

# **Updates from the PEAC: GASTPE Work Plan for 2022-2023**

**DORIS FERNANDEZ-FERRER**

Executive Director  
Private Education Assistance Committee

# PRIVATE EDUCATION ASSISTANCE COMMITTEE

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

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



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



**Dr. Arsenio M. Balisacan**  
NEDA Secretary



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



**Dr. Anthony Jose  
M. Tamayo**  
PACU President



**Judge Benjamin  
D. Turgano (ret.)**  
ACSCU President



## VISION

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



## MISSION

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

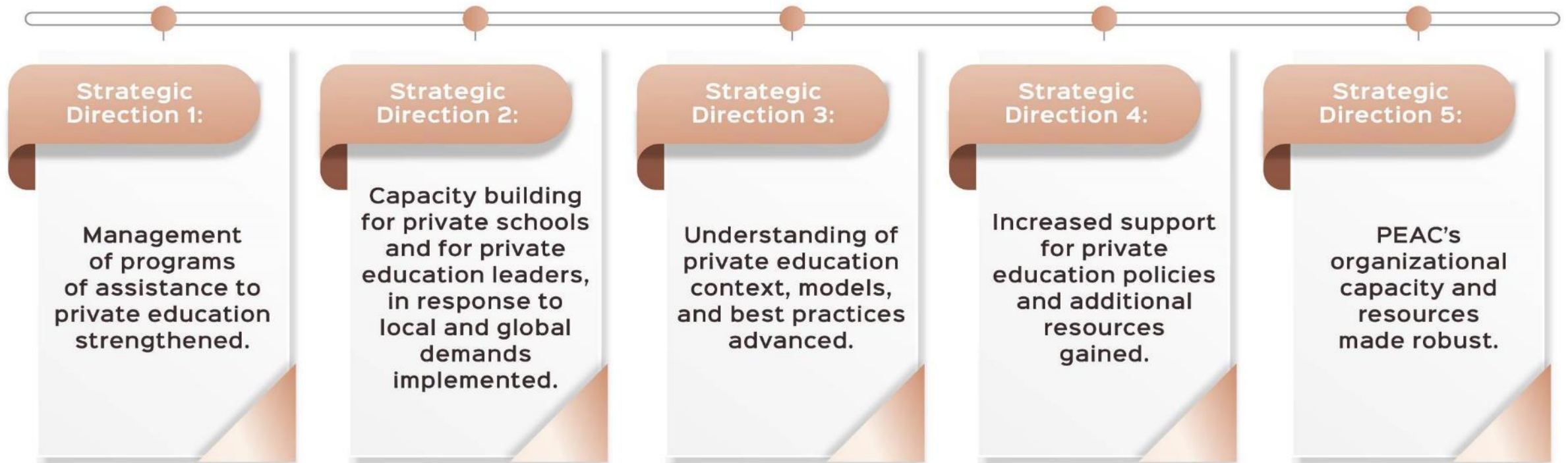


## CORE VALUES

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



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



**180,000+**  
**teacher engagement**

JHS-INSET	23,655
SHS-INSET	19,436
Philippine Education Conference	2,605
Social Media Reach	96,263
Teacher Salary Subsidy	41,588

2021-2022 PERFORMANCE  
HIGHLIGHTS

**2.1M<sup>+</sup>**  
**student grantees**

Education Service  
Contracting

958,590

SHS – Voucher Program

1,152,732

2021-2022 PERFORMANCE  
HIGHLIGHTS

**4,000+**  
**schools served**

Certification	1,376
ESC/TSS Orientation	3,330
SHSVP Orientation	3,637
Processing – ESC	3,511
Processing – TSS	3,241
Processing – Voucher	4,403
JHS-INSET	3,011
SHS-INSET	2,864

2021-2022 PERFORMANCE  
HIGHLIGHTS

# 1376

**e(Re)Certified schools for SY 2021-  
2022**

*as of July 1, 2022*

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



2021-2022 PERFORMANCE  
HIGHLIGHTS

6.6M+

**Views and visits**

Website - visits

3,049,761

Facebook – reach

3,561,494

YouTube – views

108,900

# 460K<sup>+</sup>

## Followers and subscribers

Website - users	326,374
Facebook – followers	125,564
YouTube – subscriber	8,704

2021-2022 PERFORMANCE  
HIGHLIGHTS

29B+

**Subsidies processed**

*as of June 15, 2022*

ESC	9,196.7M
TSS	745.2M
SHS Voucher	19,805.5M

2021-2022 PERFORMANCE  
HIGHLIGHTS

**14M<sup>+</sup>**

**Amount of financial  
assistance**

*as of June 30, 2022*

ASPIRE	9,680,802
RSITE	640,000
LEAP	1,406,700
RECAST	1,500,000
CoRE	850,000

# MANAGEMENT TEAM



**Doris**

RHODORA ANGELA F. FERRER

Executive Director



**Rod**

RODRICK EDSSEL B. MALONZO

Monitoring and Processing Officer



**Patrick**

PATRICK BRONZON F. DEL ROSARIO

Certification Officer



**Butch**

EIMANN P. EVAROLA

IT & Information Management  
Officer



**Alvert**

SEAN ALVERT TRIA

Finance Officer



**Denise**

DENISE M. ADRIANO

Communications and Research Officer



**Precy**

PRECY L. LABAO

Training and Development Officer



**Red**

GREVERED L. GALLEGO

Organizational Planning and Quality  
Assurance Officer



**Deth**

BERNADETH M. JOSE

Human Resource and  
Administrative Services Officer



**Charmie**

MARIA KHARMITA D. LISING

Investments and Budget Planning  
Consultant

# REGIONAL PROGRAM DIRECTORS



**FR. RAMON R. CALUZA, CICM**  
President, Saint Louis College  
of San Fernando, La Union

Region 1



**SR. MERCEDITAS O. ANG, SPC**  
President,  
St. Paul University Philippines

Region 2



**SR. LYDIA VILLEGAS, OSB**  
Directress, St. Scholastica's Academy,  
San Fernando, Pampanga

Region 3



**DR. PETER P. LAUREL**  
President, Lyceum of the Philippines  
University-Laguna

Region 4A



**DR. BRIAN L. BELEN**  
President, First Asia Institute  
of Technology and Humanities

Region 4B



**FR. ROBERTO E.N. RIVERA, SJ**  
President,  
Ateneo de Naga University

Region 5



**MSGR. ELY RAFAEL D. FUENTES**  
Chair, Commission on Catholic  
Schools, Archdiocese of Jaro

Region 6



**FR. CHRISTOPHER C. MASPARA, OAR**  
President,  
University of San Jose Recoletos

Region 7



**SISTER CECILLE MARIE L. LIM, RSM**  
President,  
Holy Infant College

Region 8



**FR. KAREL S. SAN JUAN, SJ**  
President,  
Ateneo de Zamboanga University

Region 9



**SR. MA. RUFINA B. GUILLANO, RVM**  
President,  
Lourdes College

Region 10



**SR. MA. MARISSA VIRI, RVM**  
President, University of  
the Immaculate Conception

Region 11



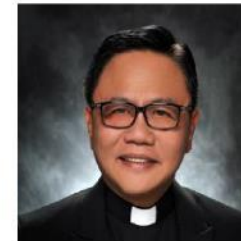
**SR. MARIA FE D. GERODIAS, RVM**  
President,  
Notre Dame Educational Association

Region 12



**FR. JOHN CHRISTIAN U. YOUNG**  
President,  
Fr. Saturnino Urios University

Region CARAGA



**FR. GILBERT B. SALES, CICM**  
President,  
Saint Louis University

Region CAR



**SR. MA. EVANGELINE L. ANASTACIO, SPC**  
President,  
St. Paul University Manila

Region NCR



# REGIONAL PROGRAM COORDINATORS



**MR. DANILO D. ROMERO**

Region 1



**DR. JANETTE T. FERMIN**

Region 2



**MS. JULIET M. TAYAG**

Region 3



**MS. LERMA Y. CALINGASAN**

Region 4A



**MR. ARNOLD I. CATAPANG**

Region 4B



**DR. ARNULFO R. REGANIT**

Region 5



**DR. MA. HELENA M. TERRE**

Region 6



**DR. PERLITA S. QUIÑONES**

Region 7



**MS. SARAH S. CO**

Region 8



**MS. ANNIE G. EBREO**

Region 9



**DR. MYRNA M. FANTONALGO**

Region 10



**DR. ASUNCION G. RAVAGO**

Region 11



**DR. EVELYN V. DOLLETE**

Region 12



**MR. JEFFREY A. CARIN**

Region CARAGA



**DR. JOSELITO C. GUTIERREZ**

Region CAR



**MS. LALAIN E. GUTIERREZ**

Region NCR

# REPORT ON GASTPE FOR SY 2021-2022



# **GASTPE PROGRAM MANAGEMENT**

- **Orientation**
- **Certification**
- **SHS Voucher Application**
- **Processing of Billing Statements**
- **In-Service Training**
- **Monitoring**
- **Resolving Cases of Schools with Adverse Findings**
- **Regular Meetings and Consultations with Stakeholders**
- **Research and Data Gathering**



# DEPED REGIONAL DIRECTORS



**DIR. TOLENTINO G. AQUINO**

Region 1



**DIR. BENJAMIN D. PARAGAS**

Region 2



**DR. MAY B. ECLAR**

Region 3



**ATTY. ALBERTO T. ESCOBARTE**

Region 4A



**DIR. NICOLAS T. CAPULONG**

Region 4B



**DIR. GILBERT T. SADSAD**

Region 5



**DIR. RAMIR B. UYTICO**

Region 6



**DIR. SALUSTIANO T. JIMENEZ**

Region 7



**DIR. EVELYN R. FETALVERO**

Region 8



**DR. RUTH L. FUENTES**

Region 9



**DR. ARTURO B. BAYOCOT**

Region 10



**DIR. ALLAN G. FARNAZO**

Region 11



**DIR. CARLITO D. ROCAFORT**

Region 12



**DIR. MA. GEMMA M. LEDESMA**

Region CARAGA



**DIR. ESTELA L. CARIÑO**

Region CAR



**DIR. WILFREDO E. CABRAL**

Region NCR



**MINISTER MOHAGHER M. IQBAL**

Region BARMM

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

Findings and Recommendations

14 August 2020



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





## The logic behind the programs are plausible

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

# The programs contribute to improving education outcomes

- Programs **promote the efficiency** of the mixed public-private national education system
- Programs **promote choice**, which could in turn promote greater individual well-being by **empowering and enabling** students/parents
- Programs **promote diversity of providers**, which could in turn lead to greater competition, which, if managed well, could lead to improvements in efficiency.

# The programs deliver on services provided, reach, targeting and client satisfaction

- Programs are executed largely according to design
- Increasing reach of target beneficiaries
- Extent of assistance can benefit from adjustment to achieve stated objectives better
- High beneficiary satisfaction across programs
- “Intended” targeting of program appears to be working but may be eroding overtime, particularly, for ESC
- Absorptive capacity is moderate to high

## Programs are cost effective

- More than half of ESC participating schools charge TOSF below estimated GAA cost per student
- Almost 9 out 10 SHS charge TOSF below estimated GAA cost per student

# ELEMENTARY NATIONAL DATA (PRIVATE)

2019-2020							2020-2021		2021-2022	
	Total Private	% Private from National Data	Total Private	% Private from National Data	Total Private	% Private from National Data				
Enrollment	1,256,476	9%	821,720	6%	786,645	6%				
Schools	12,136	24%	11,009	21%	10,430	21%				

Source: Department of Education (as of January 15, 2022)  
Enrollment data includes Learners with Special Education (ES)

# JHS NATIONAL DATA (PRIVATE)

	2019-2020		2020-2021		2021-2022	
	Total Private	% Private from National Data	Total Private	% Private from National Data	Total Private	% Private from National Data
Enrollment	1,439,507	17%	1,238,473	15%	1,156,524	13%
Schools	6,034	39%	5,894	37%	5,801	36%

Source: Department of Education (as of January 15, 2022)  
Enrollment data includes Learners with Special Education (ES)



# SHS NATIONAL DATA (PRIVATE)

2019-20202020-20212021-2022						
	Total Private	% Private from National Data	Total Private	% Private from National Data	Total Private	% Private from National Data
Enrollment	1,357,882	42%	1,189,707	37%	1,227,922	32%
Schools	4,895	40%	4,861	39%	4,855	39%

Source: Department of Education (as of January 15, 2022)  
Enrollment data includes Learners with Special Education (ES)

# EDUCATION SERVICE CONTRACTING (ESC)



# **AMOUNTS OF THE ESC GRANTS (IN PHP PER STUDENT)**

<b>Grade Level</b>	<b>Schools in NCR</b>	<b>HUCs Outside NCR</b>	<b>All Other Locations</b>
<b>Grade 7</b>	<b>13,000</b>	<b>11,000</b>	<b>9,000</b>
<b>Grade 8</b>	<b>13,000</b>	<b>11,000</b>	<b>9,000</b>
<b>Grade 9</b>	<b>13,000</b>	<b>11,000</b>	<b>9,000</b>
<b>Grade 10</b>	<b>13,000</b>	<b>11,000</b>	<b>9,000</b>

# ESC NATIONAL DATA

	2019-2020	ESC in Private %	2020-2021	ESC in Private %	2021-2022	ESC in Private %
Grantees	1,082,049	75%	1,055,871	85%	972,727	84%
Schools	3,567	59%	3,589	61%	3,574	61%
Amount of Grants	10.20 Billion		10.13 Billion		9.34 Billion	

Source: PEAC National Secretariat (as of August 8, 2022)  
 Department of Education (as of January 15, 2022)  
 GASTPE Data is based on total schools with billed ESC Grantees, TSS Recipients and VPBs  
 Private Enrollment Data includes Learners with Special Education (ES)

## AVERAGE TUITION FEES OF JUNIOR HIGH SCHOOL

Source:  
PEAC Monitoring and Processing Unit,  
As of July 5, 2022

Region	Number of Schools	Average Tuition, Other and Miscellaneous Fees
Region 1	230	20,069.78
Region 2	122	16,721.51
Region 3	487	21,454.64
Region 4	709	26,920.00
Region 5	144	17,878.94
Region 6	241	22,017.44
Region 7	274	22,909.96
Region 8	99	15,445.47
Region 9	84	19,452.10
Region 10	185	16,820.86
Region 11	164	22,136.89
Region 12	142	16,202.76
Region 13	73	15,309.70
NCR	399	39,139.60
CAR	80	18,570.38
BARMM	80	16,065.01
MIMAROPA	96	15,082.37
	(Total) <b>3,609</b>	(Average) <b>23,138.84</b>



# CERTIFICATION/ QA



# 2018 CAI Areas

- A** - School PVMGO
- B** - Curriculum, Assessment, and Instruction
- C** - Instructional Leadership
- D** - Faculty
- G** - Administration and Governance
- E** - Academic Support and Student Development Services
- F** - Physical Plant and Instructional Support Facilities
- H** - School Budget and Finances
- I** - Instructional Planning and Development

# 2018 CAI Overall Final Ratings

## FULL COMPLIANCE WITH INNOVATIONS

- final rating of 4

## FULL COMPLIANCE

- final rating of 3

## SUBSTANTIAL COMPLIANCE

- final rating of 2 with 3 or higher in at least 2 Core Areas

## PARTIAL COMPLIANCE

- final rating of 2 in all Core Areas

## LIMITED COMPLIANCE

- final rating of 1 with 2 or higher in at least 2 Core Areas

## FAILED

- final rating of 1 or 0

# TEACHERS' SALARY SUBSIDY (TSS)



# TSS NATIONAL DATA

	2019-2022	2020-2021	2021-2022
Recipients	51,739	45,423	44,270
Schools	3,496	3,473	3,453
Amount of Subsidies	920.22 Million	810.84 Million	792.81 Million

Source: PEAC National Secretariat (as of August 8, 2022)  
GASTPE Data is based on total schools with billed ESC Grantees, TSS Recipients and VPBs

# SENIOR HIGH SCHOOL VOUCHER PROGRAM



# APPLICABLE VOUCHER VALUES

Location of Non-DepEd SHS	QVR Category	Voucher Amount	Voucher Amount for SUC or LUC
National Capital Region (NCR)	Categories A, B, F, G	22,500	11,250
	Categories C, D, E	18,000	
Highly urbanized cities (HUCs) outside of NCR	Categories A, B, F, G	20,000	10,000
	Categories C, D, E	16,000	
All other locations	Categories A, B, F, G	17,500	8,750
	Categories C, D, E	14,000	

# SHSVP NATIONAL DATA

	2019-2020	SHS VP in Private %	2020-2021	SHS VP in Private %	2021-2022	SHS VP in Private %
<b>VPBs</b>	<b>1,308,665</b>	<b>96%</b>	<b>1,172,737</b>	<b>98%</b>	<b>1,181,367</b>	<b>96%</b>
<b>Schools</b>	<b>4,664</b>	<b>95%</b>	<b>4,563</b>	<b>94%</b>	<b>4,532</b>	<b>93%</b>
<b>Amount of Vouchers</b>	<b>22.65 Billion</b>		<b>20.13 Billion</b>		<b>20.27 Billion</b>	

Source: PEAC National Secretariat (as of August 8, 2022)  
Department of Education (as of January 15, 2022)  
GASTPE Data is based on total schools with billed ESC Grantees, TSS Recipients and VPBs  
Private Enrollment Data includes Learners with Special Education (ES)

## AVERAGE TUITION FEES OF SENIOR HIGH SCHOOL

Source:  
PEAC Monitoring and Processing Unit,  
As of July 5, 2022

Region	Number of Schools	Average Tuition, Other and Miscellaneous Fees
Region 1	250	22,718.43
Region 2	138	21,482.60
Region 3	596	22,023.82
Region 4	857	27,694.11
Region 5	252	23,167.72
Region 6	255	26,417.12
Region 7	321	28,154.45
Region 8	127	21,583.51
Region 9	134	23,285.59
Region 10	229	21,896.50
Region 11	214	24,089.73
Region 12	165	20,469.86
Region 13	87	20,552.29
NCR	634	37,155.99
CAR	101	25,651.00
BARMM	102	19,455.32
MIMAROPA	113	20,223.60
	(Total) <b>4,575</b>	(Average) <b>26,041.83</b>



# MONITORING

✓ 100% Post-Billing Audit of all  
GASTPE grantees



# POST-BILLING AUDIT OF THE EDUCATION SERVICE CONTRACTING AND SENIOR HIGH SCHOOL VOUCHER PROGRAMS

The Post-billing Audit process is designed to be a monitoring mechanism that would allow the Private Education Assistance Committee (PEAC) to monitor schools that participate in the Education Service Contracting (ESC) program and Senior High School Voucher Program (SHS VP) for program compliance.

## **Objective:**

Ascertain the existence and identities of ESC grantees and SHS VP beneficiaries that participating-schools include in the billing statements they submit to the PEAC and the Department of Education.

## **Requirements:**

1. DepEd Learner Information System (LIS) - learner and enrollment data
2. PEAC ESC Information Management System - billing data
3. PEAC SHS Voucher Management System - billing data
4. Updated Application Program Interface (API) from DepEd to allow the PEAC billing systems to gather data from the LIS





# GASTPE WORKPLAN 2022-2023





## 2022 Orientation Conferences on the Implementation of the ESC, TSS and SHS Voucher Program in SY 2022-2023

9:00 AM - 12:00 PM | via Zoom

Regions	ESC and TSS Orientation	SHS VP Orientation
Region 1, 2, 3 and CAR	July 26, 2022	August 4, 2022
Region 4A, 4B and 5	July 27, 2022	August 5, 2022
NCR	July 28, 2022	August 8, 2022
Region 6 and 8	July 29, 2022	August 9, 2022
Region 7	August 1, 2022	August 10, 2022
Region 9, 10, 11, 12, 13	August 2, 2022	August 11, 2022
BARMM	August 3, 2022	August 12, 2022

July 12-21, 2022 registration period for the ESC and TSS Orientation Webinars

July 22-30, 2022 registration period for the SHS VP Orientation Webinars

Please go to <https://ors.peac.org.ph/> for registration details.



# 2022 Orientation Conferences for DepEd School Division Superintendents

9:00 AM - 12:00 PM | via Zoom

Regions	Date
Luzon	August 15, 2022
Visayas	August 16, 2022
Mindanao	August 17, 2022

# CERTIFICATION ORIENTATION FOR SY 2022-2023

1:30PM - 5PM | via  zoom

**Attention: ESC Participating Schools due for eRecertification and eRevisits SY 2022-2023**

(Target Attendees: School Head/JHS Principal, and two (2) other representatives per school)  
Registration is free but must pre-register starting July 18, 2022.

REGIONS  
**1, 2, 3 & CAR**  
**July 26, 2022**

REGIONS  
**4A, 4B & 5**  
**July 27, 2022**

**NCR**  
**July 28, 2022**

REGIONS  
**6 & 8**  
**July 29, 2022**

REGION  
**7**  
**August 1, 2022**

REGIONS  
**9, 10, 11, 12 & 13**  
**August 2, 2022**

**BARMM**  
**August 3, 2022**

For inquiries, please contact the Certification Unit at [certification@peac.org.ph](mailto:certification@peac.org.ph) or call **0917-5013669 / 0917-3070071**.



# IMPORTANT DATES FOR CERTIFICATION ACTIVITIES

## **Release of Final Report for Schools that Underwent Certification Activities SY 2021-2022**

**Starts May 31, 2022**

*Final reports will be released by batch  
beginning with schools scheduled  
October 2021. System-generated  
communication will be sent to schools  
once reports are available for download  
in their respective EIS accounts.*

## **ESC Schools Due for eRecertification SY 2022-2023**

*submission period of ESC requirements*

**PART I & PART II:  
August 1, 2022 to September 23, 2022**

**PART III:  
One month before the actual  
schedule of each school**

## **Application Period for the ESC program for SY 2022-2023**

**August 1, 2022 to  
October 28, 2022**

Go to **<https://peac.org.ph/certification/>** for more details.

For inquiries, please contact the Certification Unit at **[certification@peac.org.ph](mailto:certification@peac.org.ph)** or **0917-5013669 / 0917-3070071**.



## TRAINING CONFERENCES FOR 2022-2023

<b>Bootcamp 3.0 and Certifiers' Training c/o Certification Unit</b>	<b>August 20, 27 and September 3, 2022</b>
<b>Training for PEAC Monitors c/o MPU</b>	<b>October 7, 2022</b>
<b>Training for Registrars and IMS/VMS Point Persons c/o MPU</b>	<b>August 24-26, 2022</b>
<b>Training for Regional Program Associates c/o MPU</b>	<b>June 24-25, 2022</b>
<b>Training of DepEd Personnel (PMO) on GASTPE Systems and Admin Panel c/o ITIM</b>	<b>August 30, 31, and September 1, 2022</b>
<b>Certification Readiness Training c/o Certification Unit</b>	<b>Aug. 26, 29, 31; September 2, 5, 2022</b>

**Please check the PEAC website and Facebook page for registration details.**



# **GASTPE BILLING AND MONITORING PERIOD FOR 2022-2023**

<b>ESC and SHS VP Billing Period</b>	<b>September 1 – December 15, 2022</b>
<b>TSS Billing Period</b>	<b>February 1, 2023 – March 31, 2023</b>
<b>Monitoring Period</b>	<b>November 7, 2022 – February 24, 2023</b>

# INTERNALLY- FUNDED RESEARCH

- ✓ Development of Standards for various learning modalities
- ✓ Impact Evaluation of INSET
- ✓ Process Evaluation of PEAC Certification



# INTERNALLY FUNDED PROGRAMS OF ASSISTANCE FOR PRIVATE EDUCATION





# TRAININGS AND CONFERENCES



# TRAINING ON K-6 IQA

January to March 2023


## Rationale of the Design and Development of the SQAI-ES

Starting with the K12 curriculum, a series of program and professional standards have been implemented to ensure in all basic education levels the delivery of quality education responsive to the demands of the 21<sup>st</sup> century workplace. As stated in the Department of Education (DepEd) Order no. 21, s. 2019, the use of these standards will "...make the basic education system in the Philippines at par with international standards by ensuring that it is appropriate, responsive and relevant to the learners."


While the quality assurance needs of private Junior High schools have been addressed by PEAC through certification with the PEAC CAI, **the adoption and implementation at the elementary level of similar quality mechanisms aligned with the K12 program is another area of concern.**

With no quality assessment instrument to guide them, elementary schools run the risk of implementing programs that are not aligned with K12 standards or fall short of K12 standards and requirements.


CONTEXT




Miguel Rapatan



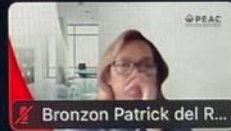
Doris Fernandez Ferrer




Ma. Helena Desiree T...



Precy Labao



Bronzon Patrick del R...



Alvert Tria

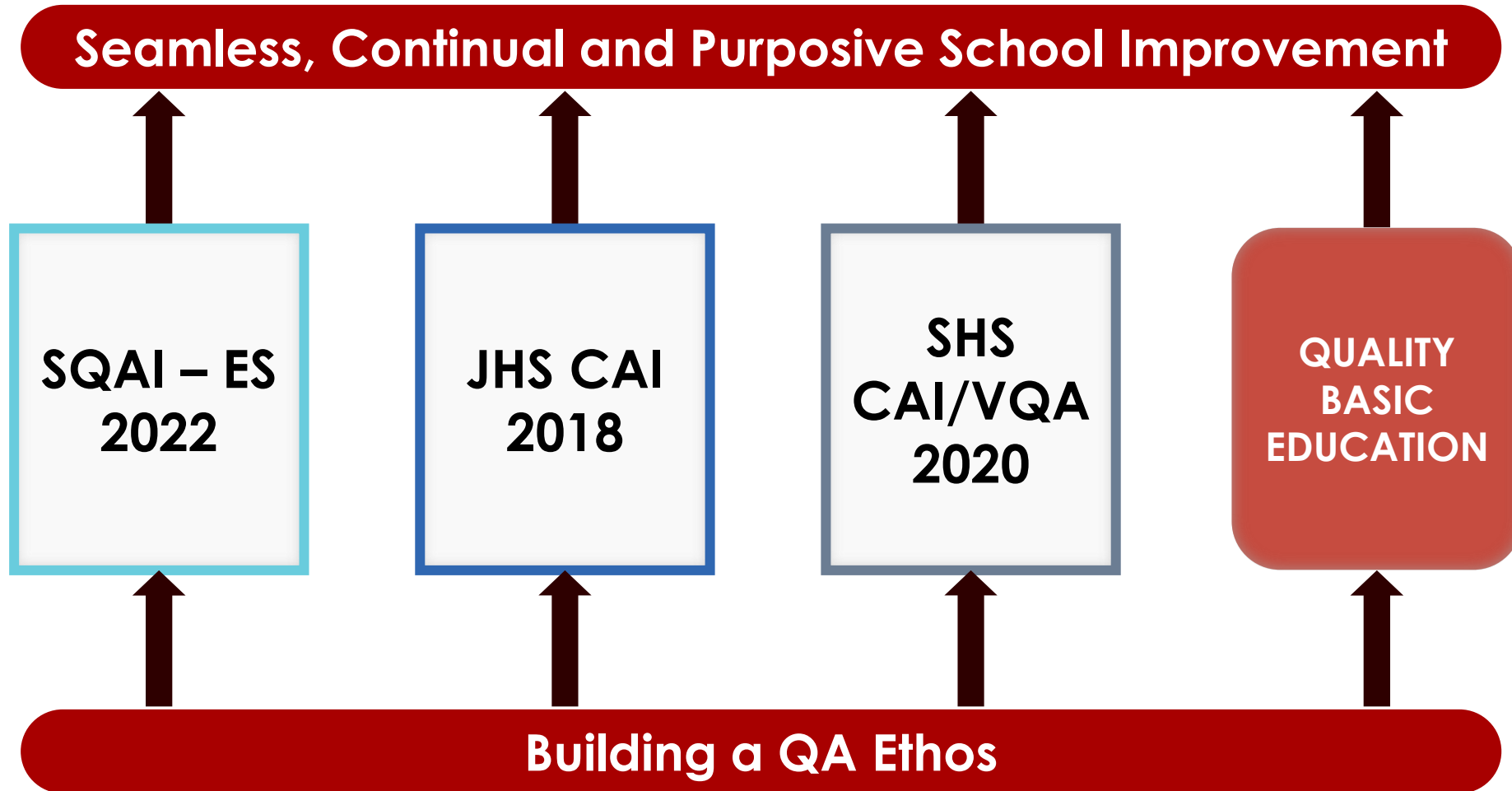


# SHS Voluntary Certification

## First Quarter 2023



# PEAC INITIATIVES TOWARDS CONTINUOUS SCHOOL IMPROVEMENT



# REPORTS, PUBLICATIONS AND OTHER RESOURCES



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

May 2021



## **FUTURE-PROOFING PRIVATE EDUCATION IN THE NEXT DECADE: PEAC STRATEGIC PLAN FOR 2021-2024**

The report contains the synthesized outputs from previous discussions with PEAC and various education stakeholders. The sections of the report focuses on the Changing Context of Private Education and PEAC; Triangulating our Understanding of Private Education Concerns and Challenge; The Role of PEAC for Private Education Development; Takeaways and Tabled Thoughts from the Strategic Planning; and the Road Ahead for PEAC. Also included in the report are the updated vision, mission, core values and strategic directions.

To read or download the report, go to the PEAC website at  
<https://peac.org.ph/resources/>



(02) 8.570.7322



(02) 8.511.7695



@PEACOfficial



peac.org.ph



Private Education Assistance Committee



# THE PHILIPPINE EDUCATION RESEARCH JOURNAL (PERJ) HAS PUBLISHED ARTICLES FOR ITS DECEMBER 2019 AND DECEMBER 2020 ISSUES

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# COMPETENCIES OF PRE-SERVICE LANGUAGE TEACHERS: TOWARDS DEVELOPING A LANGUAGE TRAINING PROGRAM

Joselito C. Gutierrez and Felina Panas-Espique



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## Competencies of pre-service language teachers: Towards developing a language training program

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### Structured abstract

**Background:** To provide proper and quality teaching and training of would-be teachers is the mandate of teacher education institutions. Hence, they are expected to ensure that the would-be teachers that they are training are able to demonstrate the essential competencies required in various domains to become effective and competent teachers. If well-equipped, they can efficiently establish the meaning and purpose of education and promote the potentials of their future learners.

**Purpose:** Identify the competency levels of pre-service language teachers and develop a competency-based training program for their improvement.

**Participants:** The respondents of this research were 65 pre-service language teachers in five Philippine teacher education institutions, cooperating teachers in the laboratory schools, and supervising instructors during the second semester of academic year 2013–2014.

**Research design:** Mixed-method design (explanatory sequential design)

**Data collection and analysis:** A 100-item examination identified the competency levels of the pre-service teachers in the areas of language curriculum, foundations of language and literature, and teaching methodology. In the treatment of the qualitative data, significant statements of the respondents that helped clarify dubious results in the quantitative data were filtered. To identify the significant statements, frequent or common statements were considered. These statements were then used within the results and discussion section to clarify, substantiate, and confirm the outcome of the quantitative results.

**Findings:** The quantitative results of the study revealed that the language competency levels of the pre-service teachers in the areas of curriculum, theoretical foundations in language, theoretical foundations in literature, and methodology are at the beginning level. The qualitative results presented the suggestions given by the in-service teachers in improving the performance of the pre-service teachers, namely: intensified pre-service language teachers' training, updated in-service language teachers' training, inflamed love for reading, aligned language curriculum, defined admission policy, and mastered basic language skills for language teachers, thus the formulation of the Helm of Competency Improvement.

**Recommendation:** It is highly recommended that teacher education institutions strengthen their curricular alignments and trainings in their different course offerings using existing international standards for language education.

### Keywords

helm of competency improvement, language competency, pre-service training

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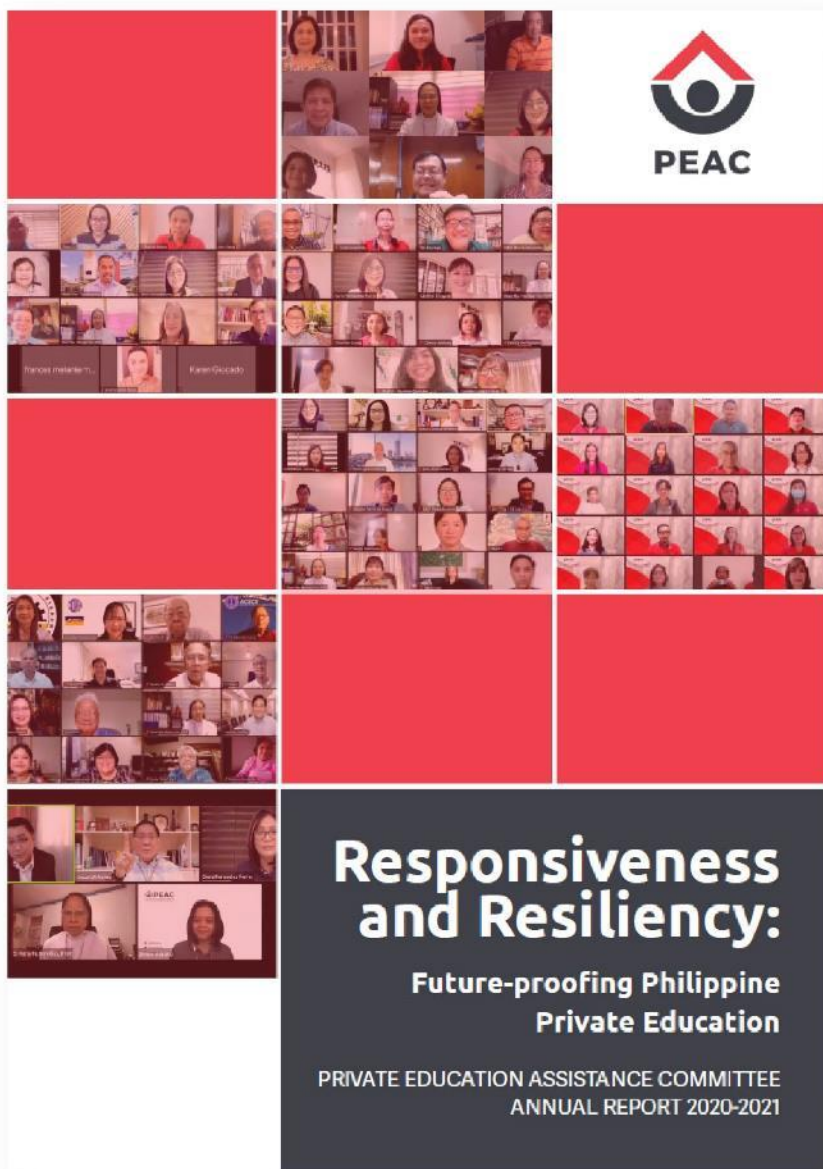
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### Introduction

Quality pre-service teacher education is one of the significant elements in providing quality education (Commission on Higher Education, 2004, Article 1, Section 1). Quality education in the Philippines will only be achieved if the teachers are properly trained and prepared to take various roles and functions of a real teacher. It is imperative to set high standards in setting and defining

objectives, competencies, and pre-service teacher education curriculum standards.

In the Philippines, fourth among the nine urgent and critical tasks of the Education for All (EFA) 2015 Plan (Philippine Education for All 2015: Implementation and Challenges, n.d.) is to continuously help all teachers improve their teaching practices. There must be an adoption of measures to enhance capacity and competencies



## PEAC ANNUAL REPORT FOR FY 2020-2021 IS NOW AVAILABLE

The report details the accomplishments of the PEAC in co-implementing externally funded programs, namely the Department of Education's Education Service Contracting (ESC), Teachers' Salary Subsidy (TSS), SHS Voucher Program (SHS VP), the In-Service Training (INSET), and the Bayanihan for Basic Education (BBE) as well as implementing internally funded programs of assistance for private education in the areas of training, school quality assurance, school improvement programs, and grants programs.

To read or download the report, go to the PEAC website  
at <https://peac.org.ph/2021peacannualreport/>.



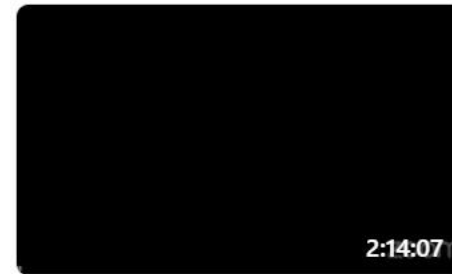
# LEARNING MODULE REPOSITORY AND WEBINAR RECORDINGS

The screenshot displays the PEAC (Private Education Assistance Committee) website. The top section features a navigation bar with links to 'About PEAC', 'PEAC Strategic Plan for 2021-2024', 'Programs', '2021 PhilEd Conference', 'PEAC News', and 'Resources'. Below this, there are two main columns: 'Downloadable Files' and 'Quick Links'. The 'Downloadable Files' column lists various documents such as 'PEAC', 'Orientation Conferences on ESC, TSS, and SHS VP Program Implementation Guidelines Presentation Materials', 'PEAC Meeting with TES-participating PHEDs in AY 2019-2020', 'PEAC Webinar Presentations', 'Orientation seminars on the processing of payments of the TES Program in AY 2019-2020', and '2021 PhilEd Conference Materials'. The 'Quick Links' column provides links to 'Link List of schools to undergo e-Certification (Applicants) SY 2021-2022', 'Schedule of schools to undergo e-Certification (Applicants) SY 2021-2022', 'e-Certification Schedule for SY 2021-2022', 'e-Certification Review Schedule SY 2021-2022', 'e-Certification Review Schedule SY 2021-2022', 'Learning Module Repository (Integrated Information System: Voucher Management System (VMS))', and 'TES Management System (TMS)'. Below these columns is a search bar and a large red and black banner with the PEAC logo. The bottom section shows a YouTube channel page for 'Private Education Assistance Committee' with 8,31K subscribers. It includes a navigation bar with links to 'HOME', 'VIDEOS', 'PLAYLISTS', 'COMMUNITY', 'CHANNELS', and 'ABOUT'. The 'Created playlists' section lists several playlists, including 'The PEAC Educational Leadership Series', 'Senior High School Voucher Management System (VMS)', 'Education Service Contracting Information Management...', 'Information Management System-Teachers' Salary...', 'Enterprise Information (EIS) Tutorial Videos', '2021 GASTPE Orientation Conferences (ESC, TSS, and...', 'PEAC Webinar Series', 'TMS Tutorial', 'FAPE 50', and 'Philippine Education Conference'.

## The PEAC Educational Leadership Series • 9

[See All](#)

The PEAC conducted a series of free webinars entitled LIDER: Leadership, Innovation and Dynamism towards Educational Reforms last July 20-22, 2020 via Facebook Live.



### LIDER 3: Leadership, Innovation and Dynamism towards Educational...

15 weeks ago · 13K Views

578



### LIDER 3: The Rule of Law as Foundation of Democracy

15 weeks ago · 12.2K Views

577



### LIDER 2: Social Media as a Force for Good with Prof. Christian Esguerra

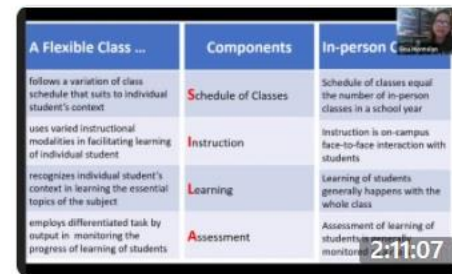
45 weeks ago · 13.7K Views

419

## PEAC K-12 Webinar Series • 15

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PEAC hosts free webinar series for K-12 teachers and school administrators



### Monitoring Flexible Classes of SHS Core Subjects

a year ago · 37.2K Views

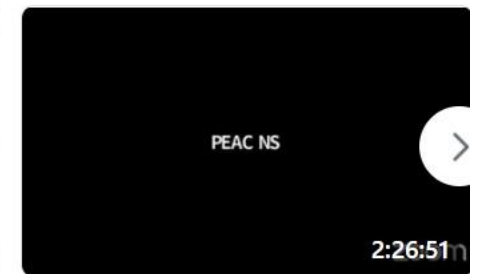
2.6K



### Teaching SHS Core Subjects in a Flexible Class

a year ago · 29.4K Views

2.4K



### Assessing SHS Learners' Performance in Flexible Classes of Core Subjects

a year ago · 40.5K Views

3.6K



*We did it to serve you better.*

## **The PEAC National Secretariat had a successful ISO 9001:2015 Surveillance Audit.**

The 2nd ISO Surveillance Visit  
is scheduled on May 24, 2023.



# **ISO 27001:2013**

## **INFORMATION SECURITY MANAGEMENT SYSTEM**



DISSEMINATION FORUM SOON

# A Framework for Guiding the Complementary Roles of Private and Public Educational Institutions in the Philippines (Phase II)

Presentation to PEAC on 23 June 2022



# Development of the Basic Education Public-Private Cooperation and Partnership (BE-PPCP) Framework

## A Long-term Perspective Plan.

- ▶ Provide clear vision of the direction and path forward
- ▶ Provide basis for developing a shared understanding of the nature, scope, and goals of PPP and strengthening consensus among stakeholders
- ▶ Improve coordination of government and private sector efforts in education
- ▶ Crafted through the collaborative effort of DepEd, private education organizations, NEDA, DBM and legislative leaders
- ▶ Supported by a research agenda and founded on empirically informed view
- ▶ Built on the experience of the ESC, SHSVP and JDVP-TVL





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