

Responsiveness and Resiliency:

Future-proofing Philippine Private Education

PRIVATE EDUCATION ASSISTANCE COMMITTEE
ANNUAL REPORT 2020-2021



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FAPE: A Brief History

On June 11, 1968, the Government of the Republic of the Philippines and the United States (U.S.) Government entered into a Project Agreement in accordance with the Exchange of Notes between said governments, for the creation of a special fund for private education called the Fund for Assistance to Private Education (FAPE). The FAPE was originally composed of a USD 6,154,000.00 donation from the U.S. Government and was intended to serve as a permanent and irrevocable trust fund to finance various programs of assistance to private education. Moreover, it was agreed that a committee to be known as the Private Education Assistance Committee (PEAC) would be constituted as the trustee of FAPE.

On November 5, 1968, former President Ferdinand E. Marcos issued E.O. No. 156 (s. 1968) to carry out the objectives of the Project Agreement and the Exchange of Notes.

On January 10, 1994, former President Fidel V. Ramos issued E.O. No. 150 (s. 1994), which expanded the purpose of FAPE to include “contributions, donations, grants, bequests, gifts and/or loans from the Government of the Republic of the Philippines for programs of assistance to private education” and expressly authorized PEAC to receive and accept donations, contributions, and other grants from the agencies and instrumentalities of the Philippine Government, including government-owned and controlled corporations.

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Message of the PEAC Chairperson

I would like to express my warmest greetings and congratulations to the Private Education Assistance Committee (PEAC) on publishing your Annual Report for the Fiscal Year 2020-2021.

Your remarkable and steady achievements during the past year are no mere small feat, especially with the unprecedented challenges brought by the COVID-19 pandemic. You remain true and committed to your initiatives in assisting our private schools through the Government Assistance to Students and Teachers in Private Education (GASTPE) programs.

Through your help, we were able to implement subsidy programs under GASTPE such as the Education Service Contracting Scheme (ESC), Teachers' Salary Subsidy (TSS), Senior High School - Voucher Program (SHS-VP), and the In-Service Training (INSET). These initiatives helped our private school counterparts develop reforms while keeping their heads above water during this crisis.

The Department upholds the right of every Filipino to quality basic education by providing access, whether through public programs based on the principles of public-private partnership. We always believed that the private education sector greatly complements the public school system in delivering quality education to Filipino learners.

***Sama-sama tayo sa
pagsulong ng EduKalidad!***




Leonor Magtolis Briones
SECRETARY
DEPARTMENT OF EDUCATION



Private Education Assistance Committee

The Private Education Assistance Committee (PEAC) is a five-member committee constituted to serve as trustee of the Fund for Assistance to Private Education (FAPE).

PEAC Composition FY 2020-2021 (June 2020 to May 2021)

CHAIRPERSON



Hon. Leonor M. Briones
Secretary
Department of Education

MEMBERS



Sec. Karl Kendrick T. Chua
Secretary
National Economic
Development Authority



Dr. Pio D. Bacong
President
Association of Christian Schools,
Colleges and Universities
PEAC Term: June 2020 - May 2021



Fr. Elmer Jose G. Dizon
PEAC Term: June 2020 -
August 2020



**Sr. Ma. Marissa
R. Viri RVM**

President
Catholic Educational Association of the Philippines



**Dr. Caroline Marian
S. Enriquez**
PEAC Term: June 2020
- November 2020

President
Philippine Association of Colleges and Universities



**Dr. Anthony Jose
M. Tamayo**



Secretary Briones is represented by
Usec. Jesus L.R. Mateo
GASTE Program Manager, DepEd



Secretary Chua was represented by
Dir. Myrna Clara B. Asuncion
PEAC Term: June 2020 -
February 2021



Secretary Chua is represented by
Dir. Girlie Grace J. Casimiro-Igtiben

Director of the Social Development Staff
National Economic Development Authority



Report on the Fund for Assistance to Private Education

The Fund for Assistance to Private Education (FAPE), hereinafter referred to as the Fund, was established for the purpose of providing a permanent and irrevocable trust fund to finance various programs of assistance to private education in the country.

The Fund's ending balance (as of May 31, 2021) is Php 259.69 million, which increased by 9% from the beginning balance of Php 237.96 million.

Fund Movement

The table below shows the Fund Movement from June 1, 2020, to May 31, 2021.

FUND MOVEMENT	BDO	BPI	SBC	TOTAL
Fund Value, Beginning	97,654,672	68,165,469	72,143,219	237,963,360
Add: Contributions	-	-	10,000,000	10,000,000
Less: Withdrawals	-	-	-	-
Add: Realized Net Income	6,659,376	3,112,799	2,748,389	12,520,564
Fixed Income	7,709,263	2,681,493	2,460,558	12,851,314
Equities (Gains on Sale/Dividends)	(1,049,887)	431,306	287,831	(330,750)
Add: Unrealized Income	(891,725)	288,354	(188,888)	(792,259)
Fixed Income	(5,086,697)	(1,593,121)	(2,047,924)	(8,727,742)
Gains/Losses on Market Revaluation	4,194,972	1,881,475	1,859,036	7,935,483
FUND VALUE, ENDING	103,422,323	71,566,622	84,702,720	259,691,665

Investment Advisory Group

Banco de Oro (BDO) manages Php 103.42 million (40% of total portfolio), Bank of the Philippine Islands (BPI) manages Php 71.57 million (28%), and Security Bank Corporation (SBC) manages Php 84.70 million (33%). The PEAC added Php 10 million to the Fund managed by SBC in August 2020. No withdrawals were made during the period. Ninety percent of the Fund is invested in domestic assets. Only BDO and BPI have global assets, which amount to Php 24.75 million combined.

The total portfolio's ROI for the period is 5.02%, which underperformed by 0.29% compared to the benchmark of 5.31%. The Fund posted an ROI of 3.90% percent in the previous year, which outperformed the benchmark by 0.19%.

Return on Investment

The table below shows the three-year performance of the Fund.

FUND PERFORMANCE	2020-21	2019-20	2018-19
Ending Fund Value	259,691,666	238,551,380	202,340,316
Return on Investment	5.02%	3.90%	5.32%
Fund Benchmark	5.31%	3.72%	5.36%
Overperformance/(Underperformance)	-0.29%	0.19%	-0.04%

BPI showed the best performance for the period, posting a Return of Investment (ROI) of 5.93%, outperforming the benchmark by 1.77%. SBC posted an ROI of 3.19% (underperformance of 0.20%), while BDO posted an ROI of 5.89% (underperformance of 1.79%).

As trustee of FAPE, the PEAC formed the Investment Advisory Group (IAG) to assist the Committee in efficiently and effectively managing the FAPE. The IAG is composed of four members consisting of three financial experts and the PEAC Executive Director as an ex-officio member.

The members of the IAG for Fiscal Year 2020-2021 are the following:



Mr. Vic Gamo
Consultant
De La Salle Brothers, Inc.



Ms. Caroline R. Labrador
Former Head, Investments Unit
De La Salle Brothers, Inc.



Dr. Vincent K. Fabella
President
Jose Rizal University



Ms. Rhodora F. Ferrer
PEAC Executive Director

Decisions of the IAG are recommendatory for approval of the PEAC. The IAG shall meet four times per year before the scheduled meetings of the PEAC, which are held in March, June, September, and December. The IAG has the following duties and responsibilities:

- Formulate and recommend to PEAC investment policies, objectives, and guidelines;
- Recommend and endorse to PEAC the selection and/or termination of the External Fund Managers (EFM);
- Review and report to PEAC periodically the investment performance of the EFMs and overall fund performance results versus selected benchmarks; and
- Resolve, subject to PEAC approval, specific issues relating to the investment of FAPE and other funds.

Based on the recommendations of the IAG, the PEAC selected BDO, BPI, and SBC to externally manage the Fund.

Report of the Executive Director

Responding to today's challenges and laying the foundation for a better service to Philippine private education



Rhodora Angela F. Ferrer
PEAC EXECUTIVE DIRECTOR

In the decades since, the PEAC has grown to be a catalyst and instrumentality of support for private education institutions through its implementation of national subsidy, training, and quality assurance programs, which are detailed in this report, even as the times — and the needs of private schools — change.

Today, the sector faces unprecedented challenges affecting the sustainability of private schools, including the continuing COVID-19 pandemic, the exodus of students and teachers to public schools, and deep-seated issues on quality, among others. Our own survey of recovery and readiness among private schools in the Philippines reveals that while a number of competitive schools are looking to experiment and innovate with the new educational paradigm, many are continuing to struggle with instructional, faculty, and physical plant readiness. Students and faculty alike are experiencing difficulties in the delivery of and access to online learning, while private schools face the challenge of retrofitting facilities and improving systems to implement adequate social distancing and safety standards despite substantial losses to income.

Private education has a long and rich history in the Philippines, where private education institutions have molded students' minds since the Spanish colonial era and played a key role in rebuilding the nation in the aftermath of World War II.

For the benefit of all private schools in the country, the Private Education Assistance Committee (PEAC) has judiciously managed the Fund for Assistance to Private Education (FAPE) and worked alongside policymakers, government implementers, experts, school leaders, administrators, and educators in operationalizing the complementarity between private and public schools.

But just as the private education sector has survived and thrived time and again in the face of economic or political turmoil in the past, PEAC's commitment is in helping private schools continue doing so now and in the years ahead.

Supporting private schools is imperative for the millions of students, teachers, and staff who rely on the sector, as well as the wider education system that depends on the contributions of private schools in preparing our nation's youth for their future.

As PEAC looks forward to a post-pandemic Philippine education and is inspired by the meaning and purpose of our work, this report covers the ways in which the national and regional secretariats of the PEAC have poured our efforts both outwards and inwards in the service of the private education sector in 2020-2021. Our initiatives have flowed outwards, with regard to responding to the sectors' needs and adapting during the pandemic, and inwards, in terms of strengthening the organization and ensuring utmost care and continuity in both our strategic goals and everyday operations.

Through these initiatives, we hope to better address the multi-faceted challenges faced by private schools across the country today, as well as open up newer and more exciting opportunities for the future of the sector that we serve.

The impact of the COVID-19 pandemic on private schools

As the world continues to respond and adapt to the COVID-19 pandemic, so do the operations of the PEAC. The organization has pursued the continuous development of online operations across its programs to better serve private schools. The organization was also responsible for the co-implementation of the Bayanihan for Basic Education (BBE) Program and carried out a school recovery and readiness survey to better gauge the needs of private schools across the country and calibrated programs accordingly.

To check-in with stakeholders and better understand how ESC schools have been affected by the pandemic, and thereafter help inform policy recommendations and further improve capacity building and quality assurance initiatives, the **PEAC Assessment on School Recovery and Readiness of School Operations** was conducted, covering different areas of concern in light of school disruptions and closures.

Explored in the survey of 859 sectarian and non-sectarian private schools across the country are issues of instructional, faculty, financial, administrative, academic support, and physical plant readiness. It sought to determine common experiences and concerns across these areas, and to determine private schools' level of recovery and readiness for the SY 2020-2021.

At the end of the two-part survey, it was found that though the onset of quarantine measures did not significantly disrupt teaching and learning, it did cause substantial financial impact on private schools.

With regard to instructional readiness, it was found that many regions have had experiences with alternative modes of learning already as part of previous responses to natural disasters, like earthquakes, typhoons, and volcanic eruptions. However, wifi connectivity continues to be a challenge for many, with schools implementing limited and scheduled wifi use, and only a few regions indicating that their students are able

to access digital learning tools outside of school.

These results might explain the low ratings of faculty readiness across all regions, school types, and program levels. Many teachers were found to be ill-prepared for the shift to blended learning, with no institutionalized school-based programs for blended learning for teachers to absorb and apply to their teaching practices. Instead, most schools rely on outside providers and speakers for the implementation of blended learning systems, though faculty mindsets towards this shift are generally positive.

Despite previous experiences with natural calamities, many administrative teams were not prepared for the specific challenges brought about by the COVID-19 pandemic, with administrative readiness generally ranked low. Though revenues from declining enrolment rates are affecting income projections for the succeeding school years, schools also recognize that parents would need a delay in school openings, given that rising unemployment and financial constraints brought about by the lockdowns have affected their ability to pay tuition and other fees.

As for academic support, many regions either have limited or no program at all for debriefing the community and counseling students and staff, with just seven regions in the country indicating that they have adequate and operational programs for doing so, headed by qualified counseling personnel.

Meanwhile, schools must also reconfigure their physical spaces in light of the pandemic. Physical plant readiness is also rated low, as most schools will need extensive efforts to renovate existing facilities and create standard facilities, equipment, and materials for meeting community health standards.

Given these realities on the ground, the PEAC reconfigured some of its programs, such as integrating the PEAC's School Recovery and Readiness Plan (SRRP) with its Certification Program. Following the results of the survey, the SRRP serves as a guide for schools to better calibrate their operations in light of existing Standards-based School Improvement Plans (SSIP). A two-hour webinar was also conducted in May 2020 for private school directors, principals, planning officers, and academic coordinators.

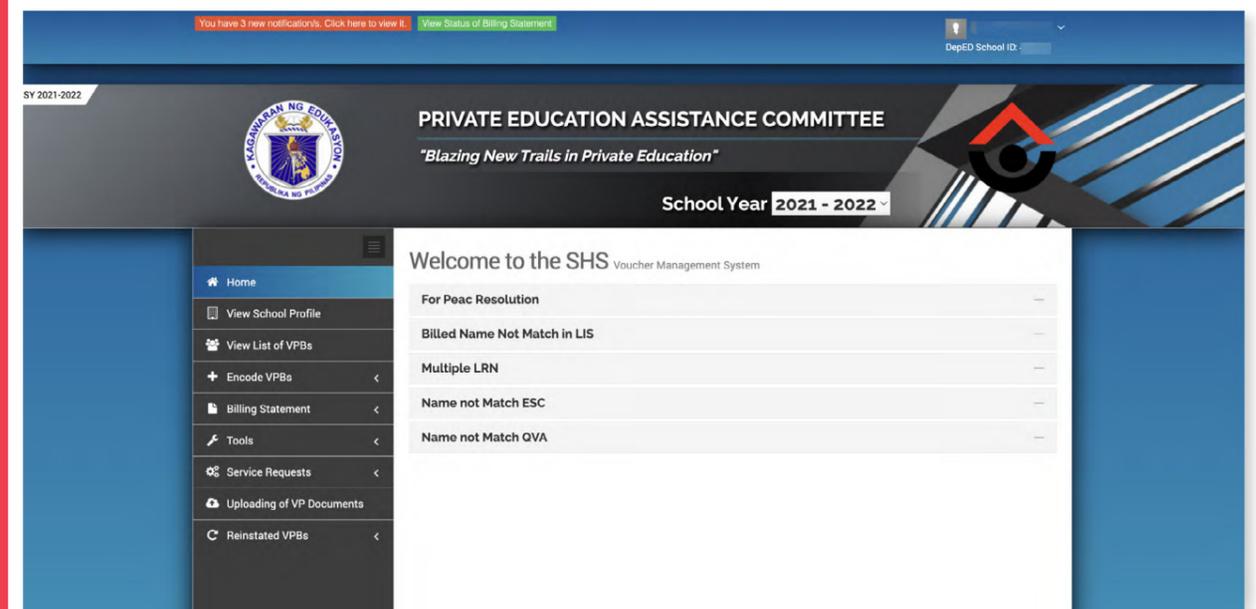
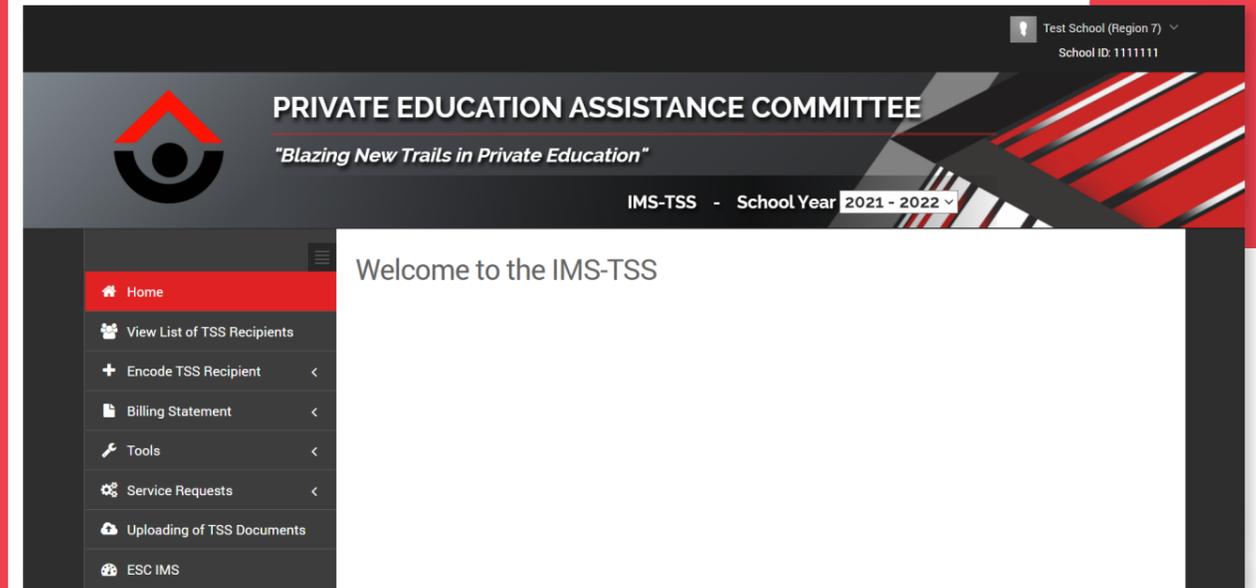
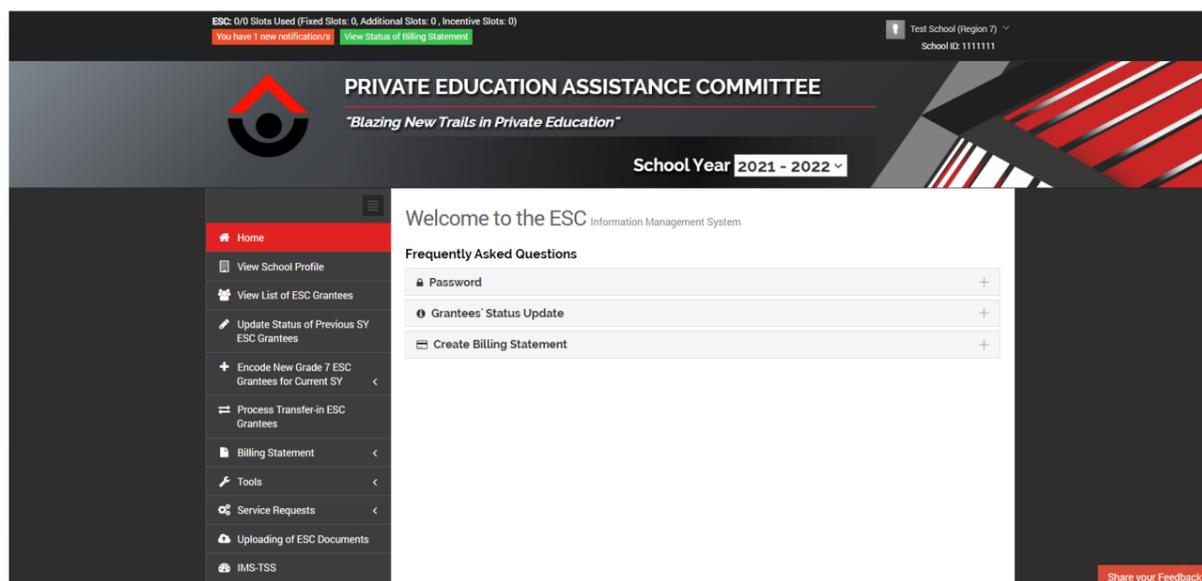
Responsiveness and adaptability in program management

Over the past year, the PEAC operations have successfully made the full shift to **online systems and processes**. This is to effectively and efficiently deliver our mandated services to private education institutions across the country — from orientation and processing, down to monitoring and everyday operations for Government Assistance to Students and Teachers in Private Education (GASTPE) programs. These include the Education Service Contracting (ESC), Teachers' Salary Subsidy (TSS), In-Service Training (INSET), and the SHS Voucher Program (SHS VP), which are explored in detail in Part VI of this Annual Report.

The ongoing digital transformation also proved to be critical in PEAC's co-implementation of the **Bayanihan 2 for Basic Education (BBE)** with the Department of Education, which provides subsidies for students with unpaid tuition fees, as well as allowances for those enrolled in the current school year. Tasked with providing the infrastructure, systems, and coordination for the implementation of the BBE for private schools and their students, including online orientations and continuous assistance, the PEAC improved its robust online platform with the Bayanihan for Basic Education System (BBES).

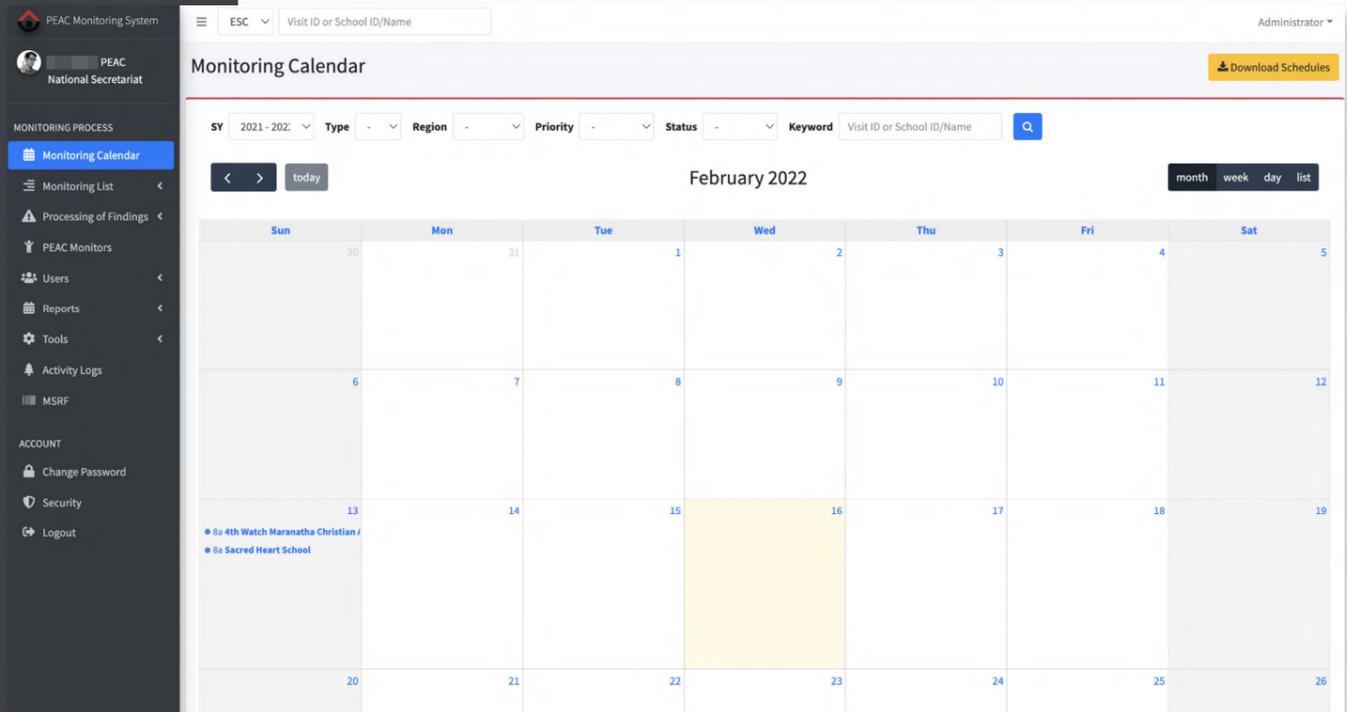
The BBES allowed for the efficient handling of school registration, student application, and billing creation, submission, and processing between April 19 and June 19, 2021. As of July 2021, over 33,000 student applications have been processed.

In the GASTPE programs in SY 2020-2021, orientation sessions for ESC, TSS, and SHS VP guidelines were held via Zoom, with 2,653 ESC schools and 4,104 VP schools in attendance in the months of July and August 2020.



These sessions have been made available online for schools to view and review. To further guide school administrators and staff, a total of 76 tutorial videos on the online systems used in the programs, namely the IMS, IMS-TSS, SHS, VMS, and the EIS, have been made available on the PEAC YouTube channel.

The PEAC processed a total of 1,052,325 ESC grantees with Php 10,096,568,775.51 total amount granted across 99.9% of ESC participating junior high schools (JHS). Among open high schools (OHS), a total of 1,628 grantees were processed for a total grant of 15,760,000.00. This includes a total of 68,098 additional slots for Grade 7 pupils in 2,265 ESC participating JHS. Meanwhile, a total of 44,631 teachers from 3,392 schools across the country were processed as recipients of the TSS program, with a combined grant of Php 797,151,000.00. Moreover, the SHS VP program was able to provide for a total of 1,154,948 beneficiaries, with vouchers amounting to Php 19,863,072,302.62.

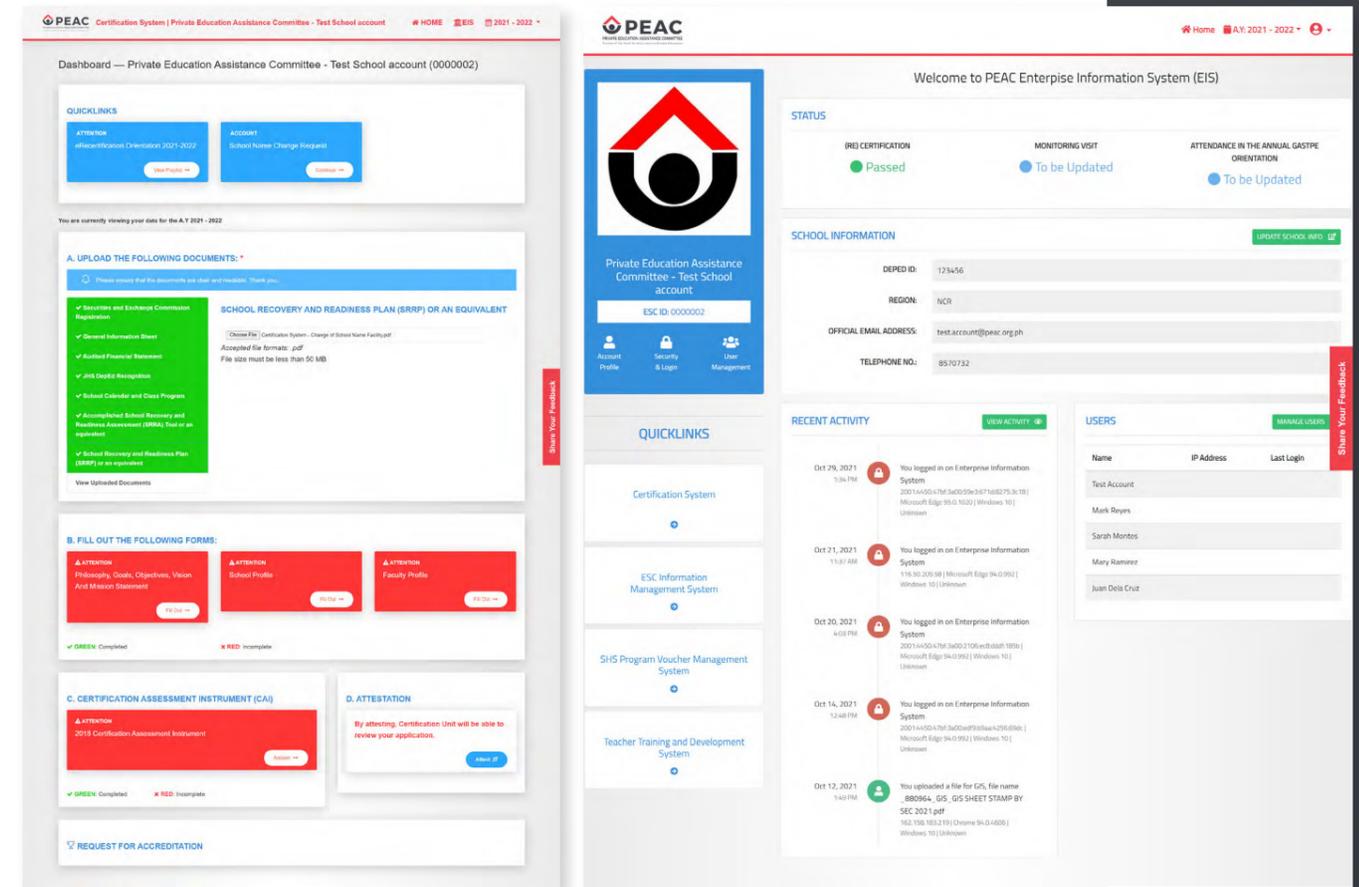


A total of 182 new GASTPE monitors were trained in view of the COVID-19 pandemic to use the PEAC Program Monitoring System (PPMS), a web-based application for monitoring processes, forms, and reports in compliance with necessary community health protocols. This has allowed for the automation of monitoring processes, providing real-time information on GASTPE programs that can be accessed by PEAC personnel, as well as a final summary report that can be presented by school officials as a basis for government payment of subsidies.

With the PPMS, the GASTPE Monitoring Activity was held between March 15 and July 16, 2021. ESC Monitoring was able to reach 98.31% of the target schools, while the Voucher Program Monitoring was able to cover 100% of the target schools to be monitored.

The PPMS is only the latest of a range of online services developed as part of PEAC's ongoing digital transformation, which started in 2008 with the creation of the Information Management System (IMS). This system was fully implemented for the ESC Program in 2009, and the TSS program in 2012. The PEAC then rolled out the Voucher Management System (VMS) for the SHS Voucher Program in 2016.

The PEAC Enterprise Information System (EIS) was also developed to integrate all these separate platforms and synchronize all transactions as part of the programs managed by PEAC. The solid foundation built with these programs over the years, including the rollout of the Certification System, Training and Development System, and Program Monitoring System, allowed the organization to better serve partners and stakeholders in light of the COVID-19 pandemic, and in compliance with national and local health policies.



PEAC Online Registration Form

2021 In-Service Training for Junior High School Teachers (Additional Runs Online)

Registration Fee Per Person: The 2021 INSET (Additional Runs) is FREE because the registration fee is waived. Please disregard the term "BPI Payment" in the Registration Confirmation Slip.

Maximum No. of Participants per School: **30 per school. Two participants/Subject/School**

Downloadables:

1. [Letter to School Heads and Schedule](#)
2. [Program](#)
3. [Data Privacy Notice](#)

We want you to have a smooth and hassle-free registration process. Therefore, before you proceed, make sure that you have read the following :

1. [Registration Checklist](#)

Online registration starts on:

January 14 - for the 1st and 2nd runs
January 24 - for the 3rd to 7th runs

Note: These runs are not exclusive to any region, which means that you are allowed to register in any run you prefer as long as the slots are still available.

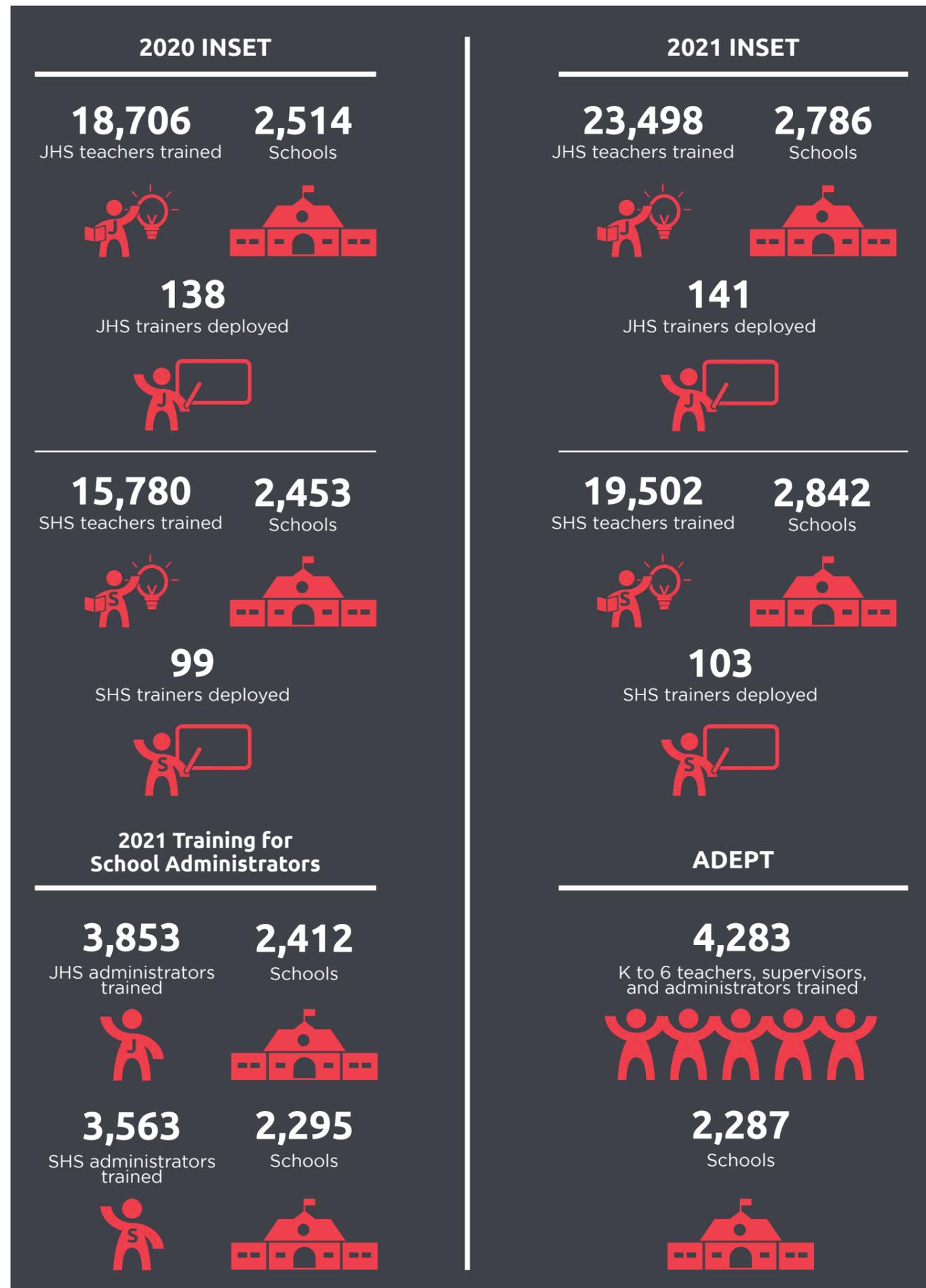
[Back](#) [Register Now](#)

Ensuring the quality of private schools

This established online infrastructure also proved useful for the organization's **certification** efforts over the past year, starting with the training of PEAC certifiers in August 2020. Online training not only allowed for the observance of health protocols, but it also empowered certifiers in the conduct of eRecertification of ESC and ESC applicant schools between September 2020 and April 2021. The alternative protocols developed for the school year 2020-2021 provided schools the time and opportunity to take part in online tutorials and webinars for their eRecertification. As the first fully online cycle, school year 2020-2021 PEAC Certification deployed 256 e-certifiers across 1,012 schools.

PEAC-organized **training**, as part of both external and internal programs, have also made the shift to digital platforms. For instance, the 2020 In-Service Training (INSET) Program for junior and senior high schools, part of the GASTPE program, was delivered online between August and December.

A total of 138 JHS trainers across 57 institutions were deployed, with over 18,000 JHS teachers from 2,514 schools participating in the training programs. The Continuing Professional Development (CPD) Council of the Professional Regulation Commission approved 15 CPD credit units for the JHS program. The same number of credit units were approved for the SHS level of the program, where 99 SHS trainers from 29 institutions and 15,780 SHS teachers from 2,453 schools took part in the training sessions.



The 2021 INSET, meanwhile, built on the previous year's training from June to August 2021 in 12 runs across 17 regions of the country. A total of 23,498 JHS teachers from 2,786 schools participated in the three-day webinar-workshops conducted by 141 JHS trainers from 54 institutions. The SHS INSET sessions welcomed 19,502 SHS teachers from 2,842 schools and were conducted by 103 SHS trainers from 33 institutions across the country. Learners in the 2021 INSET programs were awarded 15 CPD credit units by the PRC.

Internally funded training programs, which are further explored in Part VII of this Annual Report, have been instrumental in furthering PEAC's mission to serve and support private schools as well. From February 15 to April 15, for instance, the Training and Development Unit of the PEAC National Secretariat conducted the 2021 Training for School Administrators, attended by 3,853 JHS administrators from 2,412 institutions, as well as 3,563 SHS administrators across 2,295 institutions. Participants were able to earn 15 CPD credit units.

From September 2020 to July 2021, the PEAC also conducted three online runs of the Adaptive and Dynamic Elementary Program Training (ADEPT). Held in partnership with the National Teachers College (NTC), the webinar series was attended by a total of 4,283 K to 6 teachers, supervisors, and administrators from 2,287 schools.

Moreover, in partnership with the Ateneo de Manila University, the PEAC conducted the Adaptive Design for Learning (ADL), a professional online certificate course for teachers, from January 25 to June 8, 2021. Over 100 teachers received 15 CPD credit units.

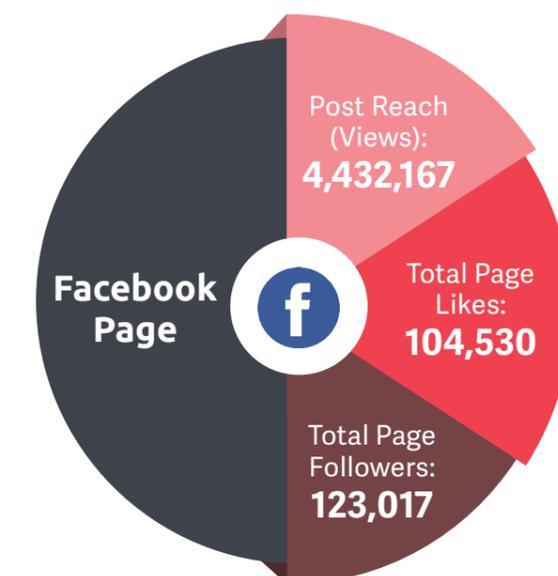
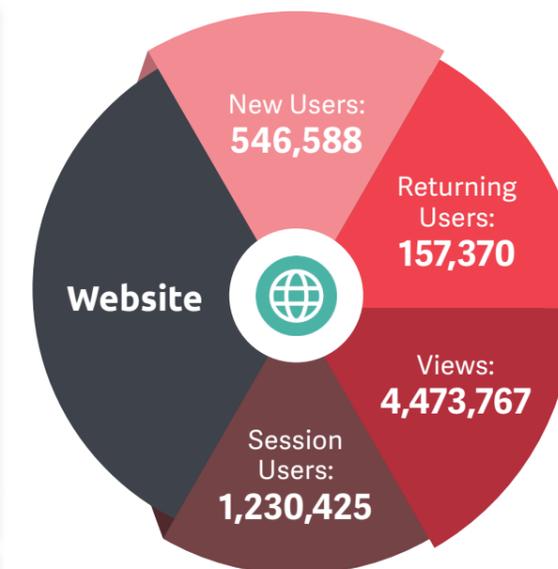
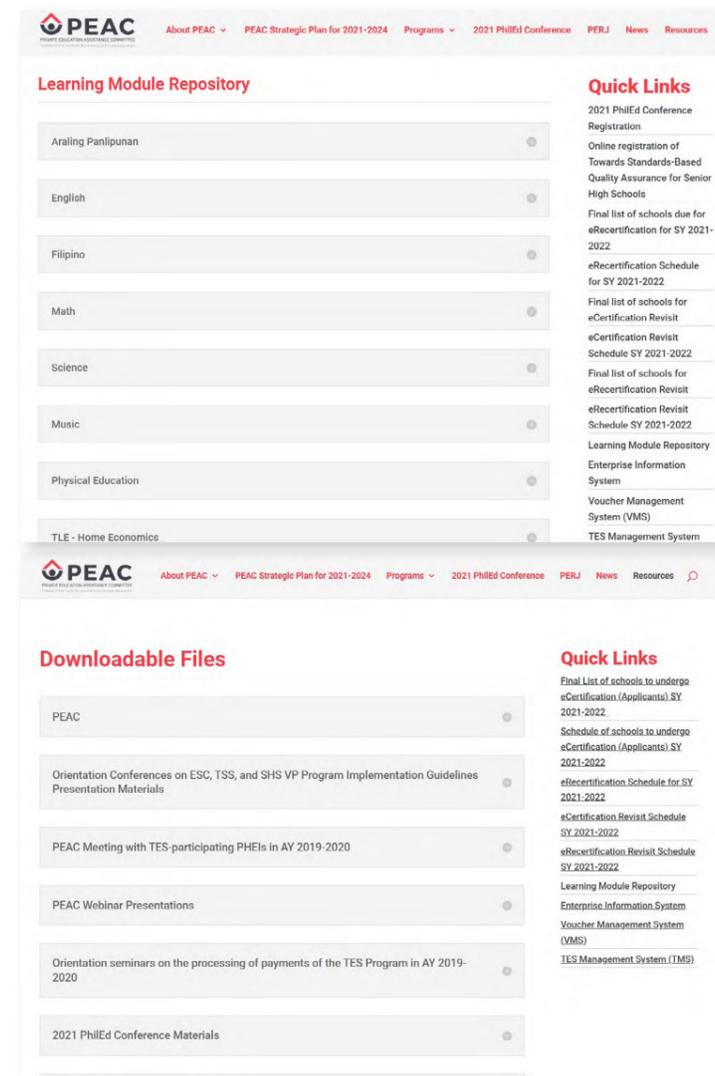
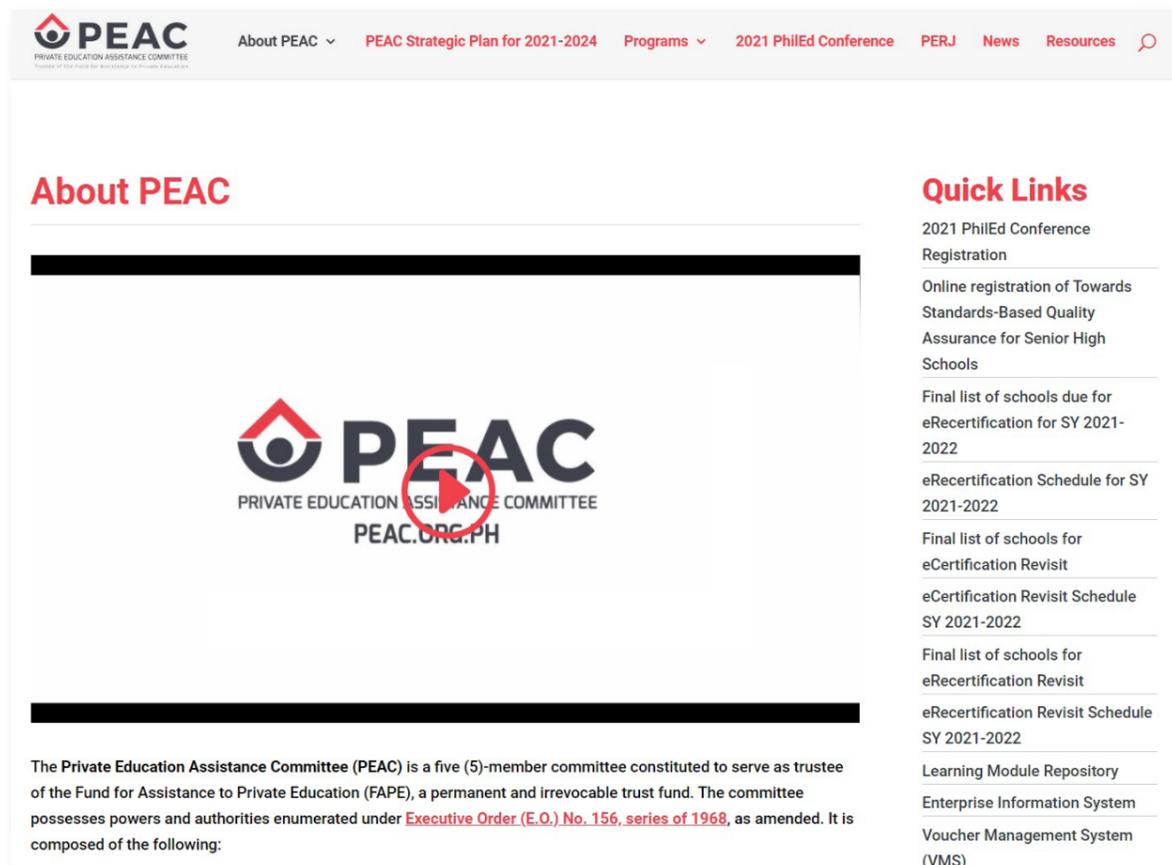
The PEAC also hosted part 2 of LIDER: Leadership, Innovation and Dynamism towards Educational Reforms (The PEAC Educational Leadership Series) from December 2 to 4, 2020, via Facebook Live.

The sessions tackled social issues that impact the education sector, with sessions on “The Human Rights Agenda,” with Atty. Chel I. Diokno; “Combating Historical Revisionism,” with John S. Nery; and “Social Media as a Force for Good,” with Professor Christian V. Esguerra.

For National Teachers’ Month 2020, the PEAC also conducted free webinars. The first, held via Facebook Live on September 26, 2020, was organized in partnership with the Catholic Educational Association of the Philippines (CEAP) and featured Br. Narciso “Jun” S. Erguiza Jr., FSC in a webinar entitled, “The Person of the Teacher: The Call, The Spirit, The Law.”

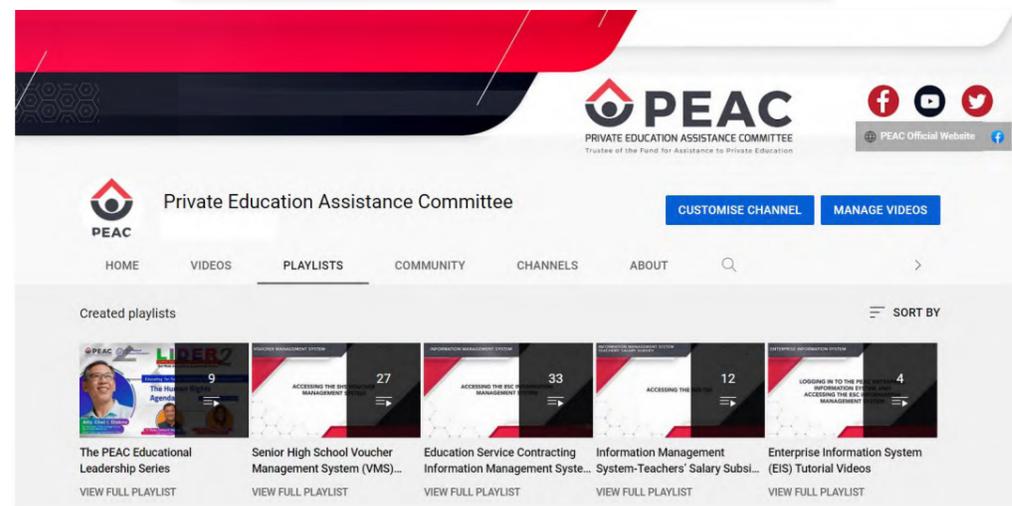
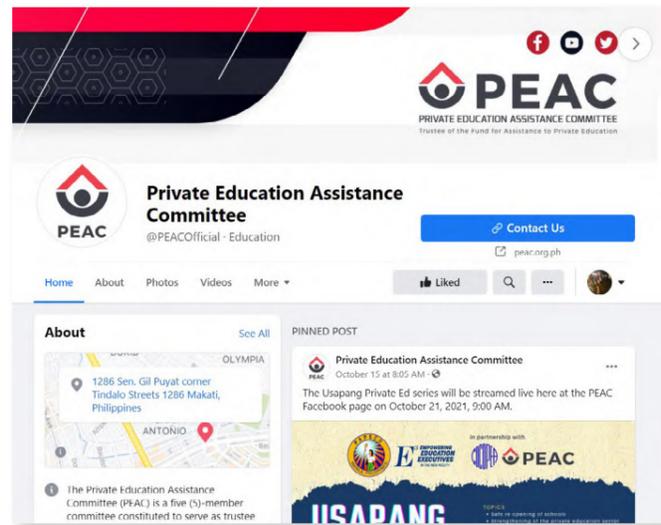
On October 3, John Yeo, Headmaster of US-Singapore International School in Korea and a consultant with Principals Academy Inc. Singapore (PAI), delivered a talk on “Teachers in Post-COVID-19: How We Can Learn with Resonance, Unlearn with Creativity, and Relearn with Faith and Hope,” also via Facebook Live.

Lastly, the PEAC partnered with the Continuing Education for the Learning Professionals, Inc. (CELPI) for a two-day training program via Zoom on “The Pedagogy of Online Learning,” exploring the different ways educators can take on learning activities for both synchronous and asynchronous online learning, on November 7 and 14, 2020. Attended by 223 participants who successfully earned 15 CPD credit units, the webinar was conducted by CELPI president Dr. Nenita V. Habulan and De La Salle University Director of Academic Support for Instructional Services Dr. Jasper Vincent Alontaga.



The organization has also been hard at work in providing more **online resources for private schools**. This includes the PEAC website, which catered to 4,473,767 visitors between June 1, 2020, and May 31, 2021, and is home to a learning module repository for teachers. The repository includes modules for grades 7 to 10 in the areas of Araling Panlipunan, English, Filipino, Math, Science, Music, Physical Education, Home Economics, Information and Communications Technology, and Values Education. Elsewhere on the site is a section for downloadable resources. Among these are the PEAC webinar presentation slides, materials from the biennial Philippine Education Conference, pertinent memoranda and resolutions from government agencies like the Commission on Higher Education (CHED) and the Professional Regulation Commission (PRC), as well as bills and laws from the Senate.

Strengthening the organization



The PEAC also maintains an active YouTube channel, where most of the webinars and orientation sessions described above are uploaded for viewing and reviewing. It currently has 8,309 subscribers, with its videos viewed 155,300 times for 9,300 hours of engagement in the same time frame. To help more educators to find these resources, the PEAC also runs an official Facebook page with regular updates and links to the website and YouTube account. Between June 2020 and May 2021, the Facebook Page had a post reach of 4,432,167, garnering 104,530 likes and 123,017 followers. Last but not least, the PEAC’s newsletter has amassed a total of 15,342 subscribers – on top of dissemination to around 3,500 ESC participating schools and 4,500 SHS Voucher Program participating schools.

Through these initiatives, implemented for the fiscal year 2020-2021, the PEAC has endeavored to continuously improve its programs in the service of the private education sector. From the development of online systems and processes, which also helped boost certification and training, to the co-implementation of the BBE, research on school recovery and readiness, and a robust online presence for supporting private schools –

these outward efforts seek to carry out PEAC’s mandate to organize programs of assistance to private education and to operationalize the complementary between private and public schools as enshrined in the Philippine Constitution.

Turning its attention inwards, the PEAC has also sought ways to future-proof private education in the Philippines by developing its own staff through ISO training and certifications, as well as creating a strategic plan that looks into the ways in which the organization can grow its operations and impact from 2021 to 2024.

Integral in the strengthening of PEAC operations is the alignment of the organization’s processes with its **ISO 9001:2015 standards for Quality Management System (QMS) Certification**, an initiative that has been in the works in the past year. In January 2021, the project began with a meeting with Mr. Arnold Z. David, a consultant for Human Resources and Total Quality Management, to lay down the steps needed to be taken in pursuit of an ISO 9001:2015 certification.

From there, meetings were held with the different units of the PEAC National Secretariat to consolidate needed documents and prepare the teams for the implementation of the project. On January 18, the National and Regional Secretariats attended an ISO 9001:2015 Awareness Program Town Hall, which briefed internal stakeholders on the organization’s ISO journey. The National Secretariat also played key roles as part of the Steering Committee, Working Committee, and Internal Auditors. A Quality Management Representative and a Document Controller were also appointed.

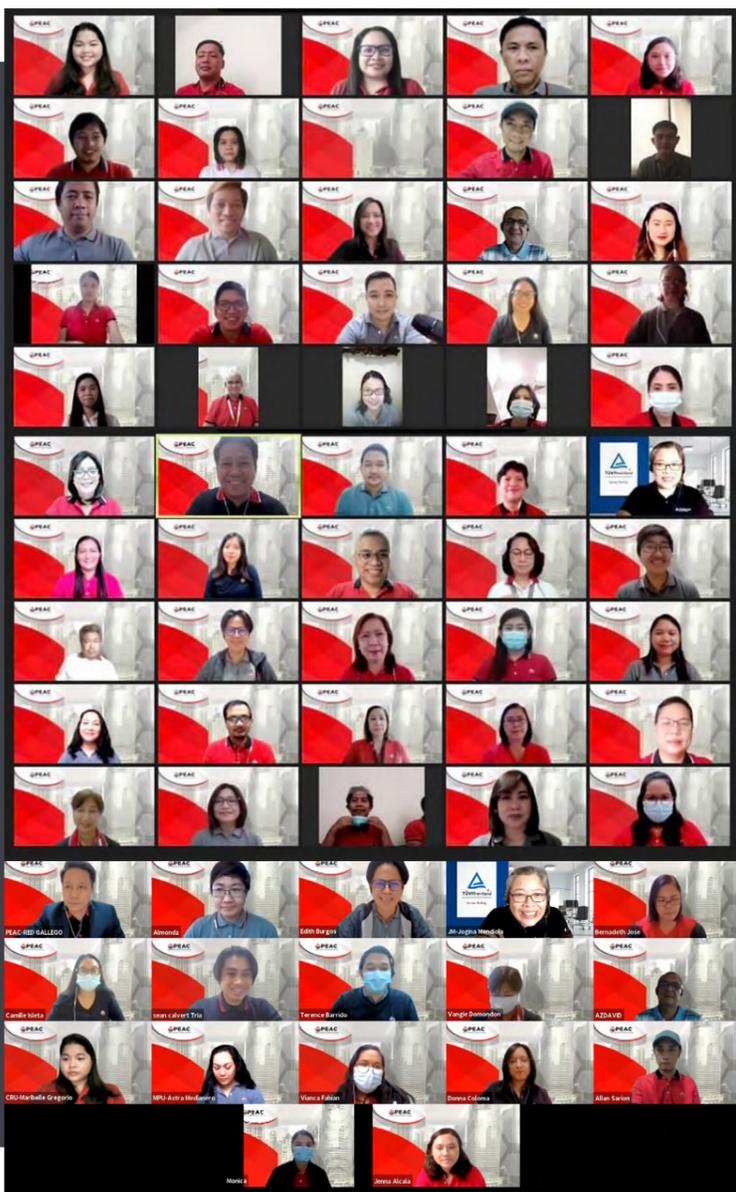
On January 24, the Working and Steering Committees attended an ISO Documentation Course, followed by an Internal Auditor’s Course for the Internal Auditors on February 22 and 23. Further consultations were held in March with the Document Controller and the Quality Management Representative, and ISO 9001:2015-aligned processes began to be implemented in April.



Within that month, capability assessments were conducted among the Steering Committee and the Quality Management Representative, as well as further consultations with the Document Controller and Consultant. Regular staff meetings were also crucial in disseminating updates about the ISO journey, which took a huge step forward at the start of May with a practice audit. The results were then discussed in a town hall meeting on May 10, which was followed by an internal audit on May 19. The Management Team then reviewed the progress of the ISO journey based on the practice and internal audits, and their findings were further evaluated in June and July.

By early August, the PEAC was officially certified as compliant with the requirements of ISO 9001:2015. The certification is valid until 2024.

While its ISO journey was ongoing, the organization was also hard at work on **developing a strategic plan for the years 2021-2024**. Formed throughout a series of workshops and planning sessions, the report, entitled “Future-Proofing Private Education for the Next Decade,” takes into consideration the changing contexts of private education and PEAC’s role in it, as well as the current concerns and challenges faced by private schools across the country.



In the process of creating a strategic plan, we at the PEAC had to ask: Given our mission of supporting the private education sector in support of national development, what would our vision of a Philippine private education system that is integrated, sustainable, and globally competitive look like in 10 years? And, more crucially, how do we get there?

To answer those questions, the PEAC team started with three focus group discussions. The first one, held on February 19, 2021, was a big picture brainstorming session with educational leaders and industry experts. There, participants identified the different challenges faced by the private education sector and the different opportunities still open to be explored, as well as the role of the PEAC in tackling them. The next session, held on February 26, was attended by the PEAC Regional Program Directors and Coordinators, who engaged with the idea of what the future of private education might be like. The third and last session was then held on March 12, when heads of private educational associations and private schools gathered to scope opportunities and better understand challenges.

These sessions surfaced how the contexts of private education have changed drastically since the inception of PEAC. They also highlighted how the sector faces several key issues today, such as the uneven allocation of government resources, the rise of local universities and colleges, and the COVID-19 pandemic — all of which have led to the closure of hundreds of private schools in the past year. Crucial to note as well is the fact that private schools across the country possess uneven capacities to adapt online learning methods specifically and to tackle the demands of the times more generally.

This is why the response of the PEAC need also be tiered for the continuum of private schools that it serves. This continuum is composed of struggling schools, which can also be described as “severe” or “serious” cases that do not have lifelines; average schools, which are able to meet minimum standards but cannot (or do not want to) rise above them; and competitive schools, which are those that are raring for opportunities to improve themselves in light of international benchmarks.

From there, members of the PEAC and PEAC National Secretariat Management Team attended workshops facilitated by our consultant, Mr. Karol Mark Yee, in March and April. These sessions allowed the team to summarize the insights gathered in the focus group discussions, and from there, to draw out strategic directions in light of PEAC’s vision, mission, and core values.

The strategic directions drafted and finalized in these sessions are divided five ways: to strengthen the management of programs of assistance to private education; to implement more capacity-building programs for private schools and sector leaders, in response to local and global demands; to advance current understandings of private education context, models, and best practices; to gain increased support for private education policies and resources; and finally, to make

PEAC’s organizational capacity and resources more robust.

In a meeting with the PEAC members on May 5, the PEAC National Secretariat Management Team and Regional Program Directors presented these strategic directions, as well as the final synthesis of all previous sessions.

The sessions described here set the tone for PEAC’s initiatives for the next decade, and the strategic plan’s importance cannot be overstated. Aside from the strategic directions that the organization commits itself to pursuing through 2024, the new plan also rolls out a set of core values — namely: integrity, accountability, adaptability, responsiveness, and inclusiveness — upon which the rest of our organization’s efforts, as detailed in this Annual Report for Fiscal Year 2020-2021, will be built.

As the PEAC enters a new decade, there is much and more to be done to enable quality, sustainability, and innovation in the private education sector.

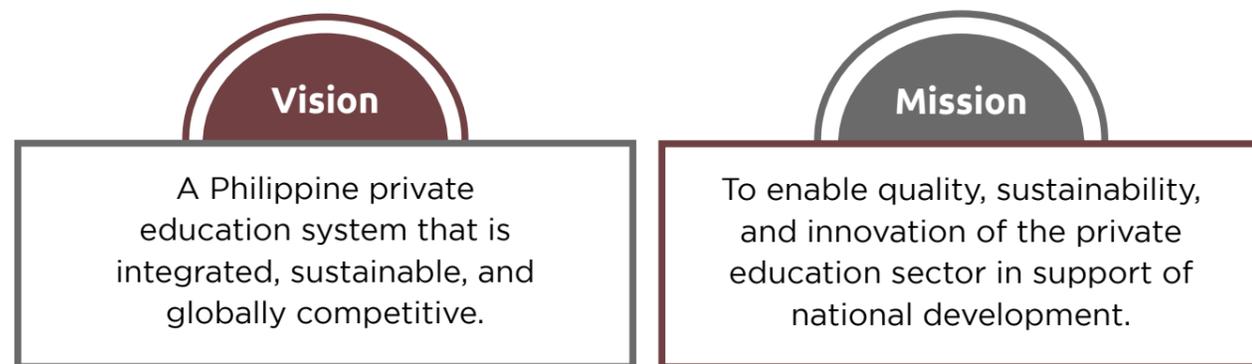
Through disruptive situations like the COVID-19 pandemic, it is imperative that the private sector survive and thrive — not just for the millions of students, teachers, and staff that we serve, but also for the pursuit of national development.

Rhodora Angela F. Ferrer

Rhodora Angela F. Ferrer
EXECUTIVE DIRECTOR

Vision, Mission, Core Values, and Strategic Directions

Vision and Mission



Core Values



Strategic Directions

If there is a better understanding of private education, adequate support in funding and policy are available, and PEAC's capacity is strengthened and expanded, then, private schools will have improved sustainability and quality.

- 1 Management of programs of assistance to private education strengthened.
- 2 Capacity building for private schools and for private education leaders, in response to local and global demands implemented.
- 3 Understanding of private education context, models, and best practices advanced.
- 4 Increased support for private education policies and additional resources gained.
- 5 PEAC's organizational capacity and resources made robust.

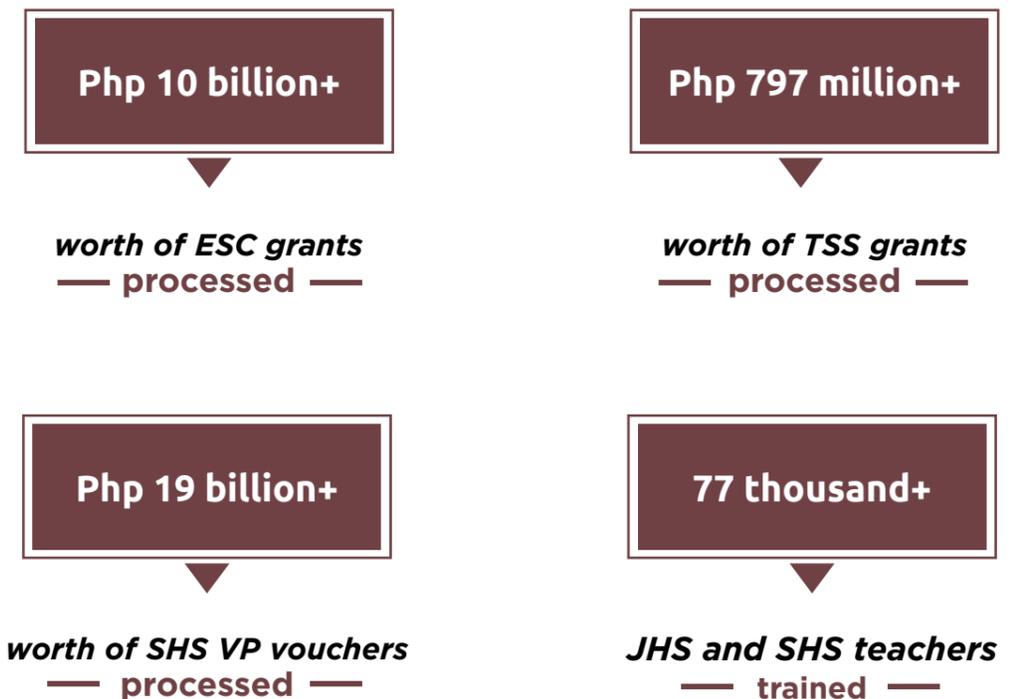
Externally Funded Programs

The PEAC has long been a steadfast partner of the Department of Education (DepEd) in co-implementing the Government Assistance for Students and Teachers in Private Education (GASTPE) Program, specifically the **Education Service Contracting (ESC)**, **Teachers' Salary Subsidy (TSS)**, the **Senior High School Voucher Programs (SHS VP)**, and **In-Service Training (INSET)**. In light of the COVID-19 pandemic, it was also tapped as a partner for implementing Republic Act No. 11494, otherwise known as Bayanihan to Recover as One Act, more specifically with regard to DepEd's Bayanihan for Basic Education (BBE) Program.

Moreover, for SY 2020-2021, the PEAC gave policy recommendations to the DepEd in response to the COVID-19 pandemic's effect on school operations and the subsequent decrease in enrollment among these schools. These recommendations were based on PEAC's discussions with the private school associations and feedback from GASTPE participating schools. On December 1, 2020, the Department of Education released DepEd Order 39, series of 2020 (DO 39, s. 2020), entitled "**Special Provisions on Private School Voluntary Closures and Participation in Government Assistance and Subsidies Programs in Light of the COVID-19 Pandemic.**"

This section of the report details PEAC's accomplishments in the implementation of the following programs: ESC, TSS, SHS, VP BBE, and the INSET for Junior High School and Senior High School Teachers.

During the report period...



Education Service Contracting

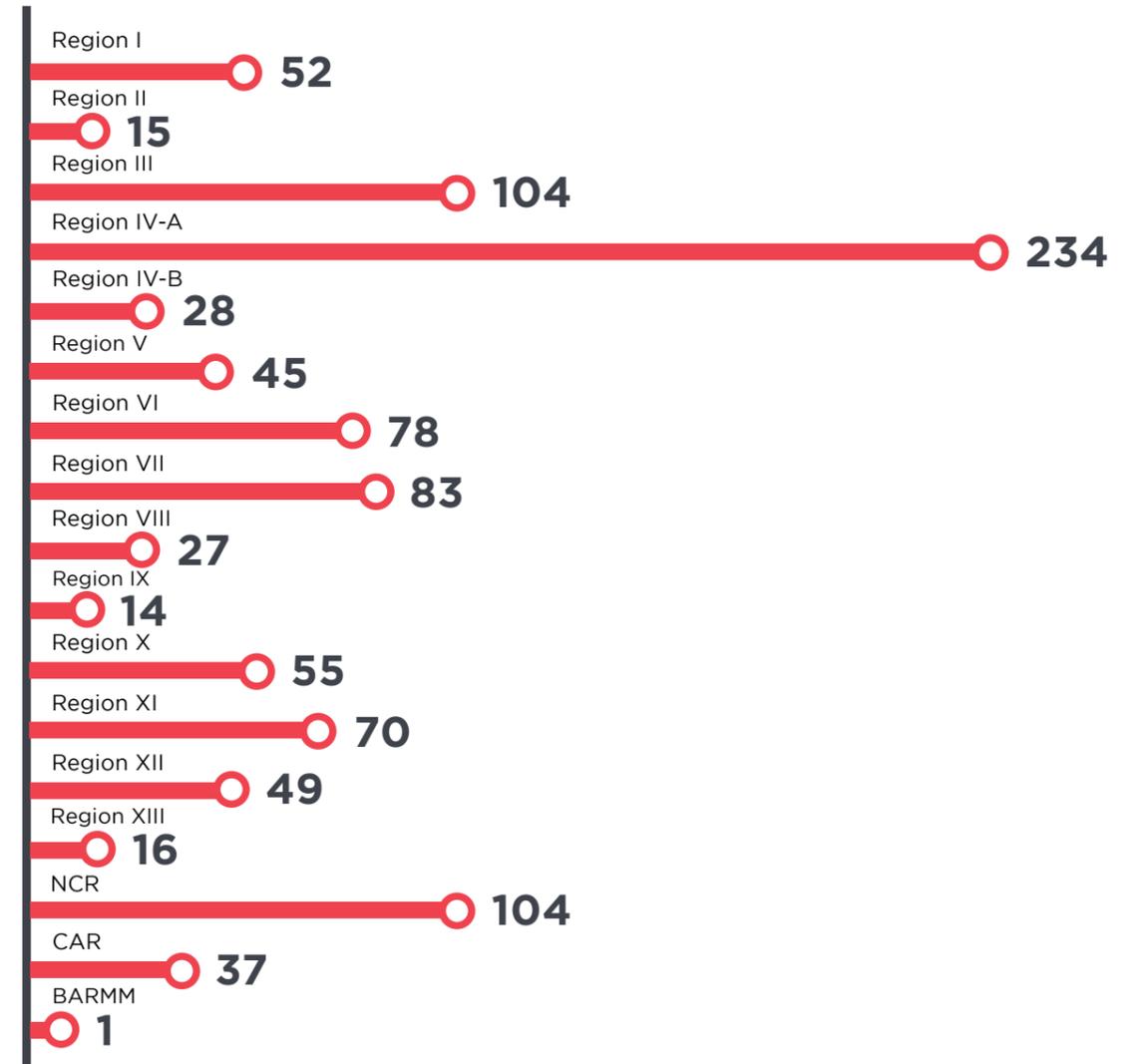
ESC is a program of the Department of Education (DepEd) that helps improve access to quality junior high schools by providing subsidies to qualified students who would otherwise have gone to public schools and have chosen to enroll in private schools.

Certification

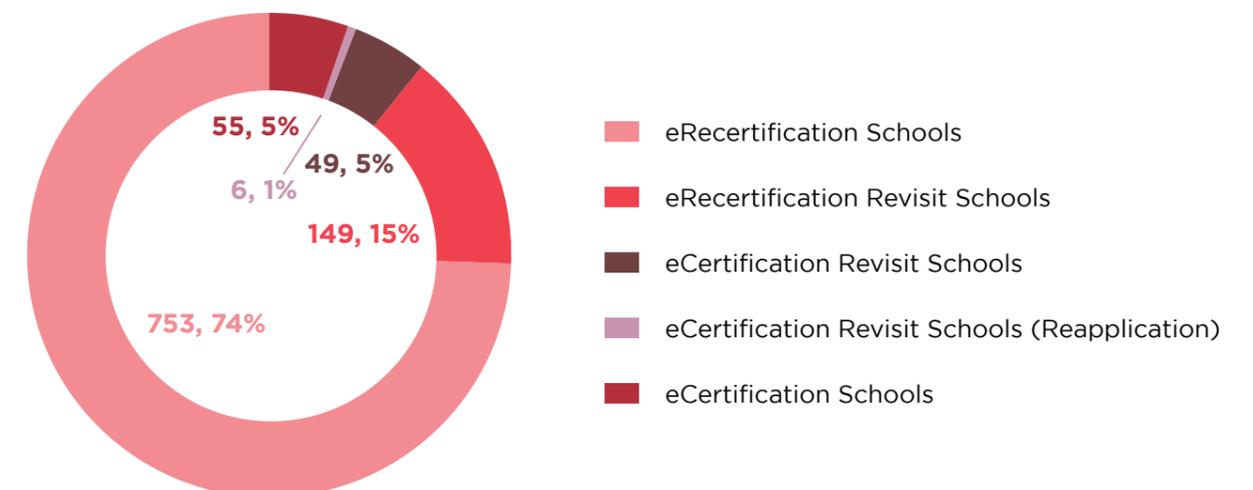
In school year 2020-2021, a total of 1,012 schools participated in the combined eCertification, eRecertification, and revisit activities. A total of 256 PEAC Certifiers were also deployed.

It was during this period that the PEAC Certification process was conducted fully online, with the Certification System only in its second year of use. The online set-up allowed certification team members to work remotely from the safety of their homes, while also ensuring relative ease in the conduct of activities that verify the participating schools' compliance with the standards.

Number of ESC Schools That Underwent Certification



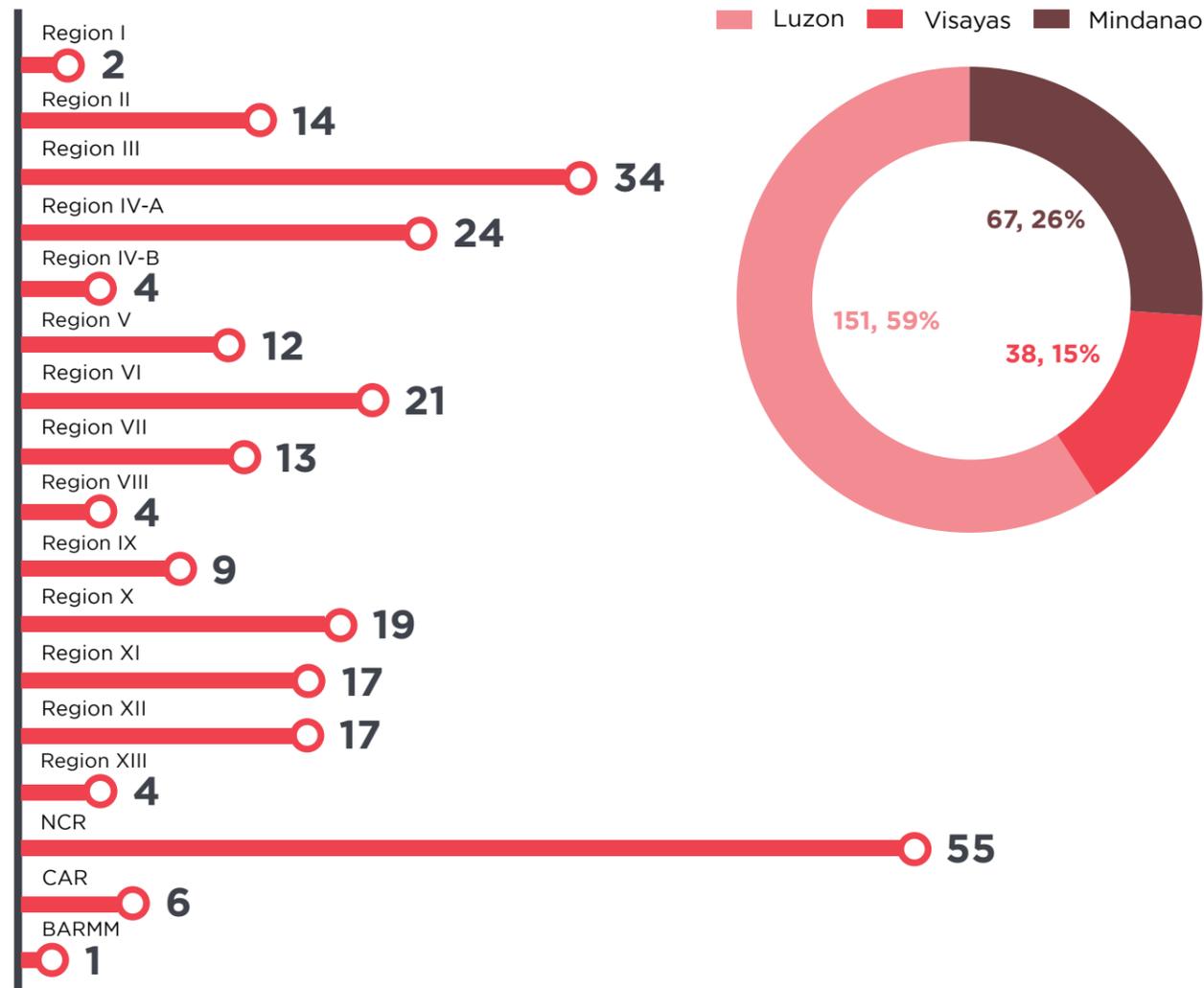
Type of Certification Activities Conducted



Distribution of ESC School Certification Ratings

	FULL Compliance	SUBSTANTIAL Compliance	PARTIAL Compliance	LIMITED Compliance
eRecertification	316	239	111	64
eCertification	15	20	11	9
eCertification Revisit	15	18	11	3
eRecertification Revisit	7	48	72	17
TOTAL	353 schools	325 schools	205 schools	93 schools

Regional Distribution of Certifiers Deployed



Orientation

Luzon ESC



Visayas ESC



Mindanao ESC



Orientation Webinar Schedules for Participating Schools in SY 2020-2021

Location of Participating Schools	Orientation on the SHS and Voucher Program Guidelines
Luzon	August 19, 2020 2-5 pm
Visayas	August 20, 2020 2-5 pm
Mindanao	August 21, 2020 2-5 pm

To ensure smooth program implementation, the PEAC conducted orientation webinars for ESC participating schools. These were conducted via Zoom in the months of July and August.

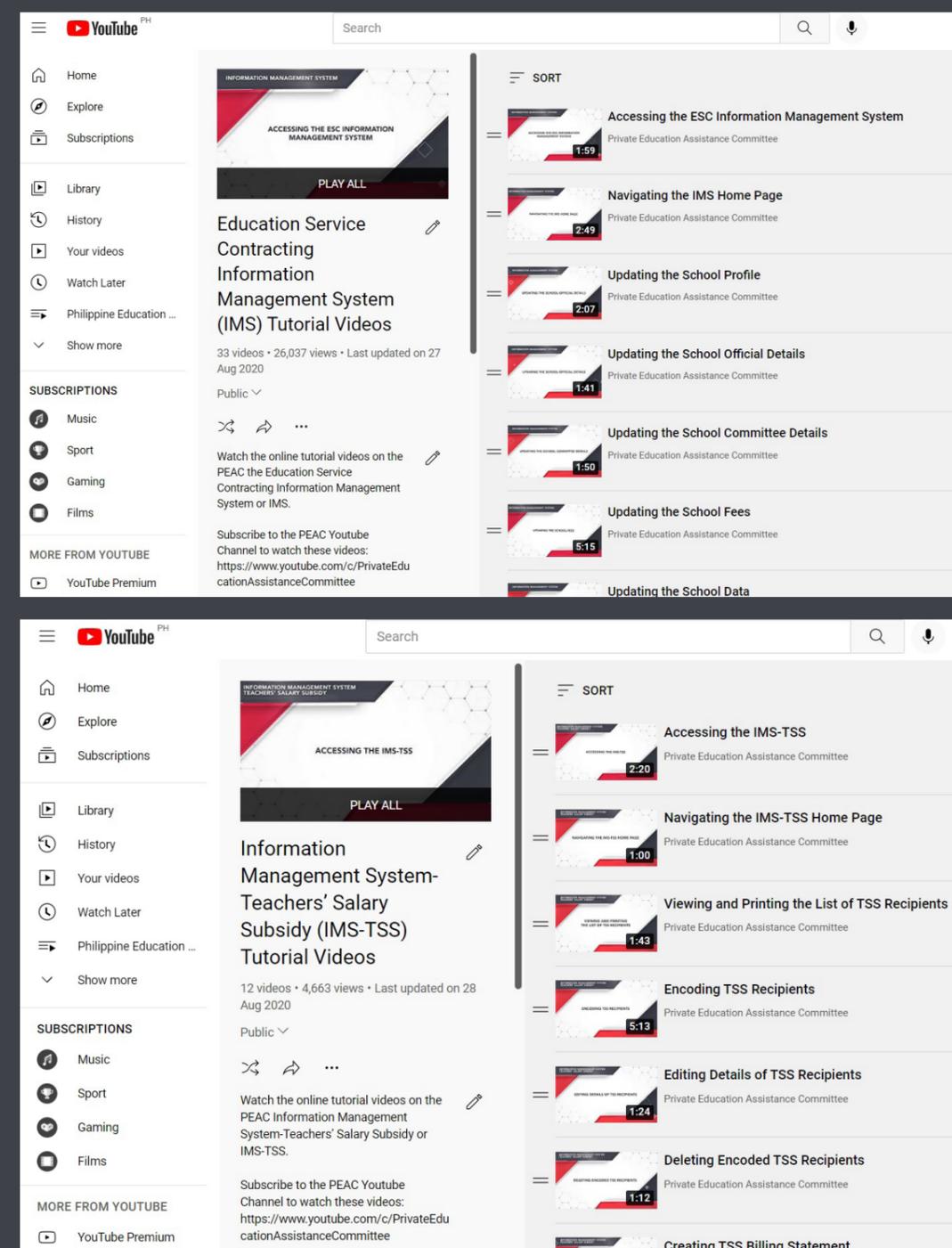
Regional Distribution of Participating Schools That Attended the Orientation Webinars

ESC and TSS Orientation		
Region	Number of ESC Schools	Number of Schools in Attendance
I	239	182
II	120	87
III	483	374
IV-A	692	518
IV-B	95	74
V	143	101
VI	239	180
VII	260	205
VIII	98	73
IX	83	59
X	179	129
XI	173	123
XII	161	109
XIII	74	57
BARMM	58	52
CAR	80	52
NCR	379	278
TOTAL	3,556	2,653

A total of 2,653 ESC participating schools attended the webinars. The sessions included updates from the DepEd Central Office, as well as PEAC updates and policy recommendations on the implementation of the ESC.

This year, the PEAC also released a total of 76 tutorial videos on how to use the ESC Information Management System (IMS), IMS-TSS, SHS Voucher Management System (VMS), and the PEAC Enterprise Information System (EIS). These were produced in lieu of walk-throughs and were made available on the PEAC YouTube channel for administrators and educators from participating schools to review before the start of the billing period in September.

Alongside the tutorial videos, recordings and presentation materials from the orientation webinars were made available on both the PEAC website and the PEAC YouTube channel. Moreover, all the materials of the 2020 GASTPE Orientation Webinars were disseminated to the DepEd Regional Offices through the DepEd Regional Directors and the PEAC Regional Secretariats.



Processing of Billing Statements

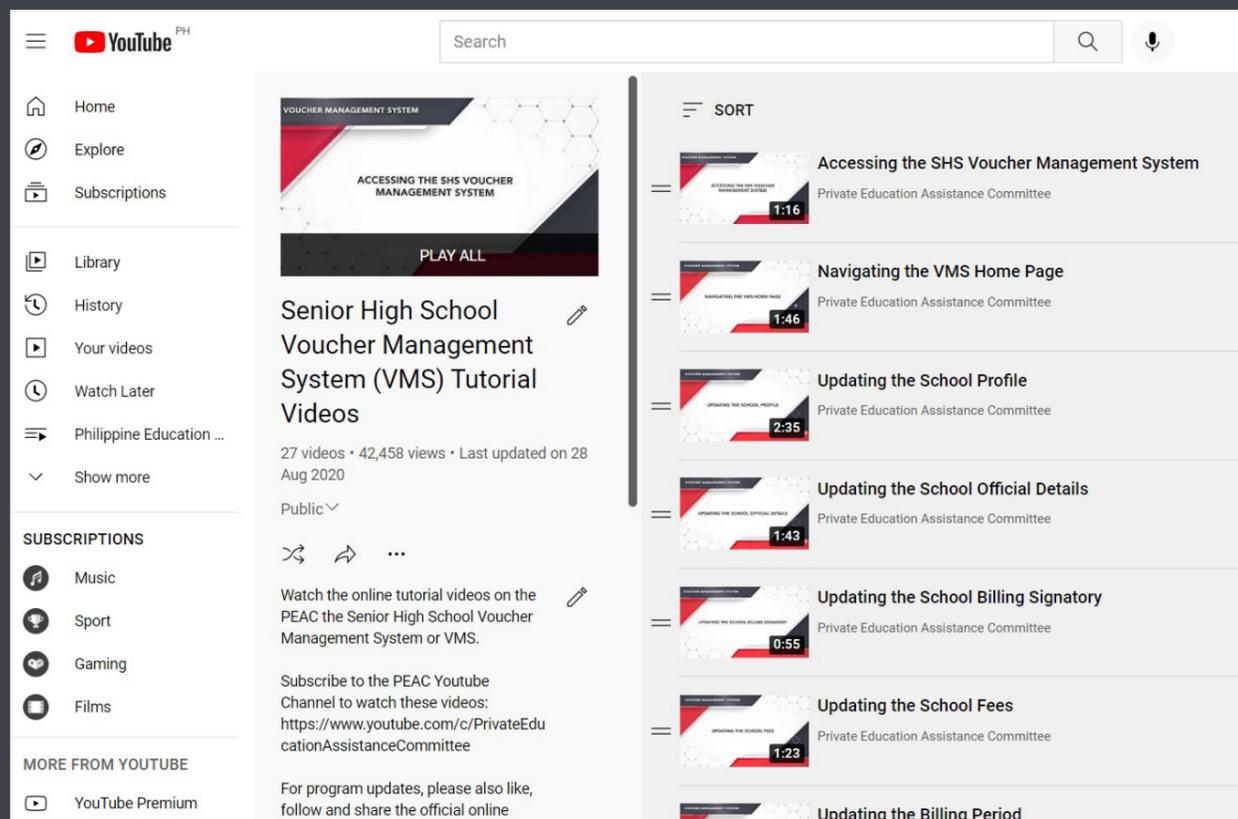
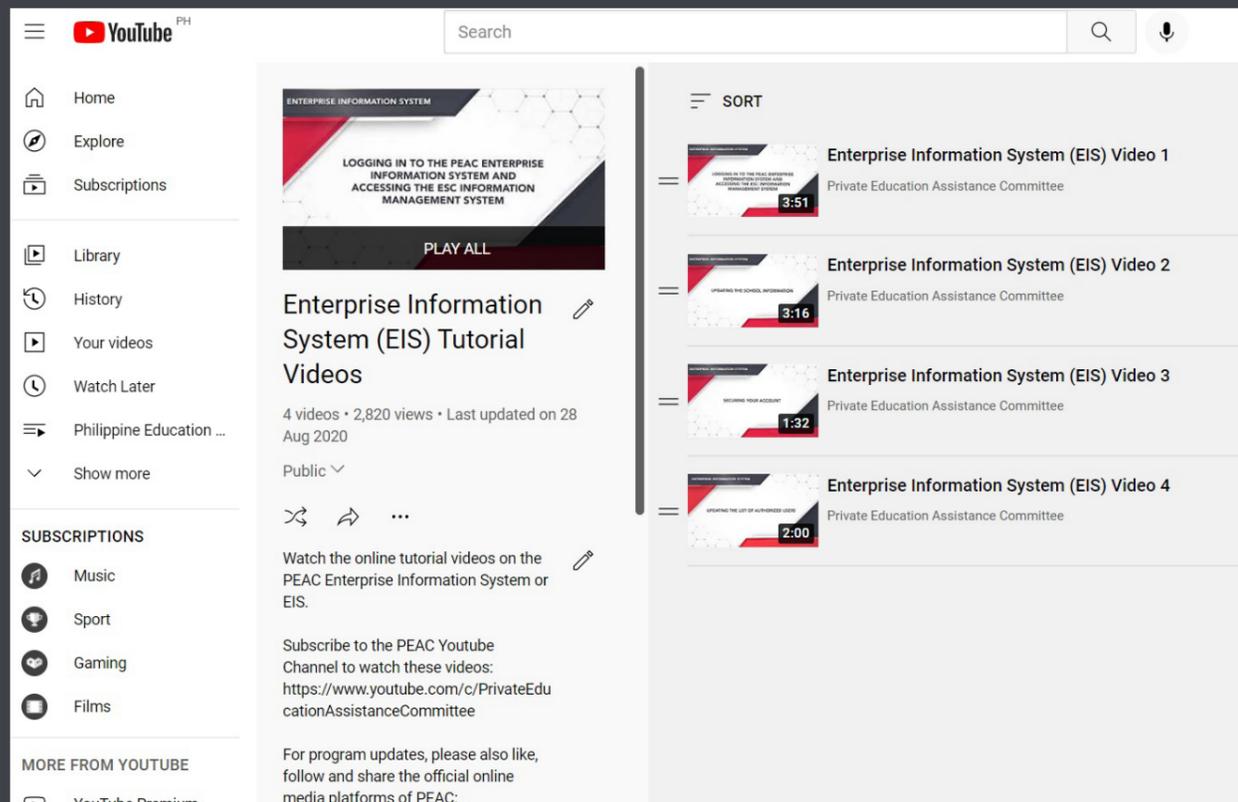
In the year under review, the PEAC processed a total of 1,052,325 ESC grantees with over Php 10 billion granted across 99.9% of ESC participating junior high schools (JHS).

Education Service Contracting

ESC Participating Junior High Schools, Grantees, and Amount of Grant Processed

Region	Schools	Grade 7	Grade 8	Grade 9	Grade 10	Total ESC Grantees	Amount of Grant
I	232	12,871	14,337	14,837	14,475	56,520	508,680,000.00
II	121	9,931	10,324	10,334	9,362	39,951	359,263,738.48
III	484	32,086	36,393	36,255	34,114	138,848	1,268,505,835.19
IV	696	41,585	48,923	48,445	44,272	183,225	1,655,488,560.50
V	139	13,158	14,618	14,732	13,230	55,738	497,584,607.00
VI	241	16,651	18,924	18,902	17,139	71,616	676,186,962.00
VII	272	18,438	22,211	23,898	21,254	85,801	816,560,880.04
VIII	95	6,917	7,016	7,466	7,094	28,493	259,535,242.84
IX	84	6,267	6,834	7,273	6,383	26,757	254,866,086.49
X	175	14,058	14,977	14,460	12,847	56,342	529,533,351.29
XI	171	10,370	12,766	13,081	11,413	47,630	469,205,536.48
XII	158	11,621	12,919	12,802	11,461	48,803	449,340,175.20
XIII	72	6,591	6,802	6,533	6,214	26,140	241,929,090.00
NCR	382	23,567	28,483	27,751	25,167	104,968	1,361,756,000.00
CAR	79	7,025	7,471	7,320	6,812	28,628	270,506,690.00
BARMM	59	7,509	6,811	6,321	4,972	25,613	230,624,000.00
MIMAROPA	95	6,798	6,772	6,982	6,700	27,252	247,002,020.00
TOTAL	3,555	245,443	276,581	277,392	252,909	1,052,325	10,096,568,775.51

The data presented in the tables are as of October 15, 2021.



DepEd Order 35, s. 2012 on the Policies and Guidelines on the Implementation of the Government Assistance to Students and Teachers in Private Education (GASTPE) Program Effective School Year 2012-2013 provides for the expansion of the Open High School (OHS) in participating junior high schools in order to provide students with greater access to secondary education. The OHS is for students whose circumstances constrain them to attend regular classes.

For the year under review, a total of 1,628 grantees were processed for a total grant of Php 15 million among OHS.

ESC Participating Junior High Schools (Open High School), Grantees, and Amount of Grant Processed

Region	Schools	Grade 7	Grade 8	Grade 9	Grade 10	Total ESC Grantees	Amount of Grant
III	2	185	92	89	61	427	3,951,000.00
IV	1	52	52	48	49	201	1,809,000.00
VII	2	13	9	36	36	94	846,000.00
X	5	114	99	101	117	431	4,727,000.00
XI	0	0	0	0	0	0	0.00
XII	5	45	52	62	79	238	2,234,000.00
XIII	1	4	5	4	9	22	198,000.00
NCR	1	1	6	5	3	15	195,000.00
BARMM	1	50	50	50	50	200	1,800,000.00
TOTAL	18	464	365	395	404	1,628	15,760,000.00

A total of 68,098 additional slots for Grade 7 pupils in 2,265 ESC participating junior high schools were also approved by DepEd.

Additional Slots Approved

Region	Schools	Additional Slots	Projected Cost
I	159	3,967	35,703,000.00
II	78	1,980	17,820,000.00
III	341	11,193	101,889,000.00
IV	493	14,088	127,146,000.00
V	92	2,833	25,497,000.00
VI	148	3,965	37,273,000.00
VII	160	5,119	48,261,000.00
VIII	58	1,797	16,439,000.00
IX	43	1,484	14,072,000.00
X	99	3,241	30,599,000.00
XI	108	3,503	34,221,000.00
XII	89	2,746	25,014,000.00
XIII	48	1,519	14,211,000.00
NCR	201	6,545	85,085,000.00
CAR	50	1,126	10,416,000.00
BARMM	41	1,364	12,276,000.00
MIMAROPA	57	1,628	14,762,000.00
TOTAL	2,265	68,098	650,684,000.00

Teachers' Salary Subsidy (TSS)

For the TSS, which is a component of the ESC, the PEAC processed a total of 44,631 teachers from 3,392 schools across the country as recipients of the TSS program. The combined grant is over Php 797 million.

TSS Programs Recipients and Amount of Subsidy Processed

Region	Schools	TSS Recipients	Amount of Subsidy
I	228	3,097	55,507,500.00
II	121	2,061	37,042,500.00
III	466	5,889	105,190,500.00
IV	663	7,426	132,411,000.00
V	130	1,889	33,672,000.00
VI	240	3,674	65,605,500.00
VII	270	3,738	66,822,000.00
VIII	92	1,113	19,870,500.00
IX	80	923	16,543,500.00
X	163	1,840	32,959,500.00
XI	161	2,393	42,778,500.00
XII	143	1,588	28,452,000.00
XIII	70	880	15,697,500.00
NCR	351	5,426	96,532,500.00
CAR	78	1,154	20,466,000.00
BARMM	45	482	8,671,500.00
MIMAROPA	91	1,058	18,928,500.00
TOTAL	3,392	44,631	797,151,000.00

Monitoring

Monitoring is conducted to ascertain the identities of ESC grantees and TSS recipients billed in the IMS and submitted by the schools as the basis for government payment of program subsidies. It also inspects the participating schools' compliance with other requirements of the ESC and TSS programs, such as school orientation meetings with parents and program awareness of beneficiaries.

Preparations for the Monitoring Activity began with the training of PEAC Monitors (PMs). A total of 182 school officials were trained on the GASTPE Program Guidelines and the GASTPE Monitoring Protocols last January 9, 2021, via Zoom.

The objectives of the workshop are as follows:

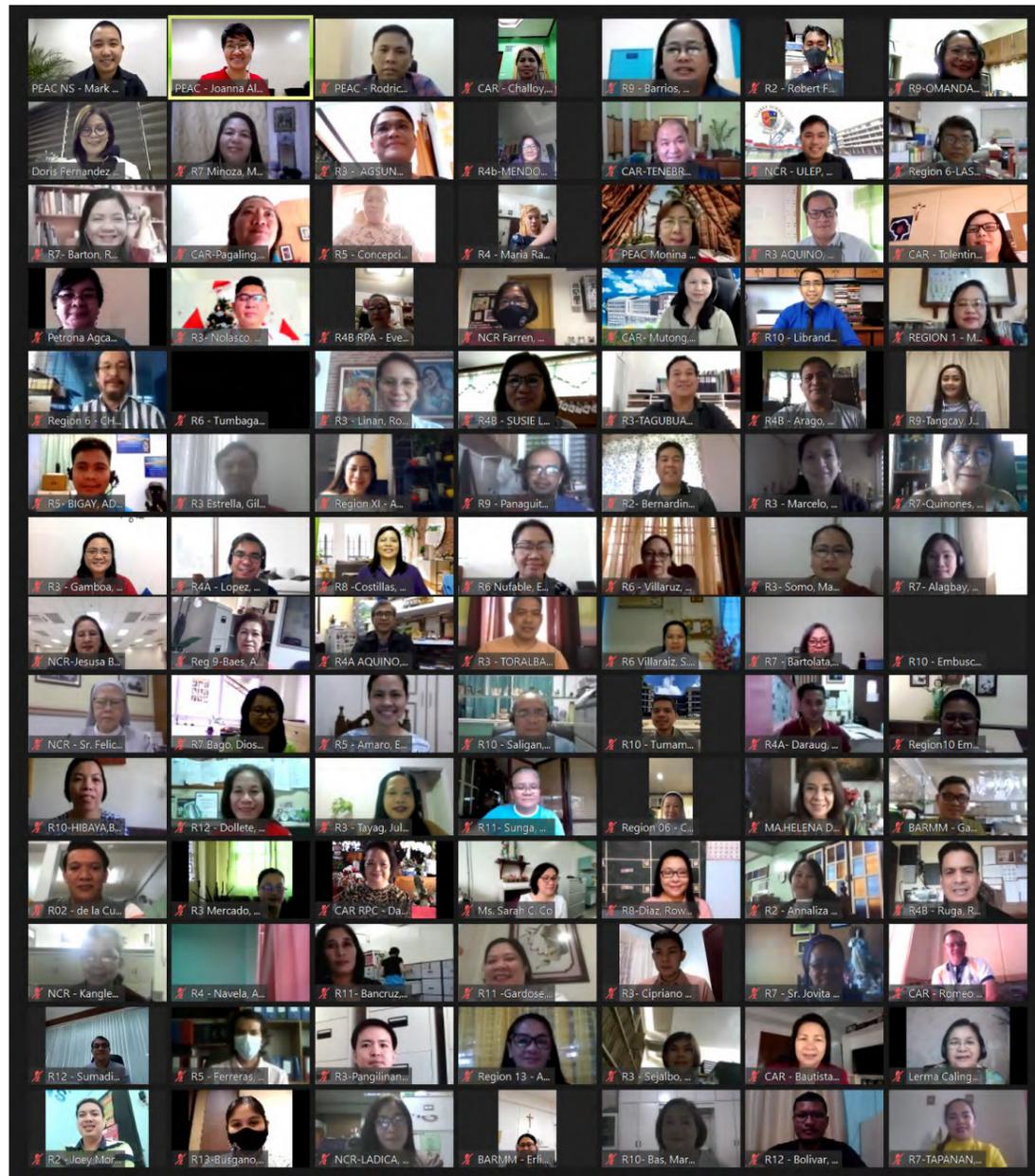
- Familiarize the PEAC Monitors with the GASTPE Guidelines
- Train the PEAC Monitors on the monitoring protocols in view of the COVID-19 pandemic
- Orient the PEAC Monitors on the use of Monitoring Report Forms
- Introduce the PEAC Monitors to the PEAC Program Monitoring System (PPMS)
- Discuss issues encountered by the PEAC Monitors during previous monitoring activities

Due to the restrictions brought about by the pandemic, the processes in the Monitoring Activity for SY 2020-2021 did not require physical visits to GASTPE participating schools and the headcount of ESC grantees. Instead, the Monitoring Activity focused on documents of GASTPE participating schools that support the enrolment and attendance of ESC grantees in the participating schools.

Furthermore, instead of moving the PEAC Monitoring Teams (PMT) from one target school to another, the PEAC decided to identify Monitoring Host Institutions (MHI) in the regions to serve as headquarters of the GMT during the conduct of monitoring. As such, MHIs were required to have facilities that offer a safe and secure space for the PMT and the school officials invited for monitoring.

The schools targeted for monitoring were required to present evidence of compliance with the other requirements for participation in the GASTPE programs, such as the conduct of orientation activities, meetings of the School Selection Committee, among others. Target schools for monitoring were scheduled to bring the monitoring documents to the MHI for inspection of the PMT.

Moreover, in line with its objective to systematize the different processes and activities in the implementation of the GASTPE Program, the PEAC developed the PPMS, or the PEAC Program Monitoring System. The PPMS is a web-based application where the monitoring processes, forms, and reports are available. The PPMS automates the monitoring process, provides real-time information on the progress of the Monitoring Activity, and creates monitoring reports for the PEAC.



PEAC personnel, from the PEAC National Secretariat (PEAC NS) and PEAC Regional Secretariats (PEAC RS), and the PMs are provided access to the facilities within the PPMS. All PMs are provided accounts using their email addresses. Assigned target schools for monitoring are made available to the PMs through the PPMS.

Monitoring report forms are also automatically generated in the PPMS. Inspection results and findings are encoded in these forms. Once these forms are finalized, the system generates the final summary report, which is attested by the PMT and the school official present during the monitoring.

The PPMS reports all monitored schools with adverse findings to the PEAC NS immediately after the conclusion of the Monitoring Activity. The PPMS also provides the PEAC NS with a facility to process schools with adverse findings and generates status reports on the Monitoring Activity.

Once the training of PMs and the development of the PPMS were complete, the GASTPE Monitoring Activity for SY 2020-2021 commenced on March 15, 2021, and ended on July 16, 2021. A total of 349 schools were visited out of the targeted 355.

Target ESC Participating Junior High Schools for Monitoring vs. Actual Visited

Region	Target	Visited	% Visited
I	23	23	100.00%
II	12	12	100.00%
III	48	48	100.00%
IV	69	69	100.00%
V	14	14	100.00%
VI	24	23	95.83%
VII	27	25	92.59%
VIII	10	10	100.00%
IX	8	8	100.00%
X	18	18	100.00%
XI	17	17	100.00%
XII	16	15	93.75%
XIII	7	7	100.00%
NCR	6	6	100.00%
CAR	8	8	100.00%
BARMM	9	8	88.89%
MIMAROPA	39	38	97.44%
TOTAL	355	349	98.31%

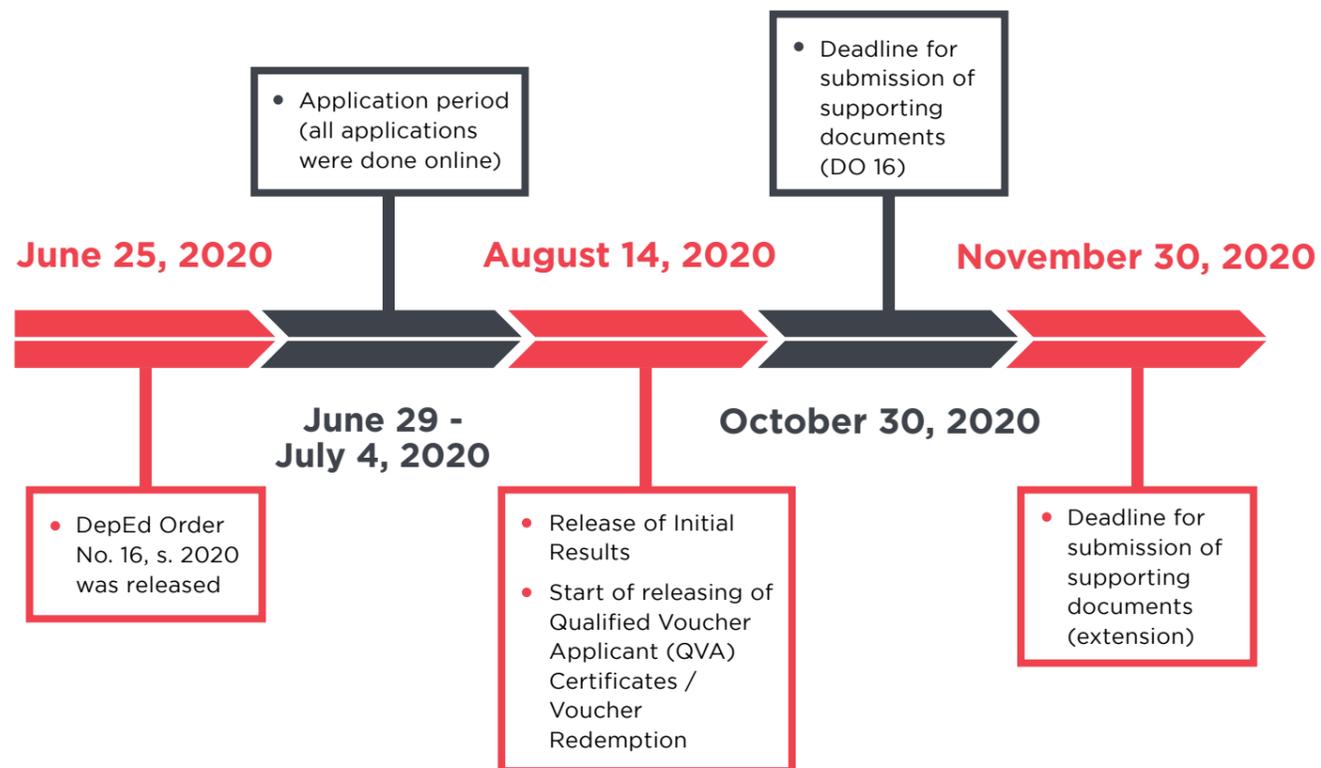
As of October 1, 2021, 72 out of the 349 ESC participating JHS that were monitored had billed ESC grantees with documentary issues. Documentary issues refer to ESC grantees billed in SY 2020-2021 but did not have any document that proves the grantee enrolled or stayed in the ESC participating JHS for at least 30 days.

Senior High School Voucher Program

The SHS VP is a program of financial assistance that provides subsidies in the form of vouchers to qualified SHS learners in participating private or non-DepEd public SHS. On June 25, 2020, DepEd released the DepEd Order No. 16, s. 2020, which provided new guidelines for SHS VP applications.

Voucher Program Application

The PEAC was once again tapped to co-implement and manage the application process. The submission of applications was done online through <https://ovap.peac.org.ph>, in compliance with the guidelines.



A total of 75,427 accounts were created in the Online Voucher Application Portal during the application period, of which a total of 61,919 applicants were able to completely fill out the application form. These applications were processed by the PEAC to check the correctness and completeness of supporting documents.

As of September 2021, there are a total of 34,779 Qualified Voucher Applicants (QVAs) who were able to fill out the application form and submit valid supporting documents as enumerated under Sec. VII, DO 16. Out of the total number of QVAs, only 28,520 or 82% (as of October 2021) had proceeded to redeem their voucher subsidy.

	Number of Students	Source
Total Applications Submitted	75,427	OVAP
Qualified Voucher Applicants (QVAs)	34,779	OVAP
Grade 11 Voucher Program Beneficiaries (VPBs) in 2021-2022	28, 520	SHS Voucher Management System

Orientation

To ensure smooth program implementation, the PEAC conducted orientation webinars for SHS VP participating schools. These were conducted via Zoom in the months of July and August.

Orientation Webinar Schedules for Participating Schools in SY 2020-2021

Location of Participating Schools	Orientation on the SHS and Voucher Program Guidelines
Luzon	August 19, 2020 2-5 pm
Visayas	August 20, 2020 2-5 pm
Mindanao	August 21, 2020 2-5 pm

Luzon SHS VP



A total of 4,104 SHS VP participating schools attended the webinars. The sessions included updates from the DepEd Central Office, as well as PEAC updates and policy recommendations on the implementation of the SHS VP.

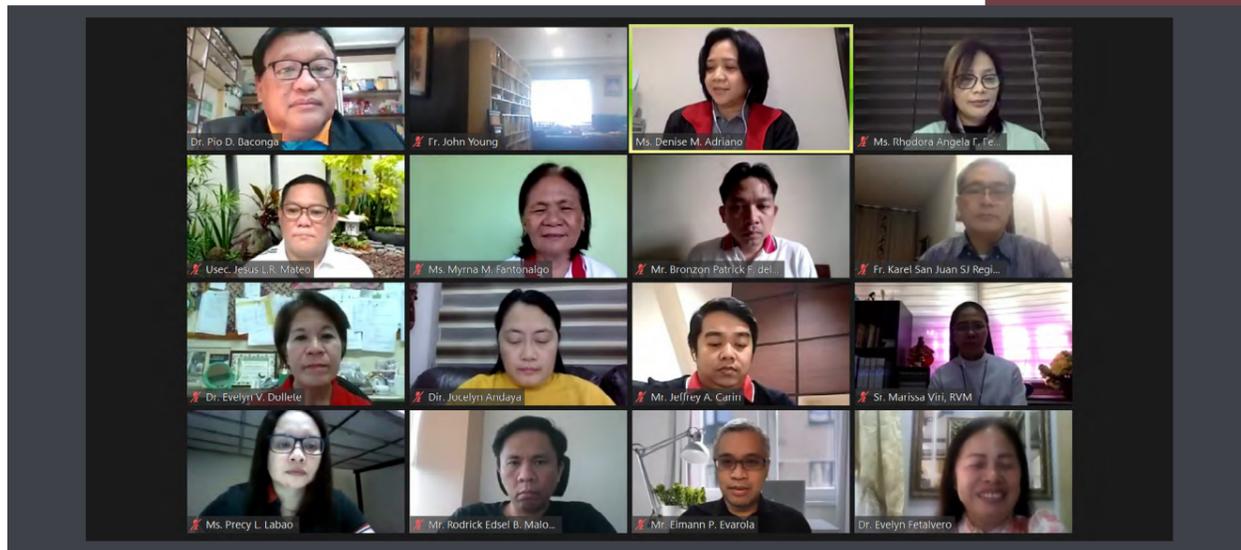
Regional Distribution of Participating Schools That Attended the Orientation Webinars

SHS VP Orientation		
Region	Number of SHS VP Schools	Number of Schools in Attendance
I	255	284
II	143	126
III	620	592
IV-A	867	772
IV-B	116	100
V	233	203
VI	260	286
VII	321	242
VIII	129	107
IX	140	219
X	228	165
XI	218	140
XII	181	127
XIII	88	76
BARMM	67	68
CAR	106	87
NCR	650	510
TOTAL	4,622	4,104

Visayas SHS VP



Mindanao SHS VP



Processing of Billing Statements

For the year under review, the SHS VP program was able to provide for a total of 1,154,948 beneficiaries, with total vouchers amounting to approximately Php 19.9 billion. The data presented are as of October 15, 2021.

VP Participating SHS, VPBs, and Amount of Vouchers Processed

Region	Schools	Grade 11	Grade 12	Total VPBs	Amount of Vouchers
I	242	18,478	21,352	39,830	607,175,419.10
II	143	12,196	13,532	25,728	393,976,355.00
III	590	76,408	81,308	157,716	2,549,577,724.26
IV	845	110,834	119,566	230,400	3,726,260,200.00
V	223	20,826	22,617	43,443	683,405,145.70
VI	254	26,164	30,450	56,614	946,286,935.00
VII	312	37,886	43,632	81,518	1,381,059,105.00
VIII	120	11,742	12,320	24,062	379,745,663.00
IX	136	14,646	15,073	29,719	495,182,221.90
X	219	23,128	22,511	45,639	750,455,513.00
XI	210	24,302	28,849	53,151	930,979,446.09
XII	178	17,910	21,364	39,274	639,740,690.40
XIII	89	10,702	10,716	21,418	350,221,460.00
NCR	598	110,905	126,812	237,717	4,964,492,265.17
CAR	104	11,166	12,443	23,609	382,628,420.00
BARMM	71	12,608	10,853	23,461	350,591,115.00
MIMAROPA	112	10,552	11,097	21,649	331,294,624.00
TOTAL	4,446	550,453	604,495	1,154,948	19,863,072,302.62

The data presented in the tables are as of October 15, 2021.

Monitoring

As with the ESC and TSS programs, the PEAC also deployed PMs to ascertain the identities of Voucher Program Beneficiaries (VPBs) billed in the VMS and submitted by VP participating SHS. The Monitoring Activity also helps ensure that VP participating schools comply with the requirements outlined by the DepEd, such as program awareness for current and prospective VPBs.

For the SHS VP, the Monitoring Activity for SY 2020-21 was also done remotely and focused on the documents of participating schools that support the enrolment and attendance of VPBs. For the year under review, all 428 VP participating schools targeted were monitored by PMs.

Target VP Participating SHS for Monitoring vs. Actual Visited

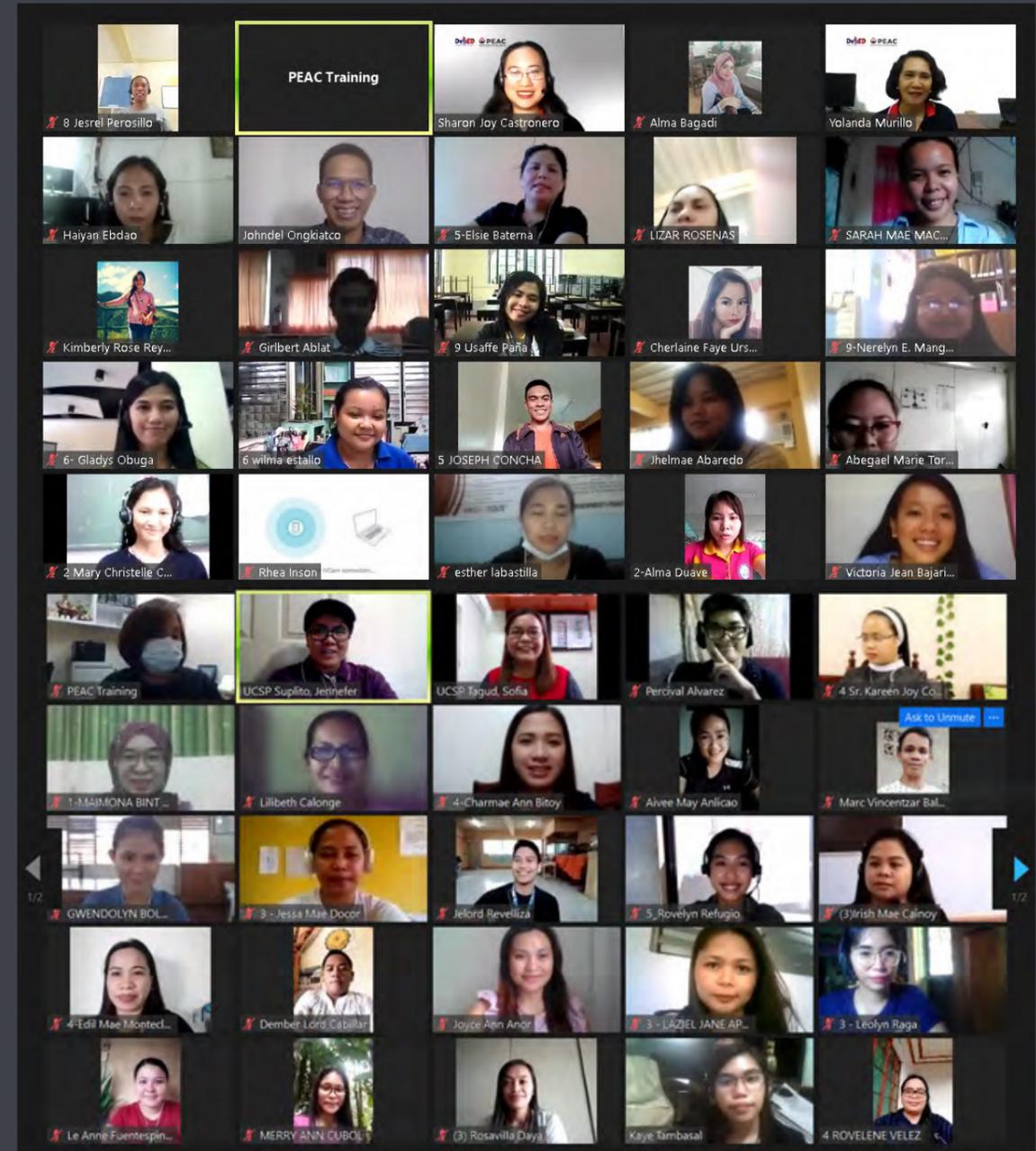
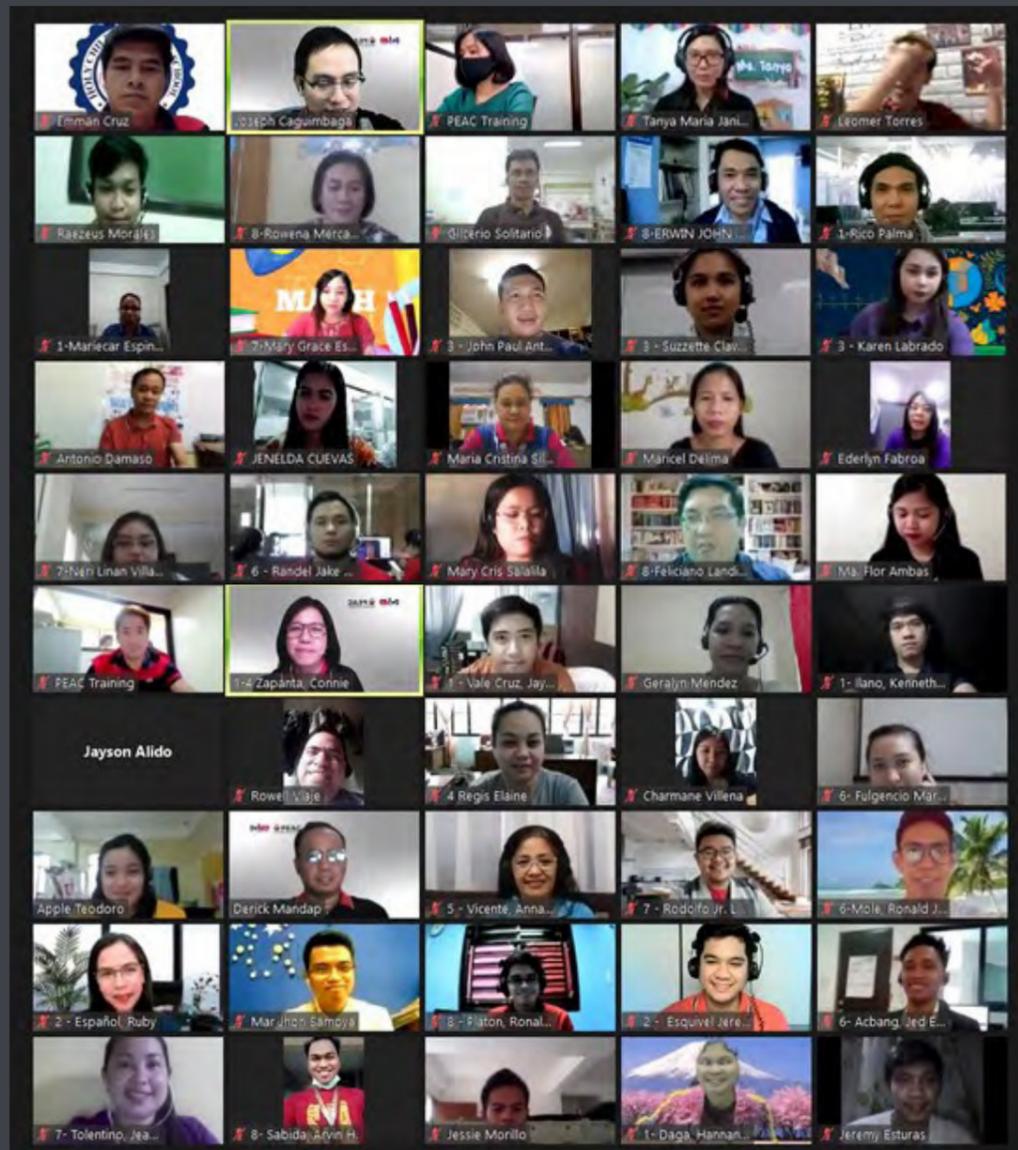
Region	Target	Visited	% Visited
I	23	23	100.00%
II	14	14	100.00%
III	58	58	100.00%
IV	79	79	100.00%
V	21	21	100.00%
VI	25	25	100.00%
VII	30	30	100.00%
VIII	12	12	100.00%
IX	13	13	100.00%
X	22	22	100.00%
XI	21	21	100.00%
XII	17	17	100.00%
XIII	8	8	100.00%
NCR	7	7	100.00%
CAR	10	10	100.00%
BARMM	10	10	100.00%
MIMAROPA	58	58	100.00%
TOTAL	428	428	100.00%

As of October 1, 2021, 123 schools out of the 428 VP-participating SHS visited were reported to have unaccounted VPBs.

In-Service Training

The year under review covers two training programs designed for JHS and SHS teachers in private schools.

2020 INSET



The 2020 INSET was conducted from August 24 to December 9, 2020, for JHS teachers, and from August 27 to December 12, 2020, for SHS teachers. These were rolled out via an online delivery mode — a first for the program — made necessary by the COVID-19 pandemic. The shift towards digital platforms meant that registration fees for interested teachers and schools were waived, and professional learning across 10 JHS and 12 SHS subject areas was made possible despite the ban on public gatherings.

A total of 138 JHS trainers across 57 institutions were deployed, with over 18,000 JHS teachers from 2,514 schools participating in the training programs. Out of the 18,706 attendees, 18,306 came from ESC participating schools and 13,381 teachers had a professional license. Out of the 2,514 institutions, 2,436 came from ESC participating schools. The Continuing Professional Development (CPD) Council of the Professional Regulation Commission approved 15 CPD credit units for the training program.

Summary of Attendance Data of the 2020 INSET for Private JHS Teachers

Region	Total Attendees	Attendees from ESC Schools	LPT* Attendees	Non-LPT Attendees	ESC Schools	Non-ESC Schools	Total Schools
I	1,087	1,081	886	201	148	1	149
II	921	915	769	152	93	1	94
III	1,946	1,919	1,331	615	288	9	297
IV-A	3,015	2,930	1,958	1,057	472	15	487
IV-B	457	450	301	156	65	2	67
V	712	697	489	223	75	2	77
VI	1,477	1,445	1,272	205	183	5	188
VII	1,734	1,714	1,330	404	226	3	229
VIII	678	677	496	182	83	1	84
IX	652	644	389	263	74	2	76
X	1,192	1,145	755	437	135	10	145
XI	864	853	667	197	103	3	106
XII	966	942	543	423	114	4	118
XIII	566	555	355	211	60	1	61
BARMM	327	308	138	189	44	3	47
CAR	620	589	544	76	71	4	75
NCR	1,492	1,442	1,158	334	202	12	214
TOTAL	18,706	18,306	13,381	5,325	2,436	78	2,514

*LPT - Licensed Professional Teachers

For the 2020 INSET for SHS Teachers, 99 SHS trainers from 29 institutions were deployed to train 15,780 SHS teacher-participants from 2,453 schools. Licensed professional teachers who participated in full during this INSET earned 15 CPD credit units.

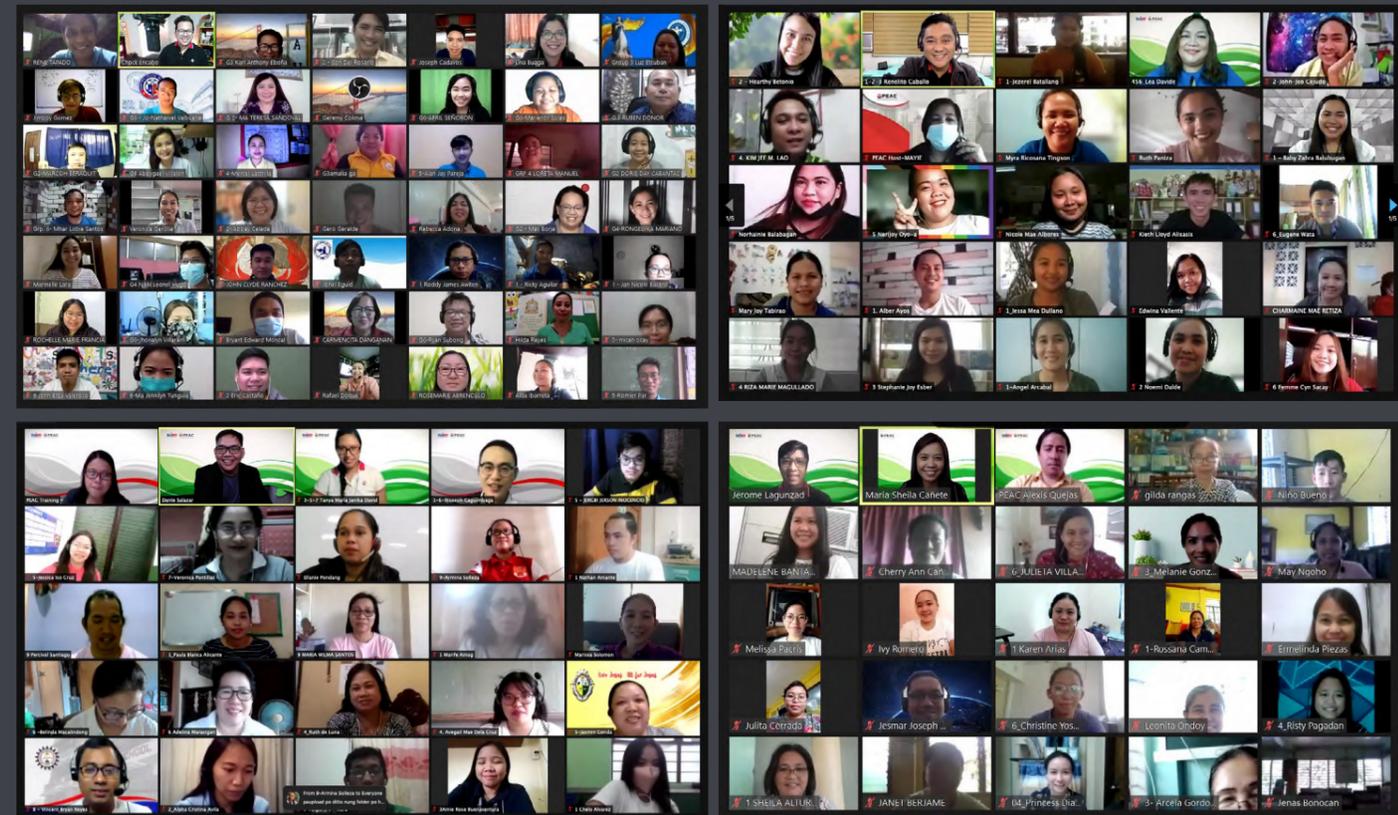
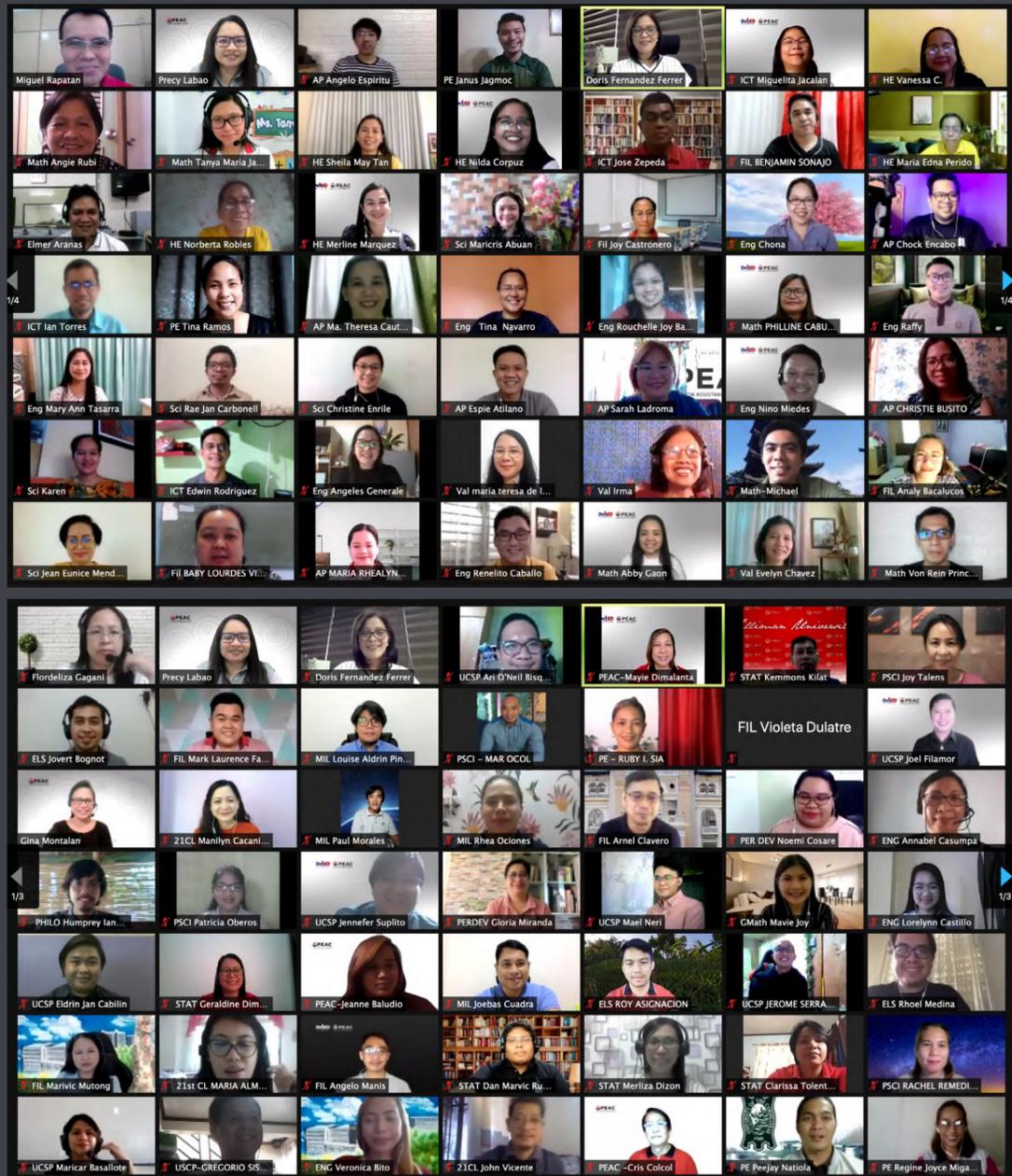
Summary of Attendance Data in the 2020 INSET for Private SHS Teachers

Region	Total Attendees	Attendees from ESC Schools	LPT* Attendees	Non-LPT Attendees	ESC Schools	Non-ESC Schools	Total Schools
I	814	752	580	234	118	7	125
II	658	634	534	124	86	6	92
III	1,920	1,656	1,197	723	281	56	337
IV-A	2,969	2,496	1,810	1,159	387	85	472
IV-B	491	445	348	143	64	9	73
V	614	530	377	237	71	12	83
VI	1,003	881	771	232	138	20	158
VII	1,670	1,504	1,177	493	197	26	223
VIII	514	490	359	155	70	4	74
IX	576	499	280	296	70	20	90
X	912	789	527	385	112	20	132
XI	757	662	514	243	96	15	111
XII	689	624	381	308	93	12	105
XIII	477	413	290	187	57	10	67
BARMM	295	229	113	182	41	14	55
CAR	466	381	357	109	59	13	72
NCR	955	812	669	286	145	39	184
TOTAL	15,780	13,797	10,284	5,496	2,085	368	2453

*LPT - Licensed Professional Teachers

2021 INSET

Following the shift to digital platforms in the previous year, the 2021 INSET for JHS and SHS teachers was also conducted via Zoom. To ensure the quality of the program, INSET trainers for both levels were first trained in two phases from April 30 to May 2, 2021, and then from May 6 to 9, 2021.



Schedule of 2021 INSET for JHS and SHS Teachers

No. of Runs	Region	Dates	
		JHS INSET	SHS INSET
1	IV-B & V	June 7-9	June 10-12
2	VI	June 14-16	June 17-19
3	IX & XIII	June 21-23	June 24-26
4	I	June 28-30	July 1-3
5	IV-A Batch 1	July 5-7	July 8-10
6	X, XI & BARM	July 12-14	July 15-17
7	III	July 19-21	July 22-24
8	VII	July 26-28	July 29-31
9	X, XII & BARM	Aug 2-4	Aug 5-7
10	II & CAR	Aug 9-11	Aug 12-14
11	VIII & IV-A Batch 2	Aug 19-21	Aug 16-18
12	NCR	Aug 23-25	Aug 26-28

Once the training programs were completed, the 2021 INSET programs for JHS and SHS teachers were then rolled out between June and August of 2021.

A total of 145 JHS trainers from 54 institutions nationwide participated in the training of trainers, which was facilitated by Dr. Miguel Rapatan, the JHS INSET consultant. Meanwhile, 105 SHS trainers from 33 institutions from various regions in the country attended the SHS INSET training, which was facilitated by the SHS INSET consultant, Dr. Gina Montalan.

The three-day INSET webinar-workshops for JHS teachers was held from June 7 to August 25, conducted in 12 runs covering all regions in the country. The theme for the year was, **Teaching and Assessing the K-12 Standards Across the Different Learning Modalities**, and focused on the following skills:

- preparation of a standards-based curriculum map;
- a protocol for the design of standards-based teaching and learning plans appropriate to a certain modality and showing alignment of standards, competencies, activities, assessments, resources, and institutional core values; and
- preparation of assessments of student learning across the different modalities.

A total of 141 JHS trainers from 54 institutions nationwide were deployed as webinar speakers and workshop facilitators in the 2021 INSET.

For the 23,498 JHS teacher-participants hailing from 2,786 schools across the country, the program was an opportunity to reflect on their ability to adapt to the demands of the pandemic crisis and fulfill their roles as 21st-century designers, facilitators, and assessors of learning. The Professional Regulation Commission also awarded 15 CPD credit units to the 2021 INSET for JHS Teachers.

Summary of Attendance Data in the 2021 INSET for Private JHS Teachers

Region	Total Attendees	Attendees from ESC Schools	LPT* Attendees	Non-LPT Attendees	ESC Schools	Non-ESC Schools	Total Schools
I	1,579	1,560	1,266	313	189	2	191
II	955	955	790	165	97	0	97
III	2,805	2,713	1,775	1,030	368	22	390
IV-A	4,322	4,127	2,522	1,800	541	33	574
IV-B	1,258	1,198	813	445	71	4	75
V	1,735	1,690	1,201	534	103	3	106
VI	100	100	85	15	18	0	18
VII	2,274	2,188	1,733	541	254	14	268
VIII	569	563	390	179	76	1	77
IX	729	709	399	330	77	6	83
X	1,485	1,418	908	577	163	11	174
XI	931	880	701	230	106	10	116
XII	1,133	1,097	633	500	128	7	135
XIII	551	538	320	231	61	2	63
BARMM	446	377	195	251	44	10	54
CAR	729	673	634	95	77	10	87
NCR	1,897	1,826	1,341	556	261	17	278
TOTAL	23,498	22,612	15,706	7,792	2,634	152	2,786

*LPT - Licensed Professional Teachers

The 2021 INSET for SHS teachers was conducted in 12 runs covering 17 regions of the country between June 10 and August 28, 2021. A total of 19,502 SHS teachers from 2,842 schools participated in the program, which was facilitated by 103 SHS trainers from 33 institutions.

With the theme of **Facilitating Learning in a SHS Flexible Class**, the 2021 INSET for SHS tackled the challenges of implementing flexible learning modalities, and how teachers must carefully shape the learning of each and every student in the midst of today's health crisis.

The 2021 INSET for SHS Teachers was awarded 15 CPD credit units by the Professional Regulation Commission.

Summary of Attendance Data in the 2021 INSET for Private SHS Teachers

Region	Total Attendees	Attendees from ESC Schools	LPT* Attendees	Non-LPT Attendees	ESC Schools	Non-ESC Schools	Total Schools
I	1,196	1,123	898	298	154	13	167
II	790	776	637	153	96	3	99
III	2,265	1,891	1,356	909	297	67	364
IV-A	3,470	2,772	2,013	1,457	455	122	577
IV-B	543	466	364	179	63	11	74
V	811	662	532	279	92	25	117
VI	1,426	1,243	1,163	263	174	28	202
VII	1,939	1,715	1,380	559	213	31	244
VIII	634	568	408	226	76	11	87
IX	702	579	330	372	72	21	93
X	1,272	1,081	743	529	140	28	168
XI	849	747	605	244	97	18	115
XII	889	788	468	421	99	17	116
XIII	476	426	284	192	56	8	64
BARMM	349	279	161	188	34	10	44
CAR	517	449	422	95	61	12	73
NCR	1,374	1,095	901	473	190	48	238
TOTAL	19,502	16,660	12,665	6,837	2,369	473	2,842

*LPT - Licensed Professional Teachers

Research

The PEAC approved eight research proposals during its meetings on September 20, 2020, and October 23, 2020. The Research Advisory Group (RAG) evaluated research proposals submitted by qualified proponents, reviewed the research guidelines, which were released with the call for proposals, and made recommendations to the PEAC for its approval. The approved research proposals were then transmitted to DepEd for its review of the proposals and approval of funding.

List of Approved Research Proposals

Research Proposal	Proponent
Research on Standard School Profiles for GASTPE-participating Schools	Taft Consulting Group
Multi-Modal Remote Learning (MORELEARN) Strategies Amidst COVID-19 Pandemic: Basis for Policy Recommendation	Asian Institute for Distance Education
The Catholic Schools and the New Normal in the Philippines: Innovation and Practical Approaches in Education during COVID-19 Pandemic	Cor Jesu College, Inc. (Davao del Sur)
Implications and Challenges of a Paradigm Shift in Delivery on the Quality of Education Provided by Private Schools	Saint Michael's College of Laguna
Organizational Capacity Assessment of Private TVET Institutions of the Philippines: Framework for Policy Reforms	Tech-Voc Schools Association of the Philippines (TVSA)
Mapping Math and Science Teachers' Online Instructional Strategies, Demeanor, and Their Impact on Students' Performance	Trinity University of Asia
Tracer Study of Senior High School Graduates Among Private and Public Schools in Davao Region Class of 2018 to 2020	Davao Association of Catholic Schools (DACs)
The Unified TVET Program Registration and Accreditation System (UPTRAS): A Policy Analysis and Review	Tech-Voc Schools Association of the Philippines (TVSA)

Activities Undertaken

Meeting of the Research Advisory Group

The RAG was convened on February 10, 2020, at the Joy-Nostalg Hotel and Suites in Ortigas to identify and discuss the research priorities and review the guidelines for 2020-2021. In attendance in the said meeting were the following:

- DepEd
 - Dr. Malcolm S. Garma, DepEd NCR Regional Director
 - Director Roger B. Masapol, DepEd Planning Service
- CEAP
 - Sr. Felicitas Bernardo, SPC, Dean, College of Education, St. Paul University Manila
 - Dr. Pilar Romero, Dean, College of Education, University of Santo Tomas
- ACSCU
 - Dr. Irving Domingo Rio, Vice President for Academic Affairs, Central Philippine University
 - Dr. Kathleen Rose Guimbatan, Vice President for Academic Affairs, Philippine Christian University
- PACU
 - Dr. Patricia B. Lagunda, President of Baliuag University
- PEAC Regional Secretariat
 - Fr. John Christian Young, PEAC CARAGA Regional Program Director
 - Dr. Helena Desiree Terre, PEAC Region 6. Regional Program Coordinator

The PEAC Executive Director, Rhodora Angela F. Ferrer, is an ex-officio member of the Research Advisory Group.



Approval of the Research Priorities and Guidelines

During its regular meeting on May 15, 2020, the PEAC approved the research guidelines in principle, subject to amendments in the research priorities, specifically to make the research priorities more responsive to the challenges faced by schools due to the COVID-19 pandemic. The revised research priorities were approved by the PEAC on July 15, 2020.

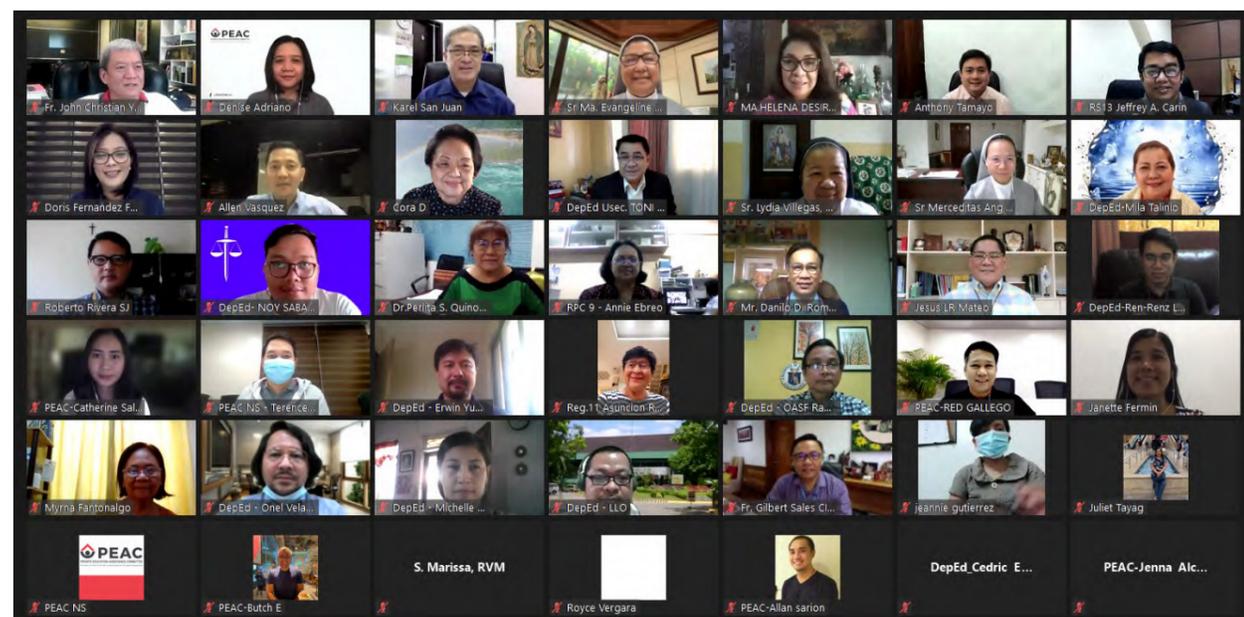
Call for Proposals

With the approval of the Research Guidelines, a call for proposals was issued and the PEAC National Secretariat accepted submissions until September 15, 2020. A total of fourteen (14) proposals were submitted to the PEAC National Secretariat.

Evaluation of Research Proposals

The RAG was convened on September 28, 2020, to evaluate the proposals and recommend proposals for the approval of the PEAC. In attendance were Director Roger Masapol, DepEd Planning Service; Sr. Felicitas Bernardo, SPC, St. Paul University Manila; Dr. Pilar Romero, University of Santo Tomas; Dr. Irving Domingo Rio, Central Philippine University; Dr. Kathleen Rose Guimbatan, Philippine Christian University; Dr. Patricia B. Lagunda, Baliuag University; Fr. John Christian Young, PEAC CARAGA; Dr. Helena Desiree Terre, PEAC Region 6; and Rhodora Angela F. Ferrer, PEAC National Secretariat.

Bayanihan for Basic Education



The PEAC conducted an orientation webinar on the Bayanihan for Basic Education (BBE) Program of DepEd last April 19, 2021, via Facebook Live. The webinar was streamed live on the Facebook pages of DepEd and PEAC. The webinar featured the following resource persons and presentations: Implementing Guidelines of the Bayanihan for Basic Education given by Usec. Tonisito M.C. Umali, ESQ; Implementation Timeline and Application Process for Qualified Beneficiaries presented by Rhodora Angela F. Ferrer, PEAC Executive Director; and Bayanihan for Basic Education System discussed by Allen Vasquez, PEAC Consultant for Information Technology.

Tasked with providing the infrastructure, systems, and coordination for the implementation of the BBE for private schools and their students, the PEAC also created the BBES. The online system allows for the efficient handling of school registration, student application, billing creation, submission, and processing between April 19 and June 19, 2021. Over 33,000 student applications have been processed.

Under the BBE, the subsidy is given to three categories of students:

- Priority 1: Students with arrears in SY 19-20 in private schools that ceased operations in SY 20-21;
- Priority 2: Students with arrears in SY 19-20 in private schools that are operating in SY 20-21; and
- Priority 3: Students with arrears in SY 20-21 in private schools operating in SY 20-21.

Number of Participating Schools per Region

Region	Applicants	Approved
I	124	117
II	86	80
III	396	365
IV-A	543	509
IV-B	52	48
V	100	87
VI	162	141
VII	158	143
VIII	36	36
IX	30	29
X	127	111
XI	66	59
XII	75	67
XIII	29	24
BARMM	25	20
CAR	45	43
NCR	397	369
TOTAL	2,451	2,248



The tables below show the number of applicants and approved beneficiaries, and their distribution by grade level and region. The approval of applications was dependent on a student's complete submission of the application form and supporting documents.

Number of Student Applicants and Approved Beneficiaries

	Applicants	Approved
Subsidy (Priority 1)	37	14
Subsidy (Priority 2)	16,456	10,215
Subsidy (Priority 3)	30,980	17,991
Allowance	8,482	5,169
TOTAL	55,955	33,389

Distribution of Approved Beneficiaries by Grade Level

Level	Subsidy	Allowance	Total
Kinder	2,074	364	2,438
Grade 1	2,664	430	3,094
Grade 2	3,152	614	3,766
Grade 3	3,111	631	3,742
Grade 4	2,922	498	3,420
Grade 5	3,193	649	3,842
Grade 6	2,684	714	3,398
Grade 7	1,046	202	1,248
Grade 8	1,360	220	1,580
Grade 9	1,667	242	1,909
Grade 10	1,712	304	2,016
Grade 11	1,411	155	1,566
Grade 12	1,224	146	1,370
TOTAL	28,220	5,169	33,389

Distribution of Approved Beneficiaries by Region

Region	Subsidy	Allowance	Total
I	1,102	217	1,319
II	1,699	313	2,012
III	4,333	737	5,070
IV-A	6,562	1,020	7,582
IV-B	522	67	589
V	839	227	1,066
VI	1,784	213	1,997
VII	1,568	377	1,945
VIII	478	27	505
IX	248	62	310
X	1,473	310	1,783
XI	744	162	906
XII	1,021	239	1,260
XIII	411	35	446
BARMM	590	352	942
CAR	296	51	347
NCR	4,550	760	5,310
TOTAL	28,220	5,169	33,389

Billing Statements Processed and Submitted to DepEd

	Billing statements submitted to the PEAC	Billing statements submitted to DepEd	Amount (Php)
Subsidy (Priority 1)	3	3 (100.00%)	36,945.00
Subsidy (Priority 2)	1,133	1,098 (96.91%)	47,135,270.02
Subsidy (Priority 3)	1,382	1,242 (89.87%)	74,857,270.02
Allowance	492	469 (95.33%)	13,410,000.00
TOTAL	3,010	2,812 (93.42%)	135,439,485.04

At the end of the period for processing of billing statements, a total of 2,812 billing statements were processed by the PEAC and submitted to DepEd.

Internally Funded Programs

Trainings

The PEAC's internally funded training programs serve as a key component of PEAC's initiatives in serving private schools across the country. This section covers five of these programs, namely: the Adaptive and Dynamic Elementary Program Training (ADEPT); Adaptive Design for Learning (ADL); Online Course Design and Management: Guide for Teachers Without Borders (GTB) course; the 2021 Training for School Administration; and the Leadership, Innovation and Dynamism towards Educational Reforms Part 2 (LIDER 2).

Adaptive and Dynamic Elementary Program Training

Conducted in partnership with the National Teachers College, the PEAC rolled out three online runs of ADEPT from September 2020 to July 2021. Attended by a total of 4,283 K to 6 teachers, supervisors, and administrators across 2,287 schools, the webinar series was led by education innovation specialist Dr. Edizon A. Fermin and flexible learning expert Dr. Ferdinand B. Pitagan.

It aimed to provide training on the following:

- the appropriate curriculum adaptation approach in light of the issuance of the DepEd Most Essential Learning Competencies (MELCs);
- designing learner-centered remote and flexible learning content, experiences, resources, and assessments; and
- developing meaningful facilitation and formation routines in remote and flexible learning for learners, teachers, supervisors, and administrators.

TRAINING VISION AND OBJECTIVES

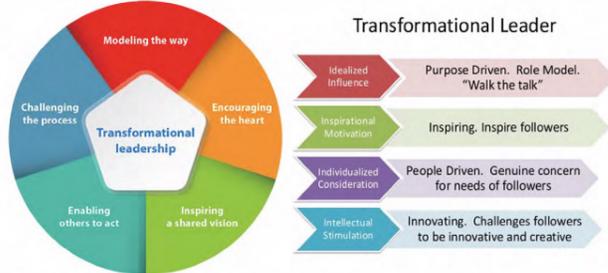


We must stay focused as a community!

PEAC NTC Adaptive and Dynamic Elementary Program Training (ADEPT)



NTC - Mr. Paolo Josef Blando



Transformational Leader

- Idealized Influence:** Purpose Driven. Role Model. "Walk the talk"
- Inspirational Motivation:** Inspiring. Inspire followers
- Individualized Consideration:** People Driven. Genuine concern for needs of followers
- Intellectual Stimulation:** Innovating. Challenges followers to be innovative and creative

NTC TEAM LEADERSHIP AS TRANSFORMATIVE LEADERSHIP



NTC - Dr. Ed Fermin

PEAC NTC Adaptive and Dynamic Elementary Program Training (ADEPT)

WHAT SHOULD ELEMENTARY TEACHERS DO TO BECOME MORE ADEPT?

- **Examine** the cases of the transition from facilitation to formation.
- **Evaluate** the developmental appropriateness of the illustrated practice/s.
- **Enhance** your current or emerging formation practices based on the given tips.



NTC - Ms. Chu Soriano

PEAC NTC Adaptive and Dynamic Elementary Program Training (ADEPT)

OUR VISION

Adaptive and dynamic elementary program teachers in the new normal




NTC - Mr. Judel Roman

Cluster	ADEPT 1		ADEPT 2		ADEPT 3		Total Schools	Total Attendees
	Schools	Attendees	Schools	Attendees	Schools	Attendees		
Kindergarten	169	206	72	83	332	486	573	775
Grades 1 to 3	177	372	90	214	359	807	626	1,393
Grades 4 to 6	190	416	96	221	335	800	621	1,437
School Leaders	140	194	70	103	257	381	467	678
TOTAL	676	1,188	328	621	1,283	2,474	2,287	4,283

Adaptive Design for Learning

In partnership with the Ateneo de Manila University's Institute for the Science and Art of Learning and Teaching (ADMU SALT Institute), the PEAC conducted the ADL online certificate course for teachers from January 25 to June 8, 2021.

Created for teachers in non-stock, non-profit school systems looking to improve their design and delivery of online learning, the ADL program guided 103 teachers through the collaborative process of creating a course design. Teachers were awarded a Certificate of Completion with 15 CPD credit units, as well as digital badges that they can use for micro-credentialing in an Education course at this university. Meanwhile, fifty-eight teachers received the Certificate of Attendance.



Online Course Design and Management: Guide for Teachers Without Borders

The PEAC also conducted the GTB in partnership with De La Salle University (DLSU) in two runs, from June 29 to July 31, 2020, and from August 10 to September 11, 2020, through the Canvas learning management system.

Over 1,700 participants registered for the five-week, five-module course, which was designed to support private schools in the delivery of an Online Distance Learning (ODL) program in response to the urgent need for professional development of teachers in terms of readiness to conduct online classes and using various technology-based resources. The program recognizes the need for upskilling the capacity of our teachers in the design, development, and implementation of ODL, using their technological, pedagogical, and content knowledge (TPACK) while also considering the capabilities of learners.

ONLINE COURSE DESIGN AND MANAGEMENT: GUIDE FOR TEACHERS WITHOUT BORDERS (GTB)
 A Five-Week, Five-Module Online Distance Learning (ODL) Course Exclusive for Teachers in GASTPE-Participating Schools

Program Provider: De La Salle University

With the challenge of providing online instruction in the upcoming school year, there is a need for upskilling the capacity of our teachers in the design, development and implementation of ODL. Teachers have to utilize their technological, pedagogical and content knowledge (TPACK) to come up with compelling learning-centered digital experiences that will achieve the subject outcomes, all the while considering the affordances of their learners. This program aims to improve the capacity of teachers for ODL and prepare schools for ODL delivery.

1st Run: June 29 to July 31, 2020
2nd Run: August 3 to September 4, 2020
 (Registration for the 2nd run will open when slots have been filled for the 1st run.)

Registration Fee: Php 2,000 per participant

Online registration starts on June 12, 2020 at register.peac.org.ph. Invitation letter and program are available at peac.org.ph. Slots are limited. Register now.

(02) 8.570.7322 (02) 8.511.7695 @PEACOfficial @privatheed_ph peac.org.ph Private Education Assistance Committee

GTB Run	Total Number of Students	Total number of students who received the Certificate of Completion	Total number of students who received the Certificate of Participation
1st Run	709	370	50
2nd Run	712	197	28

Participants earned a digital badge for each module after completion and submission of the required output. Participants who earned at least three (3) badges received a certificate of participation, while those who earned all five (5) badges received a certificate of completion.

Meanwhile, licensed teachers who earned the five (5) digital badges also earned eight (8) CPD credit units from PRC and are eligible to earn six (6) units in the graduate program in Educational Technology at DLSU.

2021 Training for School Administrators

Training was also provided to school administrations of junior high schools (JHS) and senior high schools (SHS) across the country, with PEAC's Training and Development Unit conducting the 2021 Training for School Administrators from February 15 to April 15, 2021.

Attended by 3,853 participants across 2,412 schools, the program for JHS administrators was entitled, **Instructional Supervision Across the Teaching and Learning Modalities in Junior High School: Look For, Learn Why, Lead To**. It aimed to provide academic administrators with a framework for supervision across the different learning modalities in the areas of instructional design, teaching and learning, and assessment of student learning.

Meanwhile, 3,563 participants from 2,295 schools were present in the SHS administrators training, which was entitled, **Instructional Leadership in the Context of Flexible Modalities of Teaching in SHS**. Participants in these sessions were encouraged to develop an instructional monitoring and evaluation plan following the Alignment Framework of class preparation suitable for the flexible teaching modalities in the SHS program.

Both programs are two-day webinar-workshops. The Professional Regulation Commission awarded 15 CPD credit units to this program both in JHS and SHS.

2021 Training for Junior High School Administrators



Region	Attendees			Schools			
	No. of ESC Schools	No. of LPTs	% LPTs	No. of Schools	No. of ESC Schools	% ESC Schools	No. of Public Schools
I	282	237	84%	191	186	97%	1
II	145	126	87%	92	91	99%	
III	573	455	79%	379	368	97%	
IV-A	639	472	74%	416	403	97%	
IV-B	79	57	72%	53	51	96%	
V	141	110	78%	87	85	98%	
VI	322	276	86%	184	179	97%	
VII	333	285	86%	200	195	98%	
VIII	89	66	74%	58	58	100%	
IX	121	82	68%	61	59	97%	
X	208	168	81%	122	119	98%	1
XI	156	122	78%	102	96	94%	
XII	186	128	69%	108	105	97%	1
XIII	82	63	77%	53	52	98%	
BARMM	78	46	59%	41	41	100%	
CAR	85	79	93%	57	55	96%	1
NCR	334	272	81%	208	197	95%	
TOTAL	3,853	3,044		2,412	2,340		4

2021 Training for Senior High School Administrators



Region	Attendees			Schools			
	No. of ESC Schools	No. of LPTs	% LPTs	No. of Schools	No. of ESC Schools	% ESC Schools	No. of Public Schools
I	241	241	100%	169	158	93%	1
II	132	132	100%	90	83	92%	2
III	533	532	100%	360	283	79%	
IV-A	547	543	99%	363	313	86%	2
IV-B	60	60	100%	46	41	89%	1
V	149	149	100%	95	76	80%	1
VI	263	263	100%	162	145	90%	
VII	361	359	99%	204	184	90%	
VIII	84	84	100%	54	52	96%	
IX	155	155	100%	81	63	78%	2
X	184	182	99%	111	94	85%	1
XI	166	164	99%	106	89	84%	
XII	169	168	99%	110	91	83%	1
XIII	83	83	100%	51	45	88%	
BARMM	71	70	99%	41	33	80%	5
CAR	73	72	99%	50	45	90%	1
NCR	292	291	100%	202	160	79%	2
TOTAL	3,563	3,548		2,295	1,955		19

Leadership, Innovation and Dynamism towards Educational Reforms (LIDER)

LIDER 2 is a series of three free webinars for school leaders and teachers that was rolled out from December 2 to 4, 2020 via Facebook Live. As part of PEAC's Educational Leadership Series, the webinars aimed to highlight and encourage discussions on key topics on social issues impacting the education sector.

Kicking off the sessions was a talk on "The Human Rights Agenda," with Atty. Chel I. Diokno, former dean of the DLSU College of Law and the chairperson of the Free Legal Assistance Group, on December 2. On the second day, Philippine Daily Inquirer columnist and ADMU Asian Center for Journalism Chair John S. Nery conducted a webinar on "Combating Historical Revisionism." Last but not least was Christian Esguerra, Host of ANC's Matters of Fact and a professor at the University of Sto. Tomas, who talked about "Social Media as a Force for Good," on December 4, 2020.



National Teachers' Month

In celebration of National Teachers' Month in 2020, the PEAC partnered with three different organizations for a series of free webinars, which were conducted via Facebook Live and Zoom.

First Webinar

The first webinar, held on September 26, 2020, was entitled, *The Person of the Teacher: The Call, The Spirit, The Law*. It was conducted by Br. Narciso "Jun" S. Erguiza Jr., FSC, the Former President, Chief Executive Officer, Dean, and Superintendent in the De La Salle system. He also served as a former president of the Catholic Educational Association of the Philippines (CEAP), which was the partner organization for the talk.





Second Webinar

The second webinar, this time in partnership with Principals Academy Inc. Singapore (PAI), was held on October 3, 2020. In it, John Yeo, the Headmaster of US-Singapore International School in Korea and an Educational Consultant with Principals Academy, spoke at length about ***Teachers in Post-COVID-19: How We Can Learn with Resonance, Unlearn with Creativity, and Relearn with Faith and Hope.***

Quality Assurance Initiatives

In its goal of enabling and empowering schools, the PEAC also conducted a three-day webinar-workshop for SHS administrators entitled, Towards Standards-Based Quality Assurance for Senior High Schools.

Conducted in eight runs from October 11 to November 20, 2021, it aimed to provide much-needed assistance interventions towards the improvement of school quality, especially in light of the ever-changing demands and challenges of the current educational system.

The webinar-workshop first oriented school administrators on the importance and process of quality assurance as a vital mechanism for attaining school excellence. From there, it introduced participants to the SHS Certification Assessment Instrument, which can be a powerful tool for quality assurance and school improvement planning.

The program's objectives were as follows:

- Explain the importance of conducting Internal Quality Assurance in the delivery of the SHS program;
- Map the delivery of the SHS program with the Standards of Compliance in the proposed SHS CAI;
- Unpack and discuss Standards of Compliance in the proposed SHS CAI Core and Support Areas in terms of their Look-Fors and Evidences of Compliance;
- Conduct the process of self-assessment for QA using the proposed SHS CAI;
- Identify areas of school improvement planning and formulate corresponding sample SSIP; and
- Assess the adequacy and alignment of their sample SSIP using the standards in the proposed SHS CAI and rubric evaluation form.

The sessions were led by Dr. Miguel Rapatan, Dr. Ma. Helena Desiree M. Terre, and Dr. Gina L. Montalan.

Third Webinar

Lastly, the third webinar was in partnership with the Continuing Education for the Learning Professionals, Inc. (CELPI), and was conducted on November 7 and 14, via Zoom. The two-day webinar explored ***The Pedagogy of Online Learning***, and featured two speakers, namely: Dr. Nenita V. Habulan, the President of CELPI; and Dr. Jasper Vincent Alontaga, an Associate Professor at DLSU and Director of the University's Academic Support for Instructional Services and Technology (ASIST).

Teaching presence includes teacher's task in designing, organizing and **facilitating learning experiences.**

Programs of Assistance for Private Education

Aside from training initiatives, the PEAC also provides a range of internally funded programs in its mission to enable quality, sustainability, and innovation of the private education sector. This section covers five of these programs, namely: Assistance to Programs and Initiatives to Reform Education (ASPIRE); Research for School Improvement Towards Excellence (RSITE); Dissemination Assistance for Research in Education (DARE); Leading for Educational Achievement Program (LEAP); and Rethinking Education, Championing and Accelerating School Transformation (RECAST).

Assistance to Programs and Initiatives to Reform Education (ASPIRE)

ASPIRE is a program that provides assistance to private educational associations with projects and initiatives in the following areas: Training and Professional Development, Public Policy Development and Advocacy, and Institutional Development.

The Vetting Committee is an ad hoc committee chaired by the PEAC Executive Director and composed of members who are educational leaders from the private education sector.

Vetting Committee



Rhodora Angela F. Ferrer
Executive Director
PEAC National Secretariat
Ex-Officio Chair, Vetting Committee



Dr. Junifen F. Gauuan
President
Philippine Christian University



Dr. Patricia B. Lagunda
President
Baliuag Universit



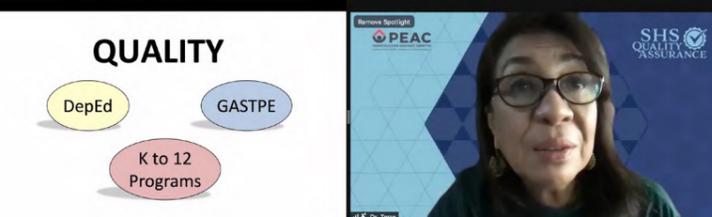
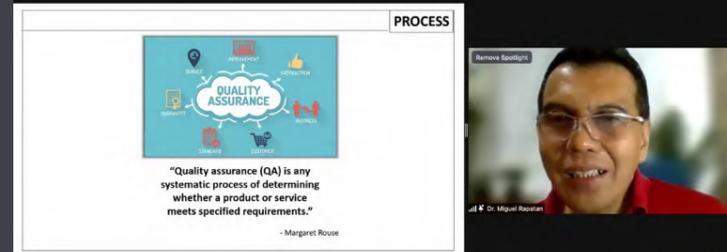
Sr. Ma. Marissa R. Viri, RVM
President
University of the Immaculate Conception



Dr. Antonio M. Del Carmen
President and CEO
STI College, Santa Rosa, Laguna



Fr. Onofre G. Inocencio, Jr., SDB
President
Tech-Voc Schools Association of the Philippines

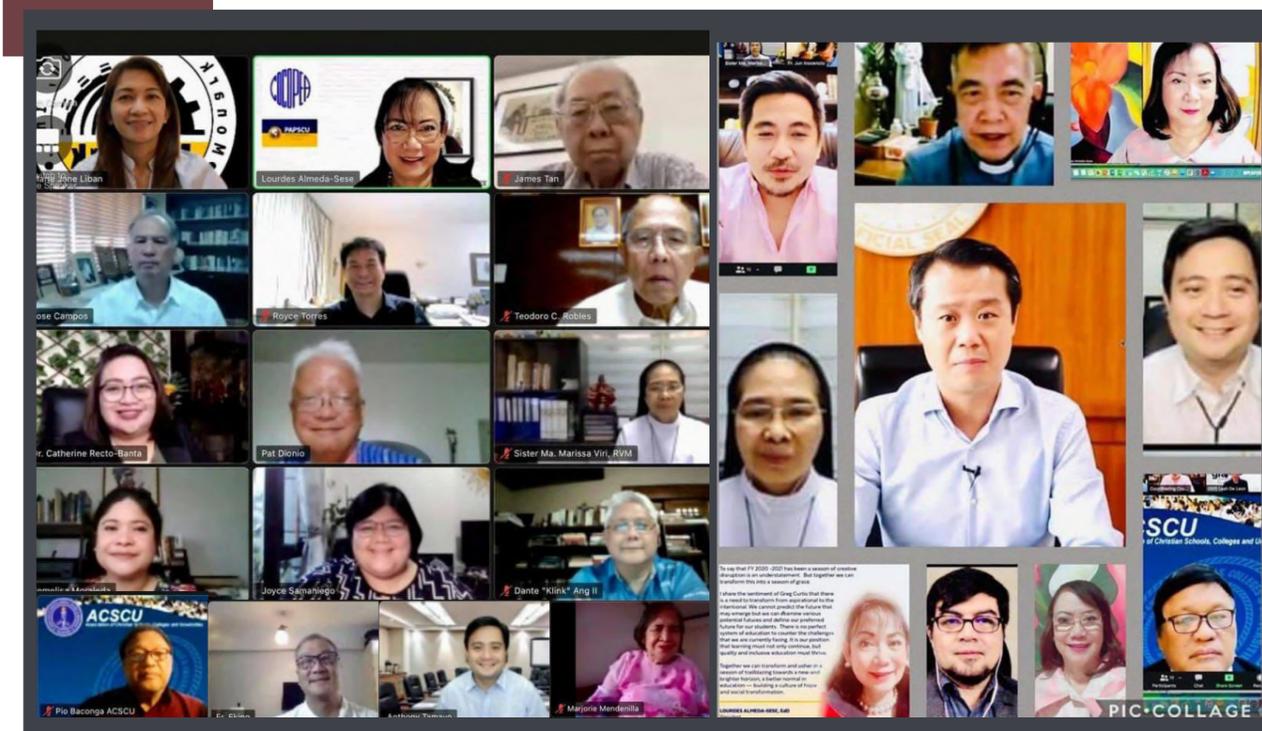


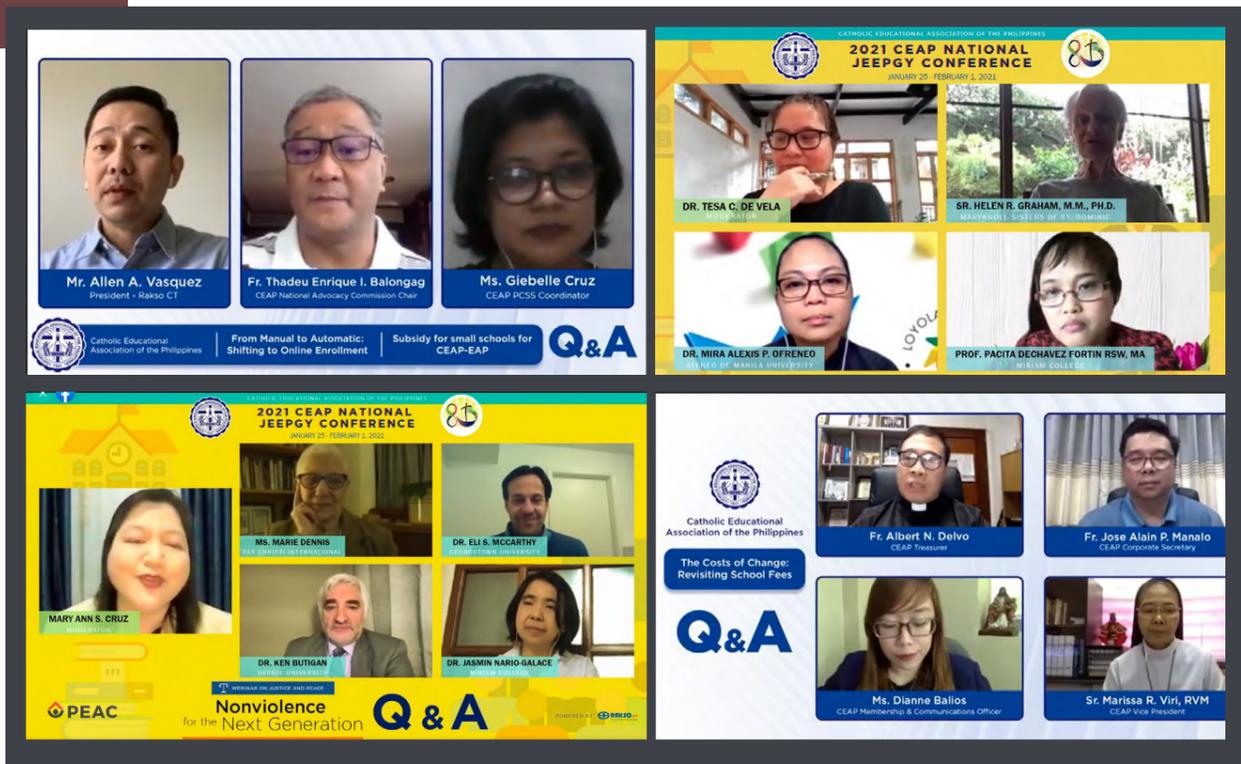
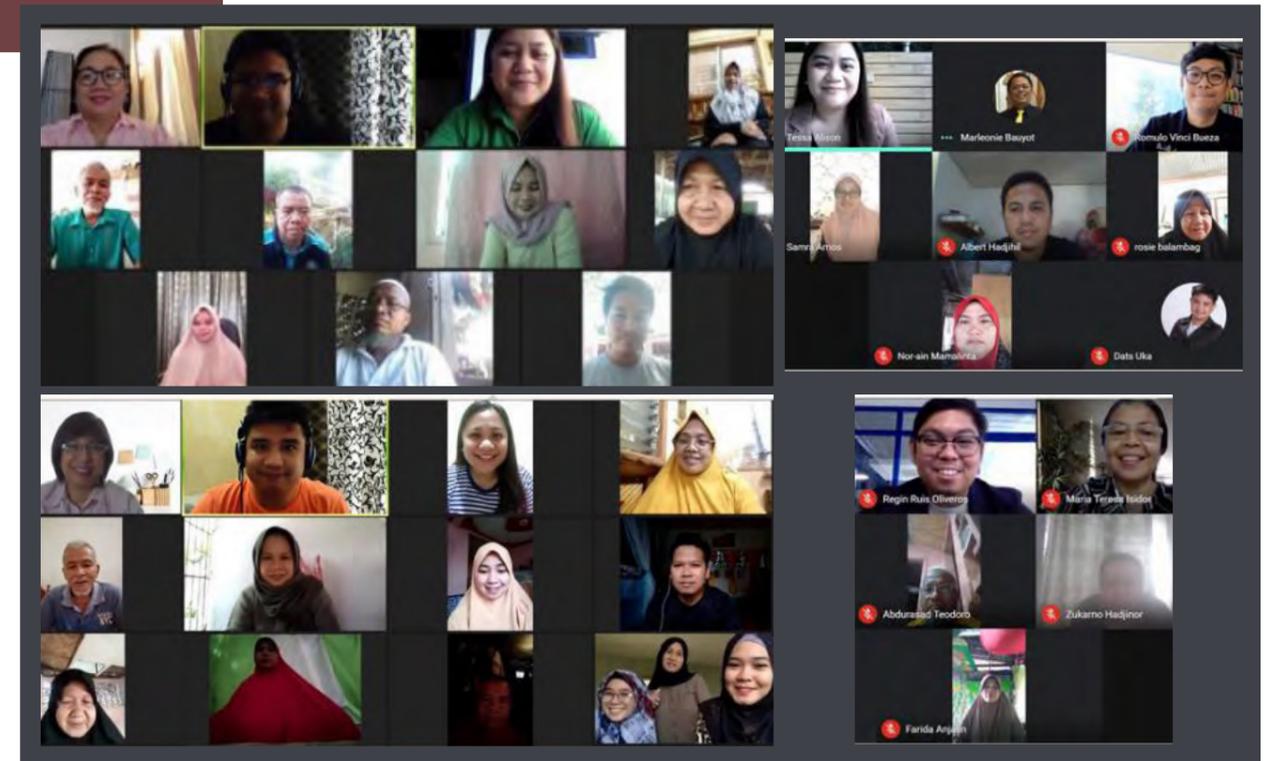
For the period under review, the following projects were selected to be part of the ASPIRE program.

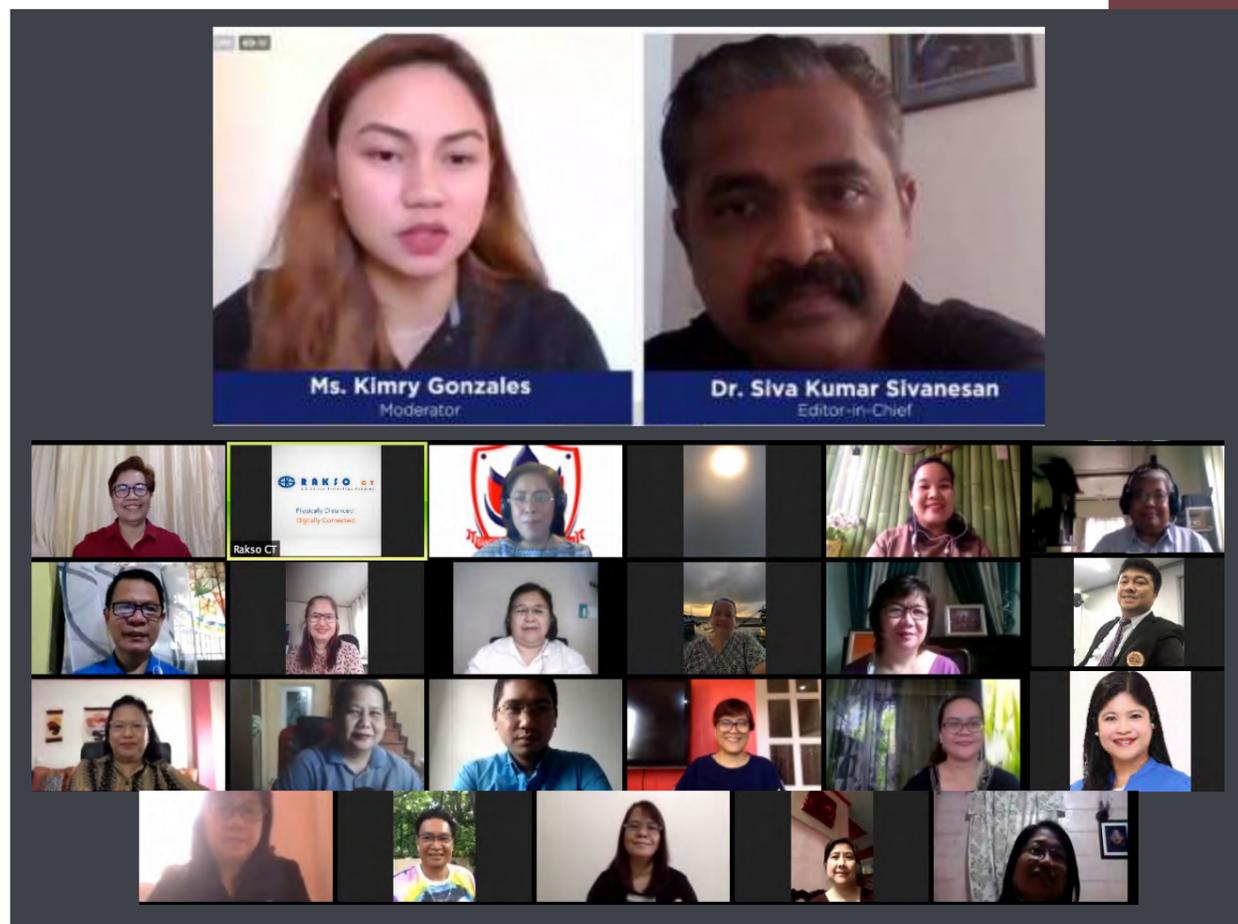
Proponent	Title of Project	Date of Implementation
Association of Christian Schools, Colleges and Universities (ACSCU)	Preparing the Higher Education Institutions for Flexible Learning	July 14, 2020
	Preparing the Kindergarten and Elementary Schools for Flexible Learning	August 14, 2021
	Preparation of Research Proposal for Funding and Publication/Publishing Papers to Refereed Journals	October 31, 2020
	59th ACSCU National Convention	June 7-8, 2021
Catholic Educational Association of the Philippines (CEAP)	School Continuity Planning in the Time of COVID	June 2020
	Catholic Higher Education Institution General Study	June 2020-May 2021
	Child Protection in Schools	March 25-27, 2021
	2021 JEEPGY National Conference	January 25-February 1, 2021
Catholic Educational Association of the Philippines (CEAP), National Association for Bangsamoro Education Inc. (NABEI) and Ateneo De Davao University (ADDU)	AMPLIFIED Series: Training-Workshops for Madaris Administrators on Resources, Curriculum, and Assessment 1	February 2021
	AMPLIFIED Series: Training-Workshops for Madaris Administrators on Resources, Curriculum, and Assessment 2	March 2021
	AMPLIFIED Series: Training-Workshops for Madaris Administrators on Resources, Curriculum, and Assessment 3	April 2021
Coordinating Council of Private Educational Associations (COCOPEA)	Public Policy and Advocacy Initiatives	June 2020-May 2021
	8th COCOPEA Congress	June 15, 2021
	COCOPEA-PASUC Conversations	September 10, 2021
	Strengthening COCOPEA	June 2020-May 2021
Philippine Association of Collegiate Schools of Business (PACSB)	Crafting OBE-Based Syllabi for Business Course	March 25, 2021
	48th Annual National Conference/ 1st International Research Summit	April 30-May 1, 2021
	Tools for Effective Online Teaching and Assessment and Leadership Challenge Under the New Normal	April 8, 2021
	Effective Module Development	March 17, 2021
Philippine Association of Colleges and Universities (PACU)	Shifting Education Paradigms and Futureproofing Philippine Education towards Resilience and Continuous Development	June-July 2020
	Shifting Education Paradigms and Futureproofing Philippine Education towards Resilience and Continuous Development 2	July 2020-May 2021
	Teaching for a Better Normal	July 2020-May 2021

Proponent	Title of Project	Date of Implementation
Philippine Association of Private Schools, Colleges, and Universities (PAPSCU)	Education Imperative for the New Normal: Planning for Flexible Learning	June 18-20, and 25, 2020
	Excellent Academic Research Link (PEARL) Project/ PEARL webinars	November 7-14, 2020 and January 16, 2021
	E3 in the New Normal Management Series	November 7 and December 15, 2020
	Legal Research and Draft Legislation: Complementarity in Education Policies	June 2020-May 2021
Tech-Voc Schools Association of the Phils. Inc. (TVSA)	Development and Writing of Course Learning Materials for Online Delivery of TVET Programs	Not Implemented
	Developing Competency Assessment Tools for Blended Learning (one batch only)	Not Implemented
	General Membership Assembly and Conference	October 23, 2020
	Human Resource and Skills Development 2020	November 26-27, 2020
	Strategic Management and Leadership for TVET Institutions in the New Normal	October 1-2, 2020
United Lyceum of the Philippines University (United LPU)	15th EURECA International Research Conference	October-December 2020

COCOPEA







Research for School Improvement Towards Excellence (RSITE)

RSITE is a program of assistance that supports school administrators and teachers who are writing their master's thesis or doctoral dissertation with a one-time grant of Php 40,000 (M.A.) and Php 80,000 (Ph.D.).

In the year under review, the PEAC supported 13 administrators and teachers from the private schools as they complete the requirements of their graduate studies.



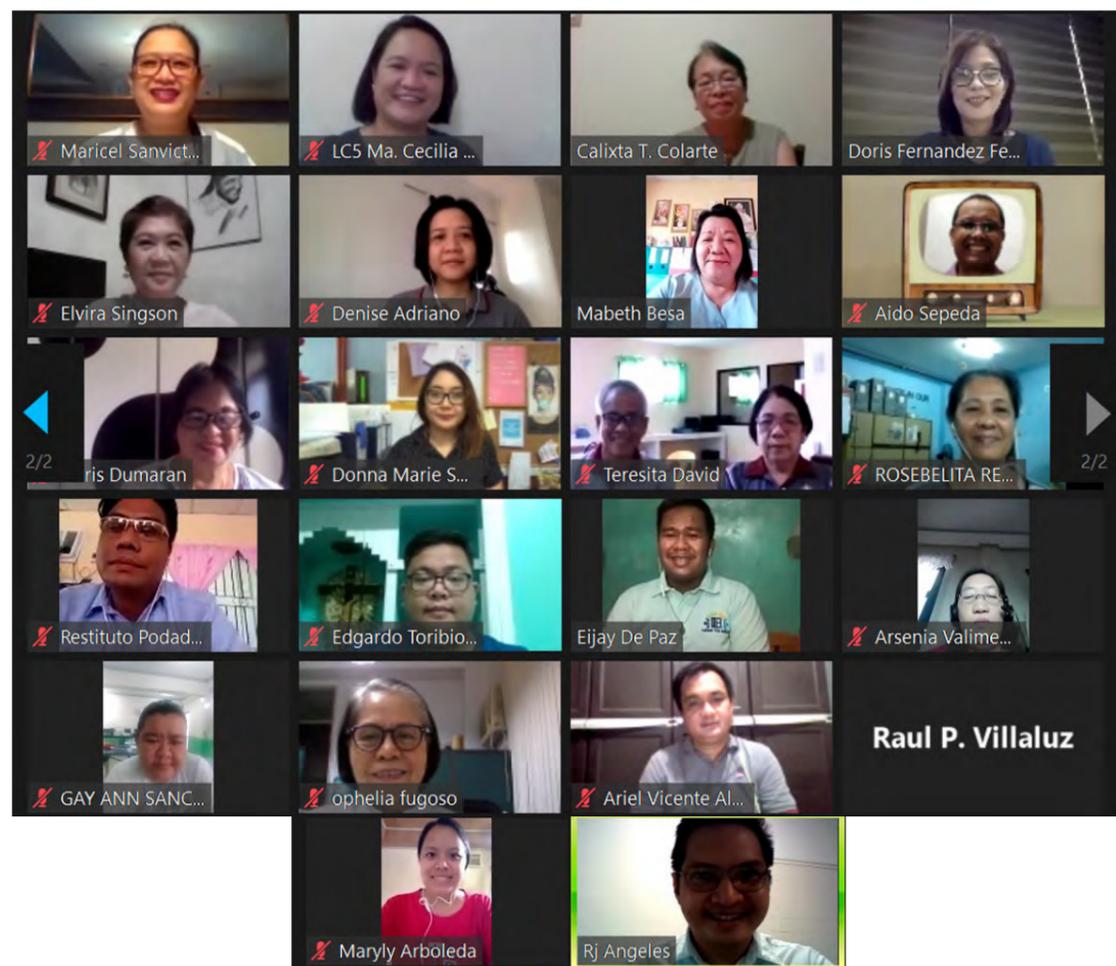
Region	Name	Title of Dissertation/Thesis	Institution	Degree
2	Thomas B. Fernandez, Jr.	Pedagogical Approaches and Academic Performance in Mathematics Among Senior High School Students in Isabela	La Salette of Ramon, Inc Isabela	Ph.D in Education-Educational Program Management
4A	Lucila R. Calairo	The Internal Quality Assurance (IQA) Systems of Lasallian Higher Education Institutions (HEIs): Developing an IQA Model for Lasallian HEIs	De La Salle University, Dasmariñas, Cavite	Doctor of Philosophy major in Educational Management
4A	Ronnie B. Ilagan	Guidance Leadership in the Management of Private Schools	Marian Learning Center and Science High School, Inc.	PhD in Educational Management
4A	Christian Leubert C. Milambiling	A Mixed Methods Study on the Policies and Procedures of Selected Senior High Schools Toward an Integrated STEM Education	Malayan Colleges Laguna, Cabuyao, Laguna	Ph.D. in Development Studies major in Education and Development
4A	John Robby O. Robinos	Impact of Internationalization Practices on Culture of Quality among Top Performing Autonomous Universities in the National Capital Region Towards Paradigm Shift	Malayan Colleges Laguna, Cabuyao, Laguna	Doctor of Philosophy in Education major in Educational Management
8	Sr. Mary Michael G. Bactong, OSF	Analysis of the Status of the Education Service Contracting (ESC) in Region VII	Santo Niño Academy, Malitbog, Southern Leyte Eastern Visayas State University, Leyte	Ph.D in Education-Educational Program Management
11	Francis Rodolfo M. Marcial, Jr.	Ang Curriculum Map at ang Pagtuturo ng Filipino: Implikasyon sa Implementasyon ng Programang K to 12	Ateneo de Davao University Junior High School	Master of Arts in Education Major in Filipino
11	Elsa D. Villanueva	Management Skills of Educational Managers and the Advancement of Technological Pedagogical Knowledge of Teachers in Private Junior High Schools in Davao City	Assumption College of Davao	Doctor of Philosophy
13	Hannah Dara V. Garay-Nugroho	Assessment on Faculty Readiness on Education 4.0 in Butuan City	Father Saturnino Urios University, Butuan City	Doctor in Management major in Human Resource Management
13	James L. Lactao	Mentees' Motivation in Mentoring Towards Mentees' Self-Determination	University of Asia and the Pacific, Pasig City	Doctor of Philosophy in Education, Educational Psychology
CAR	Allandre S. Afingwan	In Search of Metaphysics: A Look into Zygmunt Bauman's Liquid Modernity	Saint Louis University, Baguio City	Ph.D. in Philosophy
NCR	Eva O. Altura	Development of Spiritual Leadership Framework Among Educational Administrators and Gen Z Teachers	Maranatha Christian Academy of Mandaluyong, Inc.	Doctor of Philosophy in Education (Educational Administration)
NCR	Resa R. Pestano	A Program Evaluation of the Senior High School Curriculum in Maranatha Christian Academy Schools in the Philippines	Maranatha Christian Academy of Manila, Inc. Manila	Doctor of Philosophy

Dissemination Assistance for Research in Education (DARE)

The DARE program has been a way for the PEAC to encourage and assist private school administrators and teachers who will present papers in international conferences abroad. However, for the period under review, the DARE program has been suspended in light of the travel restrictions brought about by the COVID-19 pandemic.

Leading for Educational Achievement Program (LEAP)

Carried out in partnership with the Lasallian Schools Supervision Services Association Inc. (LASSSAI), LEAP is a program of assistance that provides support to ESC schools preparing for the PEAC recertification process. In doing so, it hopes to ensure compliance with the standards and minimum requirements mandated by DepEd for the JHS program.



Batch 1 (Year 3)

Name of School	Region	Address
Panpacific University	1	Urdaneta City, Pangasinan
Riverview High School	1	Mabini, Pangasinan
Northeastern Integrated School of San Agustin	2	San Agustin, Isabela
Baguio City Science Foundation	CAR	Baguio City
Divine Word School of Marilao	3	Marilao, Bulacan
Atheneum School	4A	Noveleta, Cavite
Fortress College	6	Kabankalan City, Negros Occidental
Albuera Private High School	8	Albuera, Leyte

Batch 2 (Year 2)

Name of School	Region	Address
Oasis Educational Foundation	1	Balaoan, La Union
Holy Rosary of Sipalay Academy, Inc.	6	Sipalay, Negros Occidental
St. Mary of the Lake Mission School	6	Don Salvador Benedicto, Negros Occidental

Batch 3 (Year 1)

Name of School	Region	Address
Polytechnic College of La Union - Special Science High School	1	Agoo, La Union
Colegio de San Juan de Dios, Inc.	3	San Rafael, Bulacan
Sta. Cruz Academy of Lubao, Inc.	3	Lubao, Pampanga
St. Joseph's Academy of Malinao, Inc.	6	Malinao, Aklan
Saint Vincent Institute	10	Maribojoc, Bohol

Rethinking Education, Championing and Accelerating School Transformation (RECAST)

The RECAST program is designed to provide support to private schools in basic education making the challenging transition to online learning. RECAST is implemented in partnership with The Inteligente Publishing Inc.

Selection Committee

PEAC

- Sr. Ma. Marissa R. Viri, RVM
- Fr. Christopher C. Maspara, OAR
- Ms. Rhodora Angela F. Ferrer
- Dr. Jasper Vincent Q. Alontaga (DLSU)

The Inteligente Publishing Inc.

- Mr. Tyding Malangen
- Ms. Ella Malangen
- Mr. Narcy F. Ador Dionisio



Luzon

- Saint Michael's College of Laguna, Biñan, Laguna
- Berkeley School Inc., Baguio City

Visayas

- Don Bosco Technical College Cebu Inc., Cebu City
- John B. Lacson Colleges Foundation, Inc., Bacolod City

Mindanao

- Rogationist Academy-Davao Inc., Davao del Sur
- Liceo De Cagayan University, Cagayan de Oro City

NCR

- Trinity University of Asia, Quezon City
- St. Scholastica's College, Manila High School, Malate, Manila



Resources for Private Education

The PEAC also made available resources for administrators, teachers, and stakeholders. This section covers four such resources, namely: the Philippine Education Research Journal (PERJ), webinar recordings and tutorial videos, and the Learning Module Repository.

Philippine Education Research Journal (PERJ)

The official research publication of the PEAC, PERJ, is an online, peer-reviewed, and open access journal focused on issues facing Philippine Education. Published twice a year, it serves as a platform for the dissemination of research of interest to decision-makers, policy-makers, and educational leaders and practitioners.



The PERJ Editorial Board is composed of the following members:



Leonida T. Africa
Member of the Board of Directors
Asia Pacific College



Angelito Z. Antonio
Vice Dean for Academic Affairs
University of Asia and the Pacific



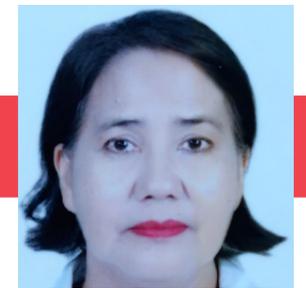
Jose Antonio E. Aureada
Regent
University of Santo Tomas
Graduate Schools



Maria Cynthia Rose B. Bautista
Vice President for Academic Affairs
University of the Philippines



Maria Antonia C. Capili
Director, University Research and
Development Center
Trinity University of Asia



Lourdesita Sobrevega-Chan
Chairperson, University
Research Council
Ateneo de Davao University



Ricardo Ma. D. Nolasco
Professor, Department
of Linguistics
University of the Philippines



Dina S. Ocampo
Professor, College of Education
University of the Philippines



Enrique G. Oracion
Director, Research and
Development Center
Silliman University



Wilma S. Reyes
Vice President for Research,
Planning and Quality Assurance
Philippine Normal University



Rhodora Angela F. Ferrer
Executive Director
Private Education Assistance
Committee National Secretariat

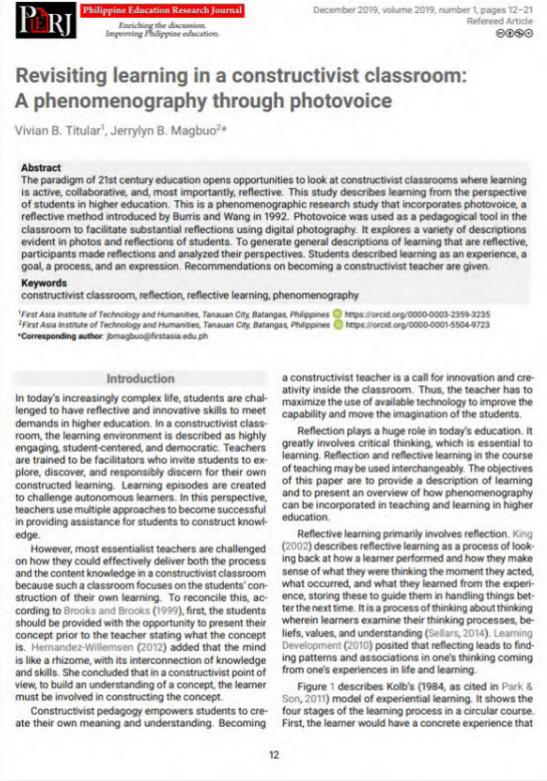


Joel R. Noche
Associate Professor
Ateneo de Naga University
(concurrently PERJ Editor in Chief)

In the period under review, PERJ published the following articles:

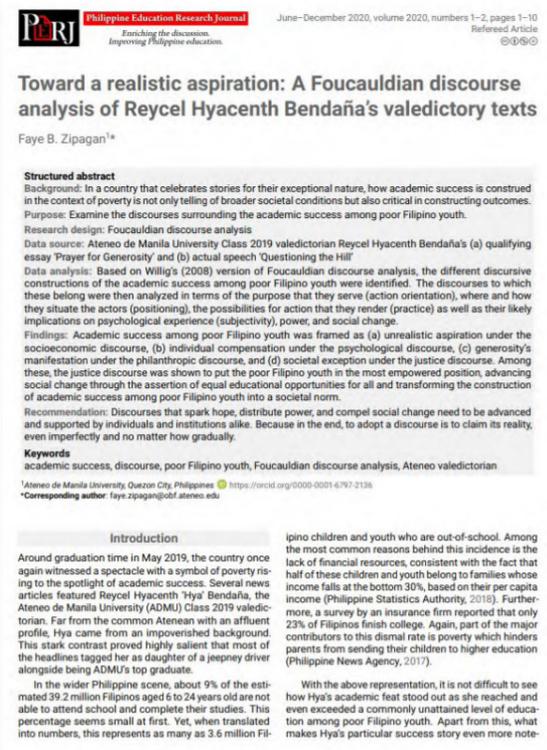
December 2019 issue

- College teachers' awareness of and pedagogic practices for 21st century skills
- Revisiting learning in a constructivist classroom: A phenomenography through photovoice



December 2020 issue

- Toward a realistic aspiration: A Foucauldian discourse analysis of Reyce Hyacenth Bendaña's valedictory texts



Webinar Recordings

As training programs, seminars, and other initiatives made the shift towards digital events, the PEAC made sure to keep these resources available online. This ensures that not only will attendees have copies they can come back to from time to time, but interested administrators, teachers, and stakeholders who were not able to attend the original events will also be able to learn from the discussions.

Resources on Facebook

For webinars streamed via Facebook Live, the recordings are still available on the PEAC Facebook page for public viewing. Other resources are also available in the form of image albums.

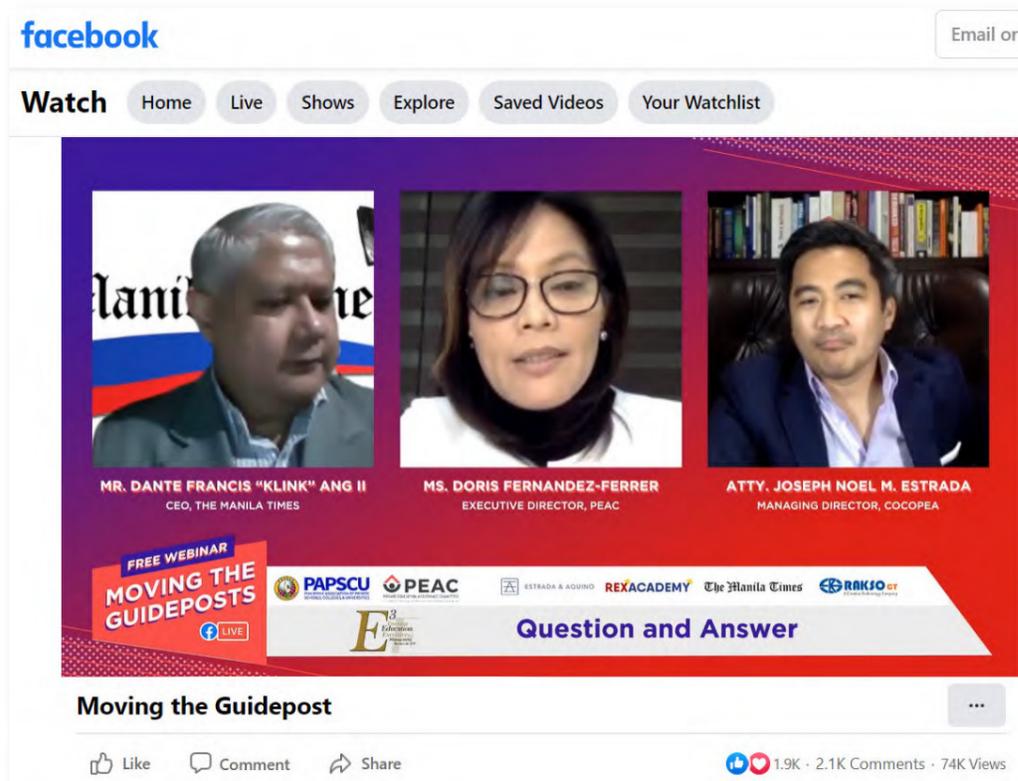
PEAC webinar series for K-12 teachers and school administrators



PEAC webinar on “Assuring Quality Education Amidst the COVID-19 Transition Year”



PEAC-PAPSCU webinar on “Moving the Guideposts”



PEAC LIDER webinar series



PEAC-REX webinar series on “Learning from Home”



National Teachers' Month Celebration PEAC webinars



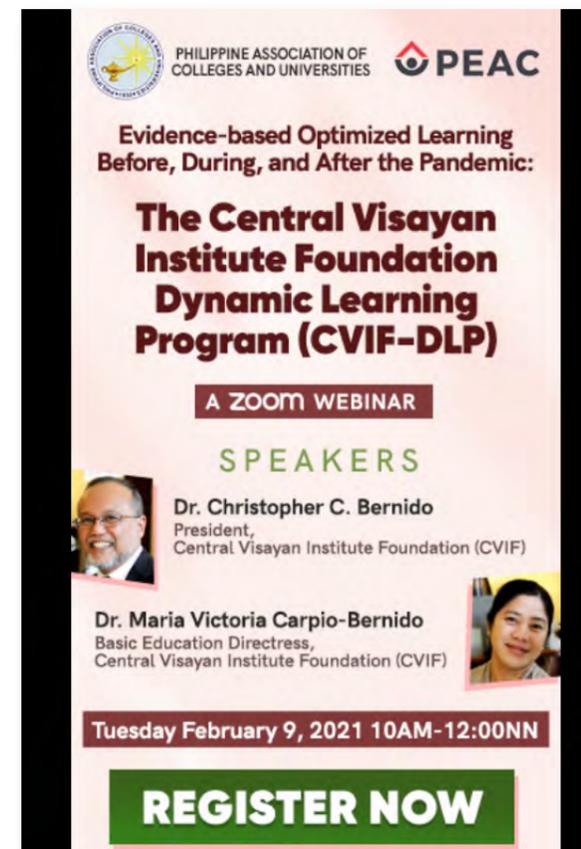
“Teachers in Post-COVID-19: How We Can Learn with Resonance, Unlearn with Creativity, and Relearn with Faith and Hope”



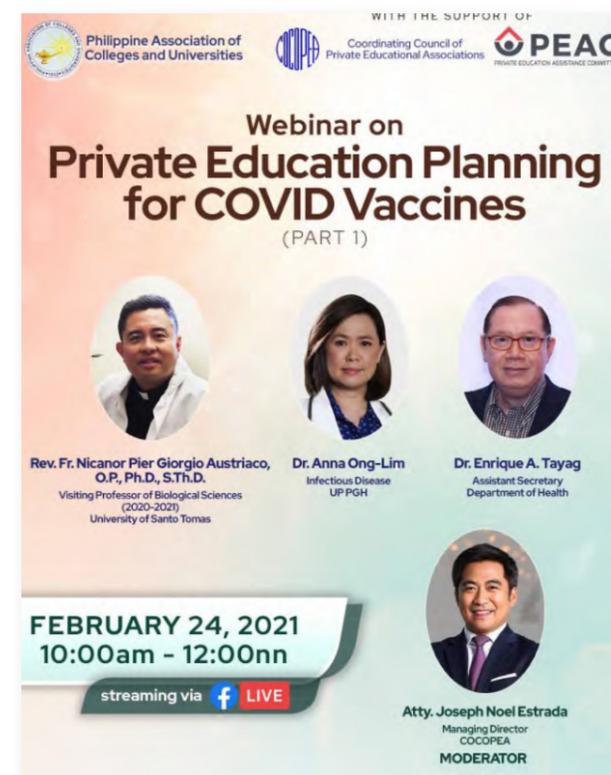
PEAC-PAPSCU webinar on “E-Do-cate: Learning the Good beyond education”



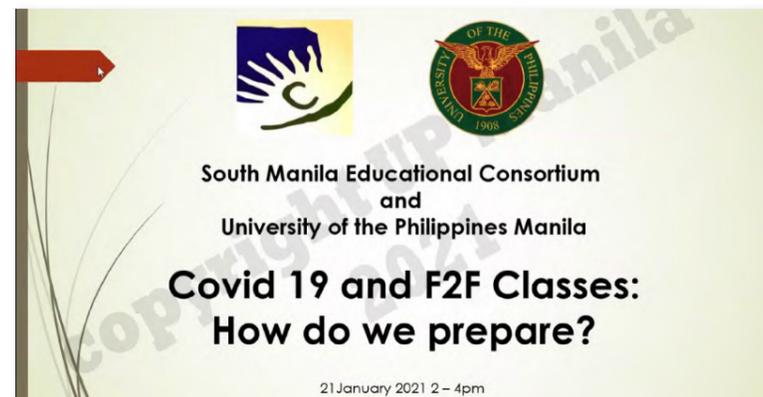
PEAC-PACU webinar on “Evidence-based Optimized Learning Before, During and After the Pandemic”



PEAC, PACU and COCOPEA webinar series on “Private Education Planning for COVID Vaccines”



Webinar on “COVID-19 Vaccine and Face-to-Face Classes” by the South Manila Educational Consortium and UP Manila



Awit At Tula: Pagbabalik-Tanaw Sa Unang Hari Ng Balagtasan Premiere



Sibika.ph



Webinar on “What To Do When COVID Hits Home: Solutions for the Current Surge”



Resources on YouTube

Meanwhile, the webinars conducted over YouTube Live have also been made available for public viewing.

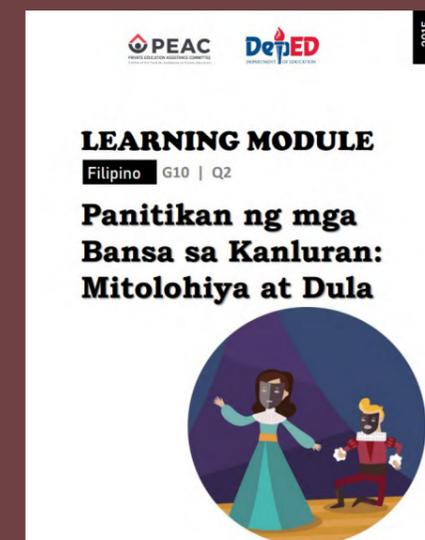
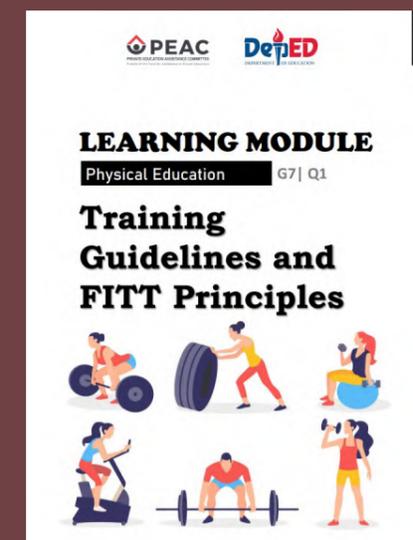
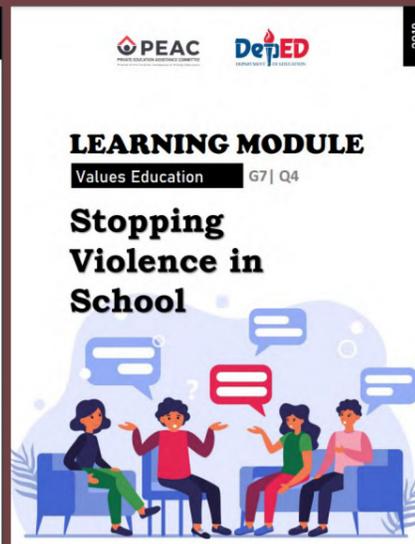
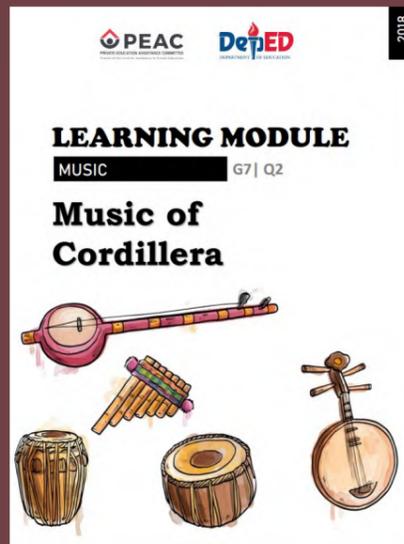
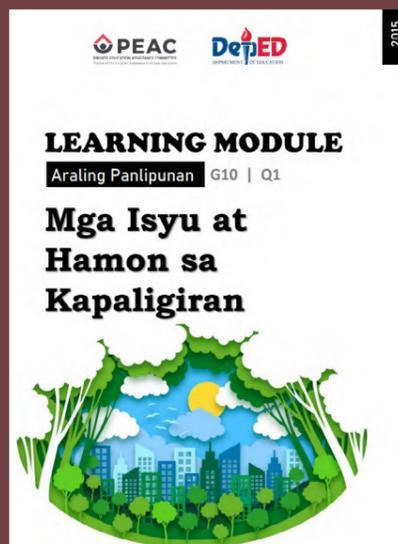
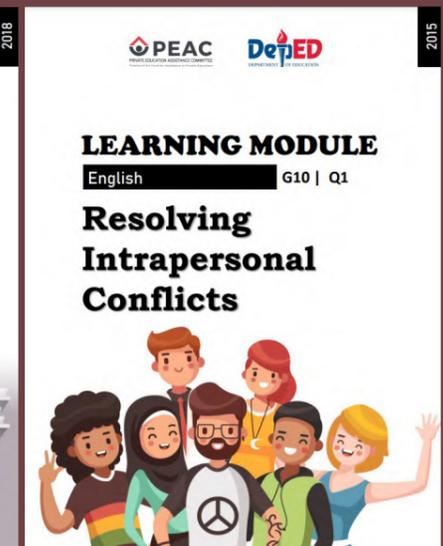
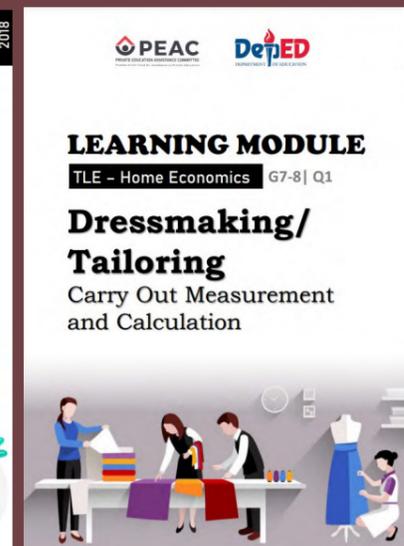
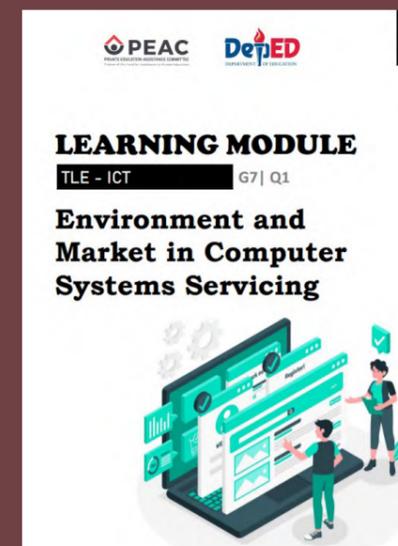
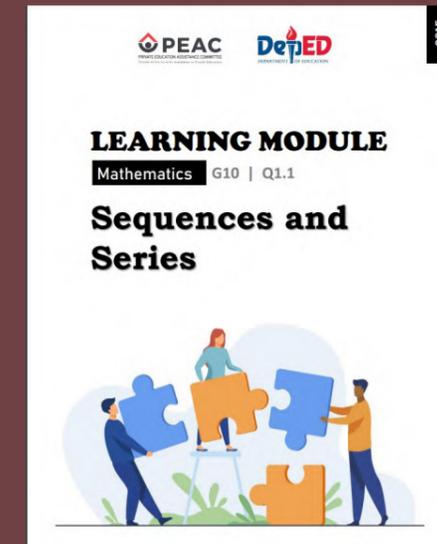
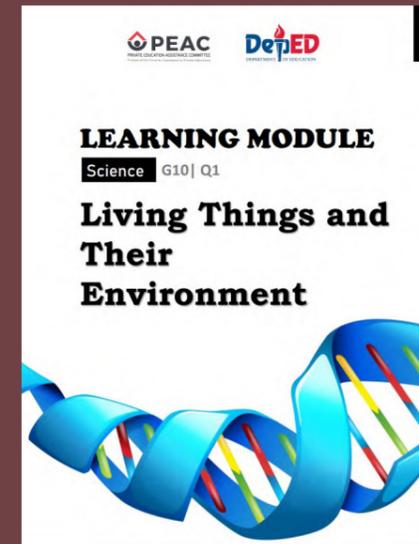
Reimagining the teacher and the learner in the time of COVID-19: A talk for K-3 educators



Learning Module Repository

In 2020, the PEAC also uploaded learning module exemplars that were used in the JHS INSET from 2015 to 2019 and made them available to download on the PEAC website. The modules, which were made for different levels across the JHS curriculum, cover the following subject areas: Araling Panlipunan, English, Filipino, Math, Science, Music, Physical Education, TLE - Home Economics, TLE - Information and Communications Technology, and Values Education.

The screenshot shows the PEAC Learning Module Repository website. The header includes the PEAC logo and navigation links: About PEAC, PEAC Strategic Plan for 2021-2024, Programs, 2021 PhilEd Conference, PERJ, News, and Resources. The main content area is titled "Learning Module Repository" and features a list of subject categories: Araling Panlipunan, English, Filipino, Math, Science, Music, and Physical Education. To the right, there is a "Quick Links" section with several links related to the 2021 PhilEd Conference Registration, eRecertification Schedules, and Enterprise Information System.



National Secretariat

The PEAC National Secretariat (PEAC NS), headed by the Executive Director, serves as the arm of the PEAC in implementing its various internal and external programs. The PEAC NS also serves as the PEAC's liaison with its private and public partners.

The PEAC NS is organized into the Office of the Executive Director and the different units, namely: Certification Unit, Monitoring and Processing Unit, Training and Development Unit, Information Technology and Information Management Unit, Communications and Research Unit; Finance Unit, Human Resource Unit, and Administrative Services Unit. The PEAC NS has 47 regular and project-based employees.

Rhodora Angela F. Ferrer	Executive Director
Luzviminda D. Evangelista	Director for Finance
Grace P. Camesa	Director for Administration
Bronzon Patrick F. Del Rosario	Certification Officer
Rodrick Edsel B. Malonzo	Monitoring and Processing Officer
Precy L. Labao	Training and Development Officer
Eimann P. Evarola	Information Technology and Information Management Officer
Denise M. Adriano	Communications and Research Officer
Bernadeth M. Jose	Human Resource and General Services Officer

PEAC Secretariats



Regional Secretariats

The PEAC infrastructure for program implementation is also composed of the Regional Secretariats (PEAC RS) that are present in 16 regions in the country. The PEAC appoints the Regional Program Directors, who are Presidents of private educational institutions and associations in their regions, to oversee the operations of the PEAC RS.

For the day-to-day management of the RS Office, the Regional Program Director designates a Regional Program Coordinator. The PEAC NS has also seconded 19 Regional Program Associates to the PEAC RS to provide operational and administrative support.

Fr. Ramon R. Caluza, CICM
President, Saint Louis College
of San Fernando, La Union
PEAC Regional Program
Director-Region 1



Dr. Marina O. Abella
PEAC Regional Program
Coordinator-Region 1



Sr. Mercedes O. Ang, SPC
President, St. Paul
University Philippines
PEAC Regional Program
Director-Region 1



Dr. Janette T. Fermin
PEAC Regional Program
Coordinator-Region 2



Sr. M. Lydia P. Villegas, OSB
Directress, St. Scholastica's Academy, San
Fernando, Pampanga
PEAC Regional Program Director-Region 3



Sr. Adela Arabia, OSB
Directress (OIC), St. Scholastica's
Academy, San Fernando, Pampanga
PEAC Regional Program Director (OIC)-
Region 3
February - May 31, 2020



Julieta M. Tayag
PEAC Regional Program
Coordinator-Region 3



Dr. Peter P. Laurel
President, Lyceum of the
Philippines University-Batangas,
Laguna and Davao
PEAC Regional Program Director-
Region 4A



Dr. Lerma Y. Calingasan
PEAC Regional Program
Coordinator-Region 4A

Mr. Saturnino G. Belen, Jr.
 President, First Asia Institute of
 Technology and Humanities
 PEAC Regional Program
 Director-Region 4B



Dr. Evelia S. Orbeta +
 PEAC Regional Program
 Coordinator-Region 4B



Fr. Roberto N. Rivera, S.J.
 President, Ateneo de Naga
 University
 PEAC Regional Program
 Director-Region 5



Dr. Arnulfo Aaron R. Reganit
 PEAC Regional Program
 Coordinator-Region 5



Sr. Ma. Evangelina L. Anastacio, SPC
 President, St. Paul University Manila
 PEAC Regional Program
 Director-NCR



Lalaine E. Gutierrez
 PEAC Regional Program
 Coordinator-NCR



Rosalie R. Dizon
 PEAC Regional Program
 Coordinator-NCR
 June 2020 - February 2021



Dr. Reynaldo C. Bautista
 President Emeritus, University
 of Baguio
 PEAC Regional Program
 Director-CAR



Dr. Corazon B. Dacawi
 PEAC Regional Program
 Coordinator-CAR



Msgr. Ely Rafael D. Fuentes
 Chair, Commission on Catholic
 Schools, Archdiocese of Jaro
 PEAC Regional Program
 Director-Region 6



Dr. Ma. Helena Desiree M. Terre
 PEAC Regional Program
 Coordinator-Region 6



Rev. Fr. Cristopher C. Maspara, OAR
 President, University of San
 Jose Recoletos
 PEAC Regional Program
 Director-Region 7



Dr. Perlita S. Quinones
 PEAC Regional Program
 Coordinator-Region 7



Sr. Carmela N. Cabactulan, RSM
President, Holy Infant College
 PEAC Regional Program
 Director-Region 8



Sarah C. Co
 PEAC Regional Program
 Coordinator-Region 8



Fr. Karel S. San Juan, S.J.
President, Ateneo de Zamboanga University
 PEAC Regional Program
 Director-Region 9



Annie G. Ebreo
 PEAC Regional Program
 Coordinator-Region 9



Sr. Ma. Rufina B. Guillano, RVM
President, Lourdes College
 PEAC Regional Program
 Director-Region 10



Dr. Myrna M. Fantonalgo
 PEAC Regional Program
 Coordinator-Region 10



Sr. Ma. Marissa R. Viri, RVM
President, University of the Immaculate Conception
 PEAC Regional Program
 Director-Region 11



Dr. Asuncion G. Ravago
 PEAC Regional Program
 Coordinator-Region 11



Br. Wilfredo E. Lubrico, FMS +
President, Notre Dame Educational Association
 PEAC Regional Program Director-Region 12
 and BARMM
 June - September 2020



S. Maria Fe D. Gerodias, RVM
President, Notre Dame Educational Association
 PEAC Regional Program Director-Region 12
 and BARMM



Dr. Evelyn V. Dollete
 PEAC Regional Program
 Coordinator-Region 12 and
 BARMM



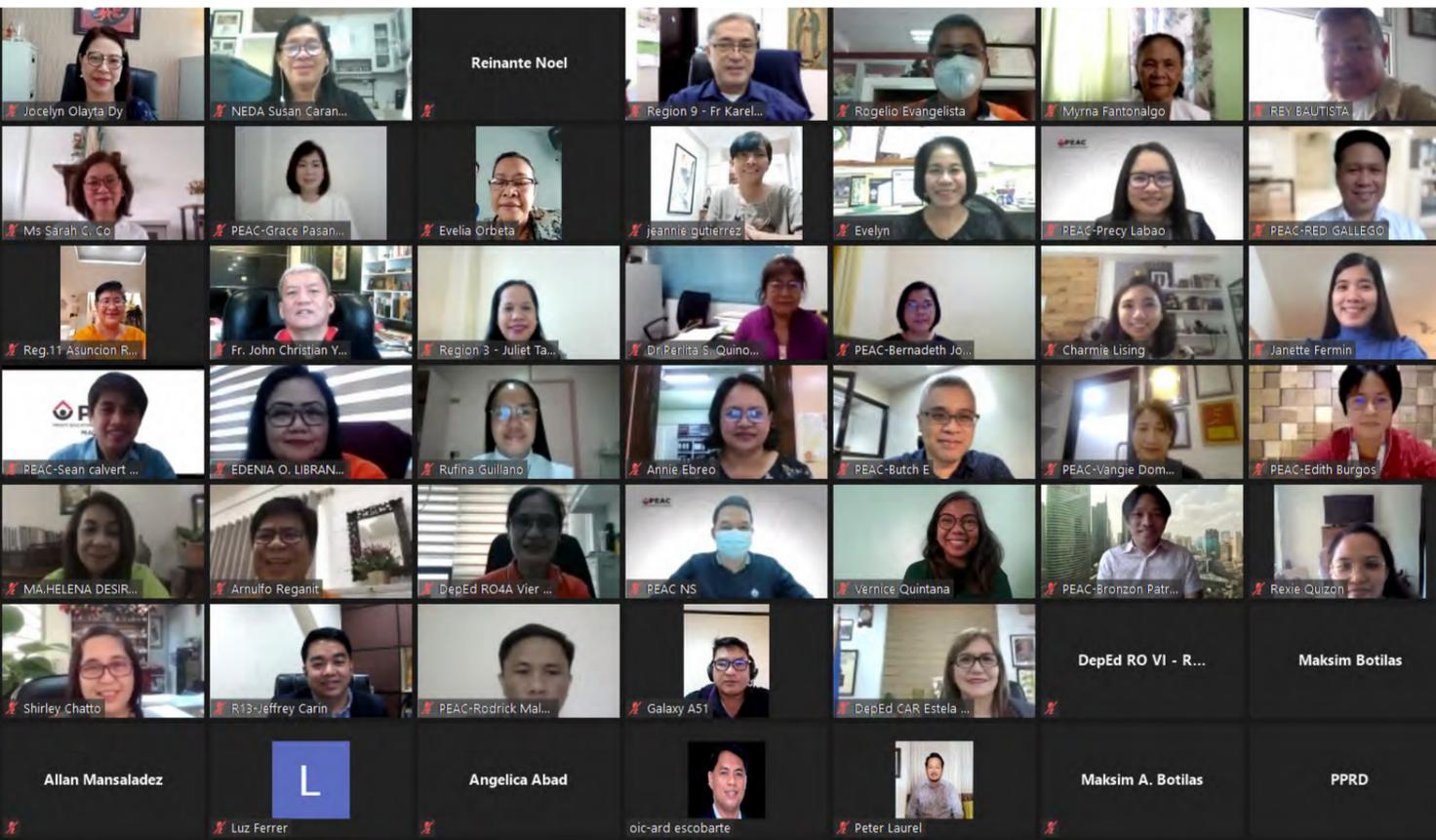
Fr. John Christian U. Young
President, Fr. Saturnino Urios University
 PEAC Regional Program
 Director-Region 13



Jeffrey A. Carin
 PEAC Regional Program
 Coordinator-Region 13



2021 GASTPE Regional Program Committee Assembly



With the PEAC co-implementing the GASTPE Program of the Department of Education, specifically the Education Service Contracting (ESC), Teachers' Salary Subsidy (TSS), and SHS Voucher Program (VP), the PEAC Regional Program Director also serves as the co-chair of the GASTPE Regional Program Committee (RPCom) while the PEAC Regional Program Coordinator is one of its members.

The GASTPE RPComs have been tasked to oversee the compliance of participating schools in their regions with the program guidelines, resolve problems, and recommend measures to improve program implementation. The DepEd Regional Director is the chair of the RPCom in each region.

Every year, the PEAC convenes the GASTPE RPComs in order to present updates on the implementation of the programs in the current year, to discuss issues and concerns, and to present policy recommendations and plans of the PEAC for the following year. The 2021 GASTPE RPCom Assembly was held last March 18, 2021, via Zoom.

Usec. Jesus L.R. Mateo gave the opening remarks on behalf of Sec. Leonor M. Briones, PEAC Chairperson. This was followed by the rationale and overview of the assembly presented by Rhodora Angela F. Ferrer, PEAC Executive Director.

As GASTPE Program Manager, Usec. Mateo also gave updates on the government assistance and subsidies of DepEd, particularly the special provisions in the GASTPE program guidelines for SY 2021-2022 and the program allocations, as well as the DepEd policies on private school voluntary closures due to the pandemic.

The PEAC NS Management Team presented the status reports on the ESC, SHS VP, TSS, INSET, and Research in SY 2020-2021. Mr. Eimann P. Evarola, PEAC NS Information Technology and Information Management Officer, gave updates on data privacy and information security. Ms. Ferrer then discussed the PEAC policy recommendations and plans for SY 2021-2022. The Regional Program Committees had small group meetings in breakout rooms to discuss the implementation of upcoming activities.

There was also a virtual awarding of plaques of appreciation to outgoing RPCom members, namely:



Dr. Reynaldo C. Bautista
President Emeritus,
University of Baguio
Outgoing PEAC Regional
Program Director-CAR



Mr. Saturnino G. Belen, Jr.
President, First Asia Institute of
Technology and Humanities
Outgoing PEAC Regional
Program Director-Region 4B



Dr. Marina O. Abella
Outgoing Regional Program
Coordinator-Region 1



Dr. Corazon B. Dacawi
Outgoing Regional Program
Coordinator-CAR

Service Awardees

APPRECIATION



Luzviminda D. Evangelista
Outgoing Finance Director
Finance Unit

RETIREES

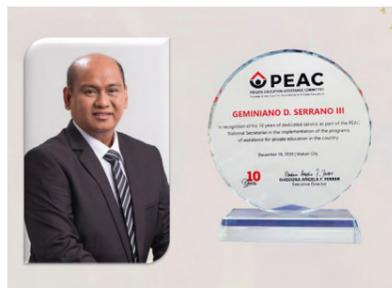


Myra V. Encarnacion
Monitoring and Processing Unit



Maria Liza O. Andrada
Finance Unit

10 YEARS

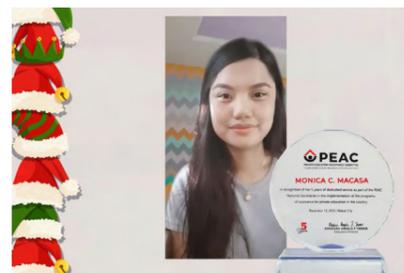


Geminiano D. Serrano, III
Training and Development Unit

5 YEARS



Jenna Camille E. Alcalá
Communications and
Research Unit



Monica C. Macasa
Human Resource and General
Services Unit

New Employees

The National Secretariat welcomes the new employees.



Sean Calvert Tria
Finance Officer



Corinne Grace Santillan
Finance Staff

In Memoriam



Dr. Amelou Benitez-Reyes (1941-2021)
Former Member, Private Education
Assistance Committee



Br. Wilfredo E. Lubrico, FMS (1952-2021)
President, Notre Dame of Marbel University
Former President, Notre Dame Educational
Association (NDEA)
Former PEAC Regional Program Director-
Region 12



Dr. Evelia S. Orbeta (1947-2021)
Former PEAC Regional Program
Coordinator-Region 4B



Mr. Darryl T. Agaid (1969-2021)
Staff, Monitoring and Processing Unit,
PEAC National Secretariat

Linkages and Activities



PEAC
PRIVATE EDUCATION ASSISTANCE COMMITTEE
Trieste of the Field for Assistance to Private Education

“
The teachers are the key to the schools' successful transition to virtual learning or other modalities that use technologies.
”

Rhodora Angela F. Ferrer
PEAC Executive Director
Keynote Address at the Launch of the Most Outstanding Online Teacher, Rotary Club of Makati Dasmariñas September 16, 2020



TRINITY UNIVERSITY OF ASIA
COLLEGE OF ARTS, SCIENCES, AND EDUCATION

TRINITY TALK!
ONLINE PANEL DISCUSSION

THE FUTURE OF EDUCATION AND JOB MARKET
EDUCATION DEPARTMENT

JUNE 6, 2020 10:00 a.m. to 11:00 a.m.
SATURDAY

together with invited panelists

Ms. Rhodora Angela Fernandez-Ferrer
Executive Director
Private Education Assistance Committee (PEAC)

Adelina A. Sebastian, Ph.D.
Chief Education Supervisor
Consultant for Educ., Office of the Mayor, QC

Arthur Luis P. Florentin, MIR, FPM
Executive Director IV
Civil Service Institute
Civil Service Commission

moderated by:
Asst. Prof. Marissa Borines
Faculty / Education Department

f/tuatrinitytalk @trinitytalk@tua.edu.ph



NATIONAL EDUCATION SUMMIT 2021

The Philippine Educational System: A CALL TO SYNERGY

Panelists:

- HON. ROMAN I. ROMULO, Chairman, Senate Committee on Basic Education and Culture
- SEN. IMMANUEL JOELLA VILANIEVA, Chairman, Senate Committee on Higher Technical and Vocational Education
- HON. RAUL O. GO, Chairman, Senate Committee on Higher and Technical Education
- SEN. SHERWIN "WIN" L. GATCHAMAN, Chairman, Senate Committee on Basic Education, Arts and Culture
- DR. DIONISIO M. SAN ANTONIO, DepEd Undersecretary, Curriculum and Instruction
- SEN. JUAN EDGARDO "SONNY" M. ANGARA, Chairman, Senate Committee on Youth
- RHODORA ANGELA FERRER, Executive Director, Private Education Assistance Committee
- FRANCIS G. RIVERO, JR., DSR, President, TVSA
- SEN. ANNA DOMESTICO M. COSTA, President and CEO, Children Preparatory School
- AMBASADOR LAURA GUERRA DEL ROSARIO, President, Milam College
- ATTY. JOSEPH NOEL M. ESTRADA, Managing Director, COGPEA
- DR. RENE E. COLOCAR, President, AICU
- DR. TRESO BONGIBLON, President, PASC, President, Bantayogs
- DR. MYENA G. MALLARI, Chairman, AACCU
- DR. NANCY CYNTHIA ROSE SAUTERA, VPAA, University of the Philippines
- ATTY. CHRISTELA RUPINA SERRASANO, Executive Director, CHED
- EMBO RAMON "E" F. ERIBORO, Former Governor of Laguna

SCAN TO REGISTER

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THIS WEEK'S REACHED WILL AIR ON FACEBOOK LIVE!

The Perfect Storm for Reform: Education Policy in the Time of COVID-19 and Beyond

DR. EDIZON A. FERMIN

Usec. Tenzito M.C. Umali, Esq., Undersecretary for Higher Education Management Service

Director David B. Bungalton, Office of the Director for Technical Education and Skills Development

Dr. Ethel Agnes Valenzuela, Executive Director, RANED (Research and Assessment Network for Education Development)

Atty. Freda Macatangay-Milla, Deputy Executive Director, RANED

Ms. Rhodora Angela Ferrer, PEAC Executive Director

Ms. Lovelaine B. Basitote, PEAC Executive Director

Reach Ed

Saturday | 4:00 PM
June 27, 2020

REXACADEMY

PEAC Meeting, September 20, 2020, via Zoom



Special PEAC Meeting, October 23, 2020, via Zoom



Meeting with S. Maria Fe Gerodias, RVM, President of Notre Dame Educational Association, Inc. (NDEA), October 6, 2020, via Zoom



Meeting with Congressman Mark Go, August 20, 2020, via Zoom



PACU Installation of BOT and Induction of Officers for 2020-2022, December 22, 2020, Inagiku at Makati Shangri-La, Manila



Small group meeting of the CEAP National Basic Education Commission on the Best Practices Conference, December 12, 2020 at the PEAC National Secretariat Office



PEAC Secretariat Activities

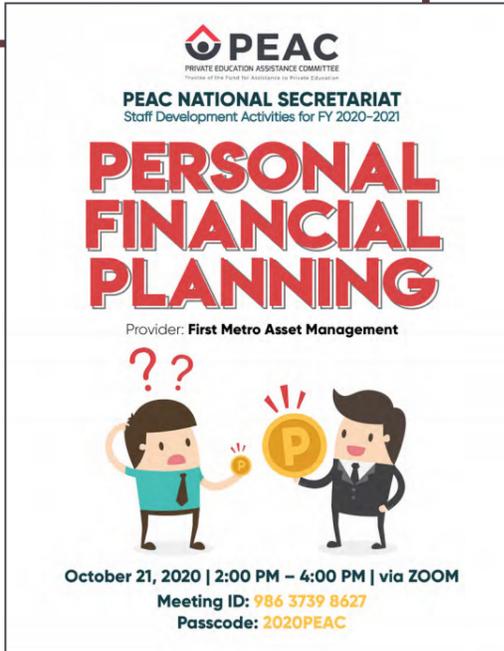
PEAC 52th Anniversary Thanksgiving Mass with Fr. Renato de Guzman, SDB, November 5, 2020, via Zoom



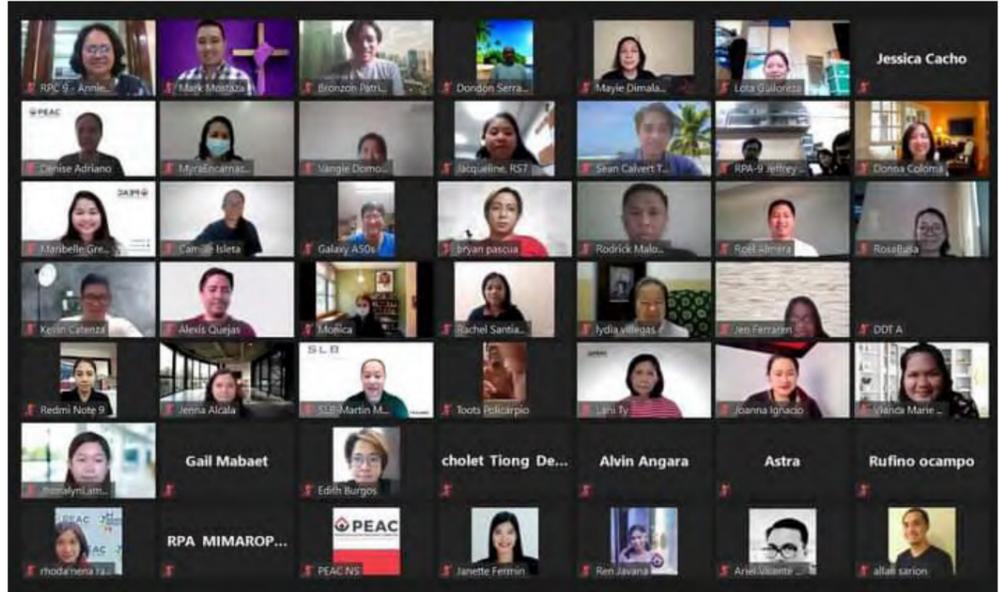
Lenten Recollection facilitated by Bro. Armin A. Luistro, FSC and mass presided by Fr. Mauricio T. Ulep, CMF, March 30, 2021, via Zoom



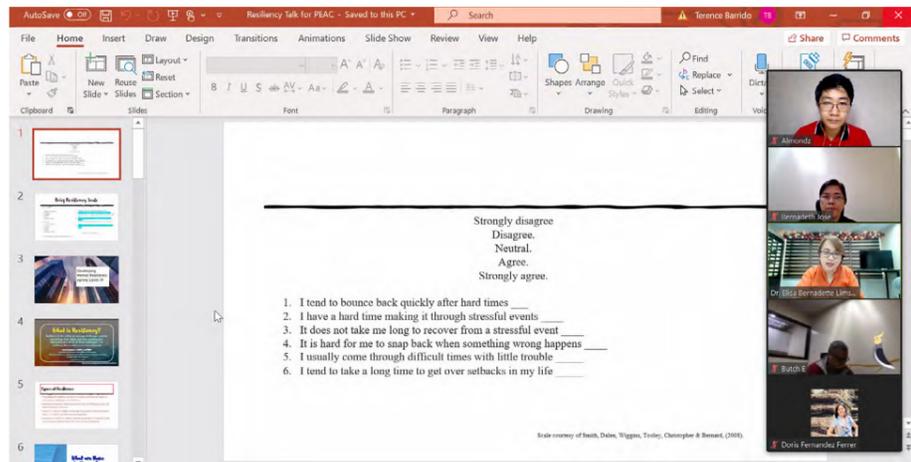
Personal Financial Planning by First Metro Asset Management, October 21, 2020, via Zoom



Project Management by Torch Training and Consulting, January 7, 2020, via Zoom



Mental Resilience Session during the Pandemic by Dr. Elisa Bernadette Limson, November 5, 2020, via Zoom



Types of Resilience

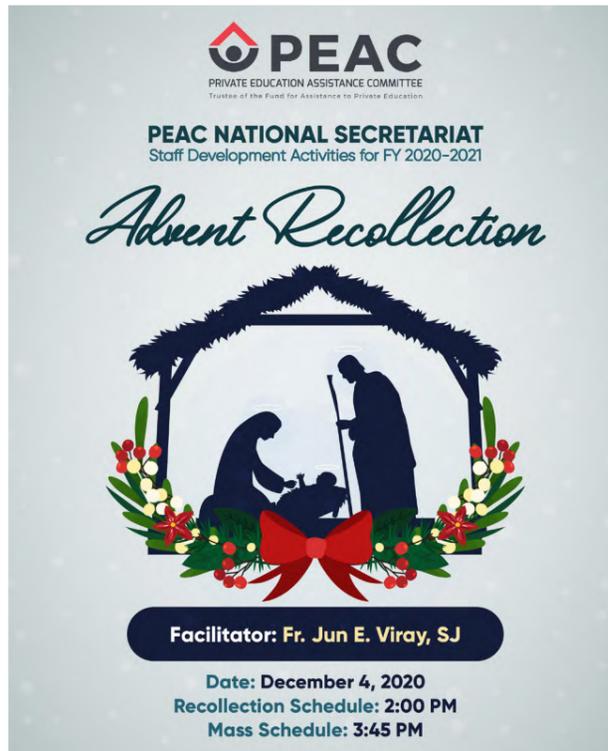
- Psychological resilience: ability to mentally withstand or adapt to uncertainty, challenges, and adversity.
- Emotional resilience: understand what they're feeling and why and able to manage emotions
- Physical resilience: ability to function and recover when faced with illness, accidents, or other physical demands
- Community resilience: ability of groups of people to respond to and recover from adverse situations, such as natural disasters

Christmas Party and Service Awards, December 18, 2020

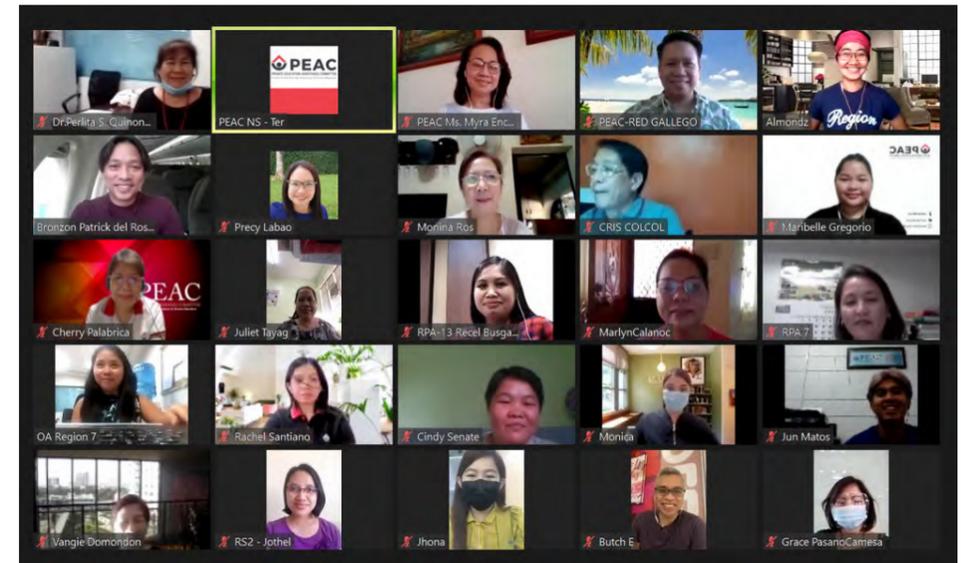
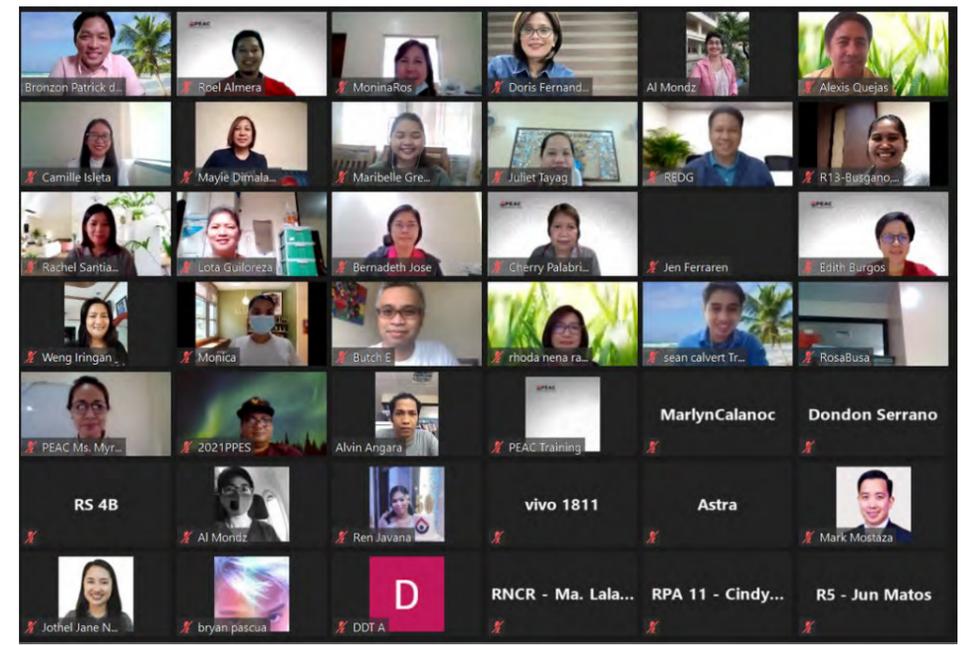
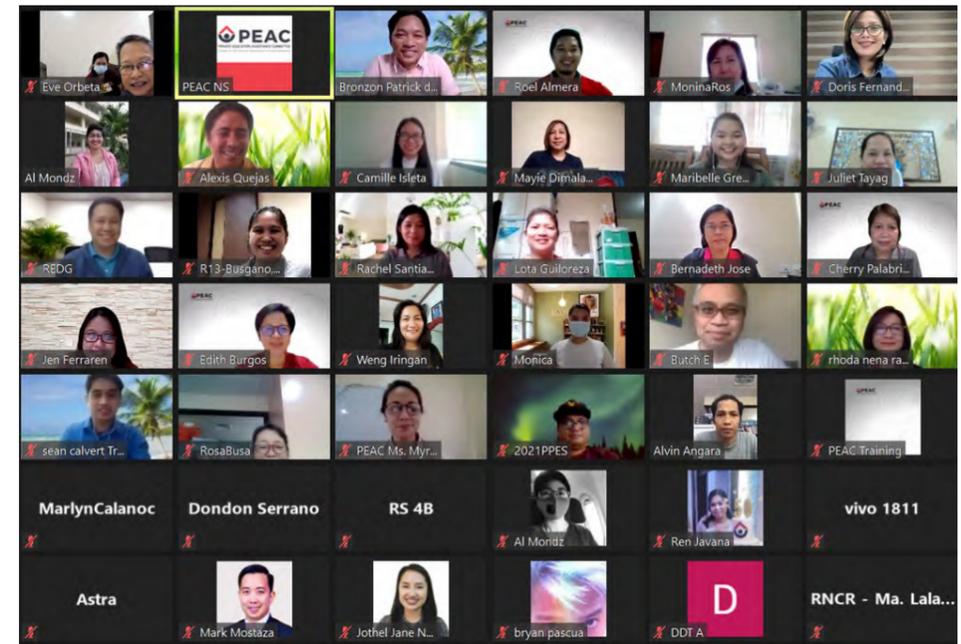


Advent Recollection facilitated by Fr. Primitivo E. Viray, Jr., SJ, December 4, 2020, via Zoom





Professional and Personal Enhancement Sessions (PPEs)



***Private Education
Assistance Committee***
(Trustee of the Fund for Assistance to
Private Education)

Financial Statements
As at and for the years ended May 31, 2021 and 2020

**Audited
Financial
Statements**



Independent Auditor's Report

To the Members of
Private Education Assistance Committee
5th Floor Salamin Building
Salcedo Street, Legaspi Village
Makati City

Report on the Audits of the Financial Statements**Our Opinion**

In our opinion, the accompanying financial statements present fairly, in all material respects, the financial position of Private Education Assistance Committee (the "Committee") as at May 31, 2021 and 2020, and its financial performance and its cash flows for the years then ended in accordance with Philippine Financial Reporting Standards (PFRS).

What we have audited

The financial statements of the Committee comprise:

- the statements of assets, liabilities and fund balances as at May 31, 2021 and 2020;
- the statements of revenue, expenses and total comprehensive income for the years ended May 31, 2021 and 2020;
- the statements of changes in fund balances for the years ended May 31, 2021 and 2020;
- the statements of cash flows for the years ended May 31, 2021 and 2020; and
- the notes to the financial statements, which include a summary of significant accounting policies.

Basis for Opinion

We conducted our audits in accordance with Philippine Standards on Auditing (PSA). Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Independence

We are independent of the Committee in accordance with the Code of Ethics for Professional Accountants in the Philippines (Code of Ethics), together with the ethical requirements that are relevant to our audit of the financial statements in the Philippines, and we have fulfilled our other ethical responsibilities in accordance with these requirements and the Code of Ethics.

Isla Lipana & Co., 29th Floor, Philamlife Tower, 8767 Paseo de Roxas, 1226 Makati City, Philippines
T: +63 (2) 8845 2728, F: +63 (2) 8845 2806, www.pwc.com/ph

Isla Lipana & Co. is the Philippine member firm of the PwC network. PwC refers to the Philippine member firm, and may sometimes refer to the PwC network. Each member firm is a separate legal entity. Please see www.pwc.com/structure for further details.

Independent Auditor's Report
To the Members of
Private Education Assistance Committee
Page 2

Responsibilities of Management and Those Charged with Governance for the Financial Statements

The Committee is responsible for the preparation and fair presentation of the financial statements in accordance with PFRS, and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, the Committee is responsible for assessing its ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless the Committee either intends to liquidate or to cease operations, or has no realistic alternative but to do so.

Those charged with governance are responsible for overseeing the Committee's financial reporting process.

Auditor's Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with PSA will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these financial statements.

As part of an audit in accordance with PSA, we exercise professional judgment and maintain professional skepticism throughout the audit. We also:

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Committee's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.

Independent Auditor's Report
To the Members of
Private Education Assistance Committee
Page 3

- Conclude on the appropriateness of management's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Committee's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the Committee to cease to continue as a going concern.
- Evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

We communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

Report on the Bureau of Internal Revenue (BIR) Requirement

Our audits were conducted for the purpose of forming an opinion on the basic financial statements taken as a whole. The supplementary information required under BIR Revenue Regulations Nos. 34-2020 and 15-2010 in Note 16 to the financial statements is presented for purposes of filing with the BIR and is not a required part of the basic financial statements. Such information is the responsibility of the Committee. The information has been subjected to the auditing procedures applied in our audits of the basic financial statements. In our opinion, the information is fairly stated, in all material respects in relation to the basic financial statements taken as a whole.

Isla Lipana & Co.



Carlos Federico C. de Guzman
Partner

CPA Cert. No. 110973

PTR No. 0011285, issued on January 5, 2021, Makati City

SEC A.N. (individual) as general auditors 110973-SEC, Category A;
valid to audit 2021 to 2025 financial statements

SEC A.N. (firm) as general auditors 0142-SEC, Category A;
valid to audit 2020 to 2024 financial statements

TIN 229-481-265

BIR A.N. 08-000745-141-2020, issued on November 4, 2020; effective until November 3, 2023

BOA/PRC Reg. No. 0142, effective until January 21, 2023

Makati City
September 20, 2021

Private Education Assistance Committee
(Trustee of the Fund for Assistance to Private Education)

Statements of Assets, Liabilities and Fund Balances
As at May 31, 2021 and 2020
(All amounts in Philippine Peso)

	Notes	2021	2020
ASSETS			
Current assets			
Cash and cash equivalents	2	159,580,149	96,710,050
Receivables	3	62,467,508	70,279,744
Financial asset at fair value through profit or loss (FVTPL)	5	69,837,441	46,587,437
Investment securities at amortized cost	5	2,998,866	17,611,043
Other current assets	4	9,239,977	12,450,504
Total current assets		304,123,941	243,638,778
Non-current assets			
Property and equipment, net	6	77,546,221	81,064,384
Financial asset at fair value through other comprehensive income (FVOCI)	7	162,944,126	146,997,920
Investment securities at amortized cost	5	15,052,369	22,279,102
Total non-current assets		255,542,716	250,341,406
Total assets		559,666,657	493,980,184
LIABILITIES AND FUND BALANCES			
Current liabilities			
Accounts payable and accrued liabilities	8	20,551,169	30,371,316
Fund balances			
Unrestricted fund	11	351,235,925	321,367,102
Temporarily restricted funds	11	123,678,963	78,041,166
Permanently restricted funds	11	64,200,600	64,200,600
Total fund balances		539,115,488	463,608,868
Total liabilities and fund balances		559,666,657	493,980,184

(The notes on pages 1 to 25 are integral part of these financial statements)

Private Education Assistance Committee
(Trustee of the Fund for Assistance to Private Education)

Statements of Changes in Fund Balances
For the years ended May 31, 2021 and 2020
(All amounts in Philippine Peso)

	Unrestricted (Note 11)	Temporarily restricted (Note 11)	Permanently restricted (Note 11)	Total
Balances at May 31, 2019	287,659,903	33,143,786	64,200,600	385,004,289
Comprehensive income				
Excess of receipts over expenses for the year	29,130,403	44,897,380	-	74,027,783
Other comprehensive income for the year (Note 7)	4,576,796	-	-	4,576,796
Total comprehensive income for the year	33,707,199	44,897,380	-	78,604,579
Balances at May 31, 2020	321,367,102	78,041,166	64,200,600	463,608,868
Comprehensive income				
Excess of receipts over expenses for the year	38,446,826	45,637,797	-	84,084,623
Other comprehensive loss for the year (Note 7)	(8,578,003)	-	-	(8,578,003)
Total comprehensive income for the year	29,868,823	45,637,797	-	75,506,620
Balances at May 31, 2021	351,235,925	123,678,963	64,200,600	539,115,488

(The notes on pages 1 to 25 are integral part of these financial statements)

Private Education Assistance Committee
(Trustee of the Fund for Assistance to Private Education)

Notes to the Financial Statements
As at and for the years ended May 31, 2021 and 2020
(In the notes, all amounts are in Philippine Peso unless otherwise stated)

Note 1 - Business information

1.1 General information

Private Education Assistance Committee (the "Committee") was established on November 5, 1968 through the Executive Order No. 156 of then President Ferdinand E. Marcos. The Committee serves as the trustee of the Fund for Assistance to Private Education (the "Fund") which will be used for the purpose of financing programs of assistance to private education, utilizing only the earnings thereof, whether in the form of interest, dividends or capital gains, through grants and /or loans for faculty training, and development in the forms of scholarships, research grants, faculty incentives, inter-institutional cooperative projects, and other programs of benefit to private education, but excluding any support of religious worship or instruction.

As provided for in the Section 30 (J) of the Republic Act (RA) No. 8424, otherwise known as the Tax Reform Act of 1997, the Committee is exempted from taxes, as an organization of purely local character, the receipts of which consists solely of government grants for the sole purpose of meeting its expenses. The income, of whatever kind and character of this type of organization from any of its activities conducted for profit regardless of the disposition made of such income, shall be subject to tax.

The Committee's current registered office address is at 5th Floor Salamin Building, Salcedo Street, Legaspi Village, Makati City. Beginning February 2020, the Committee's principal place of business which is still in the process of registration by the Committee is at Unit 2505-2507 25th Floor, Phil Axa, 1268 Sen. Gil Puyat Avenue corner Tindalo Street, Makati City.

1.2 Impact of COVID-19 pandemic

In March 2020, the World Health Organization declared the outbreak of a novel coronavirus (COVID-19) as a pandemic which continues to spread throughout the world and has adversely impacted global economic conditions. The national government mandated various quarantine procedures, restrictions on commercial activities and material limitations on the conduct of business in an effort to contain the spread of the virus. The Committee was able to operate under skeletal workforce during community quarantines.

Management has assessed that the pandemic did not have a significant impact to the Committee's financial statements as at and for the year ended May 31, 2021. Any medium to long-term impact of the pandemic on the Committee's financial position, results, and cash flows cannot be ascertained yet given the uncertainties surrounding the COVID-19 pandemic.

1.3 Approval of financial statements

The financial statements of the Committee were approved and authorized for issue by its Members on September 16, 2021.

Note 4 - Other current assets

Other current assets as at May 31 are as follows:

	2021	2020
Advances to Regional Program Coordinators	5,932,505	7,568,817
Advances to officers and employees	2,499,687	3,377,962
Prepaid expenses	807,785	1,503,725
	9,239,977	12,450,504

Advances provided to Regional Program Coordinators are used for monitoring of regional programs and administration of trainings in provinces which are subject to liquidation within six (6) months.

Advances to officers and employees represent cash advances provided by the Committee to its officers and employees for various project and administrative expenses which are subject to liquidation within six (6) months.

Prepaid expenses pertain to rent and office supplies paid which will be applied or used in the succeeding fiscal year.

Note 5 - Trust Funds

The Committee has funds placed with Banco de Oro (BDO), Security Bank Corporation (SBC) and Bank of the Philippine Islands (BPI) and are managed with two objectives: (1) to grow the fund up to a certain amount; and (2) determine the ideal amount that can sustain the operations of the Committee.

The components of the trust funds as at May 31 are as follows:

	Ref	2021	2020
Cash in banks	(a)	7,088,031	3,735,010
Financial asset at FVTPL	(b)	69,837,441	46,587,437
Receivables	(c)	2,346,438	2,069,389
Financial asset at FVOCI	Note 7	162,944,126	146,997,920
Investment securities at amortized cost	(d)	18,051,235	39,890,145
Liabilities	(e)	(575,597)	(728,571)
Total net assets		259,691,674	238,551,330

a. Cash in banks (Note 2)

Cash in banks are composed of time certificates and savings deposit in BDO, SBC and BPI. Interest income received from these cash in banks amounted to P12,084 (2020 - P63,217).

b. Financial assets at FVTPL

Financial assets at FVTPL pertain to investments in listed equity securities issued by various Philippine corporations and are traded in the Philippine Stock Exchange, Inc. (PSE). Dividend earned from investments in equity securities amounted to P802,354 (2020 - P539,269).

During the year, the Committee purchased additional short-term investment amounting to P41,777,888 (2020 - P27,383,542) and have collected short-term investments amounting to P18,527,884 (2020 - P11,349,078).

(3)

Note 6 - Property and equipment, net

Property and equipment, net consist of:

	Office improvement	Office equipment and furniture and fixtures	Transportation equipment	Office space units	Total
At June 1, 2019					
Cost	1,644,510	11,775,537	7,562,885	63,445,950	84,428,882
Accumulated depreciation	(1,644,510)	(10,133,139)	(4,988,179)	-	(16,765,828)
Net carrying value	-	1,642,398	2,574,706	63,445,950	67,663,054
Year ended May 31, 2020					
Opening net carrying value	-	1,642,398	2,574,706	63,445,950	67,663,054
Additions	12,059,688	4,060,917	-	-	16,120,605
Depreciation	(224,323)	(760,339)	(817,600)	(917,013)	(2,719,275)
Closing net carrying value	11,835,365	4,942,976	1,757,106	62,528,937	81,064,384
At May 31, 2020					
Cost	13,704,198	15,836,454	7,562,885	63,445,950	100,549,487
Accumulated depreciation	(1,868,833)	(10,893,478)	(5,805,779)	(917,013)	(19,485,103)
Net carrying value	11,835,365	4,942,976	1,757,106	62,528,937	81,064,384
Year ended May 31, 2021					
Opening net carrying value	11,835,365	4,942,976	1,757,106	62,528,937	81,064,384
Additions	-	1,982,349	-	-	1,982,349
Depreciation	(672,699)	(1,259,175)	(817,600)	(2,751,038)	(5,500,512)
Closing net carrying value	11,162,666	5,666,150	939,506	59,777,899	77,546,221
At May 31, 2021					
Cost	13,704,198	17,818,803	7,562,885	63,445,950	102,531,836
Accumulated depreciation	(2,541,532)	(12,152,653)	(6,623,379)	(3,668,051)	(24,985,615)
Net carrying value	11,162,666	5,666,150	939,506	59,777,899	77,546,221

Note 7 - Financial asset at fair value through other comprehensive income (FVOCI)

The Committee's financial asset at FVOCI mainly pertain to investments in government securities with fixed coupons and maturities of more than one year and carry an average effective interest rate of 5.2% in 2021 (2020 - 4.8%).

Movement in financial assets at FVOCI as at May 31 are as follows:

	2021	2020
Beginning of the year	146,997,920	107,505,215
Additions	92,361,268	83,040,287
Disposals	(67,837,059)	(48,124,378)
Unrealized (loss) gain recognized in OCI	(8,578,003)	4,576,796
End of the year	162,944,126	146,997,920

Movement in the unrealized gain on financial assets at FVOCI for the years ended May 31 are as follows:

	2021	2020
Balance, beginning	12,066,899	7,490,103
Unrealized (loss) gain recognized in OCI	(8,578,003)	4,576,796
Balance, ending	3,488,896	12,066,899

Interest income earned from these investments amounted to P8,871,779 (2020 - P2,719,997).

(5)

In-Service Training (INSET) is a program with the purpose of improving the quality of teaching in the private secondary education by providing assistance in the upgrade of content and teaching competencies in critical subject areas.

Tertiary Education Subsidy (TES) programs established under R.A. No. 10931 (otherwise known as the Universal Access to Quality Tertiary Education Act) aims to support the cost of tertiary education or any part or portion thereof for all Filipino students who shall enroll in undergraduate post-secondary programs of state universities and colleges (SUC), local universities and colleges (LUC), and private higher education institutions (PHEI).

Research and Innovation for Success in Education (RISE) is a mechanism to encourage the conduct of research on Philippine basic education by higher educational institutions and organizations so as to generate knowledge on areas affecting the Philippine basic education.

Internally funded program operations expenses recognized in the statement of revenue, expenses and total comprehensive income for the years ended May 31 are as follows:

	2021	2020
ASPIRE	7,229,745	8,021,994
TSA	2,064,683	-
PhilEd	1,599,404	21,216,423
RSITE	1,031,667	400,000
PERJ	108,000	87,000
MCI	-	11,403,535
Reteach	-	93,074
DARE	-	196,603
Others	4,721,257	1,642,194
Total	16,754,756	43,060,823

ASPIRE program provides assistance to private educational associations in support of the following activities: training and professional development; public policy development and advocacy; and institutional development. The ASPIRE program runs from June 2020 to May 2021.

The 2021 Training for School Administrators (TSA) is a two-day webinar-workshop for Junior High School (JHS) and Senior High School (SHS) administrators in private schools. The TSA aims to address questions on instructional supervision by providing school heads with a framework for supervision across the different learning modalities in the areas of instructional design, teaching and learning and assessment of student learning, and to coach academic instructors in effectively monitoring and evaluating instruction in the context of their respective schools. The TSA program runs from February to April 2021.

Philippine Education (PhilEd) is an educational conference organized by PEAC every other year. The purpose of the December 2019 PhilEd conference is to bring together educators, policymakers, education leaders and experts to discuss policies and practices that are responsive to the needs of learners and schools for the development of Philippine education.

Research for School Improvement Towards Excellence (RSITE) is a program of assistance developed and implemented by PEAC to support school administrators and teachers who are writing their thesis or dissertations.

Philippine Education Research Journal (PERJ) is an online, peer-reviewed, open access journal that is the official research publication of the Private Education Assistance Committee (PEAC). Published twice a year, it serves as a platform for the dissemination of research of interest to decision makers, policy makers, and educational leaders and practitioners. Its focus is on Philippine education. The PERJ program runs from June 2020 to May 2021.

(7)

As at May 31, 2021, the Committee has assessed that the Retirement Fund is more than sufficient to cover the regulatory benefit under Republic Act No. 7641.

Note 11 - Fund balances

Unrestricted Fund

General balances consist primarily of the cumulative balance of the Committees result of operations and any unrestricted supports received from donors.

The Committee's unrestricted fund balance as at May 31 consist of the following:

	Note	2021	2020
Cumulative excess of revenue over expenses		347,747,029	309,300,203
Fair value reserves	7	3,488,896	12,066,899
		351,235,925	321,367,102

Temporarily Restricted Funds

Temporarily restricted funds as at May 31 consist of:

	2021	2020
INSET fund	95,899,035	48,609,470
RISE fund	20,385,099	20,457,463
Other temporarily restricted fund	7,394,829	8,974,233
	123,678,963	78,041,166

INSET and RISE fund balances consist primarily of government grants specific for programs introduced by the Committee.

Other temporarily restricted funds are for PhilEd conference fund and CHED-approved programs.

Permanently Restricted Funds

Permanently restricted funds consist of grants of permanent trust fund from the United States (US) Government and the National Government. The US Government principal fund amounting to P24,200,600 are to be utilized for the purpose of financing programs of assistance to private education. The National Government endowment fund amounting to P40,000,000 should be used for the purpose of improving the quality of private education in the Philippines, as stipulated in the Presidential Decree No. 6-A, income of which should be spent for operating expenses.

(9)

As at May 31, 2021 and 2020, the Committee assessed that the financial assets measured at Level 1 fair value with reference to published prices quoted in an active market (Notes 5 and 7) were recognized based on reliable inputs. The Committee did not use unobservable inputs that would materially affect fair values.

(c) Provision for retirement benefits

The present value of the retirement benefit obligation depends on a number of factors that are determined on an actuarial basis using a number of assumptions. The assumptions used in determining the net cost for retirement benefits include the discount rate. Any changes in these assumptions will impact the carrying amount of retirement benefit obligation.

The Committee determines the appropriate discount rate at the end of each year. This is the interest rate that is used to determine the present value of estimated future cash outflows expected to be required to settle the retirement benefit obligation. In determining the appropriate discount rate, the Committee considers the interest rates of government bonds which have terms to maturity approximating the terms of the related retirement benefit liability.

Other key assumptions for retirement benefit obligation are based in part on current market conditions.

Critical accounting judgments

(a) Impairment of receivables (Note 3)

The Committee determines the recoverable amount of receivables based on the expected credit losses (ECL) of the portfolio of receivables. ECL are unbiased probability-weighted estimates of credit losses which are determined by evaluating a range of possible outcomes and taking into account past events, current conditions and assessment of future economic conditions.

The Committee has used relevant historical information and loss experience to determine the probability of default of the receivables and incorporated forward-looking information, including significant changes in external market indicators which involved significant estimates and judgments.

In determining the ECL of trade receivables, the Committee has used three years historical losses data to determine the loss rates and applied an adjustment against the historical loss rates based on certain macroeconomic factors such as gross domestic product and inflation rate to reflect the current and forward-looking information.

As at May 31, 2021 and 2020, the committee has assessed that trade and other receivables are fully collectible and therefore, has not recognized any provision for impairment of receivables.

(b) Impairment of non-financial assets (Note 6)

The carrying value of property and equipment is reviewed and assessed for impairment whenever events or changes in circumstances indicate that the carrying amount may not be recoverable. Management uses judgment based on available facts and circumstances, but not limited to evaluation of the future recoverability of property and equipment, and investment property, in assessing whether a provision for impairment is required.

Management believes that there are no significant events or changes in circumstances which indicate that the carrying amount may not be recoverable at reporting date.

(11)

The Committee has the following financial assets as at May 31 where the expected credit loss (ECL) model has been applied:

Class of financial assets	Gross carrying amount	Internal credit rating	Basis for recognition of ECL
2021			
Cash and cash equivalents	159,242,410	Performing	12-month ECL
Receivables	62,467,508	Performing	Lifetime ECL
Investment securities at amortized cost	18,051,235	Performing	12-month ECL
Financial asset at FVTPL	69,837,441	Performing	12-month ECL
Financial asset at FVOCI	162,944,126	Performing	12-month ECL
	472,542,720		
2020			
Cash and cash equivalents	96,432,312	Performing	12-month ECL
Receivables	70,279,744	Performing	Lifetime ECL
Investment securities at amortized cost	39,890,145	Performing	12-month ECL
Financial asset at FVTPL	46,587,437	Performing	12-month ECL
Financial asset at FVOCI	146,997,920	Performing	12-month ECL
	400,187,558		

Cash and cash equivalents exclude cash on hand as at May 31, 2021 amounting to P337,739 (2020 - P277,738) which is not subject to credit risk.

The maximum exposure to credit risk as at May 31, 2021 and 2020 is the carrying amount of each class of financial assets. There are no collaterals held as security or other credit enhancements attached to the Committee's financial assets.

The credit quality of the Committee's financial assets:

Cash and cash equivalents

To minimize credit risk exposure from cash and cash equivalents, the Committee maintains cash in universal and large commercial banks. The Committee assesses that cash and cash equivalents have low credit risk considering the banks' external credit ratings.

Receivables

Receivables pertain to amounts arising from transactions with DepEd which are fully collectible in accordance with the terms of payment, as specified in the Memorandum of Agreement between the two parties.

An impairment analysis is performed at each reporting date using a provision matrix to measure ECL. The mechanics of the ECL calculations and the key elements are, as follows:

- Probability of default (PD) is an estimate of the likelihood of default over a given time horizon.
- Exposure at default (EAD) is an estimate of the exposure at a future default date taking into account expected changes in the exposure after the reporting date.
- Loss given default (LGD) is an estimate of the loss arising in the case where a default occurs at a given time.

(13)

Total capital being managed by the Committee consists of:

	Note	May 31, 2021	May 31, 2021
Unrestricted fund	11	351,235,925	321,367,102
Temporarily restricted funds	11	123,678,963	78,041,166
Permanently restricted funds	11	64,200,600	64,200,600
		9,715,041	12,562,514

The Committee is subject to externally imposed capital requirements in relation to its permanently restricted funds (Note 11).

Note 15 - Significant accounting policies

The principal accounting policies applied in the preparation of the financial statements are set out below. These policies have been consistently applied to all the years presented, unless otherwise stated:

15.1 Basis of preparation

The financial statements of the Committee have been prepared in accordance with Philippine Financial Reporting Standards (PFRS). The term PFRS in general includes all applicable PFRS, Philippine Accounting Standards (PAS), and interpretations of the Philippine Interpretations Committee (PIC), Standing Interpretations Committee (SIC) and International Financial Reporting Interpretations Committee (IFRIC) which have been approved by the Financial Reporting Standards Council (FRSC) and adopted by the SEC.

The financial statements have been prepared under the historical cost convention, except for FVOCI which are measured at fair value.

The preparation of financial statements in conformity with PFRS requires the use of certain critical accounting estimates. It also requires management to exercise judgment in the process of applying the Committee's accounting policies. The areas involving higher degree of judgment or complexity, or areas where assumptions and estimates are significant to the financial statements are disclosed in Note 13.

Changes in accounting policies and disclosures

(a) New and amended standards adopted by the Committee

There are no standards, amendments and interpretations to existing standards which are effective for the financial year beginning on or after June 1, 2020 that are relevant to and have a material impact on the Committee's financial statements.

15.2 Fund accounting

To ensure the observance of limitations and restrictions placed on the use of resources available to the Committee, the accounts are maintained in accordance with the principles of fund accounting. Under this procedure, resources are classified for accounting and reporting purposes into funds established according to their nature and purpose. Separate accounts are maintained for each fund. However, in the accompanying financial statements, funds that have similar characteristics have been combined into fund groups. Accordingly, all financial transactions have been recorded and reported by fund group.

(15)

Impairment

The Committee assesses on a forward-looking basis the expected credit loss associated with its financial assets carried at amortized cost. The impairment methodology applied depends on whether there has been a significant increase in credit risk. Impairment losses are presented as a separate line item in the statement of total comprehensive income.

Loss allowances of the Committee are measured on either of the following bases:

- 12-month expected credit losses (ECL): these are ECL that result from default events that are possible within the 12 months after the reporting date (or for a shorter period if the expected life of the instrument is less than 12 months); or
- Lifetime ECL: these are ECL that result from all possible default events over the expected life of a financial instrument or contract asset

Simplified approach

The Committee applies the simplified approach to provide for ECL for all trade receivables. The simplified approach requires the loss allowance to be measured at an amount equal to lifetime ECL.

General approach

The Committee applies the general approach to provide for ECL on its other financial assets.

Under the general approach, the loss allowance is measured at an amount equal to 12-month ECL at initial recognition.

At each reporting date, the Committee assesses whether the credit risk of a financial instrument has increased significantly since initial recognition. When credit risk has increased significantly since initial recognition, loss allowance is measured at an amount equal to lifetime ECL.

When determining whether the credit risk of a financial asset has increased significantly since initial recognition and when estimating ECL, the Committee considers reasonable and supportable information that is relevant and available without undue cost or effort. This includes both quantitative and qualitative information and analysis, based on the Committee's historical experience and informed credit assessment and includes forward-looking information.

The Committee considers a financial asset to be in default when the borrower is unlikely to pay its credit obligations to the Committee in full, without recourse by the Committee to actions such as realizing security (if any is held).

The maximum period considered when estimating ECL is the maximum contractual period over which the Committee is exposed to credit risk.

Measurement of ECL

The measurement of expected credit losses is a function of the probability of default, loss given default (i.e. the magnitude of the loss if there is a default) and the exposure at default. The assessment of the probability of default and loss given default is based on historical data adjusted by forward-looking information as described above. As for the exposure at default, for financial assets, this is represented by the assets' gross carrying amount at the reporting date.

(17)

(b) Recognition and measurement

Financial liabilities are recognized when, and only when, the Committee becomes a party to the contractual provisions of the instrument.

Financial liabilities at amortized cost are initially recognized at fair value, net of transaction costs and subsequently measured at amortized cost using the effective interest method.

(c) Derecognition

Financial liabilities are derecognized when it is extinguished, that is, when the obligation specified in a contract is discharged, cancelled or has expired.

15.5 Offsetting

Financial assets and liabilities are offset and the net amount reported in the statement of assets, liabilities and fund balances when there is a legally enforceable right to offset the recognized amounts and there is an intention to settle on a net basis, or realize the asset and settle the liability simultaneously. The legally enforceable right must not be contingent on future events and must be enforceable in the normal course of business and in the event of default, insolvency or bankruptcy of the Committee or the counterparty.

As at May 31, 2021 and 2020, the Committee has no financial instruments which meet the offsetting criteria for financial assets and liabilities.

15.6 Fair value measurement

Fair value is the price that would be received to sell an asset or paid to transfer a liability in an orderly transaction between market participants at the measurement date.

The fair value of financial and non-financial liabilities takes into account non-performance risk, which is the risk that the entity will not fulfill an obligation.

The Committee classifies its fair value measurements using a fair value hierarchy that reflects the significance of the inputs used in making the measurements. The fair value hierarchy has the following levels:

- quoted prices (unadjusted) in active markets for identical assets or liabilities (Level 1);
- inputs other than quoted prices included within Level 1 that are observable for the asset or liability, either directly (that is, as prices) or indirectly (that is, derived from prices) (Level 2); and
- inputs for the asset or liability that are not based on observable market data (that is, unobservable inputs) (Level 3).

The appropriate level is determined on the basis of the lowest level input that is significant to the fair value measurement.

The fair value of financial instruments traded in active markets is based on quoted market prices at the reporting date. A market is regarded as active if quoted prices are readily and regularly available from an exchange, dealer, broker, industry group, pricing service, or regulatory agency, and those prices represent actual and regularly occurring market transactions on an arm's length basis.

The quoted market price within the bid-ask spread that is most representative of fair value is used. These instruments are included in Level 1.

(19)

An asset's carrying amount is written down immediately to its recoverable amount if the asset's carrying amount is greater than its estimated recoverable amount (Note 15.11).

The Committee derecognizes the carrying amount of its property and equipment upon disposal and when no future economic benefits are expected from its use or disposal at which time the cost and accumulated depreciation is removed from the accounts. Gains or losses on disposals are determined by comparing the proceeds with the carrying amount of the assets and are recognized within other income and expenses account in profit or loss.

15.11 Impairment of non-financial assets

Assets that have definite useful life, such as property and equipment and investments, which are subject to depreciation, is reviewed for impairment whenever events or changes in circumstances indicate that the carrying amount may not be recoverable. An impairment loss is recognized for the amount by which the asset's carrying amount exceeds its recoverable amount. The recoverable amount is the higher of an asset's fair value less cost to sell and value in use. For the purpose of assessing impairment, assets are grouped at the lowest levels for which there are separately identifiable cash flows (cash-generating units). Value in use requires the Committee to make estimates of future cash flows to be derived from the particular asset, and discount them using a pre-tax market rate that reflects current assessments of the time value of money and the risks specific to the asset.

Non-financial assets that are impaired are reviewed for possible reversal of the impairment at the end of each reporting period.

15.12 Accounts payable and accrued liabilities

Accounts payable and accrued liabilities are recognized in the period in which the related money, goods or services are received or when a legally enforceable claim against the Committee is established. These are recognized initially at fair value plus transaction cost and subsequently measured at amortized cost using effective interest method, which approximate the nominal amount.

These are classified as current liabilities if payment is due within one year or less. If not, these are presented as non-current liabilities.

Accounts payable and accrued liabilities are derecognized when the obligation under the liability is discharged, cancelled or expired.

15.13 Revenue and receipts recognition

The Committee recognizes revenue when the customer obtains control of promised services, in an amount that reflects the consideration which the Committee expects to receive in exchange for those services. To determine revenue recognition, the Committee performs the following five steps: (i) identify the contract(s) with a customer; (ii) identify the performance obligations in the contract; (iii) determine the transaction price; (iv) allocate the transaction price to the performance obligations in the contract; and (v) recognize revenue as or when the Committee satisfies the performance obligation. At contract inception, the Committee assesses the services promised within each contract and determines those that are distinct performance obligations. The Committee then assess whether it acts as an agent or a principal for each identified performance obligation and includes revenue within the transaction price for third-party costs when it determines that it acts as principal.

(21)

(b) Retirement benefits

The Committee participates in the multi-employer defined benefit retirement plan that is being administered by CEAP Retirement Plan Office. This is established in accordance with the local conditions and practices in the Philippines. The Committee maintains a defined contribution plan that covers all its regular full-time employees. Under its defined contribution plan, the Committee pays fixed contributions equivalent to 4% of the employees' basic salary representing employer share to form part of the CEAP retirement fund.

The Committee's retirement benefit obligation is measured using the accrual approach based on the minimum retirement benefits required under RA No. 7641, otherwise known as the Philippine Retirement Pay Law or the Committee's formal retirement plan, whichever is more superior. Accrual approach is applied by calculating the expected liability as at reporting date using the current salary of the entitled employees and the employees' years of service, without consideration of future changes in salary rates and service periods. As at each reporting period, the Committee's defined contribution plan covers the minimum defined benefit mandated by the Philippine Retirement Law.

Contributions under the defined contribution plan are recognized as a liability or an expense when the contributions are made or due.

15.9 Prepayments and other non-financial assets

Prepayments are recognized in the event that payment has been made in advance of obtaining right of access to goods or receipt of services and measured at nominal amounts. These are derecognized upon delivery of goods or when services have been rendered, through amortization over a certain period of time, and use or consumption.

Prepayments and other non-financial assets are included in current assets, except when the related goods or services are expected to be received or rendered more than 12 months after the reporting period, which are classified as non-current assets.

15.16 Leases (Committee as the lessee)

Payments associated with short-term leases and leases of low-value assets are recognized on a straight-line basis as an expense in the profit or loss. Short-term leases are leases with a lease term of 12 months or less.

15.17 Subsequent events

Post year-end events that provide additional information about the Committee's financial position at the reporting date (adjusting events) are reflected in the financial statements. Post year-end events that are not adjusting events are disclosed in the notes to financial statements when material.

viii. Tax cases

The Committee does not have tax cases under preliminary investigation, litigation and/or prosecution in courts or bodies outside of the administration of the BIR as at May 31, 2021.

RR 34-2020

On December 18, 2020, BIR issued RR No. 34-2020, Prescribing the Guidelines and Procedures for the Submission of BIR Form No. 1709, Transfer Pricing Documentation (TPD) and other Supporting Documents, amending for this Purpose the Pertinent Provisions of RR Nos. 19-2020 and 21-2002, as amended by RR No. 15-2010, to streamline the guidelines and procedures for the submission of BIR Form No. 1709, TPD and other supporting documents by providing safe harbors and materiality thresholds. Section 2 of the RR provides the list of taxpayers that are required to file and submit the RPT Form, together with the Annual Income Tax Return.

The Committee is not covered by the requirements and procedures for related party transactions provided under this RR as it does not meet any criteria of taxpayers prescribed in Section 2 of the RR.

Directory

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CAR	0999 3075 867 (074) 444 8246 loc. 290	rs.car@peac.org.ph jcgutierrez@slu.edu.ph
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