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High Touch High Tech for All:

Empowering Teachers and Learners in the Philippines with Digital Personalised Learning to Improve Learning Outcomes

About the Research

High Touch High Tech for All (HTHT) is an approach designed to transform classrooms and deliver the vision of personalised learning for all learners, including the most disadvantaged. It combines the unique strengths of the teacher (High Touch) and the power of adaptive learning technology (High Tech).

This Philippines country report provides an overview of the HTHT pilot and the findings of its external evaluation, conducted by Dr. Yoon Soo Park (University of Illinois Chicago), Dr. Janice Kim (University of Glasgow), and Jan Michael Vincent Abril (University of New South Wales).

The Learning Generation Initiative (LGI) at Education Development Center (EDC) conducted the pilot in the Philippines during the 2024/25 school year, working with the Ayala Foundation, Inc. (AFI) in close collaboration with the Department of Education (DepEd), with support from the Equinix Foundation and the Philanthropy Asia Alliance (PAA).

After 12 weeks of implementation, students in HTHT classrooms achieved significantly greater gains in math learning – equivalent to four additional months of learning – compared with their peers in comparison schools.

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Executive Summary

The High Touch High Tech for All (HTHT) initiative in the Philippines demonstrates that combining adaptive digital learning tools with teacher-facilitated, data-informed instruction can meaningfully accelerate student learning, even in low-resource public school contexts. The HTHT approach combines adaptive learning technologies with teacher training and support to reach each learner where they are with personalised learning. The Learning Generation Initiative (LGI) at Education Development Center (EDC) partnered with Ayala Foundation, Inc. (AFI), to implement a pilot of CENTEX Digital Education – High Touch High Tech in the Philippines, in close collaboration with the Philippines Department of Education (DepEd).

The initiative reached 1,635 students in nine public elementary schools in the Zambales Province during the 2024/25 school year.[1] In the Philippines, students used Khan Academy at least once a week for its adaptive learning content in math, and teachers received training on integrating technology into the classroom and using data from the platform to inform their instruction. To support this shift in the classroom, teachers received a four-day training on integrating adaptive technology into the classroom before introducing Khan Academy to students; they also participated in ongoing coaching from the AFI and professional learning communities (PLCs), spaces for teachers to share strategies, troubleshoot challenges, and strengthen their use of data for differentiated instruction.

After 12 weeks of implementation, students in HTHT classrooms achieved significantly greater gains in math learning than their peers in comparison schools. On average, HTHT students improved their math scores by 29 percentage points, compared to 15 percentage points among control students, which was equivalent to an additional four months of learning within just three months (effect size of 0.25 standard deviations). Students who engaged more deeply with Khan Academy saw even larger improvements. In addition to improved math scores, HTHT students reported higher teaching quality and more positive attitudes towards math than students in the control group. They also reported higher grit – perseverance of effort and consistency of interest – after the intervention.

HTHT students during a math lesson using both Khan Academy and teacher-facilitated instruction.

1 Of the 1,635 students enrolled in the treatment schools, 1,160 were included in the external evaluation.

HTHT teachers, meanwhile, reported significantly increased perceptions towards personalised teaching approaches and technology-based curriculum usage, resulting in more student-centred instructional strategies. They were also able to focus more time on working with students to apply their learning in real-world contexts as well as in encouraging students who have mastered a topic to teach their peers, thereby developing higher-order skills. After the 12 weeks of HTHT, teachers also indicated that they increased learner-focused pedagogies, including competency-based learning and assessment and individualised student choice and engagement for instructional materials and topics of learning, while observing increased student motivation.

AFI found that by the end of the intervention, 85% of trained teachers consistently applied differentiated instruction, regrouping students according to mastery levels derived from Khan Academy dashboards and classroom observations, and 100% of teachers integrated learner data into lesson planning. Teachers reported increased confidence in using technology, describing Khan Academy as 'a teaching partner' rather than a replacement.

Ongoing support and training for teachers proved critical in achieving these results. Strong leadership from school leaders and early buy-in from local government units helped build community trust and engagement, mobilise resources, and sustain programme momentum. As HTHT enters its second year of implementation, the programme has expanded to all public elementary schools in San Marcelino, Zambales, while continuing to strengthen teacher capacity and deepen collaboration with higher education institutions and the DepEd to develop a sustainable pathway to scaling.

The results from the Philippines show how an HTHT approach that integrates digital, personalised learning into the classroom can help learners accelerate their learning and teachers personalise their teaching by paring the unique strengths of the teacher and technology – even in a low-resource context.

> "Technology has helped me adopt a more flexible, data-informed teaching style. I now group students based on their needs, provide more targeted support, and communicate more efficiently with both students and parents.
>
> **Teacher Esthefanie**

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While technology has evolved rapidly in the last 20 years, education has changed little over the past 200 years. The current classroom model in which teachers deliver standardised content in a uniform mass manner cannot meet students' individual needs. Over the past 15 years, strong evidence has emerged that personalised learning approaches, such as Teaching at the Right Level (TaRL), which reorients teaching to the level of the student, consistently improves learning outcomes. **Emerging research also shows that technology-supported personalised adaptive learning may help to close educational gaps for lower-attaining students.** This is desperately needed as 70% of 10-year-olds in low- and middle-income countries cannot read or understand simple text, and 68% of the world's youth are not on track to learn basic secondary skills by 2030.

High Touch High Tech for All (HTHT) is an approach that aims to transform classrooms to deliver the vision of personalised learning for all learners, including the most disadvantaged, by combining the unique strengths of the teacher (High Touch) and the power of adaptive learning technology (High Tech). The locally available technology selected by the government or partner provides adaptive content and assessment aligned with the national curriculum, which develops students' foundational skills by meeting students at their level and helping them progress at their own pace. The teacher can then use the data from the platform to personalise teaching further, such as through targeted small group teaching sessions for students who struggle in specific areas. Additionally, teachers can use their classroom time to focus on higher-order skills, including critical thinking, collaboration and peer learning, and socio-emotional growth through approaches such as project-based learning. **The technology combined with teacher training and support to shift the pedagogy in the classroom provides the potential to accelerate learning for all at scale.**

Overview of the Philippines HTHT Project

Following two successful HTHT pilots in Uruguay and Vietnam, LGI conducted two additional HTHT pilots during the 2024/25 school year in the Philippines and Cambodia. In the Philippines, LGI partnered with AFI[2] to implement the project in close collaboration with support from the Equinix Foundation and PAA by Temsek Trust. The project was implemented in nine public elementary schools in Zambales province, focusing on 1,635 students in grades 4–6. The pilot was a quasi-experimental research design and collected data from the remaining nine schools in the municipality to use as a control group. AFI selected the Khan Academy platform for the High Tech component as it was free to use, its content was already aligned with the national curriculum, and its English language materials supported the government's emphasis on English instruction.

2 Implementation of the CENTEX Digital Education - High Touch, Hight Tech Philippines pilot in San Marcelino, Zambales was made possible with the following local partners: ACEN Corporation, Ayala Corporation, Huawei Philippines, Khan Academy Philippines, Municipality of San Marcelino, and Department of Education Schools Division of Zambales.

Khan Academy provided teacher training and technical guidance at no extra cost, and the software was able to run on low-cost tablets. All these factors were considered important for future scaling. In addition, the platform offered the ability to use digital personalised learning features, including mastery-based progression, data dashboards, and individualised practice that supported the HTHT's emphasis on differentiated, data-informed instruction.

Regarding the High Touch component, before the technology was introduced, teachers participated in a multi-day intensive learning session, which covered topics such as how to integrate technology into their classrooms, and they then applied the data from the session to inform their teaching practice. Throughout the year, teachers had on-site mentoring from AFI coaches and regular peer learning cycles through professional learning communities (PLCs).

Teacher Rosella integrates technology in her classroom.

HTHT Implementation: How it Works in Practice in the Philippines

To support ownership and relevance of the HTHT model, the model was **adapted and contextualised** to suit the unique cultural, infrastructural, and curricular landscapes of the Philippines. This section highlights how core components of the model – adaptive platforms, coaching, and peer learning – were implemented on the ground.

Community Engagement

The HTHT programme was formally introduced to the community through the CENTEX Digital Education – HTHT Philippines Community Launch held on November 25, 2024. The launch was attended by 96 participants, including school leaders, teachers, DepEd Zambales officials, local government leaders, and corporate partners. The event showcased the digital tools to be used, particularly Khan Academy, and the new Starlink-powered connectivity that would enable consistent access to the platform in even the most remote schools. Community members expressed strong enthusiasm and support, which later translated into practical contributions in several schools. For example, at one elementary school, teachers and school leaders mobilised community fundraising to upgrade their ICT laboratory, demonstrating local ownership and a growing commitment to sustaining the digital learning environment. The programme's connectivity is currently funded through Starlink support provided by project partners, with long-term sustainability planned through the San Marcelino Local Government Unit (LGU), which has already expressed readiness to assume future connectivity costs as part of its ongoing education investment.

> This initiative is a powerful testament to what can be achieved when institutions, local governments, and communities unite towards a shared goal of educational excellence.
>
> **Elmer Soria, Municipal Mayor, San Marcelino, Zambales**

Initial Teacher Training

Before the programme began in schools, AFI conducted a four-day teacher training on the following modules, each designed to address different components of digital and adaptive education:

- **Mind-Setting and Visioning:** Day 1 focused on aligning teachers with the core values and objectives of the HTHT programme, encouraging them to explore and reaffirm their commitment to transformative education.
- **Khan Academy Integration:** On Day 2, teachers received intensive training on the technical aspects of using the Khan Academy, provided by the Khan Academy Philippines training team, as well as training on integrating Khan Academy into their teaching, including how to customise lessons and track student progress.

- **Adaptive Learning Integration:** Day 3 involved applying adaptive learning strategies through case studies and lesson planning, helping teachers tailor their approaches to meet diverse learner needs.
- **Final Demonstrations:** The final day emphasised the importance of community involvement in educational success and included presentations by teachers showcasing their new skills.

Integration of Adaptive Learning Platforms into Classroom Learning

Khan Academy was used, on average, in one of five 45-minute math sessions per week in classrooms and ICT labs with a 1:1 student-to-tablet ratio. Students engaged with math learning modules featuring automated feedback, short videos, and mastery checks. Khan Academy uses mastery-based pathways that adjust to each learner's level, identifying strengths and gaps and recommending next steps based on performance. It draws on real-time learner data to tailor practice, hints, and review, and offers multiple learning modalities, including videos, exercises, and assessments to meet different learning needs. Teachers can also use dashboards to monitor progress and differentiate support, ensuring personalisation at both the individual and classroom levels.

An HTHT teacher uses wooden blocks as a visual aid to support students' conceptual understanding.

Complementing this, students receive High Touch instruction in their typical classroom. Using the data from the Khan Academy platform, teachers facilitated targeted remediation and enrichment activities to support the students' varying needs. For instance, when student data indicated widespread difficulty with simplifying fractions or recognising geometric shapes, teachers downloaded targeted exercises or prepared supplemental visual demonstrations using manipulatives such as wooden blocks. To further a learner-centred approach, the HTHT teachers introduced classroom strategies, including group problem-solving, teacher-guided discussions, real-world applications, and collaborative peer support. Some teachers used visual aids, games, and contextualised examples to anchor abstract math concepts in everyday experiences, enhancing student motivation and understanding.

Ongoing Support for Teachers

Following their initial teacher training, teachers received **ongoing coaching and support.** AFI staff, including a local coordinator to provide on-site support, conducted regular school visits to assess digital infrastructure and classroom observations to provide feedback, track teacher growth via Professional Learning Plans, and offer mentoring aligned with the HTHT framework. Teachers were also encouraged to reflect on their practices and refine strategies through structured coaching conversations. Four outstanding teachers were selected as HTHT model teachers to lead peer demonstrations and contribute to upcoming training sessions, helping foster a self-sustaining culture of continuous improvement.

Professional learning communities (PLCs): In this pilot year, teacher support extended beyond the initial intensive trainings to include a structured school-based coaching led by AFI. AFI coaches conducted school visits to observe lessons and then worked with teachers to review their Professional Learning Plans, reflect on classroom practice, and use Khan Academy dashboard data to plan targeted next steps. These sessions, often joined by school leaders, created collaborative spaces for teachers to share strategies, troubleshoot challenges, and strengthen their use of data for differentiated instruction. Teachers also developed remediation, reinforcement, and enrichment activities based on platform performance, helping them apply HTHT routines more confidently.

AFI sequenced these visits deliberately: half of the teachers were visited after the first intensive training, and insights from these observations informed the design of the mid-cycle convening where teachers workshopped challenges and practiced peer-to-peer coaching. The remaining teachers were visited after this convening, enabling AFI to reinforce implementation routines and tailor support to each school's context.

Alongside these formal supports, school-based PLCs emerged organically as teachers began helping one another between visits. Several schools, especially those with emerging model teachers, developed informal peer-support routines during which teachers compared dashboard insights, co-planned differentiated tasks, and shared what was working in their classrooms. These informal PLCs complemented AFI's structured coaching by providing regular touchpoints for reflection, problem-solving, and collaborative learning.

Khan Academy's AI-powered teaching assistant, Khanmigo, became available in the Philippines during implementation. While students did not have access to this tool, teachers had the option to use it to support lesson plan creation. For instance, one teacher used Khanmigo to generate review questions and convert them into a Blooket game, which she then used to reinforce the math concept during a High Touch session.

TEACHER SPOTLIGHT:

ESTHEFANIE

This school year, integrating technology into my classroom has transformed both my teaching and my students' learning. Thanks to the support of Ayala Foundation, we created a more personalised and student-centred learning environment.

Teacher Esthefanie conducts a reteaching session for students who scored lower based on real-time data, while higher-scoring students work independently on more advanced activities.

Online platforms allowed me to tailor lessons to match our curriculum, letting students learn at their own pace with instant feedback and helpful videos. This not only built confidence in struggling learners but also challenged those ready to move ahead. Using the platform's data tools, I could track progress, identify gaps, and adjust instruction in real time. Students responded enthusiastically to technology. Many became more engaged and motivated, taking ownership of their progress. The platform provided a safe space for independent learning, especially for those less comfortable participating in whole-class discussions. Technology has helped me adopt a more flexible, data-informed teaching style. I now group students based on their needs, provide more targeted support, and communicate more efficiently with both students and parents. One major skill I've gained is using digital data to plan interventions and guide learning more effectively.

Of course, there were challenges – power outages, weak internet, and students unfamiliar with gadgets. But with patience, back-up plans, and one-on-one guidance, we found ways to keep learning going.

Mentoring sessions were crucial to my growth. They gave me space to reflect, receive feedback, and explore new strategies. I also worked closely with parents to monitor student progress, which helped reinforce learning beyond the classroom.

Next year, I hope for improved connectivity and wider access to devices so all students can benefit. I'm truly grateful for the opportunities this programme provided. It has deepened my commitment to using technology to create inclusive, engaging, and impactful learning experiences.

What Is Different in an HTHT Classroom?

The HTHT initiative contributed to a pedagogical shift among the teachers involved, from traditional whole-group instruction toward a more data-informed and learner-centred approach. Teachers in Zambales applied their intensive training and ongoing coaching to implement more dynamic and student-centred math instruction. They increasingly used platform analytics not only to adjust instruction in real time but also to design remediation and enrichment activities aligned with individual learning needs. In addition, the HTHT intervention encouraged student agency, including having students provide technical and pedagogical support to peers. Teachers also experimented with gamified approaches to boost student engagement and, through regular peer-learning cycles, collaboratively refined their teaching practices.

AFI found that by the end of the intervention, 85% of trained teachers consistently applied differentiated instruction, regrouping students according to mastery levels derived from Khan Academy dashboards and classroom observations, and 100% of teachers integrated learner data into lesson planning.

> I used to feel bad when I got things wrong, but now, I know mistakes are part of learning.
>
> **John, Grade 5 student, Philippines**

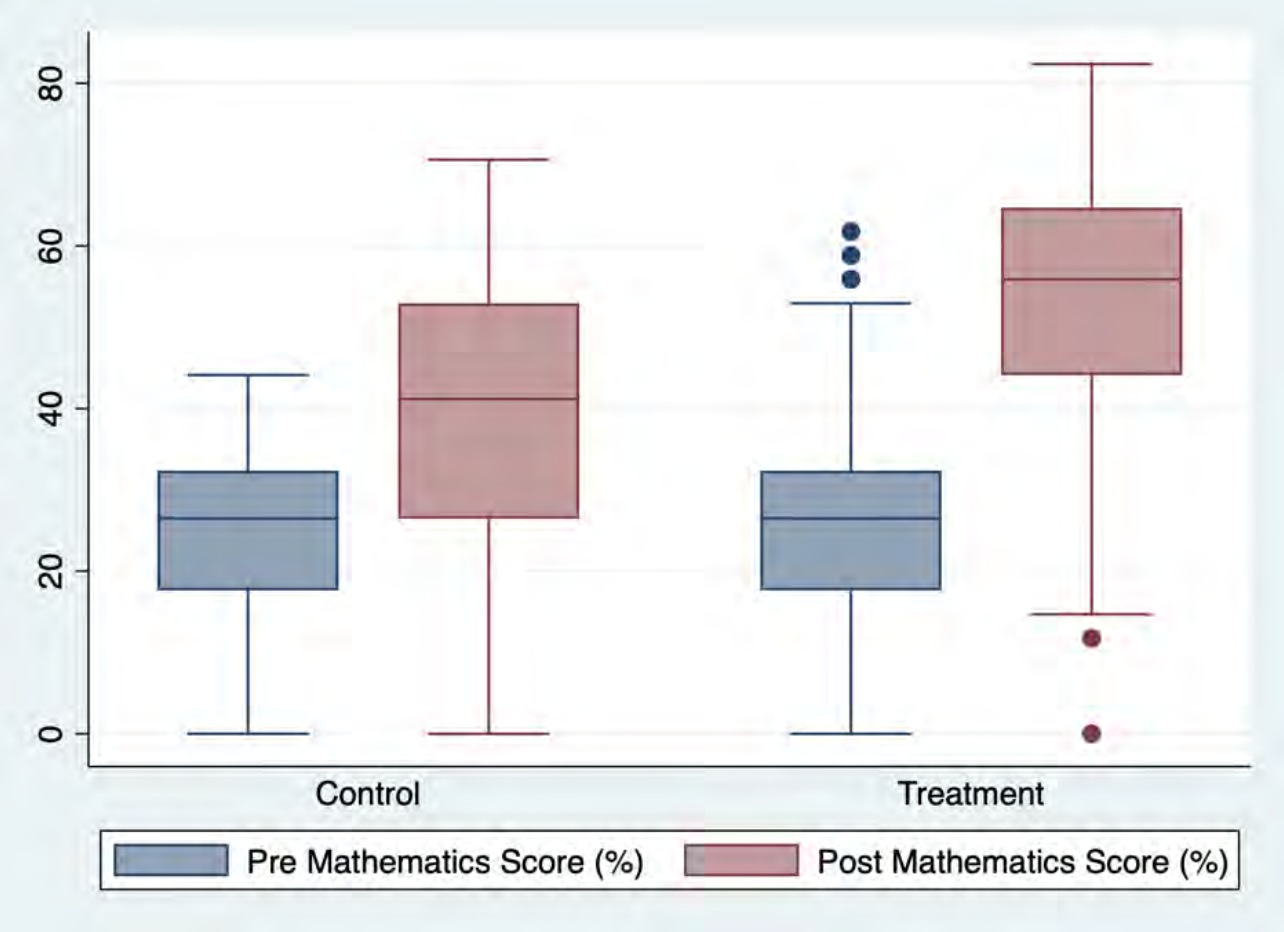
Students at an HTHT elementary school engage in real-world activities, such as identifying shapes around the school grounds. Teachers use platform data to assign tasks tailored to each student's proficiency level.

Teachers used the data dashboards to identify struggling learners, design intervention activities, and track progress weekly. Teachers reported increased confidence in using technology, describing Khan Academy as 'a teaching partner' rather than a replacement. Peer mentoring emerged organically, as teachers began observing one another's classes and sharing strategies during cluster meetings. These results show the transformational impact of pairing digital personalised learning with teacher support and engagement.

Results

An external evaluation team from the University of Illinois Chicago and the University of Glasgow led the evaluation. After 12 weeks of HTHT intervention in the Philippines from December 2024 to March 2025, evaluation findings from 1,325 students across treatment and control schools (1,160 were in the treatment group and 165 were in the control) reveal that **HTHT students made significantly greater gains in math performance across three different national and international assessments.**[3] On average, students in HTHT classrooms improved their math scores by 29 percentage points, compared to 15 percentage points among control peers, which was **equivalent to an additional four months of learning in just three months** (0.25 standard deviations). Students who spent more time using Khan Academy also showed additional improvements, affirming the value of deep engagement with the platform.

Figure 1. Comparison of mathematics performance by control and treatment students



3 The three assessments were: (1) International assessment: TIMSS, Trends in International Mathematics and Science Study); (2) International Junior Olympiad assessment; (3) Philippines Department of Education curricular assessment.

After the 12 weeks of HTHT instruction, HTHT students reported higher teaching quality and more positive attitudes towards math than students in the control group. They also reported higher grit (or perseverance of effort and consistency of interest) at the endline. HTHT teachers, meanwhile, reported significantly increased support of personalised learning and tech-based curriculum usage, suggesting greater endorsement of student-centred instructional strategies. Teachers also indicated they increased learner-focused pedagogies, including competency-based learning and assessment and individualised student choice and engagement for instructional materials and topics of learning, while observing increased student motivation.

Students take part in a High Touch session, using group-based activities and hands-on materials to support learning.

Model Teachers

Four model teachers, who taught 192 students, were identified in the HTHT intervention by demonstrating effective technology integration, adaptive teaching, and meaningful student engagement. They also designed project-based learning activities and created classrooms where technology and pedagogy work together to foster collaboration, creativity, and student ownership. Students taught by these teachers had even greater learning gains than those taught by other HTHT teachers, with math scores rising to a mean of 59.21 compared to 54.92 in the other HTHT group (.11 standard deviation units greater than other HTHT students).

These findings highlight the effectiveness of combining personalised technology-enhanced learning with teacher-facilitated instruction and data-informed support.

Teacher Joy engages students by blending High Tech and High Touch learning in the classroom.

Lessons Learned

Connectivity Challenges

Occasionally, issues such as device charging logistics and connectivity disruptions were noted in some schools. These were mitigated through back-up plans and flexible scheduling. The once weekly dosage (one of five 45-minute math lessons) was generally maintained. The additional four class sessions allowed for device and connectivity constraints and balanced technology with human instruction. Once-a-week High Tech math classes allowed teachers the time to act on the data between each High Tech session using High Touch offline pedagogy.

Curriculum Alignment and Local Relevance

Adaptive learning platforms such as Khan Academy offer powerful personalisation capabilities, but they also require adaptation for alignment with national curricula and learner profiles. In the Philippines, the Khan Academy platform was aligned with the DepEd curriculum, with teachers selectively assigning missions, which are Khan Academy's structured learning pathways, and topics that reinforced classroom instruction. Teachers reported high relevance of platform content, particularly when supported by coaching in task selection and remediation design.

Depth and Continuity of Teacher Support

While initial teacher training established a strong foundation, it was clear that deeper, sustained coaching was essential – particularly around interpreting platform data and applying it to real-time instructional decisions. This was especially important for less experienced teachers or those new to data-informed practices. In the Philippines, ongoing coaching from AFI was a critical factor in building teacher capacity. Teachers reported growing confidence in using data dashboards, designing flexible groupings, and experimenting with gamified instruction. PLCs became key venues for collaborative planning. This support was seen as essential in achieving the observed learning gains and will be continued as the project scales. In addition, strong school leadership supported teacher motivation and programme sustainability.

Digital Readiness and Tech Onboarding

Many students, especially in under-resourced schools, began the year with limited digital fluency. Tasks such as logging in, navigating interfaces, or using a mouse slowed initial implementation. Teachers responded by designing onboarding sessions focused specifically on digital tool use and encouraged students to support their peers – an investment that paid off later in terms of learner independence and engagement.

A teacher provides guidance to a student navigating the Khan Academy platform.

Language and Comprehension Barriers in Assessment

Prior to baseline data collection, the evaluation and implementation teams solicited input on the assessment and survey from local DepEd leaders and teachers; nevertheless, assessment tools, particularly those adapted from international sources, presented challenges for students with lower reading proficiency or limited exposure to academic vocabulary. During administration, teachers occasionally needed to paraphrase or clarify certain terms to ensure that students understood the question intent. This highlighted that even when English is the official language of instruction for math, some students may still require support to navigate unfamiliar academic phrasing. Moving forward, reviewing assessment items for age-appropriate and context-appropriate language will help ensure that tests measure mathematical understanding rather than reading difficulty.

Community Ownership and Local Government Unit Buy-In Drove Programme Legitimacy

Strong engagement from school communities and the local government unit played a pivotal role in the success and expected long-term viability of the HTHT implementation in the Philippines. The programme began with a well-attended community launch that brought together school leaders, DepEd leaders, barangay officials, parents, and local partners. This early visibility helped build shared understanding and trust around the

model. Throughout the year, several schools – particularly those with emerging model teachers – mobilised their own peer-support structures and, in some cases, raised community funds to enhance their ICT laboratories. At the municipal level, the San Marcelino LGU's decision to invite AFI to the local school board signalled institutional buy-in and aligned HTHT with local planning and resource allocation.

As HTHT prepares for further expansion, maintaining strong community engagement and formalising LGU participation, especially around ICT maintenance and connectivity budgeting, will be essential for long-term sustainability and for embedding HTHT practices within local education governance structures.

Strong School Leadership Amplifies Teacher Motivation and Programme Sustainability

School leadership played an influential role in shaping the overall implementation climate. In several schools, particularly those with emerging model teachers, school leaders reinforced HTHT routines by participating in coaching discussions, supporting teachers in troubleshooting classroom challenges, and ensuring that technology and learning spaces were ready for use each week. Principals also contributed to strengthening community engagement, communicating with parents about the programme, and coordinating with barangay and LGU partners when infrastructure or logistics issues emerged.

In addition, visible leadership interest signalled endorsement of the model and created conditions that encouraged teacher initiative. Schools where principals actively supported HTHT benefited from clearer internal communication, greater consistency in scheduling, and stronger teacher collaboration. This support helped teachers feel more confident adopting new routines, sharing strategies with peers, and establishing informal school-based peer-support structures that complemented AFI's formal coaching.

As HTHT scales, structured engagement with school leaders will be essential. Principals will benefit from dedicated preparation on supportive classroom observation, non-punitive coaching practices, and cultivation of psychological safety for teachers. Clear role-framing, practical leadership tools, and regular touchpoints will help ensure that leadership involvement strengthens teacher motivation, supports technology readiness and community partnerships, and embeds HTHT routines into school improvement planning for long-term sustainability.

> Our students used to struggle with basic math. Now they are more confident, and even excited to take on new problems.
>
> **School leader, Zambales**

Moving Forward

Expanding HTHT in Zambales

Building on the success of the pilot, AFI has secured additional funding to extend the HTHT programme. This support will enable continued implementation in the nine original treatment schools for a second school year and provide delayed treatment to the nine original comparison schools. These next-phase activities will help deepen model fidelity, strengthen teacher capacity, and further validate the impact of the HTHT approach across a broader group of schools. Teacher support, contextualised assessment, and equitable access remain central priorities.

Strengthening Teacher Training Through Local Partnerships

A key focus of Year 2 will be formal collaboration with local higher education institutions to strengthen teacher professional development. AFI plans to work with partner universities to co-design modules, support ongoing coaching, and explore practitioner-led research. These partnerships will help build a pipeline of educators equipped to facilitate data-informed, student-centred instruction, ensuring that HTHT principles extend beyond the pilot schools and into pre-service preparation.

Elementary school leaders join a coaching session with teachers and AFI staff.

Laying the Foundation for Scale

HTHT's emerging scaling framework will guide conversations with local government, DepEd leadership, and school leaders. This framework outlines the dimensions needed for successful and sustainable expansion, including technology infrastructure, human capacity, delivery models, financing, and ecosystem engagement. Over the next year, HTHT partners will collaborate with DepEd and the LGU of San Marcelino to assess system readiness, identify viable delivery models, and design a road map for district-level implementation.

Broadening HTHT Coalition of Partners

Notably, the programme has sparked enthusiasm among local education stakeholders. Several barangay and municipal leaders have endorsed the model, and schools have begun integrating HTHT into their improvement plans. These shifts suggest potential for bottom-up momentum as the programme progresses toward sustainability and scale.

Deepening Engagement with DepEd

The results of the impact evaluation of CENTEX Digital Education – HTHT Philippines has garnered interest from DepEd and members of the public and private sectors as a pilot learning solution with the potential to scale. The Division of Zambales has expressed interest in the project's findings and has been actively involved in baseline and endline assessment processes. As the final evaluation report becomes available, HTHT partners will engage DepEd officials in structured discussions to review results, reflect on implementation insights, and explore how the model aligns with ongoing division- and regional-level priorities. These conversations present an opportunity to integrate HTHT approaches into school improvement planning and strengthen local adoption.

At the national level, DepEd engagement around HTHT has strengthened significantly as the first year of implementation concluded. Preliminary evaluation findings were presented to the Secretary and the Department of Education Executive Committee, generating strong interest in how the HTHT model can inform DepEd's planning and budgeting for digital education at scale. This high-level discussion built on an earlier invitation to share HTHT insights at a national roundtable and has since evolved into a series of focused conversations on funding pathways, expansion scenarios, and the system requirements for scaling adaptive learning approaches within public schools. In December 2025, DepEd invited AFI to present the preliminary results during the DepEd Basic Education Research Forum as part of the Evidence for Education coalition.

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