

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

**DORIS FERNANDEZ FERRER**

Executive Director  
Private Education Assistance Committee



# EDCOM2

The Second Congressional Commission on Education

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

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



# 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.



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PEAC Chair  
Secretary, Department of Education  
(DepEd)



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



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



**Engr. Bernard Nicolas  
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PACU President



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

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



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



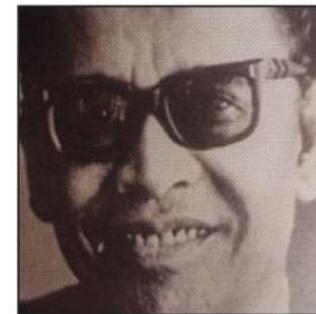
**ATTY. NICANOR Y. FUENTES**  
*NEC (now NEDA)*



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



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



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

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

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

Sir :

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

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

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

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

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

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

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**MINISTER MOHAGHER M. IQBAL**

Region BARMM

## VISION

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

## **MISSION**

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

## CORE VALUES

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

# Strategic Direction

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

May 2021

**SD1**

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

**SD2**

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

**SD3**

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

**SD4**

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

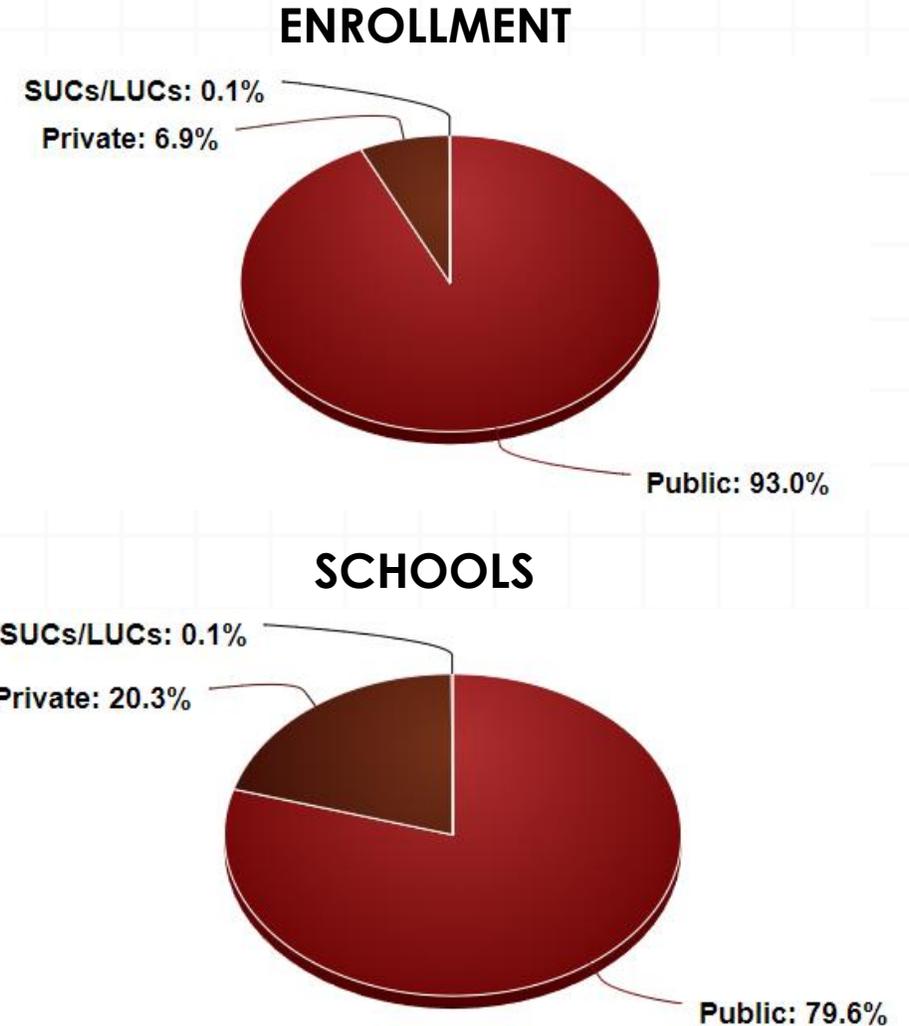
**SD5**

**Organizational capacity and resources made robust.**

# NATIONAL DATA FOR SY 2022-2023

## Elementary

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

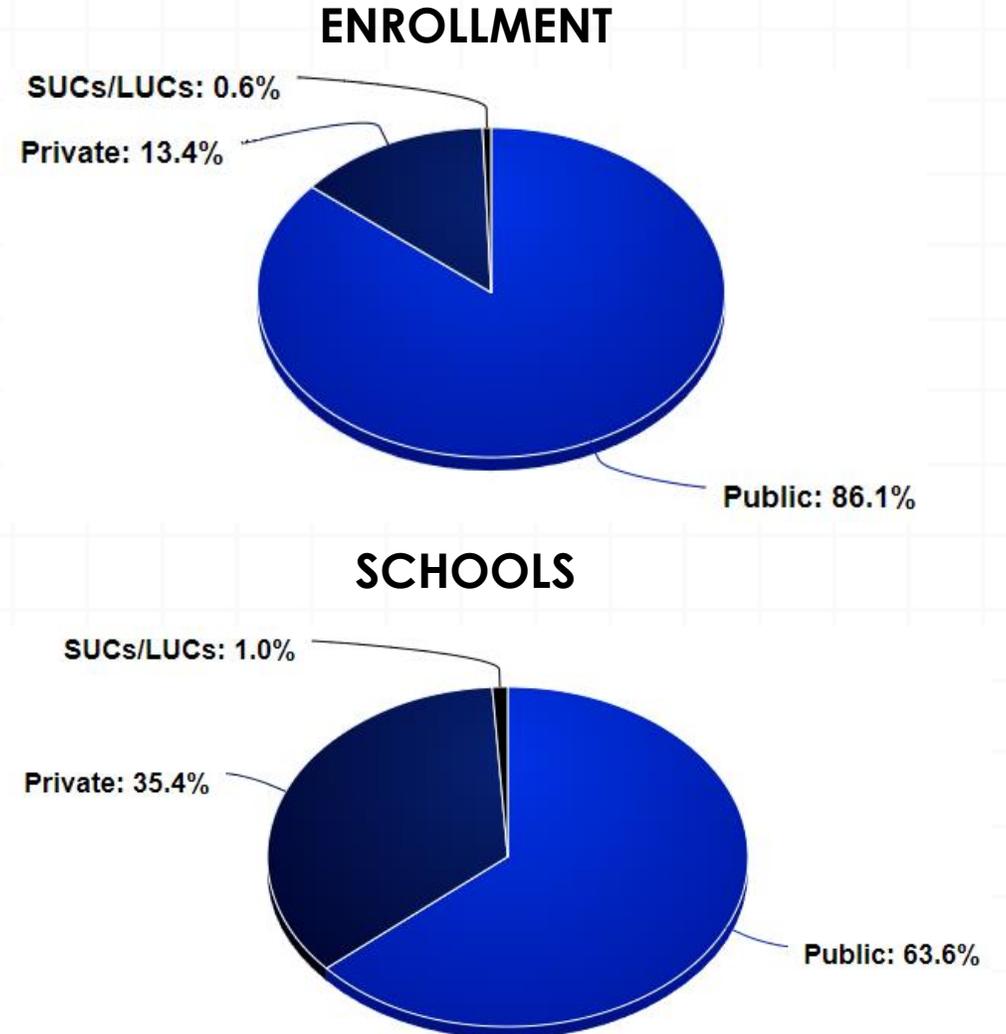


Source: Department of Education (as of January 10, 2023)  
Enrollment Data includes Learners with Disability (LWD)

# NATIONAL DATA FOR SY 2022-2023

## Junior High School

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

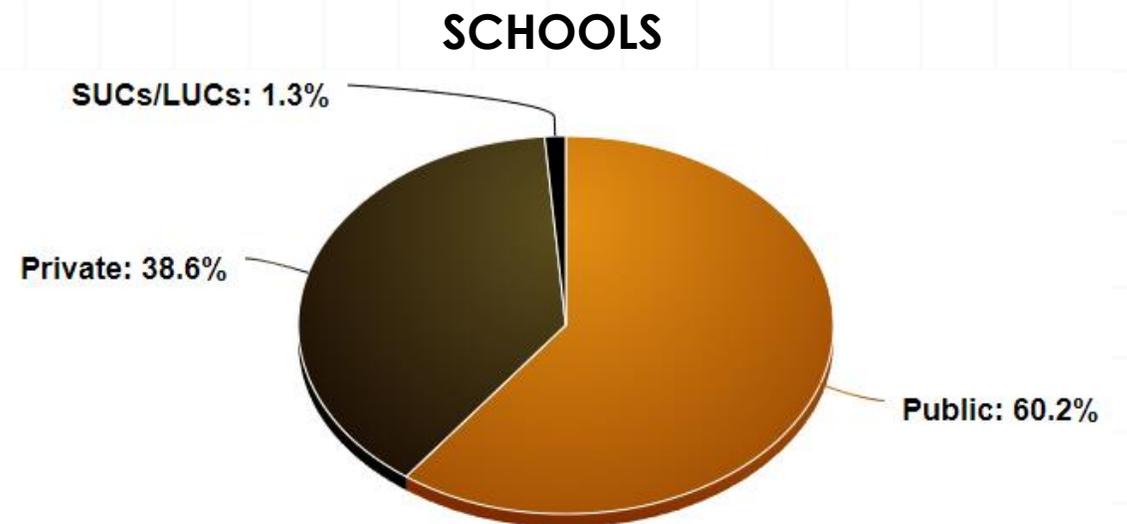
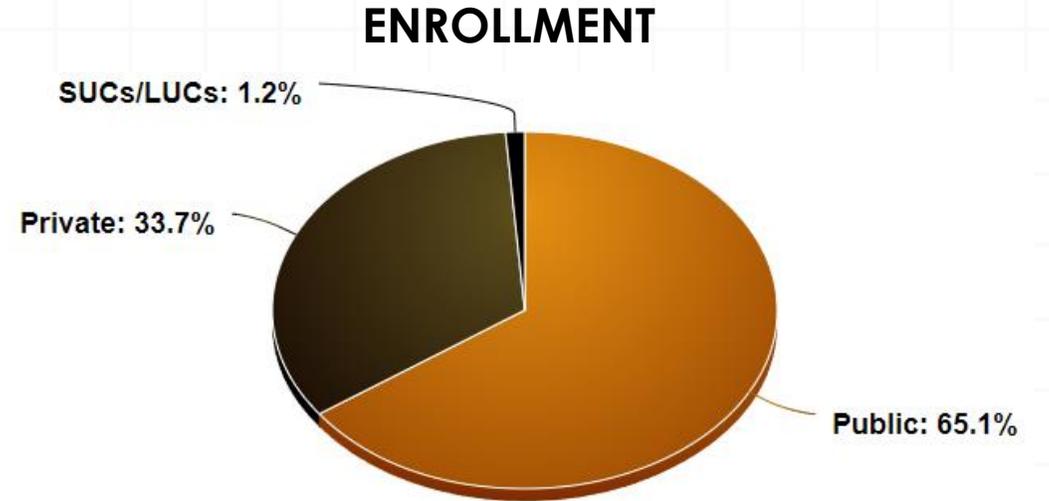


Source: Department of Education (as of January 10, 2023)  
Enrollment Data includes Learners with Disability (LWD)

# NATIONAL DATA FOR SY 2022-2023

## Senior High School

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



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

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

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

### Felipe named deputy education minister

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

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

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

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

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

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

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

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

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

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

Considering tuition fee as an immediate and pressing issue, Corpuz

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

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

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

To page 12



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

FAPE Bulletin (July 1981)



# Brief History of the GASTPE Program

1980

## PEAC PILOTED THE ESC PROGRAM

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

1986

## NATIONAL EXPANDED PILOT

- Started with 158 participating schools
- Php5M financed by DECS

1989

## RA 6728 (GASTPE LAW) ENACTED

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

1991

## MANAGEMENT WAS TRANSFERRED TO DECS

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

2013

## RA 10533 (K TO 12 LAW) PASSED

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

2004

## ESC CERTIFICATION PROGRAM

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

1998

## RA 8545 (EGASTPE LAW) ENACTED

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

1996

## ESC MANAGEMENT BACK TO PEAC

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

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

Findings and Recommendations

14 August 2020



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



The logic behind the programs are plausible

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



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# PERFORMANCE HIGHLIGHTS



## 2022-2023 PERFORMANCE HIGHLIGHTS

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

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

2022-2023 PERFORMANCE HIGHLIGHTS

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

Education Service Contracting  
SHS – Voucher Program

923,314  
1,355,135

**2022-2023 PERFORMANCE HIGHLIGHTS**

**3,641**

**Schools served in the  
ESC Program**

**Schools served in the  
SHS Voucher  
Program**

**4,547**

## 2022-2023 PERFORMANCE HIGHLIGHTS

# 33B+

**Subsidies processed**

ESC

8.87B

TSS

873.17M

SHS Voucher

23.47B

## 2022-2023 PERFORMANCE HIGHLIGHTS

SY 2021-2022

1,376

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

SY 2022-2023

1,151

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

# Current Advocacy Initiatives





# Priority Areas and Issues



## EARLY CHILDHOOD CARE AND DEVELOPMENT (ECCD)

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



## BASIC EDUCATION

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



## HIGHER EDUCATION

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



# Priority Areas and Issues



## TEACHER EDUCATION AND DEVELOPMENT

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



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

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



## GOVERNANCE AND FINANCE

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



## CROSS-CUTTING

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

# The State of Global Learning Poverty: 2022 Update



## Learning poverty

The World Bank has released a report measuring “learning poverty” – inability to read and understand short, age-appropriate texts by the age of 10 – across the globe. Here is a list of countries in Asia culled from that report.

Country	School-going children (%)		
	Learning poverty	Learning deprivation	Schooling deprivation
<b>Singapore</b>	<b>2.8</b>	<b>2.7</b>	<b>0</b>
South Korea	3.2	0.8	2.5
Japan	3.6	1.8	1.8
Vietnam	18.1	18.1	0
China	18.2	18.2	0
Thailand	23.4	21.9	1.9
Malaysia	42	41.7	0.5
Indonesia	52.8	49.4	6.8
India	52.8	49.4	6.8
The Philippines	90.9	90.4	5

NOTE: A lower number reflects better performance

SUNDAY TIMES GRAPHICS

PHILIPPINES

# Half of PH schools for teachers perform poorly in licensure exams

A Philippine Business for Education study on the Licensure Examination for Teachers from 2009 to 2017 shows most of the weak schools for teachers are in Mindanao

**“In the past 9 years, takers of the Licensure Examination for Teachers (LET) registered only a “dismal” 31% passing rate, according to a recent study by non-governmental organization Philippine Business for Education (PBEEd).”**



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

# PEAC SENIOR HIGH SCHOOL VOLUNTARY CERTIFICATION READINESS TRAINING

(SHS VCeRT) SY 23-24 | AUGUST 12 AND 19, 2023 VIA ZOOM

**Private SHS providers may register in one of the given dates above. Schools may send a maximum of 3 attendees composed of the SHS Principal (required) and 2 others involved in SHS planning and operations.**

Private SHS providers from BARMM will have a separate schedule (TBA).

Registration is **free** but schools must pre-register online starting **August 4, 2023**.

Register at **[ors.peac.org.ph](https://ors.peac.org.ph)**

For clarification/inquiries, please contact the Certification Unit at [shs.certification@peac.org.ph](mailto:shs.certification@peac.org.ph) or 0917.307.0071

## REGIONAL ORIENTATION CONFERENCES ON THE IMPLEMENTATION OF THE ESC, TSS AND SHS VOUCHER PROGRAM IN SY 2023-2024

Register at <https://ors.peac.org.ph>



### REGIONAL ORIENTATION CONFERENCES ON THE IMPLEMENTATION OF THE ESC, TSS AND SHS VOUCHER PROGRAM IN SY 2023-2024

All participating schools are required to attend the orientation. Attendance in the orientation has been made a pre-requisite to the creation of billing statements through the ESC IMS and SHS VMS.

Letter to schools, program, and schedule are available at

<https://peac.org.ph/2023gastpeorientationconferences/>

Participants must be fully vaccinated for Covid-19 to attend the orientation conferences.

REGION	DATE	VENUE	REGISTRATION DATES
Region I	August 1, 2023	Saint Louis College, City of San Fernando, La Union	June 19 to July 18, 2023
Region III Batch 1	August 1, 2023	The Orchid Gardens, San Fernando, Pampanga	June 19 to July 18, 2023
CAR	August 4, 2023	Saint Louis University, Baguio City	June 26 to July 21, 2023
Region XIII & BARMM	August 4, 2023	Father Saturnino Urios University, Morelos Theater, Basic Education Department, Morelos Campus, Libertad, Butuan City	June 26 to July 21, 2023
Region III Batch 2	August 8, 2023	The Orchid Gardens, San Fernando, Pampanga	June 26 to July 25, 2023
Region VII	August 8, 2023	University of San Jose-Recoletos, Cebu City	June 26 to July 25, 2023
Region V	August 11, 2023	Villa Caceres Hotel Naga, Naga City, Camarines Sur	June 26 to July 28, 2023
Region VI	August 11, 2023	University of San Agustin, Iloilo City	June 26 to July 28, 2023
Region II	August 15, 2023	St. Paul University Philippines, Tuguegarao City, Cagayan	June 26 to August 1, 2023
Region IX & BARMM	August 15, 2023	Grand Astoria Hotel, Zamboanga City	June 26 to August 1, 2023
NCR Batch 1	August 18, 2023	St. Paul University Manila, Pedro Gil, Manila	June 26 to August 4, 2023
Region IVB	August 18, 2023	FAITH Colleges, Tanauan, Batangas	June 26 to August 4, 2023
Region IVA Batch 1	August 22, 2023	Yazaki-Torres Manufacturing Special Economic Zone, Makiling, Calamba City	June 26 to August 8, 2023
Region XII & BARMM	August 22, 2023	The Farm at Carpenter Hill, City of Koronadal, South Cotabato	June 26 to August 8, 2023
Region X & BARMM	August 25, 2023	Grand Caprice Restaurant, Limketkai, Cagayan De Oro	June 26 to August 11, 2023
Region VIII	August 25, 2023	Summit Hotel Tacloban, Tacloban City	June 26 to August 11, 2023
Region IVA Batch 2	August 29, 2023	Yazaki-Torres Manufacturing Special Economic Zone, Makiling, Calamba City	June 26 to August 15, 2023
Region XI & BARMM	August 29, 2023	University of the Immaculate Conception, Bajada Campus, Davao City	June 26 to August 15, 2023
NCR Batch 2	August 31, 2023	St. Paul University Manila, Pedro Gil, Manila	June 26 to August 17, 2023

# 2023 IN-SERVICE TRAINING FOR JUNIOR HIGH SCHOOL AND SENIOR HIGH SCHOOL TEACHERS (ONLINE)

## JHS Theme

Achieving Students' Mastery and Differentiating Instruction for Standards-based Learning Recovery

## SHS Theme

Assessing Students' Learning through a Performance Task Reflective of the Four Exits of the K to 12 Program in a Volatile, Uncertain, Complex, and Ambiguous (VUCA) World

Run	JHS INSET	SHS INSET
17	Aug. 31 - Sept. 2	Aug. 23 - 25
18	Sept. 4 - 6	Aug. 28 - 30
19	Sept. 11 - 13	Sept. 7 - 9

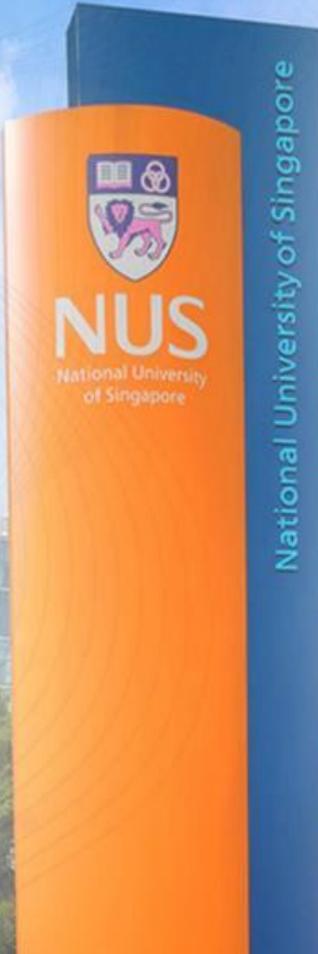
Registration starts on **August 7, 2023** and is open to all regions. The online INSET will be held via Zoom.

Register at [register.peac.org.ph](https://register.peac.org.ph)

Registration Fee: Php700

Registration closes 1 week before each training schedule.





**PEAC**  
PRIVATE EDUCATION ASSISTANCE COMMITTEE  
Trustee of the Fund for Assistance to Private Education

**LKY** Lee Kuan Yew  
School of Public Policy  
National University of Singapore

# DATA SCIENCE ANALYTICS: FROM DATA TO INSIGHTS

## Batch 2

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

Lee Kuan Yew School of Public Policy  
National University of Singapore

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**September 6 - 8, 2023**

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



**2023 PhilEd  
Conference**

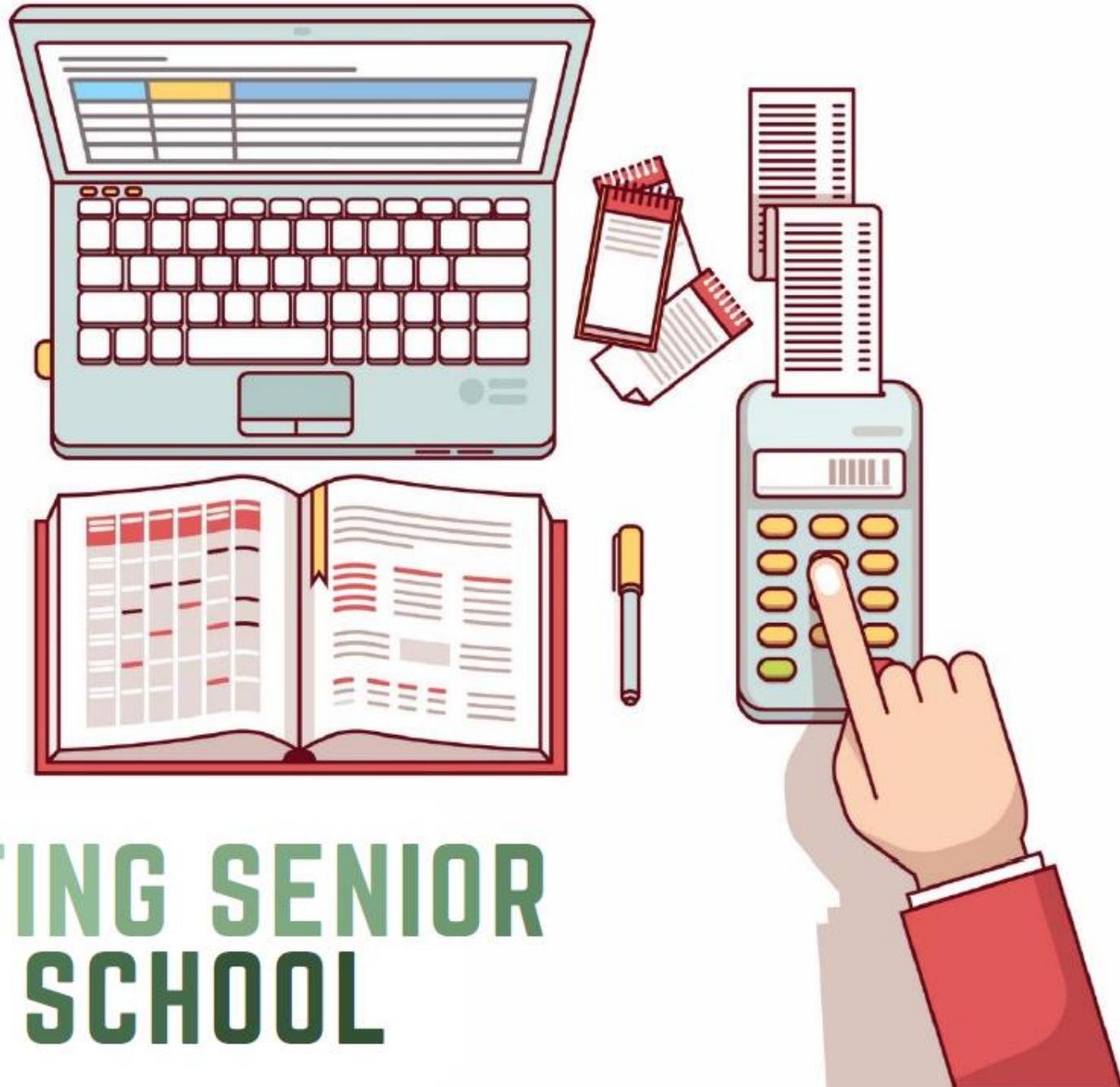
#2023PhilEd

# Inspiring Reforms that Transform Philippine Education

December 6-7, 2023 | SMX Convention Center, Pasay City

Opening of 2023 PhilEd Expo and By-Invitation-Only  
Pre-Conference Events Organized by Sponsors: December 5, 2023

**Register Now!** [peac.org.ph/2023philed](https://peac.org.ph/2023philed)



# COSTING SENIOR HIGH SCHOOL

## Recommended SHS Voucher amounts for 2020-2021

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

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



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



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



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



# POLICY BRIEF ON EXTENDING GASTPE TO K TO 6

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

Commitment to strengthen  
the organization



**ISO9001:2015**

Quality  
Management System

**CERTIFICATION MAINTAINED**



**ISO27001:2013**

Information Security  
Management System

**RECOMMENDED FOR CERTIFICATION**

CERTIFYING BODY:



# REGIONAL SECRETARIAT DIRECTORY

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

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

# NATIONAL SECRETARIAT DIRECTORY

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



# Thank you!



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

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 Private Education  
Assistance Committee