands-on integration, technical guidance, and collaborative lesson development with teachers and school leaders. Schools visited included:

- Bangare Elementary School
- Kulangew Elementary School
- Severo L. Castulo Elementary School
- San Pedro Elementary School
- Lumayao Integrated School
- San Quintin Central School
- Ungib Elementary School
- Leet Elementary School
- Nilombot Elementary School
- Daroy Elementary School
- Pastoran Elementary School
- Sapinit Elementary School
- Don Luis Domingo Sr. Elementary School
- Gonzalo Elementary School
- Lagasit Elementary School

Each deployment ensured that the training transitioned from theory to practice, as teachers worked alongside trainers to enhance student engagement and learning outcomes using RACHEL.

5. Training Team Composition

The training was led by a team of experienced educators and RACHEL specialists from across Africa, demonstrating a powerful collaboration model from West, East, and South Africa:

- **Leon Z. Feris (Namibia)**
- **Bonface Masviru (Kenya)**
- **Jacklin John Seni (Tanzania)**
- **Ayana Mustapha Salifu (Ghana)**
- **Samuel Momoh (Sierra Leone)**

Mr. Samuel Momoh, who was expected to play a central role in facilitating a segment of the training, was unfortunately denied entry at the Manila airport by immigration authorities despite possessing a valid visa. This unexpected incident resulted in emotional and financial strain for Mr. Momoh, who had already invested heavily in the training preparation. He was closely monitoring the training process.

Recommendations

1. Review and verify all travel and immigration requirements well in advance for all facilitators.
2. Establish contingency plans to address potential travel disruptions.
3. Explore options to support affected personnel financially or emotionally in such cases.

Contingency Plans for Travel Disruptions

1. Early Verification and Documentation Check

- Conduct thorough verification of all travel documents (visas, permits, vaccination certificates, etc.) well in advance.
- Liaise with embassies or consulates to confirm entry requirements and any recent changes.
- Maintain a checklist for each traveler to ensure compliance.

2. Backup Facilitator or Trainer

- Identify and train an alternate facilitator who can step in at short notice if the primary person is unable to travel.
- Ensure the backup is fully briefed and has access to all training materials.

3. Remote Participation Capability

- Equip facilitators with tools and platforms (such as Zoom and MS Teams) to enable the remote delivery of their segments if physical presence is not possible.
- Test connectivity and interaction methods in advance to ensure a smooth remote facilitation experience.

4. Travel Insurance and Support

- Provide comprehensive travel insurance that covers cancellations, denied entry, and other disruptions.
- Establish a support team to assist travelers with last-minute issues, including contacting immigration or airlines.

5. Flexible Scheduling

- Build flexibility into the training schedule to accommodate delays or last-minute changes.
- Allow for rescheduling of key sessions if a facilitator's arrival is delayed.

6. Pre-Arrival Coordination

- Assign a liaison officer to coordinate with immigration authorities or airport officials ahead of arrival.
- Arrange for official letters or invitations that can be presented if questioned by immigration.

7. Financial Contingency Fund

- Set aside a contingency budget to cover unexpected expenses such as rebooking flights, accommodation changes, or compensation.

Implementing these contingency plans will help minimize disruption risks and ensure the training program proceeds smoothly even if travel issues arise.

6. Training Schedule and Methodology

The training was structured into three phases:

Week 1: Centralized Training in Manila (Days 1-2)

- Opening Ceremony and Orientation
- Introduction to RACHEL and Server Setup
- Navigation of Core Educational Content (General overview, Khan Academy, Kolibri, Wikipedia, CK-12, etc.)
- Hands-on Practice with Chromebooks
- Lesson Planning with RACHEL Content
- Group Activities and Collaborative Projects

Week 2: Provincial Cluster Training (Days 6-12)

- Participants returned to their home regions in clusters.
- Follow-up training sessions are held at the district level.
- Continued peer-to-peer support and coaching.
- Trainers visited selected provinces to provide in-person mentorship.

Week 3: School-Based Implementation and Support (Days 13-21)

- Teachers conducted model lessons using RACHEL in their classrooms.
- Trainers observed, gave feedback, and collected data.
- Reflection sessions were held with school heads and district officials.

Training employed a blended approach of workshops, simulations, role-plays, practical assignments, and coaching sessions to accommodate different learning styles.

7. Training Content and Resources

Training materials included:

- Chromebook
- Projector
- RACHEL Server
- Smart TV
- Printed handouts and evaluation tools

Topics covered:

- Understanding RACHEL: Infrastructure and Deployment
- Integrating RACHEL into Subject Areas (Math, Science, Literacy, etc.)
- Managing RACHEL Hardware and Software
- Creating Offline Digital Classrooms
- Monitoring and Evaluating Student Engagement

8. Key Observations & Insights

1. Technology Access:

Most schools are equipped with at least one Smart TV per classroom, and each school has received at least one RACHEL server. However, internet access remains minimal and unreliable, often limited to the principal's office. The combination of high costs and geographic factors contributes to this limitation, reinforcing the need for effective offline solutions like RACHEL.

2. Sound Systems:

Some schools are equipped with mobile sound boxes, useful for group instruction and flipped classrooms. However, many lack basic audio tools such as headphones and compact speakers, which are critical for individualized learning experiences.

3. Teacher Readiness and Enthusiasm:

Teachers across schools demonstrated strong motivation and openness to integrating RACHEL. With support from the Curriculum Development Department, which preloaded local

curriculum-aligned content on the servers, teachers began exploring new possibilities for content delivery, even in low-resource environments.

4. Recommendations for Optimization:

- For effective usage, RACHEL performs best with 15–20 concurrent users. To mitigate slowdowns, deploying one server per classroom is recommended.
- Kindergarten classrooms can operate effectively using shared screens connected to a central RACHEL server. Rugged tables and protective housing for devices are advised.
- The addition of customized Filipino content to KA Lite and expanded local storage space for user-generated materials would enhance relevance and sustainability.
- Teachers should be supported as local content curators, allowing schools to tailor educational content to meet local learning objectives.

9. Challenges Faced

- **Immigration Denial of Samuel Momoh:** A key facilitator was denied entry despite extensive preparation and valid documentation, leading to emotional stress, three days of medical treatment, and significant financial loss.
- **Language Barriers:** Some participants struggled with the English-based content; translation support was provided where possible.
- **Varying Digital Skills:** Teachers came with different levels of familiarity with technology; extra sessions were added to address this gap.

10. Key Outcomes

- 300 teachers were trained and certified in RACHEL usage.
- 15 schools received practical support in setting up and using RACHEL.
- Teachers began integrating offline content into lesson delivery.
- Peer learning groups and Facebook Messenger support channels were formed.
- Increased teacher confidence in handling digital tools.

11. Testimonials and Feedback

Teachers expressed high levels of satisfaction with the training, highlighting its relevance, practicality, and impact. Many noted that it was their first experience with such rich digital content and appreciated the offline nature of RACHEL.

Testimonial:

- "This training has opened my eyes to new possibilities. I used to think the internet was the only way to access knowledge, but now I know I can bring world-class education into my classroom without it." – Teacher from San Pedro Elementary School

Sustaining the Vision: Looking Ahead

To fully realize the transformative potential of this project by its third year, it is vital to empower teachers not only as users of digital content but as **creators and curators**. Strengthening local capacity, ensuring regular technical support, and building school-based RACHEL champions will contribute to a model of sustainability aligned with DepEd's educational reform priorities.

12. Recognition and Fellowship

In recognition of their contribution, all trainers were awarded certificates of appreciation, affirming their dedication to educational transformation through digital tools. Group photos captured the spirit of collaboration, featuring Dr. Dennis Bushman, Founder of the D&D Educational Foundation, alongside key partners, including Mdm Araceli S. Orante and Mdm Carmelita Tareno Yuzon, whose generosity and hospitality helped create a welcoming and productive environment.

13. Acknowledgments

Our sincere gratitude goes to:

- God Almighty, and the loving memory of The Late Mama Delia Bushman, who continues to inspire our work.
- Dr. Dennis Bushman, for his visionary leadership and generous support.
- Mdm Araceli S. Orante and her husband, for their warm hospitality.
- Mdm Carmelita Tareno Yuzon, for hosting our colleague Jackline and supporting the field team.
- Mdm Kim Sison, for her flawless organization and logistical coordination.
- Mr. Samuel Momoh, our Sierra Leonean colleague, whose inability to join us due to immigration issues was deeply felt. Samuel remains a vital contributor to training and is expected to participate in upcoming training in January to share his successful implementation experience from Sierra Leone.

14. The RACHEL Support Team

The RAST team brings together years of expertise in education technology, digital content delivery, and teacher training from across the African continent and beyond. Their collective mission is to promote inclusive, high-quality education through affordable and sustainable digital solutions.

15. Contact & Further Information

To learn more about the RACHEL project, access training materials, or explore future collaboration opportunities, please contact:

- Website: <http://d-deducationalfoundation.org/>
- Website: <https://worldpossible.org/>

This report celebrates the powerful collaboration among the D&D Educational Foundation, DepEd Philippines, and The RACHEL Support Team, reaffirming our collective mission to transform education through technology and empowering both teachers and students to shape a brighter, more equitable future.

16. Recommendations

- Proactive coordination with immigration authorities for future international trainers
- Translation and localization of RACHEL materials for non-English speakers
- Establishment of national RACHEL resource hubs in the Philippines
- Regular refresher training and peer mentoring programs

17. Note:

The 2025 RACHEL Teacher Training Workshop in the Philippines was a powerful demonstration of global collaboration, innovation, and resilience in education. Despite unexpected challenges, including the immigration denial of one of the lead facilitators, the program successfully empowered 300 educators and 15 schools with tools to bridge the digital divide.

We thank the D&D Educational Foundation for its unwavering support and vision. We also commend the training team, participating schools, and all stakeholders who contributed to the success of this initiative.

Report Prepared By:

The Team.

Leon Z Feris (Namibia)	
Samuel Momoh (Sierra Leone)	
Bonface Masviru (Kenya)	
Jacklin John Seni (Tanzania)	
Ayana Mustapha Salifu (Ghana)	

Please see photos below:

Leet Primary School (Teacher Session)



Lagasit Primary School



Leet Primary School



Nilombot Primary School





Teachers exploring RACHEL content at CB Mall Urdaneta



A Class Advisor at Daroy ES demonstrating the Adim portal and features on KALite



A class of Learners and a Class Advisor at Bangar ES taking Numeracy Lessons on *RACHEL*



Class Advisor and Learner signing onto Chromebooks at Botao Tebag ES



Jackline, and Principal, and a Class Advisor helped Learners sign up for Chromebooks at Batoa-Tebag ES

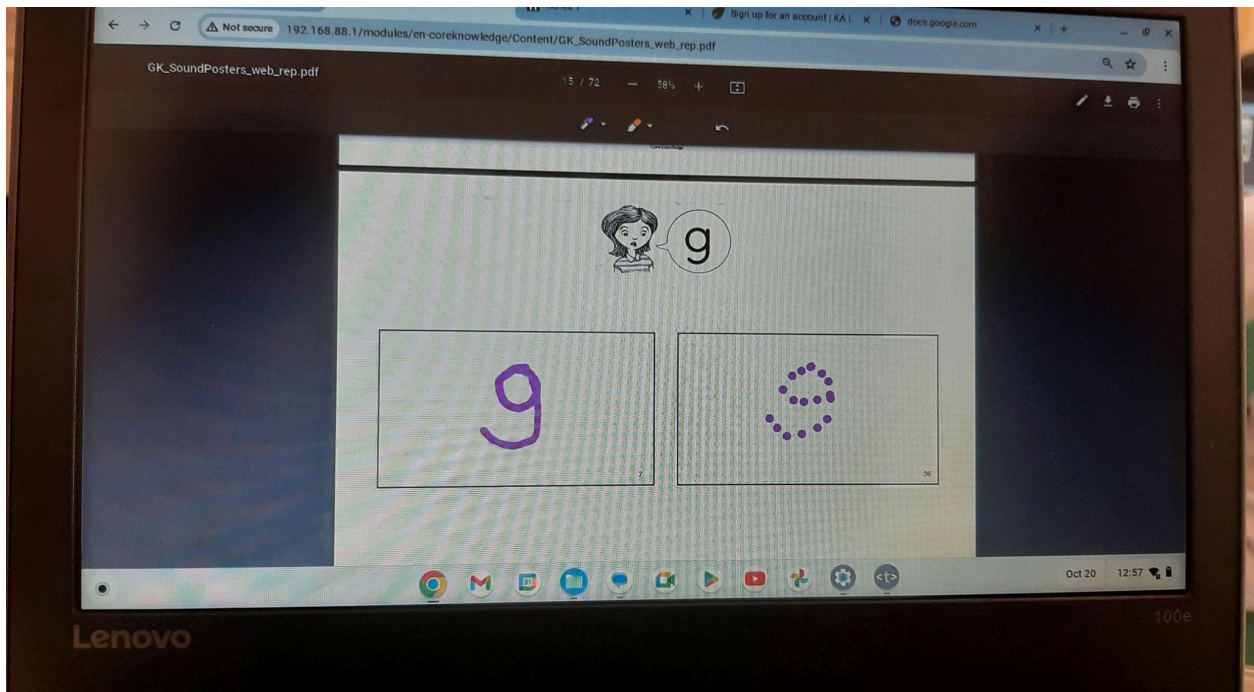


Learners connected and launched the RACHEL homepage and are ready to explore at San Pedro ES



Coding Maize on Blocky games with Jackline, our female Training facilitator from Tanzania at San Pedro

A San Pedro Class Advisor practicing Literacy exercise on Fantastic Phonics



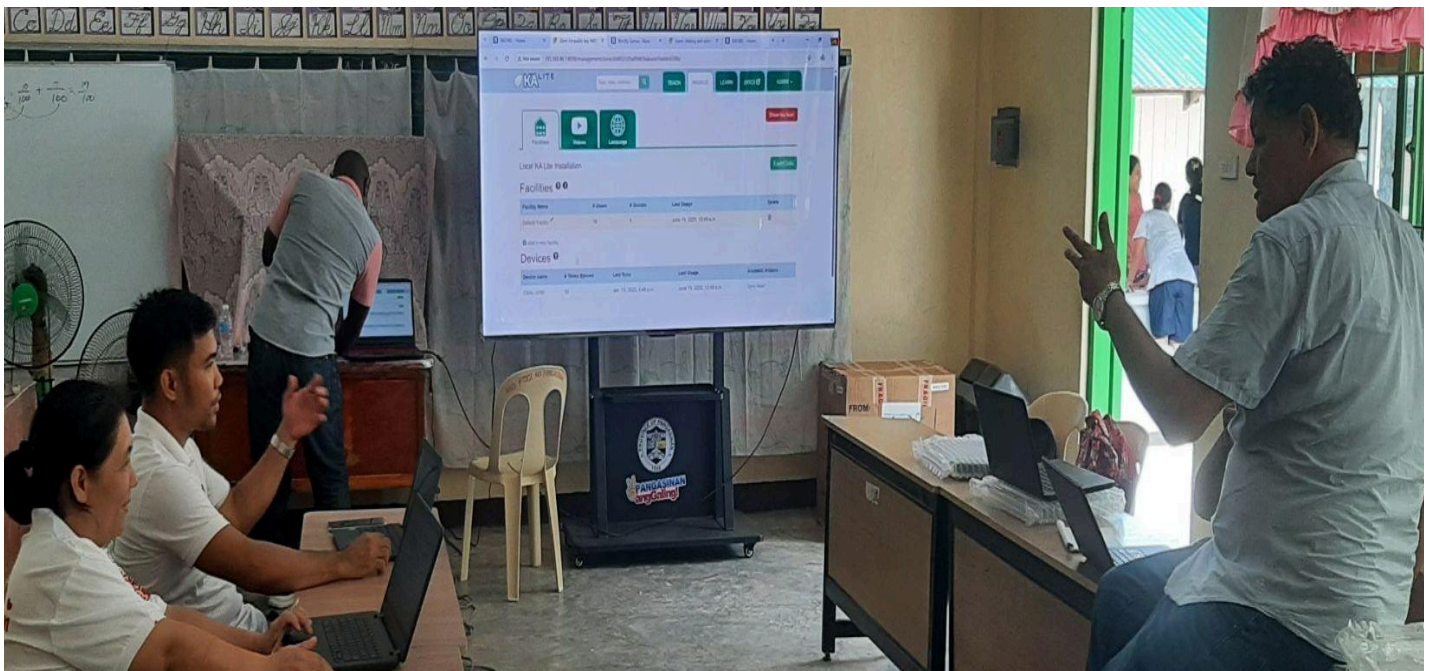
Her outcome of the engaging exercise.







Mr. Leon S Feris and Mr. Bonface M. Masaviru facilitating in-class teacher training on Admin duties at Sapinti



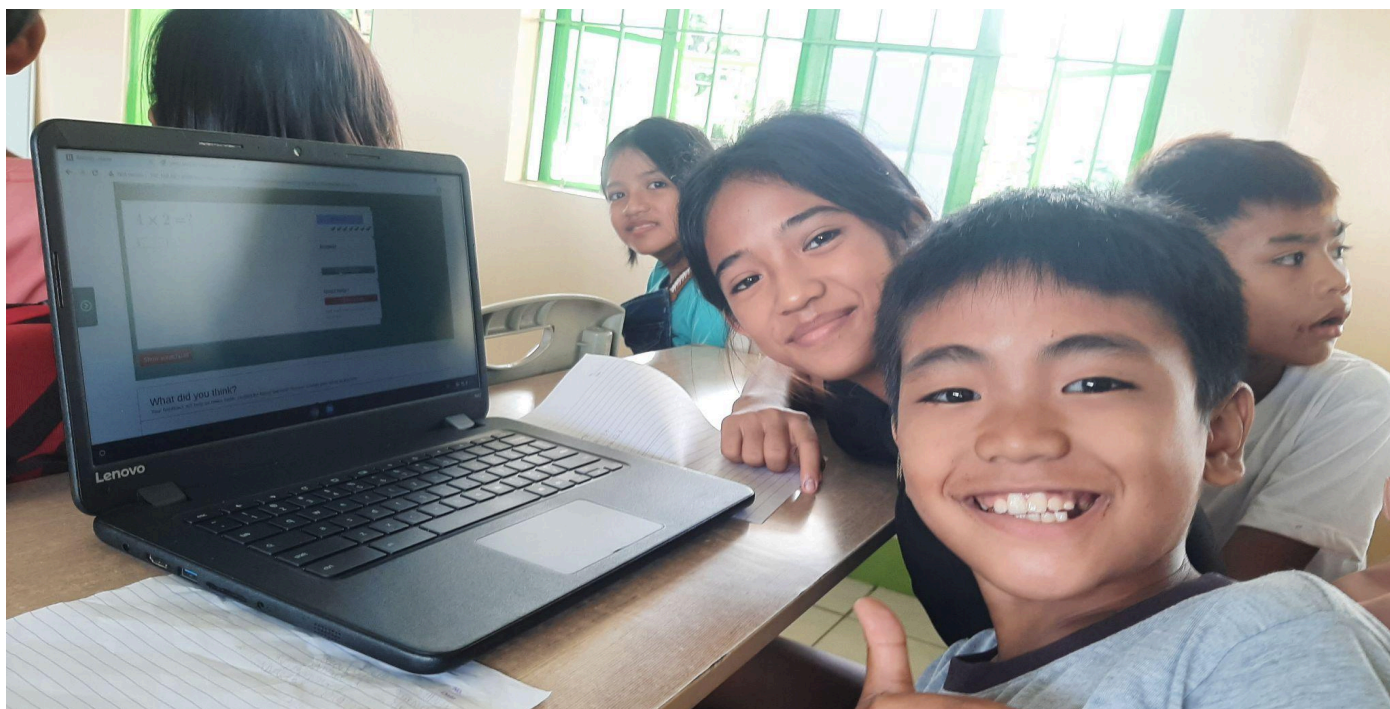


At Ungib ES, Learners and Class Advisor, had a blissful lesson modeling guided by Ayana Mustapha Salifu, a training facilitator from Ghana



Class Advisors supporting learners during lessons at Ungib ES

Learners in active lessons engagement at Ungib after support



It was a joyful Learner centered and engaging quiz time





At Severo S. Castulo, Learners engaged grade four, five and six were engaged





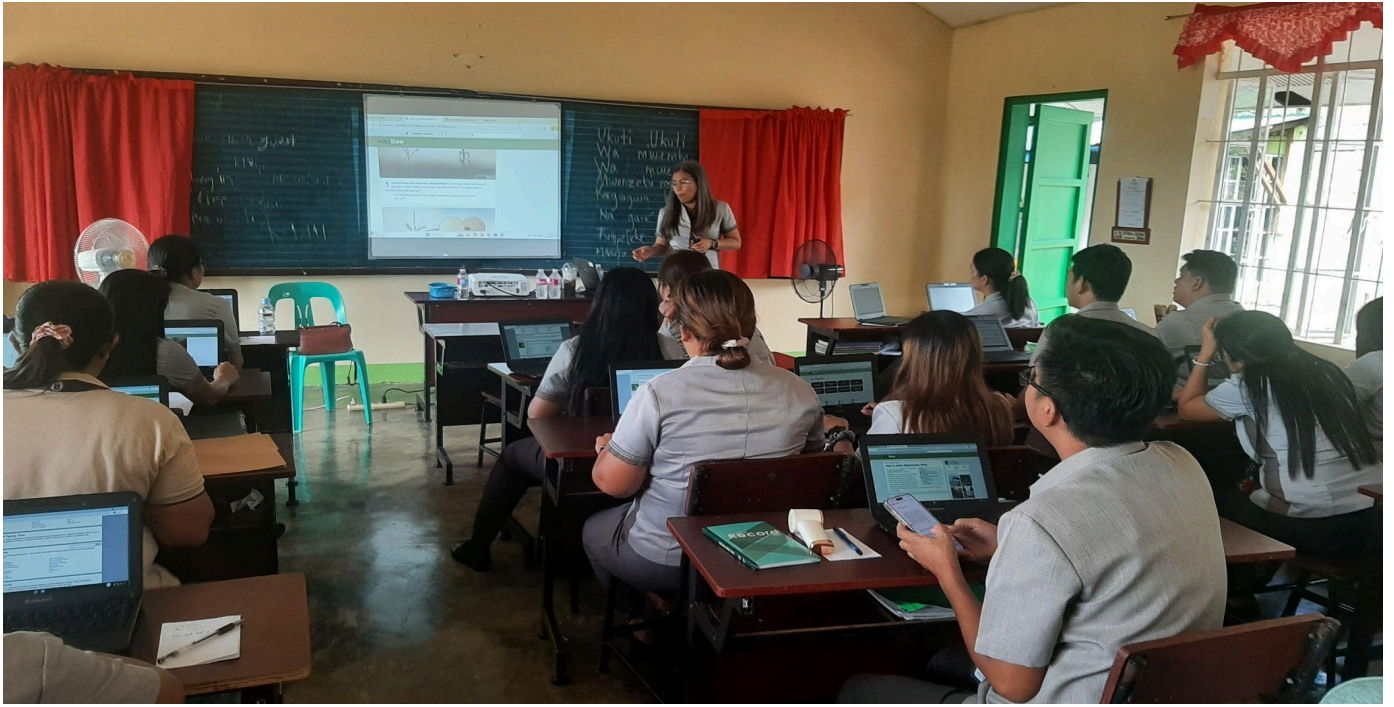
And the end was a success.



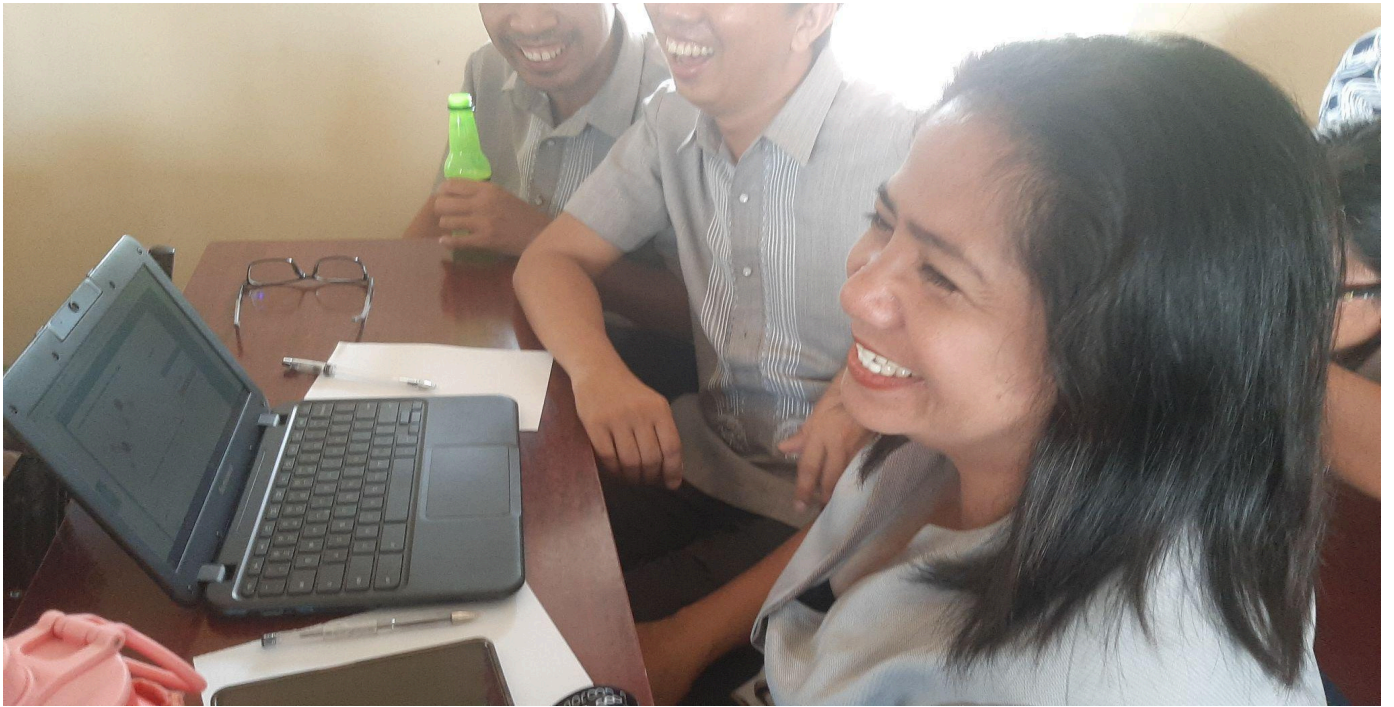


Engagement with Lumayao Integrated





Class Advisors session





Boniface, Jackline, Mrs. Araceli S. Orante, Carmelitta, Kim, Ayana Mustapha, Heidi, Dr. Bushman, Leon Feris, Lisa at CB Mall



Team with DepEd Official and some Class Advisors(Teachers)