

FROM DIASPORA KNOWLEDGE TO PHILIPPINE SCHOOL CAPACITY

A Bayanihan Teachers Framework for Mathematics Recovery, Educator Development, and Sustainable Knowledge Transfer Aligned with the CFO BaLinkBayan Diaspora-to-Development Framework

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ABSTRACT

The Philippines has long recognized that its global diaspora can contribute to national development through more than remittances and philanthropy. Professional knowledge, technical expertise, institutional experience, and transnational networks can also be mobilized as development resources when they are connected to identified Philippine needs through accountable local institutions. This white paper advances an education-sector application of that principle. It proposes a Bayanihan Teachers knowledge-mobilization framework through which the professional expertise of overseas Filipino educators can be documented, localized, transferred to Philippine teachers, tested in authorized school settings, evaluated through evidence, and progressively placed under Philippine leadership. The framework is aligned conceptually with the Commission on Filipinos Overseas (CFO) BaLinkBayan platform, which seeks to harness the knowledge, expertise, skills, networks, and resources of overseas Filipinos for Philippine development, and with the CFO LINKAPIL skills- and knowledge-transfer mechanism and Balik Turo education track. It is also consistent with Republic Act No. 11293, the Philippine Innovation Act, which establishes a Diaspora for Innovation and Development Program to mobilize high-level Filipino diaspora expertise for institutions and programs that need it. Using mathematics recovery as the initial application, the paper integrates the Academic Recovery and Accessible Learning (ARAL) Program, Learning Action Cells, school-based professional learning, family engagement, inclusive instruction, train-the-trainer development, and Philippine institutional control. The central argument is that diaspora knowledge transfer should be judged not by the number of seminars delivered, but by durable local capability: Philippine-adapted resources, trained local facilitators, school-based implementation routines, evidence-informed revision, and decreasing dependence on the original overseas contributor.¹²

Keywords: diaspora-to-development; BaLinkBayan; Bayanihan Teachers; mathematics recovery; knowledge transfer; train-the-trainer; Philippine education; teacher capacity; ARAL; Learning Action Cells

¹ Republic Act No. 11293, Philippine Innovation Act, sec. 18, "Diaspora for Innovation and Development," establishing a program to mobilize and tap high-level expertise of the Filipino diaspora and identify institutions or programs needing those skills. https://lawphil.net/statutes/repacts/ra2019/ra_11293_2019.html

² Commission on Filipinos Overseas (CFO), "BaLinkBayan," official Philippine government portal; and CFO, "Developing Bayanihan Through Diaspora Volunteering." The portal identifies Balik Turo as a teaching-volunteer track for Filipino professionals based overseas and describes LINKAPIL as a platform for diaspora knowledge and skills transfer. <https://balinkbayan.gov.ph/>; <https://balinkbayan.gov.ph/donate-and-volunteer/volunteer>

1. INTRODUCTION: DIASPORA KNOWLEDGE AS PHILIPPINE DEVELOPMENT CAPITAL

The scale and reach of the Filipino diaspora create an unusual national development asset: a large body of professionals who remain socially, culturally, and institutionally connected to the Philippines while accumulating specialized knowledge in different educational and professional environments. For decades, public discussion of overseas Filipino contribution has centered on remittances, investment, philanthropy, and eventual return. Those channels remain important, but they do not exhaust the value that mobility can generate. Professional knowledge can travel without being depleted. A lesson design can be replicated; a diagnostic protocol can be adapted; a coaching routine can be taught to multiple facilitators; and a locally improved resource can be preserved for later cohorts. Knowledge therefore has a multiplier property that financial assistance alone does not possess.

The Commission on Filipinos Overseas (CFO) has increasingly framed diaspora engagement in similarly multidimensional terms. BaLinkBayan describes itself as a one-stop online portal for diaspora engagement and states that it seeks to tap the knowledge, expertise, skills, networks, material resources, and financial resources of overseas Filipinos for the development of the Philippines. The platform also emphasizes partnerships between overseas Filipinos and local communities, reflecting a development model in which contribution is connected to concrete institutions and localities rather than remaining purely symbolic.³

For education, this policy direction raises an important question: how can the expertise of Filipino educators abroad be converted into capacity that remains useful inside Philippine schools? The answer cannot be a simple invitation to conduct occasional webinars. A webinar may transfer information, but it does not establish whether participants can apply the practice, whether the material fits the Philippine curriculum, whether a school can sustain the approach, or whether a second generation of educators can reproduce the knowledge independently. A serious diaspora-to-development model must therefore move from event-based volunteering to capability-building.

This white paper proposes such a model through Bayanihan Teachers, conceived as a knowledge-mobilization and coordination platform rather than an education authority. The framework uses mathematics recovery as its initial application because the Philippines has already placed mathematics learning recovery within a formal national intervention architecture. Republic Act No. 12028, the Academic Recovery and Accessible Learning (ARAL) Program Act, establishes a national intervention program for learners who are below minimum proficiency levels, including in mathematics. In May 2026, the Department of Education reported that the number of learners categorized as not or low proficient in mathematics had fallen from roughly 13 million at the beginning of School Year 2025-2026 to 6.8 million at the end, while also acknowledging the need to sustain recovery across later grade levels. The policy

³ Commission on Filipinos Overseas, "BaLinkBayan: About." BaLinkBayan describes itself as a one-stop online portal for diaspora engagement that taps the knowledge, expertise, skills, networks, material resources, and financial resources of overseas Filipinos for Philippine development. <https://balinkbayan.gov.ph/about>

problem, therefore, is not the absence of national intent. It is how to deepen school-level capacity so that diagnosis, intervention, teacher development, family engagement, and evidence review become increasingly reliable and sustainable.⁴⁵

2. THE CFO BALINKBAYAN DIASPORA-TO-DEVELOPMENT FRAMEWORK

BaLinkBayan provides an especially relevant Philippine policy analogue because it treats overseas Filipinos as development partners rather than as detached external actors. Its mission is to provide overseas Filipinos with a comprehensive guide for engaging in Philippine development through investment, philanthropy, technology expertise and skills exchange, and government services. Its vision emphasizes sustainable and long-term development through partnerships between overseas Filipinos and local communities.⁶

The programmatic significance is even clearer in the CFO's current volunteer and knowledge-transfer framework. The CFO identifies LINKAPIL (Lingkod sa Kapwa Pilipino/Link for Philippine Development) as one platform through which experts in the diaspora may contribute to national development through knowledge transfer. The agency explains that its Project Management Division works with local stakeholders on the matchmaking, coordination, and implementation of skills- and knowledge-transfer initiatives envisioned by overseas Filipinos. This structure is important because it recognizes that knowledge transfer requires more than identifying an expert. It also requires a recipient institution, a defined need, coordination, local implementation, and follow-through.⁷

Education is explicitly present within this ecosystem. BaLinkBayan identifies Balik Turo as a teaching-volunteer track through which Filipino professionals based overseas may share expertise with Filipino learners and teachers. The LINKAPIL skills-transfer materials likewise describe training and workshops through Balik Turo as mechanisms for addressing capability gaps in teaching, problem-solving, and literacy. This does not mean that every independently organized education initiative is part of Balik Turo or formally endorsed by the CFO. Rather, it establishes a clear Philippine policy precedent: overseas Filipino expertise can be mobilized deliberately for education-sector capacity development.⁸

The proposed Bayanihan Teachers framework is aligned with that principle. Alignment here is conceptual and programmatic, not a claim of formal sponsorship. The framework borrows the same development logic: identify useful diaspora expertise; match it to a documented

⁴ Department of Education, "DepEd, nagtala ng pag-angatsa literacy at numeracy sabuongbansa," May 6, 2026. DepEd reported that learners categorized as not or low proficient in mathematics declined from about 13 million to 6.8 million during School Year 2025-2026. <https://www.deped.gov.ph/2026/05/06/deped-nagtala-ng-pag-angat-sa-literacy-at-numeracy-sa-buong-bansa/>

⁵ Republic Act No. 12028, Academic Recovery and Accessible Learning (ARAL) Program Act, secs. 2-4. The law establishes a national learning intervention program for learners struggling in reading, mathematics, and science. https://lawphil.net/statutes/repacts/ra2024/ra_12028_2024.html

⁶ Commission on Filipinos Overseas, "BaLinkBayan: About," mission and vision. <https://balinkbayan.gov.ph/about>

⁷ Commission on Filipinos Overseas, "Developing Bayanihan Through Diaspora Volunteering." The CFO describes LINKAPIL as a platform through which diaspora experts may contribute through knowledge transfer and states that its Project Management Division assists with matchmaking, coordination, and implementation. <https://balinkbayan.gov.ph/donate-and-volunteer/volunteer>

⁸ Commission on Filipinos Overseas, BaLinkBayan, "Balik Turo"; and "LINKAPIL Donations - Skills Transfer." BaLinkBayan describes Balik Turo as a teaching-volunteer track for Filipino professionals based overseas, while the LINKAPIL skills-transfer page identifies teaching, problem-solving, and literacy among areas addressed through training and workshops. <https://balinkbayan.gov.ph/>; <https://balinkbayan.gov.ph/donate-and-volunteer/donate/linkapil-donations>

Philippine educational need; place implementation under Philippine institutions; transfer knowledge through organized professional activity; and measure whether local capacity improves. This approach protects both national ownership and practical usefulness.

The BaLinkBayan experience with local governments also reinforces the importance of localization. As of 2026, the platform lists numerous provincial, city, and municipal government partners, including Aklan, and recent CFO initiatives in Laoag and Palawan have emphasized localized frameworks, capacity building, knowledge exchange, and active participation of non-resident Filipinos in local development. For education, this suggests that diaspora contribution is strongest when attached to a specific school, division, professional community, or local partnership with authority to act on the knowledge received.⁹

Table 1. Translating BaLinkBayan Diaspora-to-Development Principles into an Education-Sector Framework

BaLinkBayan / diaspora-development principle	Bayanihan Teachers education-sector translation
Mobilize overseas Filipino expertise	Identify educators with relevant, documented professional knowledge.
Connect contribution to Philippine need	Match expertise to a school, division, professional group, or locally identified learning problem.
Skills and knowledge transfer	Use applied professional learning, coaching, resource development, and train-the-trainer preparation.
Local partnership	Require Philippine institutional participation, review, and authorization.
Sustainable contribution	Build local facilitators, reusable resources, and second-generation trainers.
Development accountability	Document outputs, implementation evidence, local adaptation, and continuity.

3. THE PHILIPPINE POLICY BASIS FOR DIASPORA KNOWLEDGE MOBILIZATION

The policy logic underlying BaLinkBayan is reinforced by Republic Act No. 11293, the Philippine Innovation Act. Section 18 establishes the Diaspora for Innovation and Development Program to enable the country to mobilize and tap the high-level expertise of the Filipino diaspora in pursuit of innovation and development. The law directs the National Innovation Council to develop an inventory of skills and talent requirements and identify the institutions or programs needing them as a basis for inviting diaspora participation. This is a powerful

⁹ Commission on Filipinos Overseas, "Local Government Partners" (listing Aklan among BaLinkBayan partners), <https://balinkbayan.gov.ph/national-services/local-gov-partners>; see also CFO, "CFO and LGU Laoag Collaborate to Build Localized Framework for Non-Resident Filipinos," July 13, 2026, and "CFO, Palawan LGU to Harness Non-resident Filipinos in Local Economic Development," August 4, 2026, at <https://balinkbayan.gov.ph/>.

design principle because it begins with Philippine demand rather than with the availability of a speaker.¹⁰

Applied to education, the same sequence would ask: What capacity gap exists? Which Philippine institution has responsibility for that gap? What kind of expertise is relevant? How should the knowledge be transferred? What evidence would show that capacity has improved? This demand-led orientation prevents diaspora engagement from becoming performative. It also avoids the assumption that foreign experience is inherently superior. The value of diaspora expertise lies in whether it can be translated into solutions that Philippine educators judge relevant, feasible, and consistent with local standards.

Republic Act No. 9155, the Governance of Basic Education Act of 2001, supplies the institutional counterpart. The law identifies the school as the heart of the formal education system, establishes shared governance, encourages local initiatives, and provides that programs and services should be adapted to fit local needs. The implication for diaspora knowledge transfer is straightforward: the school and its authorized supervisory structures remain the center of implementation. An external network may contribute resources and expertise, but it should not displace the authority of the school head, Schools Division Office, Department of Education, or other Philippine bodies.¹¹

This distinction is essential to the legitimacy of the Bayanihan Teachers model. The framework does not propose an externally managed curriculum. It proposes a channel through which knowledge can enter Philippine professional review, be adapted to local circumstances, and be used only when accepted by the relevant institution. In this architecture, diaspora contribution is contributory rather than controlling.

4. DEJERON'S PROFESSIONAL KNOWLEDGE AS A TRANSFERABLE EDUCATIONAL RESOURCE

A knowledge-transfer framework is credible only if the contributor possesses a coherent body of knowledge that can be translated into practice. Ma. Fe M. Dejeron's professional and research record reflects sustained work in mathematics intervention, inclusive instruction, assessment, teacher support, family engagement, and instructional coordination. Her 2025 publications include work on mathematics achievement recovery and equity and on scalable instructional coordination for mathematics intervention, as well as Philippine-focused studies on parenting and academic performance and on the experiences of special education teachers.¹²

The mathematics-focused work contributes two useful design ideas. First, learner recovery should connect assessment to action: diagnostic information must identify specific prerequisite gaps, misconceptions, or access barriers that can guide targeted instruction. Second,

¹⁰ Republic Act No. 11293, Philippine Innovation Act, sec. 18. https://lawphil.net/statutes/repacts/ra2019/ra_11293_2019.html

¹¹ Republic Act No. 9155, Governance of Basic Education Act of 2001, secs. 2-7. The statute identifies the school as the heart of the formal education system, establishes shared governance, and directs that programs and services be adapted to local needs. https://lawphil.net/statutes/repacts/ra2001/ra_9155_2001.html

¹² Ma. Fe M. Dejeron, "The National Mathematics Achievement Recovery and Equity Framework (NMAREF)," *International Research Journal of Education and Technology* 8, no. 10 (2025): 266-275; Ma. Fe M. Dejeron, "Bridging the Gap: Scalable Instructional Coordination Model for Math Intervention (ICMMI) in U.S. Public Schools," *International Research Journal of Education and Technology* 8, no. 10 (2025): 254-265; Ma. Fe M. Dejeron, "Parenting Styles and Academic Performance," *Pantao* 4, no. 4 (2025): 5263-5272; and Ma. Fe M. Dejeron, "Stressors, Coping Strategies, Support and Job-Satisfaction of Special Education Teachers in the New Normal Set Up," *Pantao* 4, no. 3 (2025): 5049-5057.

intervention requires coordination. Assessment, tutoring, classroom instruction, teacher learning, family communication, and progress monitoring cannot operate as unrelated activities if schools are expected to sustain improvement over time.

Dejeron's Philippine study on parenting styles and academic performance adds a local family-engagement dimension. Conducted among 120 Grade 8 learners at Melchor Memorial School, Inc. in Ibajay, Aklan, the study found that respondents who perceived authoritative parenting - characterized by warmth, responsiveness, and clear expectations - generally showed stronger academic performance, and it emphasized collaboration among parents, teachers, and school administrators. The appropriate educational implication is not to classify or judge families. It is to recognize that learning interventions work within home-school relationships and should include low-burden communication that helps families understand goals, routines, attendance expectations, and available support.¹³

Dejeron's research on special education teachers contributes a complementary principle: the adults who deliver intervention require support. In a Philippine sample of 31 special education teachers from public and private schools, the study documented workload and stress concerns while identifying administrative availability, encouragement for professional growth, constructive feedback, direct help with work tasks, and collegial support as important protective factors. A mathematics-recovery initiative that merely adds meetings, data entry, tutoring hours, and reporting requirements may therefore undermine the very teacher capacity it seeks to strengthen. The transfer model should instead reduce duplication, clarify roles, provide shared resources, and embed professional learning into existing school structures.¹⁴

These strands can be organized into four transferable knowledge domains: mathematics diagnostic practice; targeted mathematics intervention; inclusive instructional design; and implementation capacity involving coaching, professional collaboration, family communication, and evidence review. The goal of the Bayanihan Teachers platform is not to present these domains as proprietary expertise. It is to make them discussable, adaptable, testable, and progressively owned by Philippine educators.

5. BAYANIHAN TEACHERS AS KNOWLEDGE-MOBILIZATION INFRASTRUCTURE

One of the persistent weaknesses of professional volunteering is fragmentation. A skilled educator may deliver an excellent seminar, distribute slides, and answer questions, but the value often remains tied to the event. Materials are stored on personal devices, adaptations are not documented, new teachers cannot easily access the learning, and there is no institutional memory. Bayanihan Teachers can address this weakness by serving as knowledge-mobilization

¹³ Ma. Fe M. Dejeron, "Parenting Styles and Academic Performance," *Pantao: The International Journal of the Humanities and Social Sciences* 4, no. 4 (2025): 5263-5272. <https://doi.org/10.69651/PIJHSS0403488>

¹⁴ Ma. Fe M. Dejeron, "Stressors, Coping Strategies, Support and Job-Satisfaction of Special Education Teachers in the New Normal Set Up," *Pantao: The International Journal of the Humanities and Social Sciences* 4, no. 3 (2025): 5049-5057. <https://doi.org/10.69651/PIJHSS0403468>



infrastructure: a shared system for curation, matching, professional exchange, trainer development, and documentation.

The first function is a Digital Knowledge Hub. Instead of repeatedly recreating materials, approved users could access organized diagnostic templates, misconception maps, intervention lesson banks, LAC facilitation guides, coaching rubrics, parent communication tools, implementation checklists, short professional-learning recordings, and locally developed adaptations. Each resource should identify its intended grade band, competency area, intended user, date of revision, Philippine reviewer, and implementation status. Version control matters because a resource that changes through local testing should preserve a transparent history of revision.

The second function is professional matching. Diaspora contribution should begin with a defined educational problem, not with the availability of a speaker. Bayanihan Teachers can maintain a roster of educators by field of expertise and connect them only to requests that fit their experience. A school needing help with diagnostic mathematics intervention should be matched with a mathematics intervention practitioner; a school seeking support for inclusive mathematics instruction should be connected with expertise in accessibility and differentiated learning. This echoes the matching and coordination role that the CFO describes within LINKAPIL knowledge-transfer initiatives.¹⁵

The third function is train-the-trainer development. A sustainable network should not maximize attendance at the first webinar. It should prepare a smaller number of Philippine educators who can demonstrate a practice, facilitate professional discussion, observe implementation, interpret evidence, and coach peers. The training requirement should therefore be applied rather than attendance-based. A prospective trainer might be required to conduct a microteaching session, facilitate a Learning Action Cell discussion, review sample learner data, adapt a resource, and produce a short implementation plan.

The fourth function is documentation. Every substantial knowledge-transfer cycle should leave behind professional artifacts: localized materials, trainer outputs, LAC records, coaching reflections, implementation notes, revised lessons, and decisions about continuation. This documentary trail turns knowledge transfer from an aspiration into an auditable professional process.

The fifth function is institutional memory. Teachers transfer schools, leaders rotate, volunteers become unavailable, and short-term projects end. A durable network must preserve what has been learned beyond any one person. The platform should therefore be judged partly by whether knowledge remains accessible and usable when the original contributor is no longer directly involved.

¹⁵ Commission on Filipinos Overseas, "Developing Bayanihan Through Diaspora Volunteering," describing the Project Management Division's role in matching diaspora expertise with local stakeholders and coordinating knowledge-transfer initiatives. <https://balinkbayan.gov.ph/donate-and-volunteer/volunteer>

6. LOCALIZATION AND PHILIPPINE INSTITUTIONAL CONTROL

The most important safeguard in diaspora knowledge transfer is localization. Professional practices developed in one educational environment cannot simply be imported into another and assumed to work. Curriculum expectations differ. Class sizes, schedules, languages, staffing, access to technology, family circumstances, and school governance differ. A sound transfer process must therefore include a formal stage in which Philippine educators determine whether a proposed resource is relevant, feasible, culturally appropriate, and consistent with local policy.

The Enhanced Basic Education Act of 2013 reinforces the importance of learner-centered, inclusive, and contextualized education and of teacher preparation for effective implementation. In a diaspora knowledge-transfer framework, these principles mean that no external resource should acquire authority merely because it comes from international professional experience. Philippine teachers and institutions should decide whether to use it, how to revise it, and whether it improves practice.¹⁶

A practical localization protocol can use five questions. First, curriculum fit: does the material address competencies recognized by the Philippine curriculum? Second, context fit: can it be implemented within actual class size, instructional time, staffing, connectivity, and resource conditions? Third, cultural and linguistic fit: are examples, communication patterns, and parent-facing materials understandable and locally appropriate? Fourth, equity and accessibility: can learners with disabilities, limited connectivity, or constrained household resources participate meaningfully? Fifth, professional approval: do the Philippine educators responsible for implementation judge the resource appropriate and useful?

The governing rule should be explicit: a resource does not become a Philippine instructional resource merely because it has been contributed by an overseas professional or uploaded to a platform. It becomes usable only after appropriate Philippine review, contextualization, and institutional authorization. This rule protects national ownership, learner welfare, and professional integrity.

Institutional control should likewise remain clear. Bayanihan Teachers may coordinate, but it should not select curriculum standards, compel school participation, classify learners, approve public spending, determine teacher assignments, or access protected learner information without lawful authority. Those functions remain with Philippine institutions. The platform contributes knowledge and coordination; Philippine authorities retain decision rights.

7. MATHEMATICS RECOVERY AS AN INITIAL APPLICATION

Mathematics recovery offers a concrete domain in which the diaspora-to-development model can be tested. The ARAL Program Act establishes a national learning intervention program for

¹⁶ Republic Act No. 10533, Enhanced Basic Education Act of 2013, including the law's learner-centered, inclusive, contextualized, and flexible curriculum principles and teacher-development provisions. https://lawphil.net/statutes/repacts/ra2013/ra_10533_2013.html

learners who are struggling, including that below minimum proficiency in mathematics. It provides a policy foundation for structured, targeted support rather than indiscriminate remediation.¹⁷

DepEd's 2026 Summer Remediation Program further illustrates the operational direction of current policy. The ARAL Summer-Mathematics program was designed as a 20-day tutorial intervention focused on foundational mathematics skills through targeted instruction and structured practice addressing identified learning gaps. This emphasis on targeted support, defined competencies, trained facilitators, and monitoring aligns naturally with the knowledge-transfer framework proposed here.¹⁸

The diaspora contribution should therefore strengthen the professional practices that make existing Philippine policy effective at school level. A teacher should be able to interpret a diagnostic pattern, identify which prerequisite skill is blocking current learning, choose an appropriate intervention target, group learners flexibly, provide instruction at sufficient frequency, and review whether the learner is progressing. The contribution is not a new national program. It is capability that helps schools implement learning recovery with greater coherence.

A practical school-based mathematics intervention cycle may proceed through five recurring moves: diagnose; prioritize; intervene; review; and adjust. Diagnostics should identify specific learning needs. Prioritization should focus on a manageable number of prerequisite competencies. Intervention should use small-group or differentiated support aligned with those needs. Review should examine learner work and participation. Adjustment should change grouping, task design, pacing, or dosage based on evidence.

This approach is especially important because the 2026 national recovery data show both progress and remaining need. DepEd reported a substantial decline in learners categorized as not or low proficient in mathematics but also noted that learning recovery must be sustained across higher grade levels. A knowledge-transfer initiative can therefore contribute most effectively by strengthening the school routines that convert assessment information into timely and focused instructional action.¹⁹

8. LEARNING ACTION CELLS AS THE SCHOOL-BASED TRANSFER ENGINE

The framework does not require Philippine schools to create an entirely new professional-learning structure. DepEd Order No. 35, s. 2016 establishes the Learning Action Cell (LAC) as a school-based continuing professional development strategy and professional learning community intended to improve teaching practice and learner achievement. LACs therefore

¹⁷ Republic Act No. 12028, Academic Recovery and Accessible Learning (ARAL) Program Act.
https://lawphil.net/statutes/repacts/ra2024/ra_12028_2024.html

¹⁸ Department of Education, DepEd Order No. 10, s. 2026, Summer Remediation Program guidance. ARAL Summer-Mathematics is described as a 20-day tutorial program using targeted instruction and structured practice to address identified learning gaps.
https://www.deped.gov.ph/wp-content/uploads/DO_s2026_010r.pdf

¹⁹ Department of Education, "DepEd, nagtala ng pag-angatsa literacy at numeracy sabuongbansa," May 6, 2026.
<https://www.deped.gov.ph/2026/05/06/deped-nagtala-ng-pag-angat-sa-literacy-at-numeracy-sa-buong-bansa/>

provide an existing mechanism through which diaspora-contributed knowledge can be discussed, tested, localized, and improved.²⁰

The role of Bayanihan Teachers within a LAC-centered system should be supportive rather than directive. The platform may supply a diagnostic guide, a short, recorded demonstration, a coaching protocol, or access to a subject-matter contributor. The school head, LAC leader, and participating teachers determine whether the resource fits local needs and what question the session should address. The most useful LAC discussions are anchored in real learner work and real implementation problems, not generic presentations.

A mathematics-focused LAC cycle might examine why learners are repeatedly confusing operations with fractions, how a proportion task can be represented more clearly, whether intervention groups are too large, how to adapt a task for a learner with a disability, or why attendance is undermining intervention dosage. Each session should produce a small professional artifact: a revised lesson sequence, a modified diagnostic item, a better parent explanation, a new grouping decision, or a short coaching note. Over time, these artifacts accumulate into a locally owned intervention toolkit.

This repeated cycle is the bridge between knowledge sharing and professional capacity. An overseas contributor may introduce an idea, but Philippine teachers make it operational by applying it, observing results, discussing limitations, and revising it. That is the point at which diaspora knowledge becomes Philippine professional knowledge.

9. TRAIN-THE-TRAINER DEVELOPMENT AND THE MULTIPLIER EFFECT

The train-the-trainer model is the central sustainability mechanism of the proposed framework. A one-person service model has a natural ceiling: the contributor can reach only as many people as time allows. A trainer-development model changes the unit of impact. The initial objective is not to reach the largest possible audience but to develop a small cohort of Philippine educators capable of transferring the practice themselves.

Three levels provide practical progression. A Participating Educator completes the core professional-learning modules and demonstrates classroom application. A School Mathematics Facilitator can model the practice, lead a LAC discussion, support basic evidence review, and help peers adapt resources. A Philippine Trainer-Mentor can prepare additional facilitators, support implementation beyond one school, and contribute locally generated materials to the shared resource bank.

The maturity of the system can therefore be observed through a leadership transition: contributor-led, then jointly facilitated, then Philippine trainer-led, and finally institutionally sustained. A network that remains permanently dependent on the original overseas contributor

²⁰ Department of Education, DepEd Order No. 35, s. 2016, "The Learning Action Cell as a K to 12 Basic Education Program School-Based Continuing Professional Development Strategy for the Improvement of Teaching and Learning," June 7, 2016. https://www.deped.gov.ph/wp-content/uploads/2018/10/DO_s2016_035.pdf

has not completed the transfer. By contrast, a network in which local trainers prepare succeeding cohorts demonstrates that knowledge has moved from personal expertise to institutional capacity.

This multiplier effect also clarifies the developmental value of diaspora knowledge. The benefit should not be measured solely by the number of learners directly reached by one professional. One contributor may help prepare ten local trainers; those trainers may support fifty teachers; those teachers may serve successive groups of learners; and the resources created may remain available for later use. The numbers in any actual program should be determined by participating institutions, but the principle is clear: capacity-building multiplies professional reach.

10. FAMILY ENGAGEMENT, INCLUSION, AND TEACHER WELL-BEING

A sustainable mathematics-recovery initiative must account for the conditions surrounding both learners and teachers. Dejeron's Philippine research provides useful guidance on both dimensions. Her parenting study supports the value of structured, supportive home-school relationships, while her special education teacher study highlights the importance of administrative support, professional growth, constructive feedback, and manageable working conditions.

Family engagement should therefore be designed as a learning-support layer rather than a transfer of teaching responsibility to parents. Participating schools may use concise parent-facing materials explaining the learner's intervention goal, schedule, and simple home routines. Communication should also provide a channel for families to identify barriers such as transportation, caregiving responsibilities, connectivity, or learner anxiety. The aim is to help schools distinguish instructional difficulty from access or participation problems.

Inclusion requires equal attention. Mathematics intervention should provide multiple forms of representation and response where appropriate, use clear language without reducing mathematical rigor, and offer low-connectivity or print alternatives when digital access is uneven. Learners with disabilities should receive support consistent with Philippine procedures and individual needs. Diaspora-contributed materials should therefore undergo an accessibility review during localization rather than assuming that one format will work for every learner.

Teacher's well-being is equally central. A system that adds excessive reporting, duplicate lesson preparation, and additional meetings may not be sustainable. Bayanihan Teachers can reduce burden by centralizing reusable materials, using common templates, and encouraging schools to integrate professional learning into existing LAC structures. The design objective is not to add another project to the teacher's workload. It is to make intervention more coherent and professionally supported.

11. ACCOUNTABILITY: FROM ACTIVITY COUNTS TO CAPACITY OUTCOMES

Diaspora engagement is often reported through activity counts: seminars conducted, volunteers mobilized, participants registered, or materials distributed. These indicators show effort, but they do not necessarily show development. A capacity-building framework requires a different accountability question: what can Philippine institutions do after the transfer that they could not do as reliably before?

For learners, relevant evidence may include participation, intervention dosage, competency growth on approved measures, and movement out of intensive support. For teachers, evidence may include completion of applied training, locally created lesson exemplars, LAC facilitation, coaching participation, and demonstrated ability to interpret intervention evidence. For institutions, evidence may include a functioning local trainer cohort, a maintained resource bank, documented implementation procedures, and repeat implementation without continuous external direction.

The strongest indicator is decreasing dependence on the original contributor. A mature transfer should enable Philippine educators to explain the intervention logic, select and adapt resources, train peers, facilitate coaching, interpret results, and decide what to change. Bayanihan Teachers may remain useful as a repository and network, but the program should not require permanent external supervision.

Accountability should also protect against exaggerated claims. A single school pilot cannot establish national effectiveness. Results should be reported with context: grade level, learner characteristics, duration, intervention dosage, implementation conditions, limitations, and the specific measure used. Evidence should guide improvement rather than serve as promotional statistics.

Table 2. Illustrative Capacity-Transfer Indicators

Dimension	Illustrative evidence of successful transfer
Knowledge products	Localized diagnostic tools, lesson exemplars, coaching guides, parent materials, implementation checklists.
Teacher capacity	Applied training completion, LAC facilitation, demonstration teaching, coaching participation, locally authored resources.
Trainer development	Philippine facilitators able to prepare and support a succeeding cohort.
Institutionalization	Repeat implementation, incorporation into approved school planning where appropriate, maintained resource bank.
Learner support	Documented intervention participation and progress using authorized measures.
Sustainability	Reduced need for direct involvement by the original contributor.

12. COST-EFFICIENT DELIVERY THROUGH SHARED INFRASTRUCTURE

A shared diaspora platform can also improve the economics of professional learning. Traditional project-based training often duplicates costs: each school develops materials, recruits' facilitators, arranges travel or venues, recreates monitoring forms, and purchases technical assistance. Some of these costs are unavoidable, but many are transactional rather than learner-facing.

Bayanihan Teachers can centralize functions that do not need to be reinvented. A diagnostic template can be reused and adapted. A demonstration lesson can be recorded. A trainer guide can support multiple cohorts. A common LAC protocol can reduce preparation time. Virtual consultation can be used when physical presence adds limited educational value. Philippine trainers can gradually replace repeated reliance on external facilitators.

Cost efficiency should not be confused with cost elimination. High-quality intervention still requires teacher time, school leadership, appropriate assessment materials, printing or devices where needed, safeguarding, monitoring, and support for learners. The value of shared infrastructure is that it can reduce overhead so that scarce resources are directed toward the activities that most directly affect teaching and learning.

This approach is consistent with the digital intermediation logic of BaLinkBayan. The CFO describes the platform as a digital gateway that connects overseas Filipinos with opportunities to volunteer, donate, invest, and access government services. In the same way, an education-sector platform can reduce the friction of finding expertise, organizing resources, coordinating professional exchange, and preserving what is learned.²¹

13. AN ILLUSTRATIVE 24-MONTH KNOWLEDGE-MOBILIZATION CYCLE

A practical program should begin small enough to learn from implementation and structured enough to produce durable outputs. The following 24-month cycle is illustrative rather than prescriptive. Actual scope, participants, and timing should be determined by the Philippine institutions involved.

Phase 1, Knowledge Documentation and Readiness (Months 1-3), organizes source materials and identifies a Philippine educational need and an authorized institutional partner. The output is a knowledge inventory and readiness memorandum describing the target learner group, current school practices, resource constraints, and the specific capability to be strengthened.

Phase 2, Localization and Professional Review (Months 4-6), maps proposed resources to Philippine curriculum expectations, revises examples, reviews accessibility, adjusts parent communication, and confirms implementation safeguards. The output is a Philippine-adapted starter toolkit rather than a direct copy of source materials.

²¹ Commission on Filipinos Overseas, "BaLinkBayan Contact." The portal describes BaLinkBayan as a digital gateway connecting overseas Filipinos with opportunities to start businesses, volunteer, donate, and access government services. <https://balinkbayan.gov.ph/contact>

Phase 3, Trainer Development (Months 7-9), prepares a small group of Philippine educators through applied tasks: demonstration teaching, LAC facilitation, diagnostic interpretation, coaching rehearsal, and preparation of a localized implementation plan. The output is an initial facilitator cohort.

Phase 4, School-Based Demonstration and Evidence Review (Months 10-18), implements a limited mathematics intervention in one grade band or defined learner group. The school conducts authorized baseline assessment, provides targeted intervention, runs recurring LAC or coaching cycles, communicates with families, and reviews implementation evidence. The objective is not to prove nationwide effectiveness but to understand feasibility, teacher learning, learner response, and needed revisions.

Phase 5, Philippine-Led Replication and Sustainability (Months 19-24), revises the toolkit, prepares second-generation trainers, and tests whether local facilitators can lead the next cycle with reduced direct involvement from the original contributor. If evidence shows that a component is ineffective or too burdensome, it should be modified or discontinued. Sustainability means the capacity to decide as well as the capacity to continue.

Table 3. Illustrative 24-Month Progression

Phase	Months	Primary output
1. Documentation and readiness	1-3	Knowledge inventory and readiness memorandum
2. Localization and review	4-6	Philippine-adapted starter toolkit
3. Trainer development	7-9	Initial Philippine facilitator cohort
4. Demonstration and evidence review	10-18	Implementation evidence and revised resources
5. Philippine-led replication	19-24	Second-generation trainers and sustainability decision

14. LOCAL GOVERNMENT AND COMMUNITY CONNECTIONS

The diaspora-to-development framework becomes more durable when local institutions have a meaningful role. BaLinkBayan itself operates through national and localized pathways, and recent CFO work has emphasized strengthening LGU capacity to engage non-resident Filipinos in local development. The 2026 Laoag initiative, for example, focused on localized BaLinkBayan infrastructure and capacity building, while the Palawan partnership expressly identified knowledge exchange among the contributions that non-resident Filipinos can make to local development.²²

For education, this local orientation does not mean that local governments should direct classroom practice. It means that appropriate community partners can help solve enabling problems within their lawful roles: connectivity, learning spaces, printing, transportation

²² Commission on Filipinos Overseas, "CFO and LGU Laoag Collaborate to Build Localized Framework for Non-Resident Filipinos," July 13, 2026, and "CFO, Palawan LGU to Harness Non-resident Filipinos in Local Economic Development," August 4, 2026. <https://balinkbayan.gov.ph/>

barriers, local volunteer coordination, or access to community facilities. Schools and DepEd retain educational authority; LGUs and community partners can strengthen the environment in which implementation occurs.

The same principle applies to teacher-education institutions, professional associations, parent groups, and private partners. A knowledge-transfer initiative becomes more resilient when it is connected to a network rather than to a single bilateral relationship. The platform should therefore encourage partnerships that broaden access to expertise while maintaining clear lines of authority and accountability.

15. FROM BRAIN DRAIN TO KNOWLEDGE CIRCULATION

The proposed framework also offers a more useful way to discuss professional migration. The departure of skilled professionals can create genuine capacity concerns in sectors that need them. Those concerns should not be minimized. But the existence of diaspora programs such as BaLinkBayan, LINKAPIL, Balik Turo, Balik Scientist, and the statutory Diaspora for Innovation and Development Program demonstrates that Philippine policy also recognizes a second possibility: expertise abroad can be reconnected to national development through organized circulation of knowledge.

Knowledge circulation is more reciprocal than the traditional image of transfer. An overseas Filipino educator contributes professional experience. Philippine teachers assess its relevance. Local educators adapt it. Schools test it. Philippine trainers improve it. Those locally generated improvements can then be shared with other schools and, potentially, with diaspora contributors. The flow is therefore not one-directional. Philippine educators become co-creators of the knowledge system.

This reciprocal model is especially consistent with the cultural meaning of bayanihan. Bayanihan should not function merely as branding. Operationally, it means shared responsibility toward a community objective: diaspora professionals contribute expertise; Philippine educators contribute contextual and pedagogical judgment; school leaders contribute governance; families contribute knowledge of learner circumstances; local partners contribute lawful support; and the platform contributes coordination and institutional memory. No single actor owns the entire intervention.

The CFO itself frames diaspora volunteering and knowledge transfer in terms of strengthening the bayanihan spirit and national development. A Bayanihan Teachers model gives that principle a concrete education-sector architecture.²³

²³ Commission on Filipinos Overseas, "Developing Bayanihan Through Diaspora Volunteering," linking diaspora skills and knowledge transfer with national development and the bayanihan spirit. <https://balinkbayan.gov.ph/donate-and-volunteer/volunteer>

16. A DEVELOPMENTAL COMPLETION TEST

Every knowledge-transfer program should define the point at which transfer is considered mature. Without such a test, an initiative can become permanently dependent on the original contributor and still describe itself as sustainable. The proposed framework uses a simple completion question: can Philippine educators continue the work without routine dependence on the original overseas professional?

A mature transfer should demonstrate at least eight conditions. Philippine educators should understand the underlying intervention logic; local trainers should be able to prepare new participants; resources should have been localized rather than merely copied; Philippine professionals should be able to revise the materials; schools should retain authority over implementation; learner information should remain under lawful Philippine control; local facilitators should be able to interpret implementation evidence; and Philippine institutions should be able to decide whether continuation, modification, expansion, or discontinuation is appropriate.

The final indicator is therefore not the continued visibility of the contributor. It is increasing local autonomy. Success is reached when the original contributor becomes less necessary because knowledge has been absorbed, adapted, improved, taught to others, and embedded in Philippine professional practice.

17. BROADER IMPLICATIONS FOR THE BALINKBAYAN DIASPORA-TO-DEVELOPMENT AGENDA

The education framework proposed here has implications beyond mathematics. BaLinkBayan's broader purpose is to link the Filipino diaspora with impactful opportunities for nation-building, and its recent accomplishment reporting emphasizes expanded strategic partnerships, stronger local-government engagement, improved digital services, and increased participation of overseas Filipinos in development. The next step for knowledge-intensive sectors is to deepen the architecture by which professional expertise becomes institutional capability.²⁴

That architecture can be summarized in seven moves: identify a Philippine need; identify relevant diaspora expertise; establish an authorized local partner; localize the knowledge; build local trainers; document implementation; and measure whether capability persists. The sequence is deliberately different from event planning. It begins with development demand and ends with local ownership.

The same model could eventually be applied to special education, STEM instruction, technical-vocational education, school leadership, educational technology, transition services, research methods, or other fields in which Filipino professionals abroad possess specialized expertise. Mathematics recovery is therefore not only a program area. It can serve as a demonstration case for organized education-sector diaspora knowledge mobilization.

²⁴ Commission on Filipinos Overseas, "2025 BaLinkBayan Accomplishment Report," July 23, 2026, highlighting expanded strategic partnerships, local-government participation, digital services, and overseas Filipino engagement in nation-building. <https://balinkbayan.gov.ph/news/2025-balinkbayan-accomplishment-report>

The strongest contribution of such a model would be institutional rather than individual. It would show that overseas Filipino expertise can be made discoverable, matchable, localizable, measurable, and reproducible within Philippine systems. That is the difference between isolated generosity and development infrastructure.

CONCLUSION

The Philippines does not need to choose between valuing professionals who serve within the country and valuing Filipinos whose expertise develops abroad. A mature diaspora-to-development policy can recognize both. BaLinkBayan demonstrates that overseas Filipinos can remain active participants in Philippine development through investment, philanthropy, volunteering, skills exchange, and professional knowledge. LINKAPIL and Balik Turo provide specific examples of organized skills and education-oriented engagement, while Republic Act No. 11293 gives statutory expression to the principle that high-level Filipino diaspora expertise can be mobilized for institutions and programs that need it.

Within this policy environment, the Bayanihan Teachers framework offers a focused education-sector application. Its purpose is not to create a parallel education authority or to import external practice without scrutiny. Its purpose is to provide connective infrastructure through which professional knowledge can be documented, matched to need, localized, applied, evaluated, and multiplied under Philippine institutional control.

Ma. Fe Dejeron's work in mathematics intervention, instructional coordination, inclusive education, family engagement, and teacher support provides a coherent initial knowledge base for such an initiative. The Philippine education system already supplies the policy architecture through ARAL, shared governance, Learning Action Cells, school leadership, and current learning-recovery efforts. The added value of diaspora engagement is not a new policy layer; it is additional professional capacity that can help local institutions use existing policy more effectively.

The proposed development pathway is therefore clear: diaspora professional knowledge; Bayanihan Teachers coordination; Philippine institutional partnership; local adaptation; trainer development; school-based application; evidence review; and Philippine-led continuation. The most meaningful measure of success is equally clear: local educators can eventually sustain, revise, and reproduce the practice without dependence on the original contributor.

That is the transition from knowledge sharing to capacity building, from occasional volunteering to institutional development, and from diaspora connection to durable Diaspora-to-Development.

ABOUT THE AUTHOR



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