



# Continuing the Advocacies of the Private Education Sector in EDCOM 2

**DORIS FERNANDEZ FERRER**

Executive Director  
Private Education Assistance Committee

# PRIVATE EDUCATION ASSISTANCE COMMITTEE

Trustee of the Fund for Assistance to Private Education (FAPE),  
a perpetual trust fund for private education created  
by E.O. 156 S. 1968 and amended by E.O. 150 S. 1994.

Has auxiliary functions allowing it to manage and  
administer contributions, donations, grants, bequests,  
gifts and / or loans from the Philippine government for  
programs of assistance to private education.



**Vice President Sara Z. Duterte**  
PEAC Chair  
Secretary, Department of Education  
(DepEd)



**Dr. Arsenio M. Balisacan**  
Secretary, National Economic  
and Development Authority  
(NEDA)



**Sr. Ma. Marissa R. Viri, RVM**  
CEAP President



**Engr. Bernard Nicolas  
E. Villamor**  
PACU President



**Dr. Betty C. McCann**  
ACSCU President

# FOUNDING FATHERS OF THE FUND FOR ASSISTANCE TO PRIVATE EDUCATION (FAPE)



**DR. ONOFRE D. CORPUZ**  
*Former Secretary of Education*



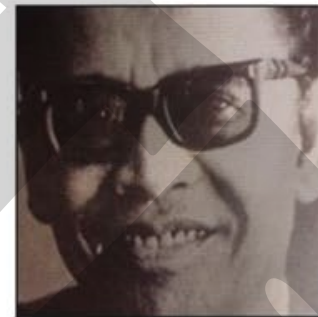
**ATTY. NICANOR Y. FUENTES**  
*NEC (now NEDA)*



**DR. WALDO S. PERFECTO**  
*Catholic Educational Association  
of the Philippines (CEAP)*



**DR. ARMAND V. FABELLA**  
*Philippine Association of Colleges  
and Universitites (PACU)*



**DR. ARTURO M. GUERRERO**  
*ACSC (now Association of Christian Schools,  
Colleges and Universities or ACSCU)*

## DOJ Opinion No. 056, s. 1999

Reference is made to the letter dated June 23, 1999 which seeks the opinion of this Department on the "identity" of the Fund for Assistance to Private Education (FAPE) which was established by Executive Order No. 156 dated November 5, 1968, as amended by Executive Order No. 150 dated January 12, 1994 and whether its status as such could enable it to obtain a national government guarantee in contracting loans from multilateral or bilateral funding sources.

DOJ OPINION NO. 056, s. 1999  
July 20, 1999

Mr. Roberto B. Tan  
Assistant Secretary  
Department of Finance  
Manila

Sir :

Reference is made to the letter dated June 23, 1999 which seeks the opinion of this Department on the "identity" of the Fund for Assistance to Private Education (FAPE) which was established by Executive Order No. 156 dated November 5, 1968, as amended by Executive Order No. 150 dated January 12, 1994 and whether its status as such could enable it to obtain a national government guarantee in contracting loans from multilateral or bilateral funding sources.

As stated in Executive Order No. 156, FAPE is an "irrevocable trust". In its second "Whereas" clause, it is provided that —

"WHEREAS, for the purpose aforesaid, it is required that the Fund be constituted as an *irrevocable trust fund* to be managed and administered by a Private Education Assistance Committee". (Emphasis supplied)

It being such, it is neither a corporate or a government entity. It cannot, therefore, exercise the prerogatives usually clothed to corporations and other juridical entities.

In a trust relationship, there are usually three (3) parties (*see 76 Am Jur 2d p. 279*), i.e., the trustor (the United States Government and the Philippine Government pursuant to the Project Agreement which was executed in accordance with the Exchange of Notes), the trustee (the Private Education Assistance Committee [PEAC], acting as a body), and the beneficiary (private education as a whole). The trustor is the one who disposes of the legal ownership over the trust *res* (the Fund) in favor of the trustee. The trustee, being the holder of the legal title, manages and administers the property under the trust in accordance with the terms and conditions thereof and in all his actuations must exercise care, prudence, and good faith. The prerogative of the trustee to manage and administer the trust *res* necessarily carries with it the power to perform whatever acts are necessary in order to further the attainment of the objectives of the trust. In fact, it has been held that it is the general power and duty of a trustee, implied if not expressed, at least in the case of an ordinary trust, to keep funds properly invested (*see Graham Brothers Co. v. Galloway Woman's College, 190 Ark 692, 81 SW2d 837*).

The Private Education Assistance Committee (PEAC), however, is not a legal entity. It could

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**MINISTER MOHAGHER M. IQBAL**

Region BARMM

## VISION

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**A Philippine private education system that is integrated, sustainable, and globally competitive.**



## MISSION

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**To enable quality, sustainability, and innovation of the private education sector in support of national development.**

## CORE VALUES

- A**ccountability
- I**ntegrity
- R**esponsiveness
- I**nclusiveness
- A**daptability

# Strategic Direction

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**Future-Proofing Private Education  
for the Next Decade**  
Private Education Assistance Committee (PEAC)  
Strategic Plan for 2021-2024

May 2021

**SD1**

**Management of programs of assistance to private education strengthened**

**SD2**

**Capacity-building for private schools and for private education leaders, in response to local and global demands implemented.**

**SD3**

**Understanding of private education contexts, models and best practices advanced.**

**SD4**

**Increased support for private education policies and additional resources gained.**

**SD5**

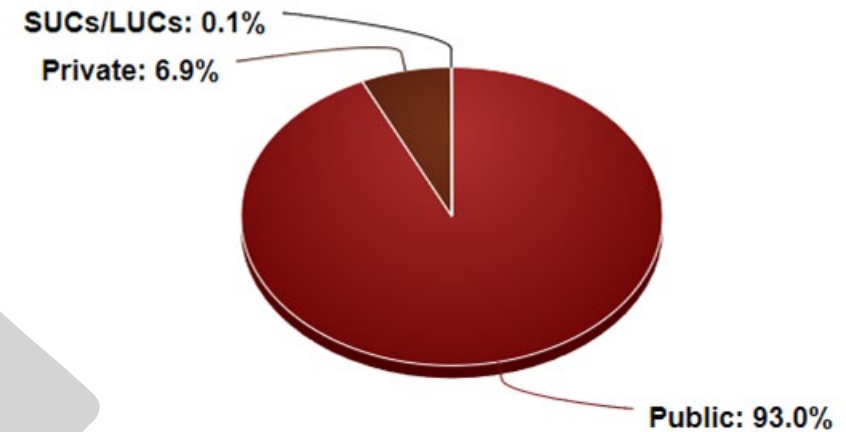
**Organizational capacity and resources made robust.**

# NATIONAL DATA FOR SY 2022-2023

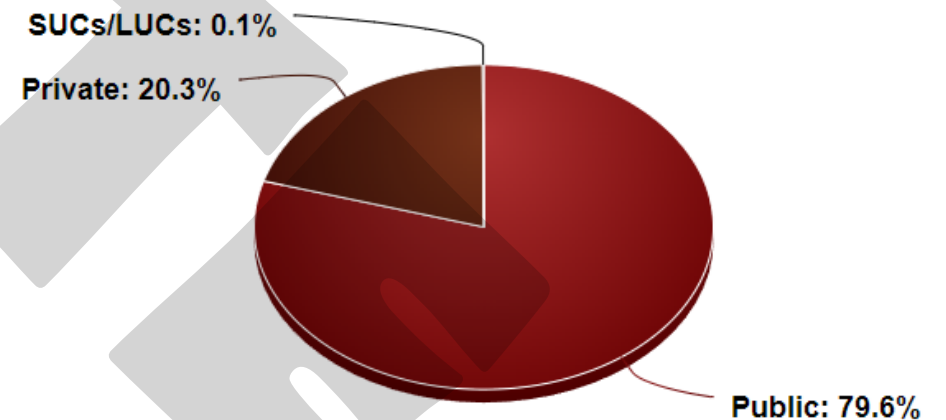
## Elementary

| Sector       | Enrollment        | Schools       |
|--------------|-------------------|---------------|
| Public       | 12,115,125        | 39,294        |
| Private      | 903,418           | 10,038        |
| SUCs/LUCs    | 9,007             | 42            |
| <b>Total</b> | <b>13,027,550</b> | <b>49,374</b> |

### ENROLLMENT



### SCHOOLS



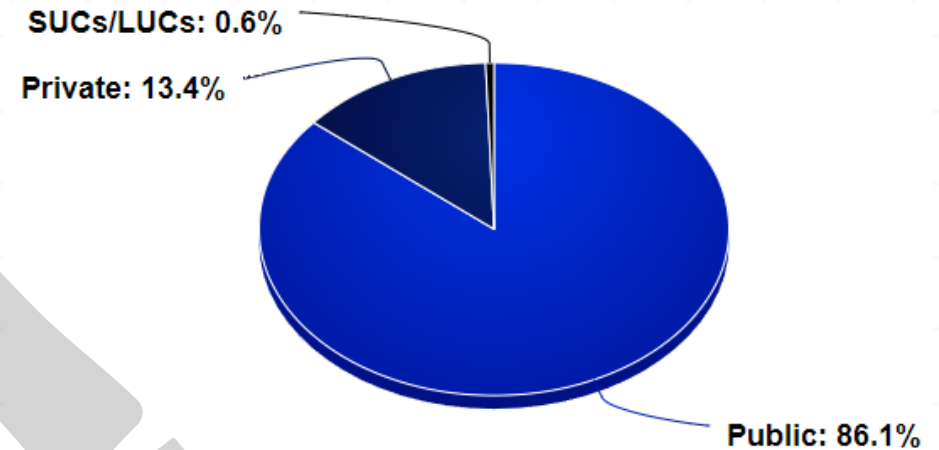
Source: Department of Education (as of January 10, 2023)  
Enrollment Data includes Learners with Disability (LWD)

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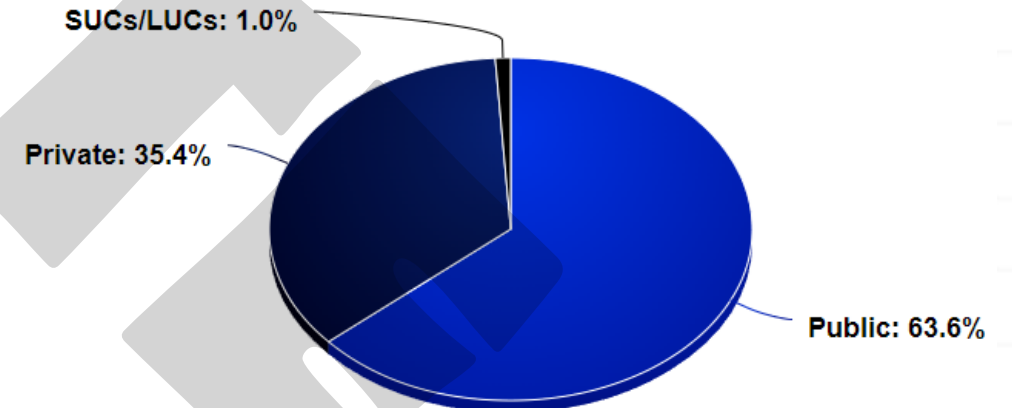
## Junior High School

| Sector       | Enrollment       | Schools       |
|--------------|------------------|---------------|
| Public       | 7,245,957        | 10,234        |
| Private      | 1,124,651        | 5,693         |
| SUCs/LUCs    | 48,912           | 166           |
| <b>Total</b> | <b>8,419,520</b> | <b>16,093</b> |

### ENROLLMENT



### SCHOOLS



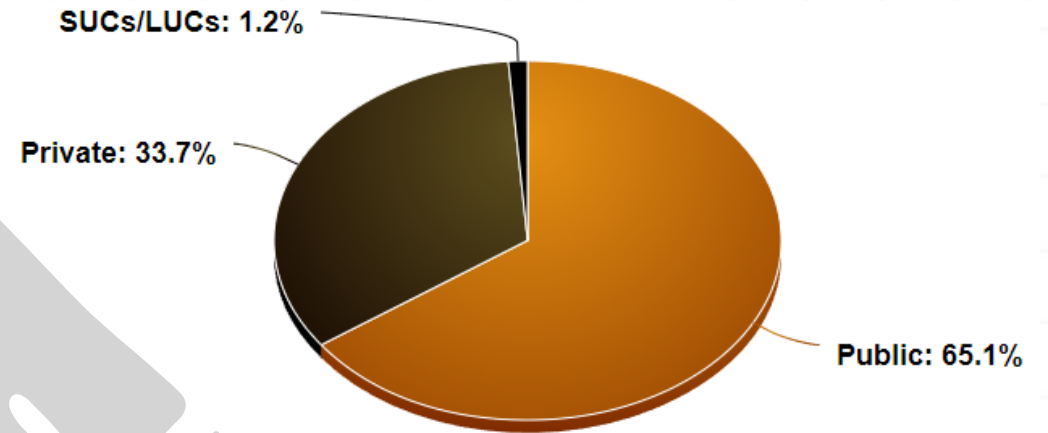
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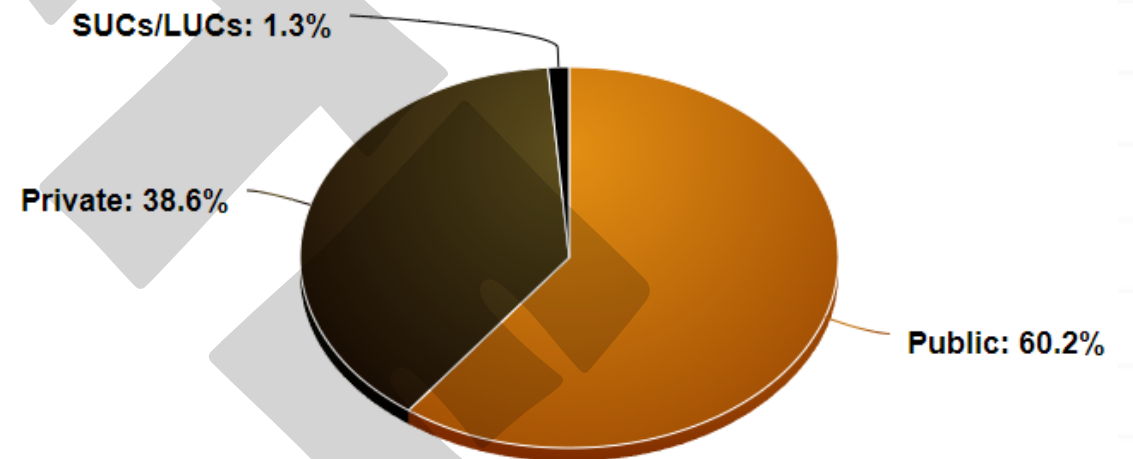
## Senior High School

| Sector       | Enrollment       | Schools       |
|--------------|------------------|---------------|
| Public       | 2,721,117        | 7,586         |
| Private      | 1,406,315        | 4,859         |
| SUCs/LUCs    | 50,383           | 160           |
| <b>Total</b> | <b>4,177,815</b> | <b>12,605</b> |

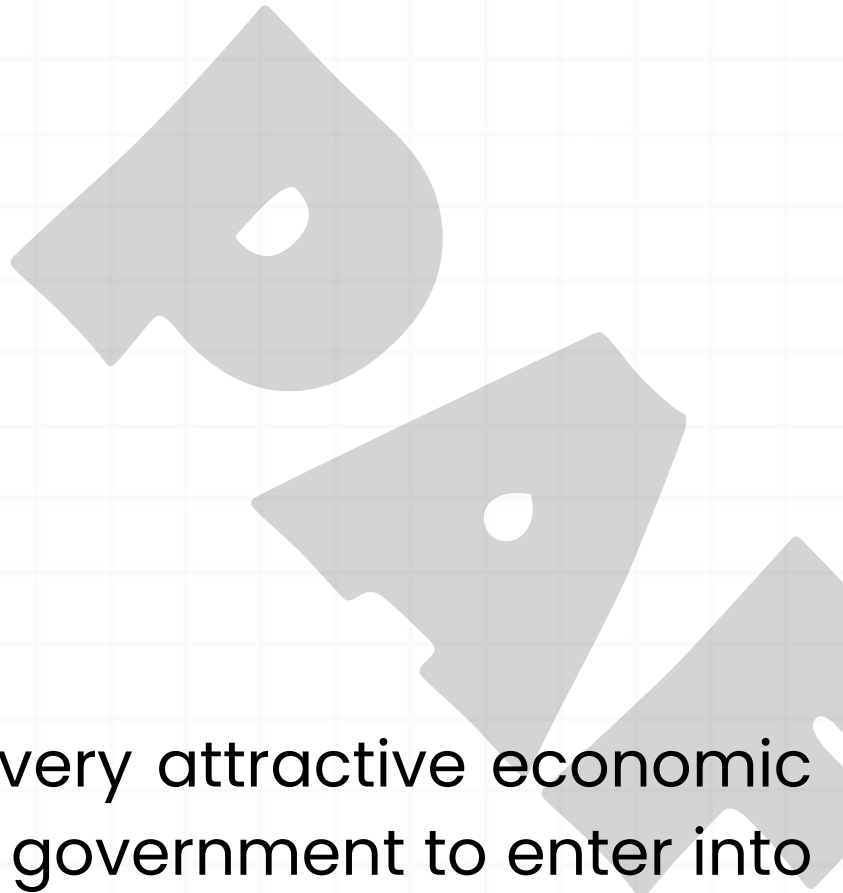
### ENROLLMENT



### SCHOOLS



Source: Department of Education (as of January 10, 2023)  
Enrollment Data includes Learners with Disability (LWD)



It would be “a very attractive economic transaction for government to enter into service contracts with appropriate private schools.”

– Education Minister Onofre D. Corpuz,  
FAPE Bulletin (November 1979)

A MONTHLY PUBLICATION OF THE FUND FOR ASSISTANCE TO PRIVATE EDUCATION • NOVEMBER 1979 VOL. 7 NO. 4 • MAKATI, METRO MANILA, PHILIPPINES

## Corpuz stresses gov't assistance in financing private education

### Felipe named deputy education minister

FAPE President Abraham I. Felipe has been named Deputy Education Minister early last month. Felipe takes charge of plans and programs of higher education.

This brings to three the number of deputy ministers at the Ministry of Education and Culture. The others are Herminigildo Dumlaog, vice Narciso Abrenacian who resigned recently, and Felicitas Bernardino for non-formal education.

Concurrently Felipe is president of two FAPE-initiated organizations: the Private Education Retirement Annuity Association, a non-profit, multi-employer trust fund; and the Center for Educational Measurement, a non-stock, non-profit educational testing agency.

He is also board member of the Federation of Accrediting Agencies of the Philippines and member of the Philippine National Commission of the UNESCO. In 1977 he was appointed member of the National Board for Teachers.

Felipe, 43, finished AB (cum laude) and MA at the University of the Philippines, MS and Ph.D. (social psychology) at Yale.

President Marcos congratulates FAPE President Abraham Felipe after swearing in as Deputy Minister for Education. Also sworn in this month is Felipe as Deputy Minister for Education. Herminigildo Dumlaog (from left),

Education Minister Onofre D. Corpuz reiterated government's readiness to help private education, especially in the area of financing, during the congress on higher education held Sept. 26 at the Philippine International Convention Center.

During the congress, which was sponsored by the Coordinating Council for Private Educational Associations in cooperation with FAPE, Corpuz announced his first policy statements since his appointment to the ministry last July.

"The real problem is in the private sector," Corpuz pointed out before some 300 heads of private and state educational institutions who met to formulate guidelines that will make the 1980s "the development decade for Philippine higher education." He affirmed that private schools are facing operations difficulties and have to improve their facilities and build new capacity for the future.

Considering tuition fee as an immediate and pressing issue, Corpuz

explained that tuition and other fees should cover only the student's payment for the cost of instructional services. He said that in order to make tuition reasonably justifiable, it must be kept at a level that is acceptable to parents and students.

"Any increase must be related to some objective basis or measure of increased costs, such as the consumer price index," Corpuz underscored. He added that schools should be allowed some leeway in using the portion for salaries and allowances according to reasonable administrative objectives.

The Education Minister recommended the drawing up of financial packages designed to enable schools to operate without charging the full cost to the students. Among the approaches he referred to were sales to families of educational plans, pooling of institutional investment funds, gradual build-up of endowment funds, better management of aux-

To page 12



In 1981, Dr. Abraham I. Felipe, then FAPE President and concurrently Deputy Education Minister, announced that FAPE (now PEAC) would conduct a feasibility study on a service contract scheme to operationalize the new approach proposed by Minister Corpuz.

### FAPE Bulletin (July 1981)





# Brief History of the GASTPE Program

1980

## PEAC PILOTED THE ESC PROGRAM

- ESC as an alternative to public school expansion
- Attractive economic transaction for Government to help the private school system to survive
- DECS-RO 8, EVAPS-RO 8, DECS-RO 12, and NDEA-RO 12

1986

## NATIONAL EXPANDED PILOT

- Started with 158 participating schools
- Php5M financed by DECS

1989

## RA 6728 (GASTPE LAW) ENACTED

- Php 40M initial budget
- Increased to Php100M in 1989
- 1,123 private schools
- Average private school fees: Php 897.93
- Subsidy pegged at Php 1,349 per grantee

1991

## MANAGEMENT WAS TRANSFERRED TO DECS

- Processing issues
- Delayed payments
- No existing reports on the program

2013

## RA 10533 (K TO 12 LAW) PASSED

- Expansion of GASTPE coverage to Senior High School through a Voucher Program
- Other forms of assistance identified

2004

## ESC CERTIFICATION PROGRAM

- Requirement for school participation in the program
- Per student subsidy increased to Php 4,000

1998

## RA 8545 (EGASTPE LAW) ENACTED

- In-Service Training for Teachers (INSET)
- Teachers' Salary Subsidy (TSS)

1996

## ESC MANAGEMENT BACK TO PEAC

- Amount of subsidy: Php 1,700
- Slot allocation was based on overflow from public high schools

# ASSESSMENT OF THE JUNIOR HIGH SCHOOL EDUCATION SERVICE CONTRACTING, SHS VOUCHER PROGRAM, AND JOINT DELIVERY VOUCHER PROGRAM FOR SHS TECHNICAL- VOCATIONAL- LIVELIHOOD SPECIALIZATION

Findings and Recommendations

14 August 2020



***“The ESC, SHSVP, and JDVP programs are working reasonably well ... but can be adjusted to achieve stated objectives better”***



The logic behind the programs are plausible

- Have solid legal bases and are in line with the:
  - Philippine Constitution
  - EGASTPE Act of 1998,
  - Enhanced Basic Education Act of 2013
- Designed and set-up to achieve key educational outcomes
  - Accessible Quality Education
  - Public-Private Complementarity
  - Efficiency



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# PERFORMANCE HIGHLIGHTS

2022-2023 PERFORMANCE HIGHLIGHTS

**90,000+**  
**teacher engagement**

|                        |        |
|------------------------|--------|
| JHS-INSET              | 23,712 |
| SHS-INSET              | 17,391 |
| Teacher Salary Subsidy | 49,280 |

2022-2023 PERFORMANCE HIGHLIGHTS

**2.3M+**  
**student grantees**

Education Service Contracting  
SHS – Voucher Program

923,314  
1,355,135



**2022-2023 PERFORMANCE HIGHLIGHTS**

**3,641**

**Schools served in the  
ESC Program**

**Schools served in the  
SHS Voucher  
Program**

**4,547**

*Source: Admin panel (as of 7/31/23)*

2022-2023 PERFORMANCE HIGHLIGHTS

**33B+**

**Subsidies processed**

ESC

8.87B

TSS

873.17M

SHS Voucher

23.47B

## 2022-2023 PERFORMANCE HIGHLIGHTS

SY 2021-2022

1,376

|                        |              |
|------------------------|--------------|
| Certified              | 638   46.36% |
| Substantial Compliance | 355   25.08% |
| Partial Compliance     | 220   15.99% |
| Others                 | 163   11.85% |

SY 2022-2023

1,151

|                        |              |
|------------------------|--------------|
| Certified              | 557   49.03% |
| Substantial Compliance | 284   25.00% |
| Partial Compliance     | 159   14.00% |
| Others                 | 136   11.97% |



# Current Advocacy Initiatives



# EDCOM2

The Second Congressional Commission on Education

The EDCOM II was created by Republic Act 11899 to undertake a three-year comprehensive national assessment and evaluation of the Philippine education sector's performance.

PEAC Executive Director is one of the policy advisers of EDCOM II.





# Priority Areas and Issues



## EARLY CHILDHOOD CARE AND DEVELOPMENT (ECCD)

- 1 **Nutrition and feeding**
  - Challenges in governance, implementation, and resourcing of health & nutrition programs
  - Aligning incentives to address challenges / look into quality
- 2 **Supply-side factors**
  - Lack of child development centers to attain universal coverage of ECCD
  - Producing high quality child development workers/teachers
  - Materials and resources for ECE
- 3 **Demand-side factors**
  - Understanding barriers that relate to parental perceptions and engagement in ECCD
- 4 **Governance and financing of ECCD**
  - Mechanism of finance
  - Addressing governance challenges



## BASIC EDUCATION

- 5 **Learning resources**
  - Textbook development, production, and distribution
  - Using media to enhance learning
- 6 **Measurement of learning outcomes**
  - Adequacy of the assessment system to track learners' progress and inform system reforms
  - Reporting and utilization of assessment results for improving learning outcomes
- 7 **Curriculum and instruction**
  - Medium/language of instruction
  - Validation of the K to 10 (and eventually 11 -12) curriculum towards decongestion, encouraging flexibility and innovation, and reviewing the spiral curriculum
- 8 **School infrastructure**
  - Inventory of facilities (public and private)
  - Strategies to address the gaps
- 9 **Alternative Learning System (ALS)**
  - Access and delivery
  - Curriculum content, quality, and assessment, towards preparing learners for employment
- 10 **Home and school environment**
  - Safe, secure, conducive and supportive learning environment
  - Improved mechanisms for partnerships and shared accountability between families, schools, and communities



## HIGHER EDUCATION

- 11 **Access to quality higher education**
  - Improving the regulatory and developmental capacity of CHED to ensure quality in all higher education institutions
  - Ensuring closer coordination between industry and academe
  - Improving the quality of higher education
- 12 **Efficiency of public and private higher education provision**
  - Lack of clear framework in the establishment and sustainability framework for existing Higher Educational Institutions (HEIs), especially LUCs
  - Address substantial challenges faced by private HEIs
- 13 **Graduate education, research and innovation**
  - Poor quality and uptake of graduate education in the country
  - Lack of capacity to produce quality research in universities
  - Lack of capacity for research translation into innovations and technologies
- 14 **Digital transformation and educational technologies (Cross cutting)**
  - Infrastructure for digital transformation, research clouds, and educational technologies
- 15 **Internationalization of higher education (Cross cutting)**
  - Access to educational technologies and sharing of resources



# Priority Areas and Issues



## TEACHER EDUCATION AND DEVELOPMENT

- |    |   |  |
|----|---|--|
| 16 | <b>Alignment of CHED, PRC, DepEd (including TEC) on teacher education and development</b> | <ul style="list-style-type: none"> <li>Alignment of CHED, PRC, DepEd on teacher education and development</li> </ul>   |
| 17 | <b>Pre-service education</b>  | <ul style="list-style-type: none"> <li>Gaps in pre-service Training</li> <li>Quality of Teacher Education Institutions</li> <li>Encouraging more students to enter the teaching profession</li> <li>Licensure Exam for Teachers (LET)/licensing of teachers</li> </ul> |
| 18 | <b>In-service training and development</b>  | <ul style="list-style-type: none"> <li>Teacher welfare</li> <li>Training and development of teachers and school heads</li> </ul>   |



## TECHNICAL VOCATIONAL EDUCATION & TRAINING (TVET) AND LIFELONG LEARNING

- |    |  |   |
|----|--|---|
| 19 | <b>Needs-based system projecting the demands in workers' upskilling</b>              | <ul style="list-style-type: none"> <li>Understanding current and future "middle-skill" needs of the country</li> <li>Understanding the future generation of the Filipino workforce</li> </ul>   |
| 20 | <b>Industry involvement and investment in upskilling</b>                             | <ul style="list-style-type: none"> <li>Understanding the labor market outcomes of TVET graduates</li> <li>Encouraging companies to invest in upskilling of workers and offer enterprise-based training and apprenticeship programs</li> <li>Reconsidering rural industry development</li> </ul> |
| 21 | <b>Ensuring quality in the provision of TVET</b>                                     | <ul style="list-style-type: none"> <li>Ensuring quality assurance in TVET</li> <li>Rationalizing TVET provision and support (by TESDA, LGUs, and private TVIs)</li> </ul>   |
| 22 | <b>Framework for equivalency and recognition of non-formal and informal learning</b> | <ul style="list-style-type: none"> <li>Lifelong Learning framework</li> </ul>   |



## GOVERNANCE AND FINANCE

- |    |   |  |
|----|---|--|
| 23 | <b>Ensuring seamless and integrated delivery of education</b>                               | <ul style="list-style-type: none"> <li>Lack of a coherent plan/roadmap/vision for the education sector</li> <li>Lack of effective coordination among education agencies towards agreed upon goals</li> <li>Using measures of quality to ensure attainment of agreed upon goals</li> </ul>  |
| 24 | <b>Complementarity between public and private education</b>                                 | <ul style="list-style-type: none"> <li>Lack of clarity on the government's primary roles</li> <li>Education delivery strategy informed by public and private absorptive capacity across all levels of education</li> <li>Expanding Government Assistance to Students and Teachers in Private Education (GASTPE)</li> </ul>   |
| 25 | <b>Integrated performance management and accountability system</b>                          | <ul style="list-style-type: none"> <li>Lack of integrated ecosystem performance management system where funding is tied to performance versus student outcomes</li> </ul>  |
| 26 | <b>Efficiency and equity in financing, resource mobilization, and delivery of education</b> | <ul style="list-style-type: none"> <li>Efficiency in education finance and resource mobilization</li> <li>Equity in the delivery of education and the extent that the needs of vulnerable sectors are addressed</li> </ul>   |
| 27 | <b>Decentralization, quality of education governance, and participatory governance</b>      | <ul style="list-style-type: none"> <li>Highly centralized governance structure results in limited participation of local government in education governance, and lack of agility and innovation in the system</li> <li>Participation of education stakeholders (students, parents, community, NGOs, CSOs, business sector and industries, LGUs, NGAs, and development partners) in education governance</li> </ul> |



## CROSS-CUTTING

- |    |  |
|----|--|
| 28 | <b>Connectedness of learner pathways throughout the system</b> |
|----|--|

# Strategic Direction

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**Future-Proofing Private Education  
for the Next Decade**  
Private Education Assistance Committee (PEAC)  
Strategic Plan for 2021-2024

May 2021

**SD1**

**Management of programs of assistance to private education strengthened**

**SD2**

**Capacity-building for private schools and for private education leaders, in response to local and global demands implemented.**

**SD3**

**Understanding of private education contexts, models and best practices advanced.**

**SD4**

**Increased support for private education policies and additional resources gained.**

**SD5**

**Organizational capacity and resources made robust.**



**The PEAC is building a culture of quality assurance to support the continuous improvement of private schools and improve access of Filipino learners to quality education.**



K-6 Internal  
Quality Assurance (IQA)

Certification for ESC  
Junior High Schools (JHS)



IQA for Non-ESC and  
Non-accredited JHS

Senior High School (SHS)  
Voluntary Certification



#PEACforPHPrivateEd



Strategic Direction 2



(02) 8 570 7322



Private Education Assistance Committee



@PEACOfficial



www.peac.org.ph

# THE PEAC TRAILBLAZING INITIATIVES

Seamless, Continual and Purposive School Improvement

SQAI – ES  
2022

JHS CAI  
2018

SHS  
CAI/VQA  
2020

QUALITY  
BASIC  
EDUCATION

Building a QA Ethos

| SQA I-ES  |            |           | JHS CAI   |           |           | SHS CAI   |            |           |
|---|------------|-----------|---|-----------|-----------|---|------------|-----------|
| AREAS   | P          | S         | AREAS   | P         | S         | AREAS   | P          | S         |
| <b>CORE</b>   |            |           | <b>CORE</b>   |           |           | <b>CORE</b>   |            |           |
| A. School Philosophy, Vision, Mission, Goals and Objectives | 5*         | 1         | A. School Philosophy, Vision, Mission, Goals and Objectives | *5        | 0         | A. School Philosophy, Vision, Mission, Goals and Objectives | 3*         | 1         |
| B. Curriculum, Assessment and Instruction                   | 45         | 8         | B. Curriculum, Assessment and Instruction                   | 13        | 4         | B. Curriculum, Assessment and Instruction                   | 25         | 7         |
| C. Instructional Leadership                                 | 11         | 5         | C. Instructional Leadership                                 | 5         | 5         | ★ C. Work Immersion and Culminating Activity                | 11         | 5         |
| D. Faculty  | 8          | 5         | D. Faculty  | 5         | 3         | D. Instructional Leadership                                 | 17         | 5         |
| G. Administration and Governance                            | 9          | 2         | G. Administration and Governance                            | 9         | 2         | E. Faculty  | 10         | 6         |
|   |            |           |   |           |           | H. Administration and Governance                            | 27         | 7         |
| <b>Support</b>  |            |           | <b>Support</b>  |           |           | <b>Support</b>  |            |           |
| E. Academic Support and Student Development Services        | 29         | 10        | E. Academic Support and Student Development Services        | 3         | 9         | F. Academic Support and Student Development Services        | 21         | 9         |
| F. Physical Plant and Instructional Support Facilities      | 11         | 1         | F. Physical Plant and Instructional Support Facilities      | 13        | 1         | G. Physical Plant and Instructional Support Facilities      | 27         | 9         |
| H. School Budget and Finances                               | 9          | 1         | H. School Budget and Finances                               | 9         | 3         | I. School Budget and Finances                               | 7          | 3         |
| I. Institutional Planning and Development                   | 5          | 3         | I. Institutional Planning and Development                   | 5         | 1         | J. Institutional Planning and Development                   | 7          | 4         |
| <b>TOTAL</b>  | <b>129</b> | <b>36</b> |   | <b>95</b> | <b>26</b> |   | <b>155</b> | <b>56</b> |



# LEAP

## LEADING FOR EDUCATIONAL ACHIEVEMENT PROGRAM

In partnership with Lasallian Schools Supervision Services Association, Inc. (LASSAI)

**LEAP provides support to ESC schools preparing for the PEAC recertification visit thus ensuring compliance with the standards and minimum requirements mandated by DepEd for the junior high school program.**

Learn more about LEAP at <https://peac.org.ph/leap/>.



# CoRE

## COACHING FOR RESULTS IN EDUCATION

In partnership with  
Phoenix Educational Foundation, Inc.

**CoRE supports ESC participating schools in their preparation for the recertification revisit by providing assistance that covers the engagement of school coaches from the Kaagapay Program of the Phoenix Educational Foundation, Inc.**

Learn more about CoRE at <https://peac.org.ph/core/>.



2023 PhilEd Conference  
#2023Philed



2023 PhilEd Conference  
#2023Philed



2023 PhilEd Conference  
#2023Philed



# PLENARY SESSION

*Reflecting on Significant Education Reform Initiatives in the Philippines*

DECEMBER 6, 2023 WEDNESDAY | 9-10AM

SMX Convention Center, Pasay City



**Dr. Ma. Cynthia Rose B. Bautista**  
Vice President for Academic Affairs  
University of the Philippines



**Dr. Allan B.I. Bernardo**  
Professor  
De La Salle University  
(Manila)



**Dr. Dina Ocampo**  
Professor  
University of the Philippines  
(Diliman)

REGISTER NOW AT: [peac.org.ph/2023philed](https://peac.org.ph/2023philed)

# PLENARY SESSION

*Prioritizing and Supporting the Necessary Reforms in Philippine Education*

DECEMBER 6, 2023 WEDNESDAY | 10AM-12NN

SMX Convention Center, Pasay City



**Hon. Sherwin T. Gatchalian**  
Co-Chairperson, Second Congressional Commission on Education  
Chairperson, Senate Committee on Basic Education



**Hon. Roman T. Romulo**  
Co-Chairperson, Second Congressional Commission on Education  
Chairperson, House Committee on Basic Education and Culture



**Hon. Mark O. Go**  
Co-Chairperson, Second Congressional Commission on Education  
Chairperson, House Committee on Higher and Technical Education



**Hon. Jose Francisco B. Benitez**  
Commissioner  
Second Congressional Commission on Education



Session Moderated by:  
**Christian Esguerra**  
Faculty, University of Santo Tomas

REGISTER NOW AT:  
[peac.org.ph/2023philed](https://peac.org.ph/2023philed)

# CONCURRENT SESSION B

## Governance and Financing

*Law and Technology in the School Context*

DECEMBER 7, 2023 THURSDAY | 10:30AM - 12:30PM FUNCTION ROOM 2

SMX Convention Center, Pasay City



**Atty. Jose Arturo C. De Castro**

De Castro & Cagampang-De Castro Law Firm



Moderated by:  
**Dr. Arturo B. Bayocot**  
Regional Director, DepEd Region 10

REGISTER NOW AT:  
[peac.org.ph/2023philed](https://peac.org.ph/2023philed)



# PEAC-MCE Training Program on Numeracy Development in Early Childhood

This professional development program caters to Mathematics educators and elementary school leaders designed with specific objectives and examples suitable for Kindergarten to Grade 3.

**October 12-13, 2023**

Makati Diamond Residences, Makati City

**January 18-19, 2024**

Ion Hotel (formerly Holiday Inn), Baguio City

**February 1-2, 2024**

Waterfront Cebu City Hotel, Cebu City

[register.peac.org.ph](http://register.peac.org.ph)

For inquiries, contact the Training and Development Unit at [tdu@peac.org.ph](mailto:tdu@peac.org.ph) or 0917.599.1103.



**Brandon Oh**  
Lecturer



## PEAC-MARSHALL CAVENDISH LEADERSHIP ACADEMY



**Mrs Belinda Charles**  
Dean  
Principals Academy

With 3 New Modules on:

The Curriculum Leader

The Transformational Leader

The Network Leader

### Dates and Venues

**January 11 - 12, 2024**

Diamond Hotel Philippines, Manila

**January 25 - 26, 2024**

Waterfront Cebu City Hotel, Cebu City

**February 28 - 29, 2024**

Ion Hotel, Baguio City



# TOWARDS STANDARDS-BASED QUALITY ASSURANCE FOR SENIOR HIGH SCHOOLS (2023 RERUNS)

**A Three-Day Webinar-Workshop for SHS Administrators**



**This training program is open to SHS Administrators especially:**

- Principals
- Assistant Principals
- Academic Coordinators
- SHS Department Chair
- Quality Assurance Officers
- School Directors/Directress

## **RUN TRAINING DATES**

**1 November 8 - 10, 2023**

**2 November 15 - 17, 2023**

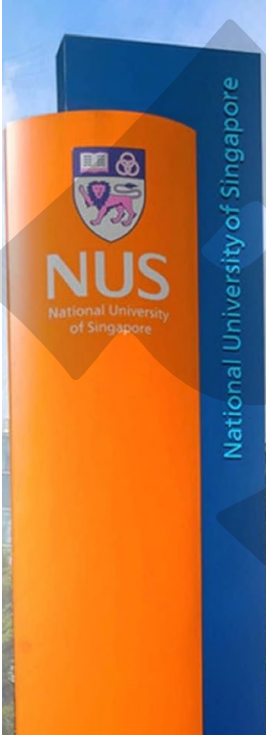
**3 November 22 - 24, 2023**



**Registration Fee:  
Php2,000  
per participant**

**Registration starts on  
October 2, 2023  
at [register.peac.org.ph](https://register.peac.org.ph)**





# DATA SCIENCE ANALYTICS FROM DATA TO INSIGHTS

## Batch 3

An Executive Program for  
University Presidents, School Leaders, Data Scientists,  
Data Analysts, Data Custodians, and Data Stewards

Lee Kuan Yew School of Public Policy  
National University of Singapore

Join us on  
**April 15 to 17, 2024**





# Watch the recordings:

 @peacofficial

## LIDER

Leadership, Innovation and Dynamism towards Educational Reforms  
The PEAC Educational Leadership Series

FREE Webinar via   LIVE



**Leading Change: Future-Proofing Schools**  
July 20, 2020 | 10:00AM - 11:30AM  
Dr. Reynaldo B. Vea  
President and Chief Executive Officer  
Mapua University



**Uncompromising Quality towards a Better Normal**  
July 21, 2020 | 9:00AM - 10:30AM  
Sr. Ma. Marissa R. Viri, RVM  
President, University of the Immaculate Conception  
Vice-President, Philippine Accrediting Association of Schools, Colleges and Universities (PAASCU)



**Fiscal Discipline in the Time of COVID-19**  
July 21, 2020 | 10:30 AM - 12:00 NN  
Fr. John Christian U. Young  
President  
Father Saturnino Urios University



**Continuing the Work of Educating the Conscience**  
July 22, 2020 | 10:00 AM - 12:00 NN  
Dr. Armin A. Luistro, FSC  
Provincial Superior Private  
Lasallian East Asia District  
Former Secretary  
Department of Education



Fr. Primitivo E. Viray Jr., SJ  
Provincial Superior  
Philippine Province of the Society of Jesus  
Former President  
Ateneo de Naga University

Like, follow and tune in to PEAC Facebook page or Private Education Assistance Committee. No registration needed.

## LIDER2

Leadership, Innovation, and Dynamism in Education Reform  
The PEAC Educational Leadership Series

**Educating for Social Transformation in the 21st Century**



Prof. Christian V. Esguerra  
University of Sto. Tomas  
Host, ANC Matters of Fact



John S. Nery  
Chair, Asian Center for Journalism  
Ateneo de Manila University  
Columnist, Philippine Daily Inquirer



Atty. Chel I. Diokno  
Former Dean, College of Law  
De La Salle University  
Chair, Free Legal Assistance Group

Dec. 2, 2020 | 10am-12nn  
Social Media as a Force for Good

Dec. 3, 2020 | 10am-12nn  
Combating Historical Revisionism

Dec 4, 2020 | 10am-12nn  
The Human Rights Agenda

  @PEACOfficial

## LIDER3

Leadership, Innovation and Dynamism towards Educational Reforms  
The PEAC Educational Leadership Series

**Educating for Social Transformation in the 21st Century**



ANTONIO GABRIEL M. LA VIÑA, JSD  
Professional Lecturer  
University of the Philippines College of Law



PROF. VICTOR ANDRES C. MANHIT  
President  
Stratbase ADR Institute

July 7, 2021 | 10am-12nn  
The Rule of Law as Foundation of Democracy

July 8, 2021 | 10am-12nn  
Commitment to the Common Good and the Filipino

REACTORS



FR. ISMAEL JOSE V. CHAN-GONZAGA II, SJ  
Rector, Holy Spirit Minor Seminary  
Xavier University-Ateneo de Cagayan



ATTY. ANA MARIA D. ABAD  
Dean, College of Law  
Admission University



FR. DANIEL FRANCISCO E. PILARIO, CM  
Dean, St. Vincent School of Theology  
Admission University



RHODORA ANGELA F. FERRER  
Executive Director  
Private Education Assistance Committee


  @PEACOfficial

## LIDER4

Leadership, Innovation and Dynamism in Education Reform  
The PEAC Educational Leadership Series

**Fighting Forward: Teachers vs. Fake News**

The course is especially designed for teachers, to help them help their students fight disinformation and historical denialism with three connected workshops on critical reading, critical thinking, and critical feeling. Exercises conclude with lesson plan templates per module, each can be adapted for location-specific use.



LEAD DISCUSSANT  
John Nery  
Columnist and Editorial Consultant, Rappler  
Former Deputy Editor, Editorial Manager and Columnist, Philippine Daily Inquirer

January 21, 2022  
Luzon A (Regions I-III)

February 4, 2022  
Visayas

February 11, 2022  
Mindanao

February 18, 2022  
Luzon B (Regions IV-VI)

March 4, 2022  
NCR

Registration fee: PhP500

REGISTER HERE  
DECEMBER 17  
register.peac.org

## LIDER5

Leadership, Innovation and Dynamism towards Educational Reforms  
The PEAC Educational Leadership Series

**Educating for Social Transformation in the 21st Century**



Dr. Justice Antonio J. Carpio  
Former Secretary of Education  
April 4, 2022 | 10AM-12NN  
On Asserting our Sovereignty and the 2022 Elections



Dr. Francisco A. Magno  
Former Secretary of Education  
April 6, 2022 | 10AM-12NN  
On Good Governance in a Post-Pandemic Philippines



Mr. Alan German  
Former Secretary of Education  
April 7, 2022 | 10AM-12NN  
On Pre-Election Surveys and Shaping Public Opinion

## LIDER6

Leadership, Innovation and Dynamism towards Educational Reforms  
The PEAC Educational Leadership Series

**Educating for Social Transformation in the 21st Century**



Dr. Allan Benedict I. Bernardo  
Professor, De La Salle University  
January 11, 2023 | 10am-12nn  
Education in Focus: PISA 2018, what else is the data telling us?



Dr. Michael M. Alba  
President, Far Eastern University  
January 12, 2023 | 10am-12nn  
Education in Focus: All's Still Not Well, still?



Dr. Chito B. Salazar  
President and CEO, PHINMA Education  
January 13, 2023 | 10am-12nn  
Education in Focus: Where are we now and what's the plan?


  @PEACOfficial

## LIDER7


Leadership, Innovation and Dynamism towards Educational Reforms  
The PEAC Educational Leadership Series

**MOVING THE NATION TOWARDS LEARNING RECOVERY**

**Using AI to Address Learning Gaps in Literacy**




Delina Leo  
Dean, Faculty of Education  
National Central University



Mark Stanley  
Thought Leader in AI for Education  
Genesys Pty Limited

July 11, 2023 | 10am - 12nn


**Post-Pandemic Learning Modalities: Issues and Questions**




Fr. Johnny C. Go, SJ  
Rector, Holy Spirit Minor Seminary  
Xavier University-Ateneo de Cagayan

July 12, 2023 | 10am - 12nn

**EDCOM 2: Moving the Nation Towards Learning Recovery**



Dr. Karol Mark Yeo  
Executive Director  
EDCOM2



Atty. Joseph Noel Estrada  
Chief Legal Officer  
EDCOM2

July 13, 2023 | 10am - 12nn

## LIDER8

Leadership, Innovation and Dynamism towards Educational Reforms  
The PEAC Educational Leadership Series

IN CELEBRATION OF THE National Teachers' Month



Fr. Dionisio M. Miranda, SVD  
September 27, 2023  
10:00 AM

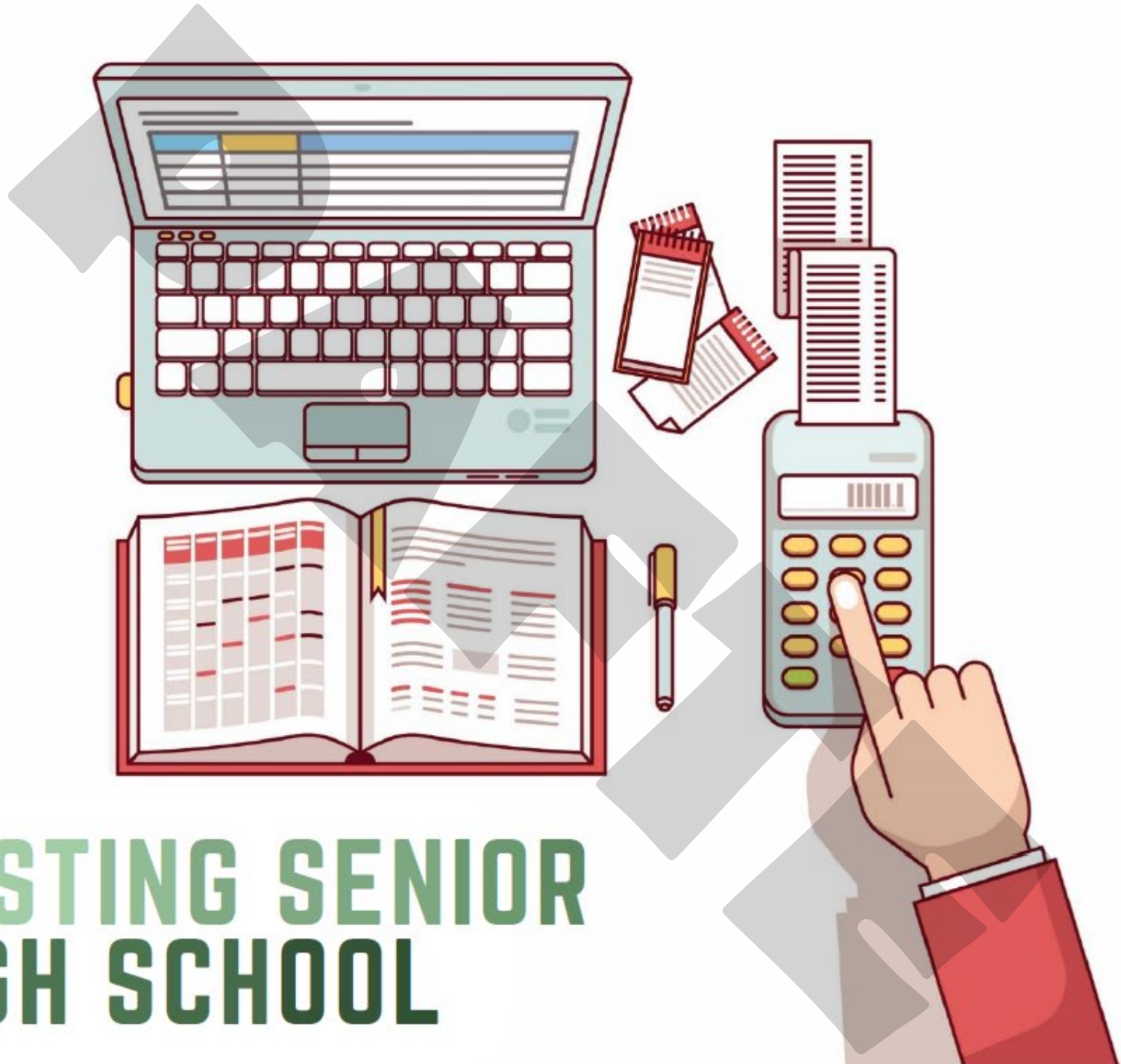


Ms. Matec D. Villanueva  
September 28, 2023  
10:00 AM

**The Teacher and Society**

**Professional Branding 101 for Teachers**

  LIVE



# COSTING SENIOR HIGH SCHOOL

## Recommended SHS Voucher amounts for 2020-2021

|         | <b>NCR</b> | <b>HUC</b> | <b>OTHERS</b> |
|---------|------------|------------|---------------|
| Public  | 28,000     | 24,500     | 23,000        |
| Private | 22,400     | 19,600     | 18,400        |

**Increase learner access in K-6.** There is spare capacity in private schools and can absorb up to 433,500 learners or equivalent to 28% of the aisle learners in public schools or 21,675 classrooms. Spare resources in private schools can be used to absorb learners from overcrowded public schools.



**Improve overall education quality.** Filipino learners did poorly in international assessments. However, learners in private schools performed better than learners in public schools. GASTPE in K-6 means more students can avail and benefit from private schooling at an early age.



**Lead significant savings for government.** Total School Fees at GASTPE participating schools are below the cost per student in public schools (ADB, 2020). There is an estimate of Php 3 billion/year of savings.



**Widens the range of school choices.** Private schools offer a gamut of offerings, education philosophies, and pedagogies, making it more likely that the needs of some students and parents are better served at private schools.



# POLICY BRIEF ON EXTENDING GASTPE TO K TO 6

Commissioned by the Private Education Assistance Committee and written in aid of legislation and EDCOM 2

# Certificate

Standard **ISO/IEC 27001:2013**

Certificate Registr. No. 01 153 2134780

Certificate Holder:



**Private Education Assistance Committee -  
National Secretariat**  
Units 2505-2507, 25th Floor Philippine AXA Life  
Centre 1286 Sen. Gil Puyat Avenue corner  
Tindalo St., Makati City, Philippines

Scope:

Development and Implementation of Programs of Assistance to  
Private Education  
As per Statement of Applicability rev. 0 dated June 1, 2023

Validity:

Proof has been furnished by means of an audit that the  
requirements of ISO/IEC 27001:2013 are met.

The certificate is valid from 2023-09-22 until 2025-10-30.  
First certification 2023

2023-09-25

TÜV Rheinland Cert GmbH  
Am Grauen Stein · 51105 Köln

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www.tuv.com



## CERTIFIED

# ISO27001:2013 ISO9001:2015



## Thank you for inspiring us!





# Making public-private school partnership work

By: [Doris Fernandez Ferrer](#) - @inquirerdotnet Philippine Daily Inquirer / 05:03 AM May 11, 2023

The 1987 Philippine Constitution recognizes the complementary roles between public and private institutions in the education system. Much has been said about the concept, but operationalizing complementarity—making it work on the ground—continues to be elusive.

# REGIONAL SECRETARIAT DIRECTORY

| RS        | MOBILE/LANDLINE   | EMAIL ADDRESS      |
|-----------|---|--------------------|
| Region 1  | (072) 607 8319<br>(072) 242 5535 loc. 135, 103<br>0917.1157.711   | rs.01@peac.org.ph  |
| Region 2  | 0905.954.1411   | rs.02@peac.org.ph  |
| Region 3  | 0933.856.8877<br>0917.890.0265<br>0917.322.4707   | rs.03@peac.org.ph  |
| Region 4A | 0917.895.9609<br>0949.996.0898<br>0917.114.2804   | rs.04a@peac.org.ph |
| Region 4B | 0921.585.1947   | rs.04b@peac.org.ph |
| Region 5  | 0977.689.0429<br>0917.522.7894<br>0966.233.2875<br>(054) 881 4136 loc. 2086<br>(054) 881-2368 loc. 1040 | rs.05@peac.org.ph  |
| Region 6  | 0927.684.7442<br>0920.907.0150<br>(033) 336.9408  | rs.06@peac.org.ph  |
| Region 7  | (032) 253.7900 loc. 343<br>0917.7231.697<br>0917.1329.432   | rs.07@peac.org.ph  |

| RS                     | MOBILE/LANDLINE  | EMAIL ADDRESS                                |
|------------------------|--|--|
| Region 8               | 0999.992.2055<br>(053) 832.5544                                  | rs.08@peac.org.ph                            |
| Region 9               | 0936.407.4267<br>0920.381.6989<br>(062) 991.0871 loc. 1004       | rs.09@peac.org.ph<br>zbstas@yahoo.com.ph     |
| Region 10              | 0935.128.3229<br>0960.902.1204<br>(088) 857-1423 local 108       | rs.10@peac.org.ph                            |
| Region 11              | 0995.170.4662<br>(082) 221.8090<br>(082) 221.8181                | rs.11@peac.org.ph                            |
| Region 12<br>and BARMM | 0966.984.0332<br>(064) 562.0019                                  | rs.12@peac.org.ph<br>rs.armm@peac.org.ph     |
| Region 13              | 0999.996.7066<br>0917.705.6597<br>(085) 342.1830 loc. 1551, 1661 | rs.13@peac.org.ph                            |
| CAR                    | 0999.3075.867<br>(074) 444.8246 loc. 290                         | rs.car@peac.org.ph<br>jcgutierrez@slu.edu.ph |
| NCR                    | 0977.018.5569<br>(02) 8405.0408                                  | rs.ncr@peac.org.ph                           |

# NATIONAL SECRETARIAT DIRECTORY

| PEAC NS UNIT   | MOBILE NUMBER  | EMAIL ADDRESS   |
|--|--|---|
| Office of the Executive Director                     | 0977.258.1775  | vangie.domondon@peac.org.ph                                       |
| Certification  | 0917.501.3669<br>0917.307.0071                           | certification@peac.org.ph   |
| Monitoring and Processing                            | 0917.314.4460 (Monitoring)<br>0917.501.3273 (Processing) | mpu@peac.org.ph<br>monitoring@peac.org.ph                         |
| Training and Development                             | 0917.700.9410<br>0917.599.1103                           | tdu@peac.org.ph<br>jhs.inset@peac.org.ph<br>shs.inset@peac.org.ph |
| Communications and Research                          | 0917.163.1100  | communications@peac.org.ph  |
| Information Technology<br>and Information Management | 0917.702.4213<br>0927.220.0275                           | it.im@peac.org.ph   |
| Finance  |  | finance@peac.org.ph   |
| Human Resources and Administrative Services          | 0917.595.1101<br>0917.701.8581                           | admin.unit@peac.org.ph<br>hrgs@peac.org.ph                        |
| Organizational Planning and Quality Assurance        |  | opqa@peac.org.ph  |







PRIVATE EDUCATION ASSISTANCE COMMITTEE

Trustee of the Fund for Assistance to Private Education

**Thank you!**

 [peac.org.ph](http://peac.org.ph)

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Private Education  
Assistance Committee