

INSTITUTIONALIZING COMPLEMENTARITY OF PUBLIC AND PRIVATE EDUCATION: STRATEGIC & OPERATIONAL CHALLENGES

A CEAP POSITION PAPER ON
COMPLEMENTARITY

FR KAREL SAN JUAN SJ

1. We need a paradigm shift and change in strategic mindset, toward at least three directions.

1. WE NEED A PARADIGM SHIFT AND CHANGE IN STRATEGIC MINDSET

**1.a. EDUCATION IS A PUBLIC GOOD.
HENCE GOVERNMENT SHOULD TAKE CARE OF ITS
DELIVERY, IN *BOTH* PUBLIC AND PRIVATE**

**1.b. BOTH PUBLIC
AND PRIVATE
SCHOOLS SHOULD
BE STRENGTHENED,
FOR THEIR VALUE
AND POTENTIAL,
FOR ACCESSIBLE AND
QUALITY ED**

**1.d. WE NEED A
MAJOR RE-
ORIENTATION OF
PARADIGMS AND
MINDSETS OF
EDUCATION
STAKEHOLDERS**

**1.c. CITIZENS esp
PARENTS & LEARNERS
SHOULD BE FREE &
EMPOWERED TO
CHOOSE THEIR
SCHOOLS, & NOT BE
CONSTRAINED BY
TUITION FEE LEVELS &
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1.a. We need to reaffirm that education is a public good, which means it is the right of all citizens to be educated. The public is entitled to it. Being a public good, government is responsible for its delivery as a basic service to its people.

1.b. It follows that both public and private schools should be strengthened, since both serve the public good that is education of our people.

1.c. These two points lead to **freedom of student choice**, a basic principle in the complementarity mandate. Citizens, especially the parents of students, and the learners themselves, are thus empowered and given the freedom to choose their schools unencumbered by their capacity to afford or not the tuition fee rates of their chosen schools.

1.d. Education stakeholders should thus be reoriented toward the three strategic perspectives above. Our key agencies in education, DepEd, CHED, and TESDA, as well as other agencies contributing to the whole-of-government approach to education (e.g. DOLE, DOH, DSWD, DTI, local government units) should enable their people, at all levels (e.g. central to field offices) to truly understand the private sector, the issues and concerns of private education, and the synergy that can be achieved through private and public complementarity.

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2. We need to operationalize this new strategic paradigm of complementarity through at least three operational directions.

2. WE NEED TO OPERATIONALIZE THIS NEW STRATEGIC PARADIGM

2.a. ESTABLISHING SCHOOLS: BASED ON LOCAL NEEDS, SCHOOL NICHES, REASONABLE COMPETITION, ADDRESSING CONGESTION ISSUES

2.b. GOVERNMENT FUND ALLOCATION: TO FACILITATE STUDENT CHOICE, TEACHER WELFARE, QUALITY FOR BOTH PUBLIC & PRIVATE; EQUITY AND SOCIALIZED

2.d. COLLABORATIVE PLANNING & INDEPENDENT STUDENT PERFORMANCE ASSESSMENT: NATIONAL AND LOCAL LEVELS, JOINT INITIATIVES

2.c. EQUAL REGULATION FOR BOTH PUBLIC & PRIVATE: QUALITY-DRIVEN, INDEPENDENT FROM OPERATIONS, MARKET-SENSITIVE, SUPPORTIVE OF INNOVATION



2.a. Complementarity can be realized in decisions that lead to the establishment of schools. **The feasibility of establishing new schools, whether public or private, can be more strategically based on context and complementarity**

2.b. Government funds for education can be strengthened in terms of their capacity for: facilitating freedom of student choice (e.g. the current voucher system, scholarship grants), ensuring teacher welfare (e.g. rationalization and standardization of salary scales across public and private, subsidies to address the gap of public and private salaries), assuring and upgrading quality of education for both public and private, applying principles like equity (e.g. socialized schemes) and subsidiarity.

2.c. The Constitution also mandates the State to pursue complementarity through “reasonable supervision and regulation of all educational institutions.” **The kind of regulation and supervision should flow from the strategic perspectives of complementarity.** It should be fundamentally respectful of **academic freedom**, also enshrined in the Constitution.

2.d. The three operational imperatives above would necessitate that both public and private sectors of education will be involved in **collaborative planning and governance, at all levels: national central office, regional offices, local bodies.**

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3. Our next steps should consider the following:

3.a. Build some level of consensus among education stakeholders from government (especially Executive, Legislative, local government units), private sector, and civil society on a framework of complementarity in both its strategic and operational dimensions.

3.b. Acknowledge and support current proposed legislation (e.g. SB 167) aimed at institutionalizing funding, regulation, and governance frameworks beyond temporary orders or budgets **and initiatives in the Executive branch** (e.g. DepEd DO 6, 2024, planned memoranda on complementarity of CHED and TESDA) on complementarity and align their strategic and operational dimensions according to the framework (3.a).

3.c. Work for the application and integration of complementarity in its strategic and operational dimension in policies, structures, systems, and processes of DepEd, CHED, and TESDA, e.g. through the Memoranda issuances, Manual of Regulations for Private Schools in Basic Education, Manual of Regulations for Private Higher Education.

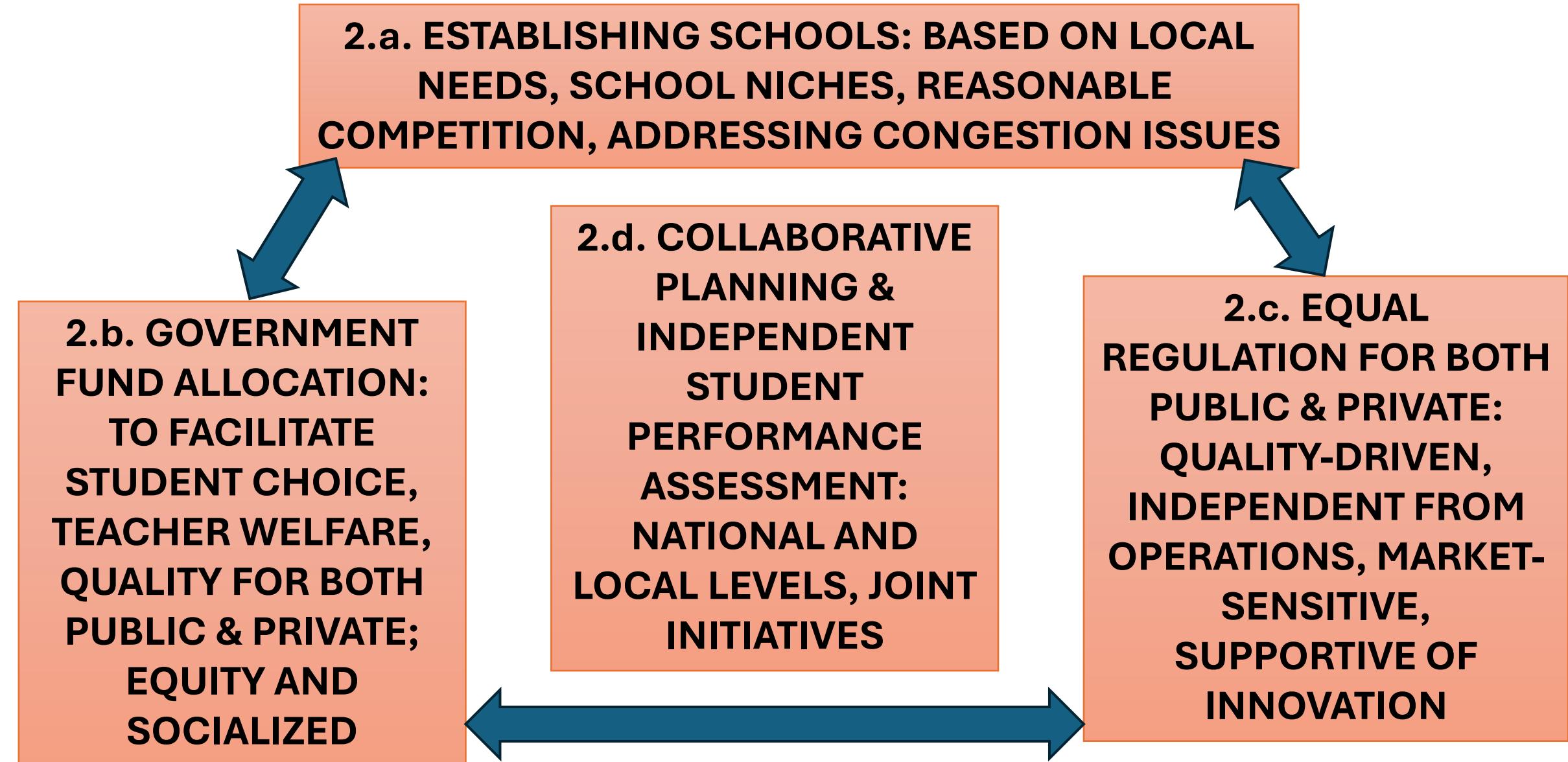
3.d. Identify gaps in both strategic and operational levels, and work toward comprehensiveness in frameworks for legislation and executive action.

3.e. Acknowledge existing initiatives and proposals on at the local levels that already apply the complementarity principle and mandate, in specific forms and dimensions (e.g. collaboration of schools with their LGUs and DepEd divisions on literacy, teacher training, remediation, addressing malnutrition and early childhood care, etc.)

3.f. Ensure participation of private school associations in governance structures of CHED, DepEd, TESDA, LGUs, and other agencies, through permanent membership and regular consultations. For example, among the CHED Commissioners should be representatives from the private schools and universities.

3.g. Form a national level public-private partnership on complementarity to facilitate, plan for, implement, supervise, and monitor this whole long process of making complementarity a reality in Philippine education.

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