



PEAC

Investing in the Future

**OPERATIONALIZING THE COMPLEMENTARITY BETWEEN
PRIVATE AND PUBLIC EDUCATION IN THE PHILIPPINES**

PRIVATE EDUCATION ASSISTANCE COMMITTEE
ANNUAL REPORT 2019-2020





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Message

As we look back on an extraordinary school year— we made sure to pursue programs for the K to 12 learners that will equip them with 21st-century skills and lifelong competencies through the delivery of quality education that is appropriate and accessible, both for the public and private education sector. The commitment of our school heads, school administrators, and teachers to help our learners achieve their full potential is immeasurable.

For several years, the Department of Education (DepEd), together with the Private Education Assistance Committee (PEAC), has been implementing some of the Government Assistance and Subsidies (GAS) programs, namely the Education Service Contracting (ESC), Teachers' Salary Subsidy (TSS), Senior High School Voucher Program (SHS VP), In-Service Training (INSET), and Research and Innovation for Success in Education (RISE) to fulfill its constitutional mandate. Through this joint effort, DepEd and PEAC recognize the need to strengthen the complementarity between public and private educational institutions in the educational system.

It is a good opportunity to pause, review, and evaluate our achievement at the end of every school year (SY), thus, it is my greatest pleasure to present the PEAC Annual Report. The report highlights some of the significant milestones that focus on improving access to quality education, advocacy for private education, and enhancing services and operations of the PEAC. The Financial report on the FAPE trust fund and audited financial statements is also included in this report.



DepEd and PEAC recognize the need to strengthen the complementarity between public and private educational institutions in the educational system.

The emergence of the COVID-19 global pandemic towards the end of the SY 2019-2020 forced everyone to shift and adjust to a new normal. Amidst the pandemic though, the PEAC and the private-participating Junior and Senior High Schools were still able to reach our goal to increase the accessibility and ensure the quality of education of private education institutions. PEAC continued with its implementation by adopting alternative methods in the delivery of its services. PEAC launched the e-Recertification and the webinars for the private school teachers and administrators. They were also able to explore online submission of documents to continuously facilitate the needs of the private schools.

DepEd also recognized that the pandemic caused the abrupt closure of some private schools and the displacement of their personnel. In response, the agency submitted an appeal to the COVID-19 Inter-Agency Task Force (IATF) to extend its financial assistance to the affected private school personnel. As a result, in the newly ratified *Bayanihan to Recover as One Act*, they will be provided with financial assistance given the approval and release of the guidelines.

Forging ahead, the Department, together with PEAC and the private educational institutions, will continue to embark on its commitment to promote and normalize the private and public complementarity, by providing *Angkop na Proteksyon* and *Mabisang Aksyon* to efficiently deliver *Patuloy na Edukasyon*. By implementing the actions that hold the principles of *Handang Isip, Handa Bukas*, we will continue to improve and develop strategies to cope with the new normal and provide the best we can for the learners.

On behalf of the entire DepEd family, I look forward to more years of fruitful collaboration with PEAC.

Padayon!

Leonor Magtolis-Briones

SECRETARY, DEPARTMENT OF EDUCATION

CHAIRPERSON, PRIVATE EDUCATION ASSISTANCE COMMITTEE



Message

Mabuhay! Our standard Filipino greeting takes on a new, more significant meaning as I write this in the middle of the COVID-19 pandemic which has claimed countless lives and continues to cause unprecedented damage to society.

It was toward the end of SY 2019-2020 when we began to experience the negative impact of the COVID-19 pandemic. Particularly, in the education sector, fourth quarter school activities such as final exams and graduation/moving up ceremonies had to be suspended, cancelled, or executed differently. Educational disruption of this magnitude had not been previously seen, and so the contingency measures in place were no longer sufficient to adequately respond to the situation. Access to education, a challenge that we had already seemed to address, suddenly became a problem once more.

Fortunately, education leaders and partners such as PEAC, stepped up to ensure that education continues for our learners, our teachers, and all stakeholders in the sector. The end of SY 2019-2020 saw an explosion of several pandemic-related buzzwords, most popular of which is, “new normal”.

While we understand that the new normal signifies a new way of living and a new way of doing things as necessitated by the COVID-19 pandemic, there is nothing new about the innovativeness



Fortunately, education leaders and partners such as PEAC, stepped up to ensure that education continues for our learners, our teachers, and all stakeholders in the sector.

and resourcefulness displayed by PEAC because, simply, that has always been the PEAC way. PEAC, through the collective wisdom of its past and present Committee members, the competence of the staff in its National and Regional Secretariats led by its Executive Director, and the support of private schools who volunteer their professional expertise and resources, has always demonstrated effectiveness and efficiency in the performance of its duties.

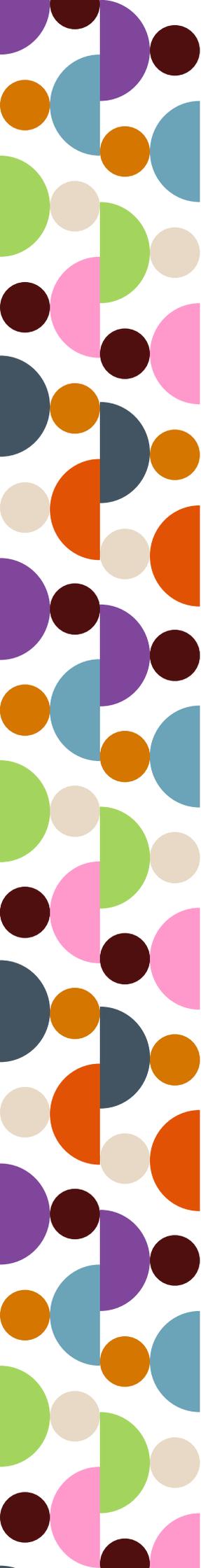
The pandemic forced us to stretch ourselves, to go above and beyond, but it has always been the PEAC way to find and exhaust all means to ensure the delivery and continuous improvement of education services. PEAC has consistently championed the welfare of learners, teaching and non-teaching personnel, and schools in the private education sector. The unwavering commitment of PEAC to the operationalization of public and private complementarity has always been its normal. This annual report documents the programs and activities PEAC had successfully implemented in SY 2019-2020. It highlights PEAC's accomplishments and makes clear that whether it is in the old or new normal, PEAC remains to be a sought-after partner on initiatives concerning the private sector in both basic and higher education.

We use this report to look back on the year that was. We look at what we had done and look forward to how we can do them even better. We celebrate our wins – big and small, and we claim victory over the challenges yet to come.

Mabuhay, still. Mabuhay, more than ever.

Mabuhay ang edukasyon! At mabuhay ang PEAC na kasama ng DepEd sa patuloy na pagsulong ng kalidad na edukasyon at serbisyo!


Jesus L.R. Mateo
UNDERSECRETARY FOR PLANNING,
AND HUMAN RESOURCE AND
ORGANIZATIONAL DEVELOPMENT

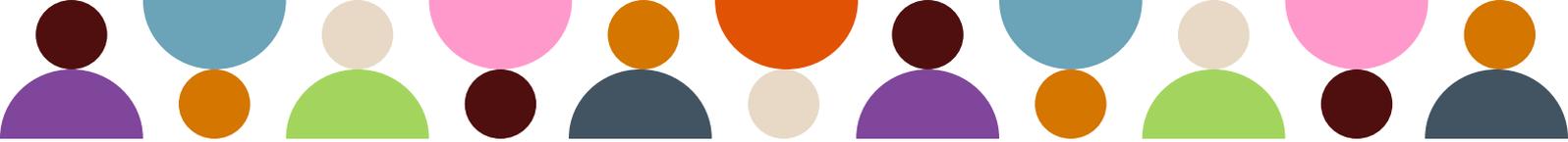


Brief History of the Fund for Assistance to Private Education

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 USD6,154,000.00 donation from the U.S. Government. It 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.” This has also 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 (GOCC).



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), a permanent and irrevocable trust fund.

CHAIRPERSON



Hon. Leonor M. Briones

SECRETARY

Department of Education

MEMBERS



Hon. Ernesto M. Pernia

DIRECTOR-GENERAL

National Economic
Development Authority (NEDA)



Dr. Pio D. Bacong

PRESIDENT

Association of Christian
Schools, Colleges and
Universities (ACSCU)



Secretary Briones is represented by Undersecretary Jesus L.R. Mateo who has been designated as the GASTPE Program Manager.



Secretary Pernia was represented by Director MaryAnn E.R. Darauay of the Social Development Staff.

Through the years, the PEAC has been an effective instrument in operationalizing the complementarity between private and public schools as provided in the Philippine Constitution. It has also been a reliable and well-respected partner of the education agencies in efficiently co-implementing national subsidy programs for students and teachers in private schools.



Dr. Caroline Marian S. Enriquez
PRESIDENT
Philippine Association of Colleges
and Universities (PACU)



Fr. Joel E. Tabora, S.J.
CEAP REPRESENTATIVE
from October 2016
to September 2019



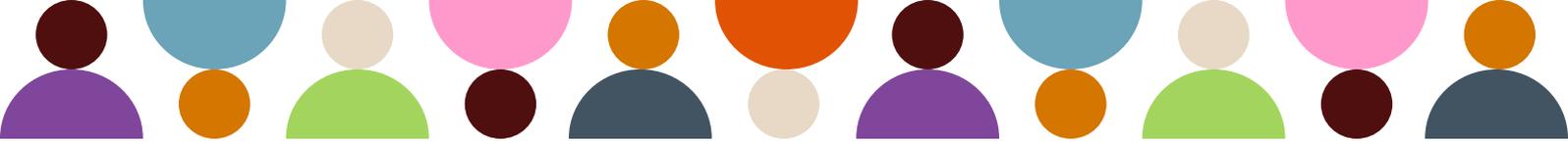
Fr. Elmer G. Dizon*
CEAP REPRESENTATIVE
from October 2019
to September 2020

PRESIDENT

Catholic Educational Association of the Philippines (CEAP)

**Fr. Elmer G. Dizon was
elected CEAP President
last September 27,
2019 during the CEAP
National Convention.*





PEAC Milestones, Achievements, and Plans Moving Forward

As a public good, education deserves public support. The Philippine education system is a mixture of public and private education, wherein this is mandated by the Philippine Constitution that recognizes the complementarity between public and private schools. The PEAC believes that complementarity needs to be operationalized more efficiently so that learners benefit from an integrated education system. For instance basic education, which is compulsory, can be publicly funded but privately provided, especially in areas where private schools have invested resources and developed capacity in order to deliver quality education. However, this has yet to gain wide acceptance among education stakeholders, especially in a government that addresses most, if not all, classroom requirements by constructing more public classrooms.

National subsidy programs like the Education Service Contracting in junior high school, the Voucher Program in senior high school, and the Tertiary Education Subsidy Program demonstrate that complementarity can be operationalized. These are what I call “proofs of concept” and that the PEAC has taken an important role in making these work in our education system by co-implementing these programs with the government.

The ESC has been implemented for almost 20 years and the program has been recognized by past administrations as well as international institutions such as the World Bank and the Asian Development Bank as a cost-efficient way of providing education. The initial implementation of the Voucher Program in the school year 2016-2017 took advantage of PEAC’s experience in implementing the ESC, the infrastructure it has developed for program implementation, and the support of the private schools, while in constant dialogue with the government to work for a level playing field.

The concern for quality education also drives the work of PEAC. The aim has always been access to quality education. The ESC, in particular, has not only contributed to improving access, but has also supported the continuous improvement of participating schools through school certification. Through this quality-assuring mechanism, which the PEAC has implemented conscientiously and efficiently through these years, the private schools have earned the trust of the government as effective partners.

Historically in the Philippines, private education existed before public education was developed. Private education has shown success in the delivery of education across all levels of learners. A monolithic system of education is definitely not the way to optimize learning for all learners. Complementarity ensures that there is a diversity of providers and with the government subsidy programs, parents, and the learners are enabled to choose the schools that best address their needs and aspirations.

In the legislative arena, we see increasing awareness of the need to support private schools. There have been discussions involving defining “complementarity” in order for all stakeholders to have a common understanding of what it actually means. There is also a bill proposing the expansion of the ESC at the elementary level. Based on recent reports, the K-6 schools are the hardest hit by the pandemic and one factor to be considered is the lack of government support, unlike in the junior high school and senior high school that have the ESC and Voucher Program. More importantly, when we have limited government funds for education, the question to ask is, “Who can deliver more efficiently and more effectively?” The PEAC continues to take part in these conversations.



The PEAC also has a symbiotic relationship with the sector. Presidents of three private educational associations – CEAP, PACU, and ACSCU – sit in the Committee. At the regional level, regional secretariats are hosted by credible private educational institutions and organizations that oversee program implementation in the regions. We implement by deploying more than 300 trainers who come from accredited institutions with very good academic programs; we quality assure schools with more than 200 school administrators who externally validate the claims of compliance of schools, and we have more than a hundred monitors who make sure that schools are compliant with the guidelines set by DepEd and CHED. Needless to say, PEAC is heavily invested in ensuring the integrity and success of the programs that benefit the sector.

The PEAC is also committed to improving program implementation by using technology and developing systems for some of our processes. These initiatives have allowed us to thrive even during the COVID-19 pandemic. We have an Enterprise Information System, or EIS, for our schools to navigate all the processes needed for them to continue participating in the programs. To name a few, schools bill government online while we process these documents online and school certification is done online as well. The goal is to make sure that processes can be facilitated online in order to ensure the continuity of all programs in light of natural or man-made crisis situations. Aside from navigating an environment affected by COVID-19, the use of technology made us more efficient. The direction has always been agility for the PEAC and to develop processes that are secure and incorruptible.

There is a lot of work ahead as the sector faces a number of challenges that affect the sustainability of private schools. It is imperative that private education survive and thrive during and beyond the pandemic. It starts by continuously engaging the decision-makers and various stakeholders in government and the private sector and by developing an education agenda that will articulate our blueprint to make Philippine education work in the era of covid, climate change, and all threats we find in a 21st century environment.

Finally, while we are in the middle of this pandemic, PEAC finds strength in the meaning and purpose of our work and heeds very clear calls for efficiency and credibility in program management, integrity, and accuracy in our processes and heightened empathy for the sector we serve.

Rhodora Angela F. Ferrer
Rhodora Angela F. Ferrer
PEAC EXECUTIVE DIRECTOR

○ *Highlights of Fiscal Year 2019-2020*

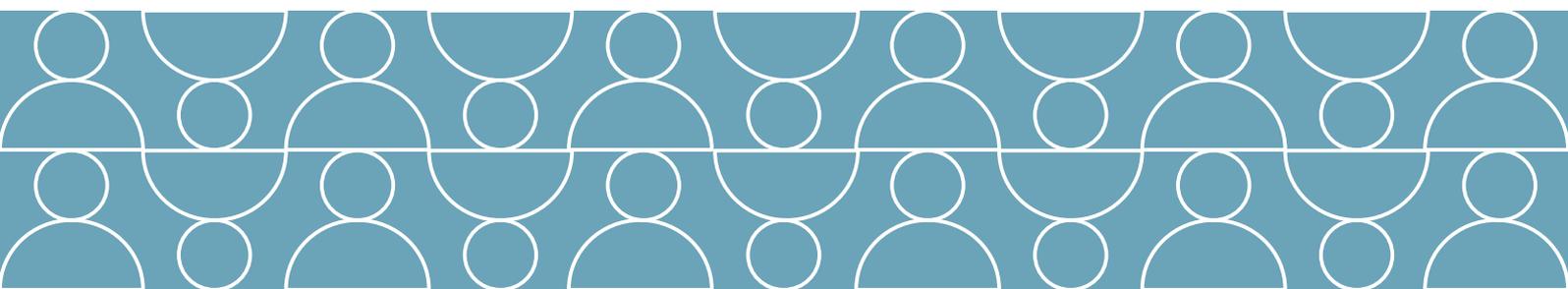
In the early part of 2019, the rights, unique identity, and history of Muslim Filipinos were recognized with the ratification of the Bangsamoro Organic Law that established the Bangsamoro Autonomous Region in Muslim Mindanao, or BARMM.

Filipinos were also recognized here and abroad. Notable of them were then Manila Archbishop Cardinal Luis Antonio Tagle who was named by Pope Francis as the new Prefect of the Congregation for the Evangelization of Peoples, an important position in the Catholic Church, the Filipino athletes who excelled in their respective fields during the 2019 Southeast Asian Games and other competitions abroad, and the four teachers who received the Metrobank Foundation's Outstanding Filipinos award.

Despite the country being hit by Typhoon Tisoy in the latter part of 2019, two important education events pushed through – DepEd's launch of Sulong Edukalidad and the 2019 PhilEd Conference organized by the PEAC. Both events emphasized the need for support and collaboration to realize the government's constitutional mandate to provide every Filipino access to quality education.

The Philippine Constitution recognizes the complementary roles of public and private institutions in the Philippine education system and based on this principle the government has provided funds for national subsidy programs that contract the excess capacities in private schools. Still, more work needs to be done to operationalize this complementarity such that the Filipino learners enjoy the benefits of “a complete, adequate, and integrated system of education” where the role and contributions of Philippine private education are recognized and supported in an environment that allows it to develop, to innovate, and to be more responsive to the needs of the country and global society.

The PEAC Annual Report 2019-2020 presents the accomplishments and work of the PEAC as it fulfilled its mandate to assist Philippine private education in collaboration with government and other stakeholders during a period that was challenging for the sector and the PEAC, more so in 2020 with the Taal volcano eruption, typhoons and other calamities, and as the country adapts to a landscape forever changed by the COVID-19 pandemic.



Enabling Assistance to Philippine Private Education

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

The PEAC, as the trustee of the Fund, 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 ex-officio member.

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.

The members of the IAG for Fiscal Year 2019-2020 are Mr. Vic Gamo (Consultant, De La Salle Brothers, Inc.), Ms. Caroline R. Labrador (Head, Investments Unit, De La Salle Brothers, Inc.), Dr. Vincent K. Fabella (President, Jose Rizal University), and Ms. Rhodora F. Ferrer (PEAC Executive Director).

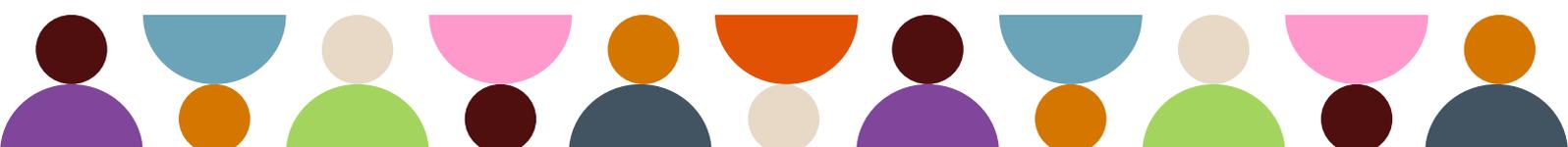


Based on the recommendations of the IAG, the PEAC selected the Bank of the Philippine Islands (BPI), Banco de Oro (BDO), and Security Bank Corporation (SBC) to externally manage the Fund.

Fund Movement

The table below shows the Fund Movement from June 1, 2019, to May 31, 2020.

FUND MOVEMENT	BDO	BPI	SBC	TOTAL
Fund Value, Beginning	85,396,996	66,510,319	53,091,919	204,999,235
Add: Contributions	11,000,000	-	15,000,000	26,000,000
Less: Withdrawals	-	-	-	-
Add: Realized Net Income	3,937,606	2,045,201	2,001,466	7,984,273
Fixed Income	3,472,985	2,503,431	2,080,279	8,056,695
Equities (Gains on Sale/Dividends)	464,620	(458,230)	(78,813)	(72,423)
Add: Unrealized Income	(2,091,961)	(390,051)	2,049,834	(432,178)
Fixed Income	3,253,287	1,485,613	4,962,402	9,701,302
Gains/Losses on Market Revaluation	(5,345,248)	(1,875,664)	(2,912,568)	(10,133,480)
FUND VALUE, ENDING	98,242,642	68,165,469	72,143,219	238,551,330



As of May 31, 2020, the Fund has a balance of Php238.56M, with the following distribution: Php98.24M with BDO, Php68.17M with BPI, and Php72.14M with SBC. The total portfolio increased by 16% compared to the previous year.

The PEAC added Php26M to the Fund, Php11M of which was invested in BDO while Php15M was invested in SBC. No withdrawals were made during the period.

SBC posted the highest return on investment with 7.07 percent, followed by BPI (2.74 percent) and BDO (2.38 percent).

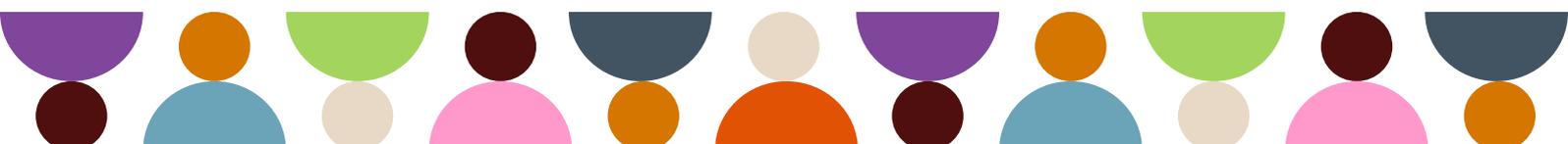
Currency Mix

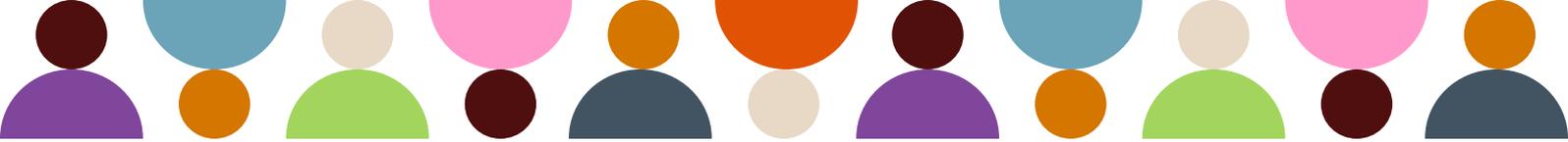
The table below shows the Fund's currency mix as of May 31, 2020.

CURRENCY MIX	BDO	BPI	SBC	TOTAL
Domestic Fund	89,453,355	60,450,124	72,143,219	222,046,698
Global Fund	8,789,287	7,715,345	-	16,504,632
TOTAL	98,242,642	68,165,469	72,143,219	238,551,330

As approved by the PEAC, BDO and BPI were allowed to diversify and invest in multi-currency assets starting June 2019. At the end of the fiscal year, Php16.5M or 7% percent of the total portfolio were invested in international fixed income and equities.

BDO and BPI can invest up to 15% of the portfolio (10% fixed income and 5% equities) in global assets. SBC's portfolio, on the other hand, can only be invested in domestic assets.





Improving Access to Quality Education and Supporting School Improvement in Private Schools

The PEAC has been an effective partner of the government in ensuring that Filipino learners have access to quality education through its co-implementation of the government's national subsidy programs for students and teachers as well as the development and management of quality assurance and training programs that support the continuous improvement of private schools.

Managing Program Expansion and Growth

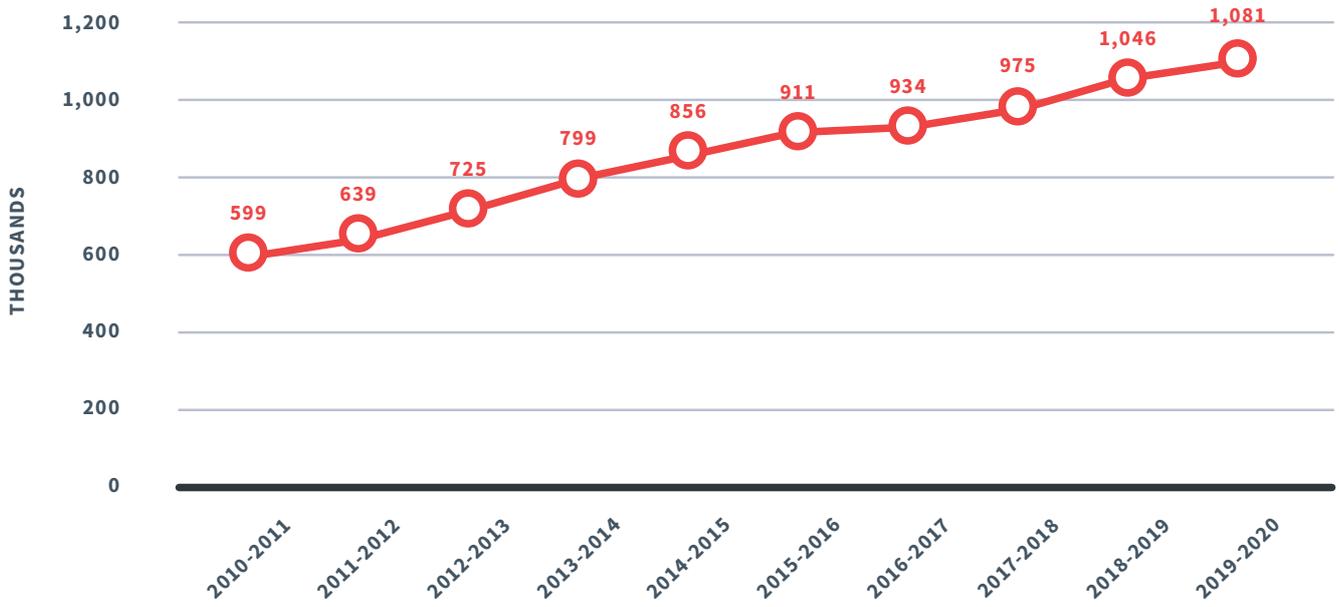
In 1982, the PEAC, together with the Eastern Visayas Association of Private Schools (EVAPS), Notre Dame Educational Association (NDEA), and DepEd Regions 8 and 12, successfully piloted a scheme which served as a precursor to the Education Service Contracting (ESC) and provided a cost-effective alternative to public school expansion by entering into service contracts with private schools that would accommodate overflow students from the public schools as well as students in communities where there were no public schools, thus enabling the government to realize substantial savings.

In recognition of the favorable outcome of and feedback on the ESC program during its pilot phase for the period 1982-1986 and its national implementation handled by PEAC from 1986-1991, DepEd since 1996 up to the present has engaged PEAC as co-implementer of the ESC, Teachers' Salary Subsidy (TSS), Senior High School Voucher Program (SHS VP), as well as In-Service Training (INSET) of the Government Assistance to Students and Teachers in Private Education (GASTPE) Program established under R.A. No. 6728, as amended by R.A. No. 8545 and further expanded by R.A. No. 10533, or the Enhanced Basic Education Act of 2013.

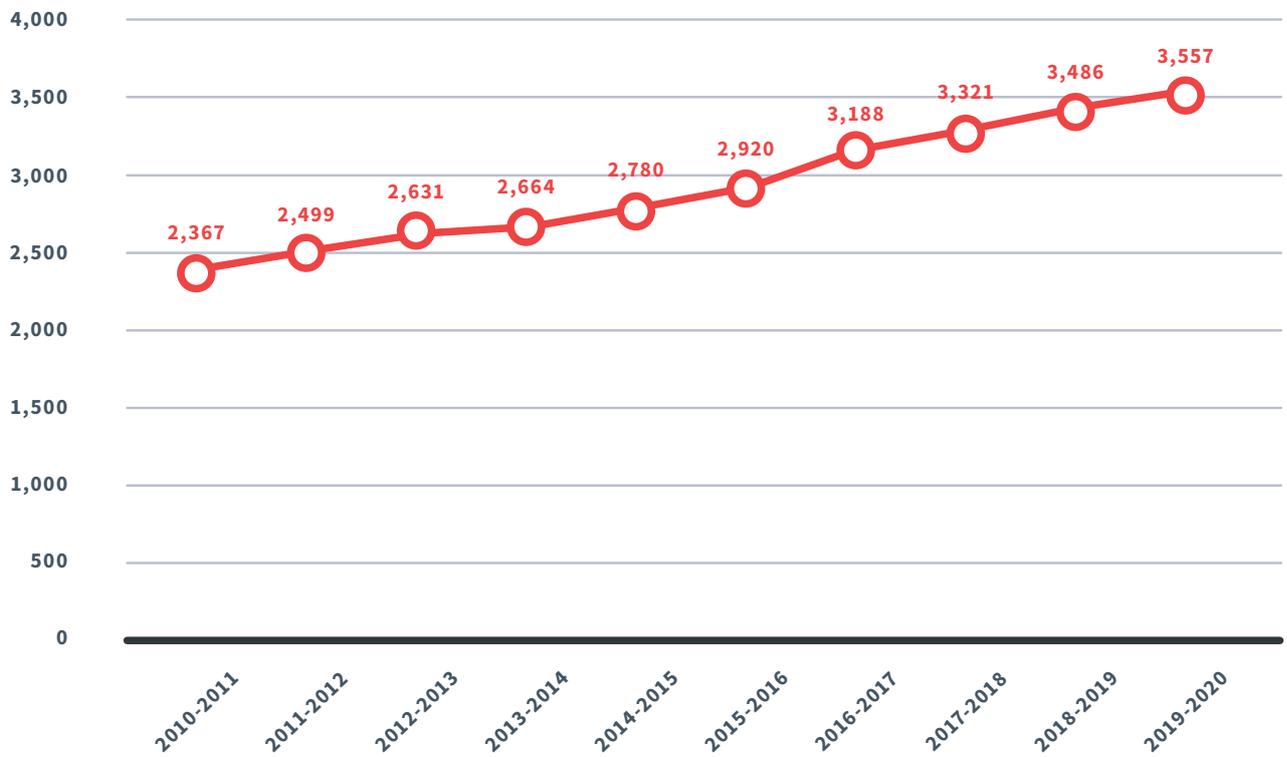
With DepEd's continued commitment, the participation of the private schools, and the efficient implementation of the PEAC, the GASTPE Program has steadily grown through the years. In fiscal year 2019-2020, the ESC and TSS Programs supported the highest number of ESC grantees and TSS recipients in the programs' history.

In the year under review, there was also a slight decline in the number of Voucher Program Beneficiaries (VPBs) in the SHS Voucher Program. The decrease may be attributed to some state and local universities and colleges not continuing their participation in the program as well as the attrition from Grade 11 to Grade 12.

GASTPE OVER THE YEARS
ESC Grantees

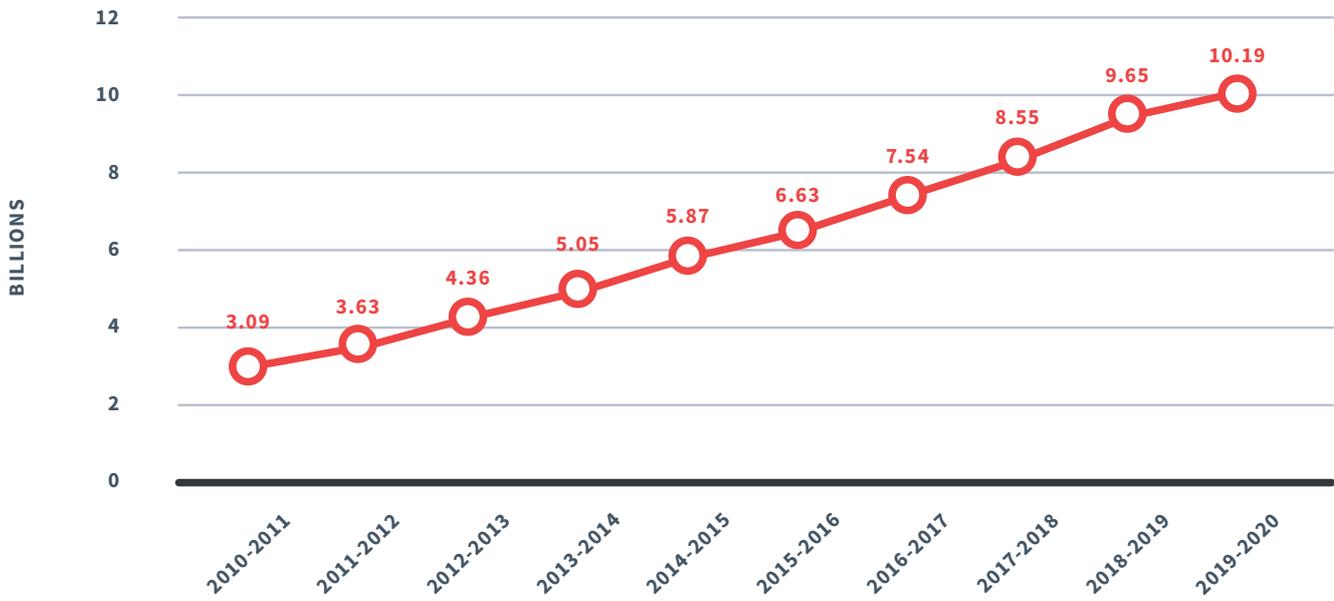


GASTPE OVER THE YEARS
ESC Schools



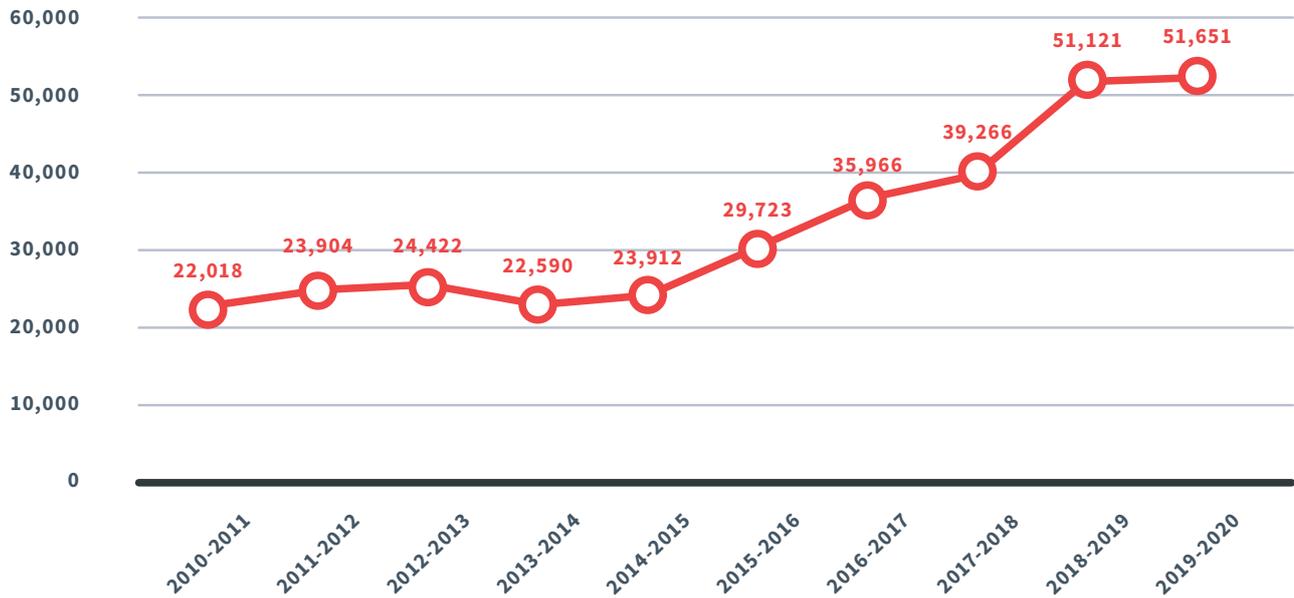
GASTPE OVER THE YEARS

Amount of ESC Grants

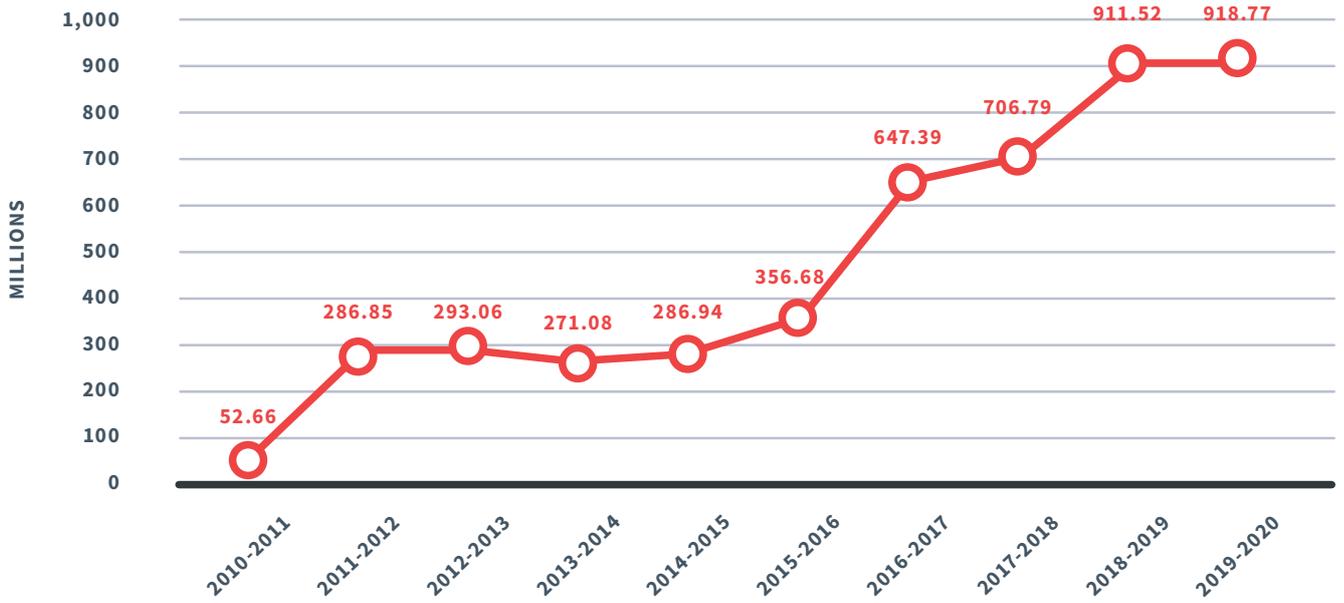


GASTPE OVER THE YEARS

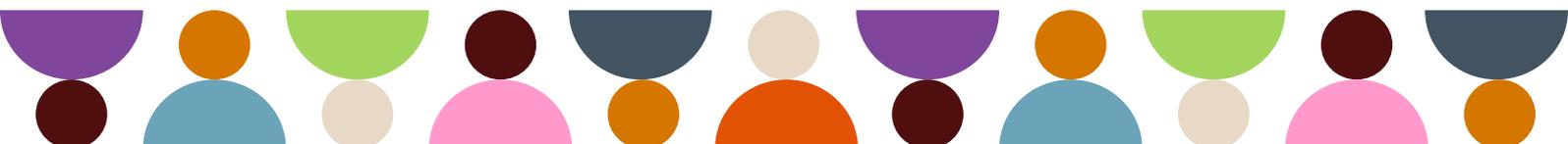
TSS Recipients



GASTPE OVER THE YEARS
Amount of TSS



GASTPE OVER THE YEARS
VP Beneficiaries



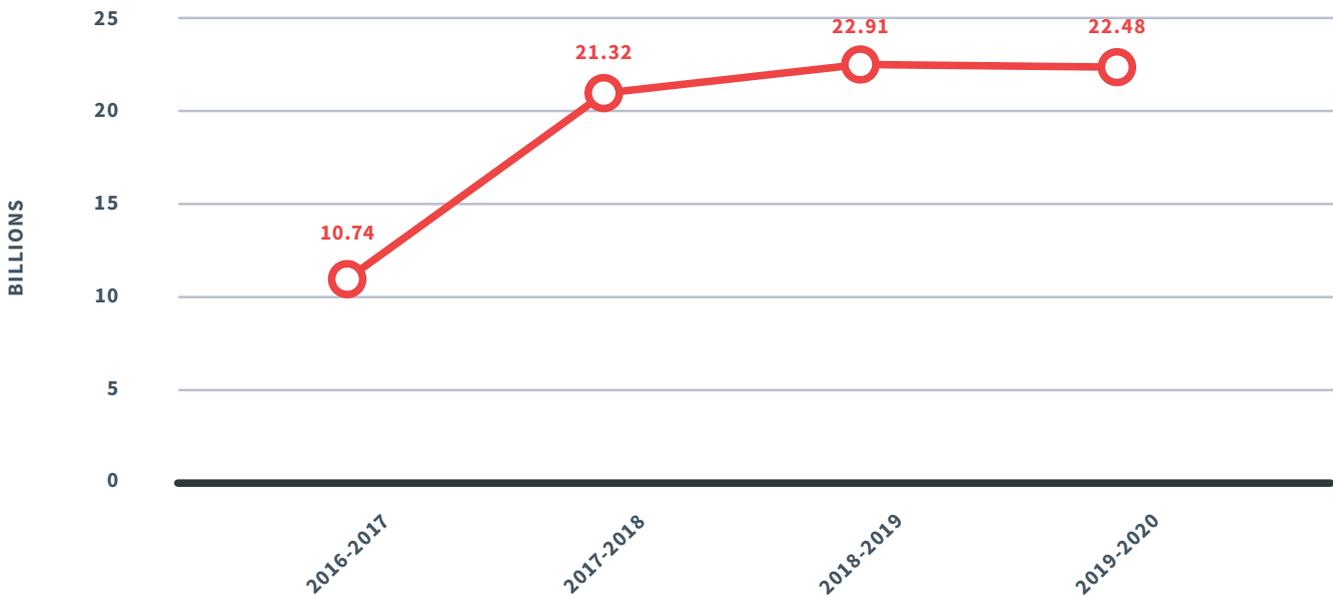
GASTPE OVER THE YEARS

VP Schools



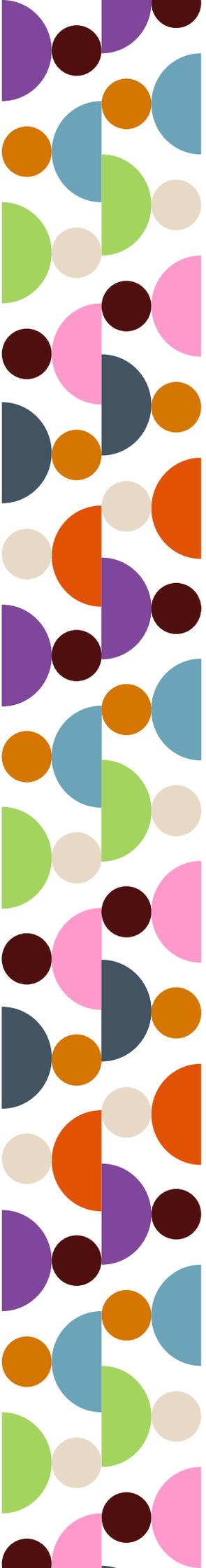
GASTPE OVER THE YEARS

Amount of Vouchers



In academic year 2019-2020, the Commission on Higher Education (CHED) and the UniFAST Board engaged the PEAC to co-implement the Tertiary Education Subsidy (TES) Program provided for under R.A. No. 10931, or the Universal Access to Quality Tertiary Education Act.

The government's provision for national subsidy programs that tap the capacity, resources, and experience of the private schools are significant steps towards operationalizing complementarity in the Philippine education system. These programs are sound investments in the future of our learners that will redound to the country's development.



Aligning Quality Assurance Initiatives with the K to 12 Program

The Certification Program was first introduced as a requirement for schools participating in the ESC Program in the school year 2003-2004. With the implementation of R.A. No. 10533, or the Enhanced Basic Education Act, the PEAC commissioned a study to review and update the Certification Program to reflect the practices, standards, and requirements of the K to 12 Program. One of the outputs of the study is the 2018 Certification Assessment Instrument (2018 CAI) for junior high school. A separate study was also commissioned to develop a quality assurance mechanism for senior high school providers participating in the SHS Voucher Program.

The 2018 CAI adopts an evidence-based approach that entails the articulation of observable and tangible evidences of compliance so that the certifiers and the schools have a common basis for assessment during the certification. The schools' self-assessment and the validation of a team of certifiers support, and for some schools, even institutionalize, continuous school improvement in the following areas: School Philosophy, Vision, Mission, Goals and Objectives; Curriculum, Assessment and Instruction; Instructional Leadership; Faculty; Academic Support and Student Development Services; Physical Plant and Instructional Support Facilities; Administration and Governance; School Budget and Finances; and Institutional Planning and Development. An important evidence of compliance presented by schools is the Standards-based School Improvement Plan (SSIP) that ensures that compliance with the standards is purposive and well-thought out.

The 2018 CAI was first used for applicant schools that underwent certification visits in the school year 2018-2019. This was followed by the ESC schools that were scheduled for recertification visits in the school year 2019-2020.



Providing Quality Professional Development Programs for School Administrators and Teachers

With its commitment to quality, the PEAC applied for accreditation to be a local Continuing Professional Development (CPD) Provider to the Professional Regulation Commission (PRC) and was granted a Certificate of Accreditation in 2017. The PEAC's accreditation status as a local CPD Provider was renewed in 2019.

Since 2017, the PEAC has conducted a total of 20 professional development activities that were awarded CPD credit units by the PRC, including the training programs designed and implemented for the In-Service Training (INSET) Program of GASTPE.

The National Educators Academy of the Philippines (NEAP) under DepEd also gave the 2020 INSET Program for JHS and SHS Teachers a rating of "Extremely High Compliance" using an evaluation instrument that looked into many areas of the training programs such as the rationale and objective, content, methodology, assessment, and application of learning, training package, trainers, program management, and gender mainstreaming.

The 2020 INSET Program for JHS and SHS Teachers is currently being delivered online from August to December 2020.

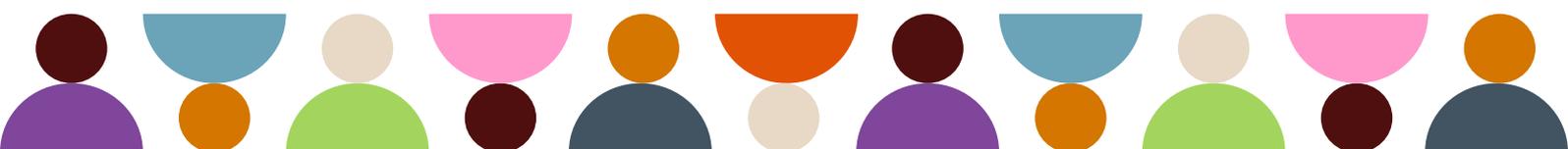
Training Programs Awarded CPD Credit Units by the PRC

TITLE OF PROGRAM	DATES IMPLEMENTED	APPROVED CPD CREDIT UNITS
2017 Summer In-Service Training (INSET) for Junior High School Teachers in Private Schools	April-July 2017	15
2017 Summer In-Service Training (INSET) for Senior High School Teachers in Private Schools	April-July 2017	15
K to 12 STEM Immersion Workshop (Robotics and Computer Science)	November 29, 2017	12
2018 DepEd-PEAC's Summer In-Service Training (INSET) for Junior High School (JHS) Teachers in Private Schools	April-June 2018	19



2018 DepEd-PEAC's Summer In-Service Training (INSET) for Senior High School (SHS) Teachers in Private Schools	April-June 2018	21
2018 Revitalizing Teaching and Learning for Highly Effective K to 6 Classroom (ReTEACH)	April-June 2018	16.5
2018-2019 JHS Training of Trainers	Phase 1: September 21-23, 2018 Phase 2: November 30-December 2, 2018 Phase 3: February 23-25, 2019	15 per phase (3 phases)
2018-2019 SHS Training of Trainers	Phase 1: November 30- December 2, 2018 Phase 2: February 1-3, 2019	15 per phase (2 phases)
2018-2019 ReTEACH Training of Trainers	January 10-13, 2019	15
DepEd-PEAC's Institute for Private Junior High School Administrators: Understanding and Designing a Standards-Based School Improvement Plan	December 2017-May 2018 August-September 2018	15
Executive Course for Education Leaders (ExCEL) in Private Senior High Schools	December 2017-April 2018 October-December 2018	15
Training of Senior High School Administrators on Instructional Leadership Through an Alignment Framework	October-December 2018	6
2019 Summer In-Service Training (INSET) for Junior High School Teachers	April-June 2019	15
2019 Summer In-Service Training (INSET) for Senior High School Teachers	April-June 2019	15
2019 Revitalizing Teaching and Learning for Highly Effective K to 6 Classroom (ReTEACH)	April-June 2019	15
PEAC-Marshall Cavendish Leadership Academy	August-October 2019 (First Run) The Visionary Leader The Ethical Leader The Organisational Leader January-February 2020 (Second Run)	6 CPD units not posted 7 11

2019 PhilEd Conference	December 3-4, 2019	12
WirEd 3.0: Student Data Privacy Tool-kit: Building Data Privacy Compliance Program	December 5, 2019	6
2020 Summer INSET for Junior High School Teachers (<i>Applied and approved but rollout was postponed due to COVID-19. CPD credit units not utilized</i>)	April-June 2020	15
2020 Summer INSET for Senior High School Teachers (<i>Applied and approved but rollout was postponed due to COVID-19. CPD credit units not utilized</i>)	April-June 2020	15
2020 INSET for Junior High School Teachers (Online)	August-December 2020	15
2020 INSET for Senior High School Teachers (Online)	August-December 2020	15



Strengthening Advocacy for Private Education

Advocacy initiatives of the PEAC have focused on institutionalizing public policies that will help private education in the country be in a stronger position to address the educational needs of a diversity of Filipino learners, to contribute to improving the quality of Philippine education, and, at the same time, to ensure the sustainability and development of the sector.

The PEAC continues to strengthen its network of advocates for private education and to engage with education policymakers, experts, and stakeholders, particularly with legislators who sit on Education Committees that have jurisdiction over all matters relating to Philippine education, including the implementation of pertinent provisions in the Constitution and other education laws.

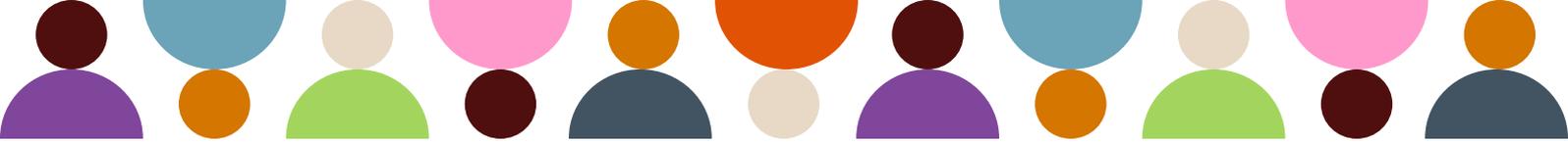


Bridging the Legislative Agenda and Government Policies and Programs in Philippine Education

The 2019 PhilEd Conference, organized by the PEAC last December 3-4, 2019 at the SMX Convention Center, Pasay City, gathered 36 resource persons from government, organizations, and schools here and abroad, and was attended by 3,396 educators from different parts of the country.

With the theme, “Responsive Policies and Practices Towards the Development of the Philippine Education Sector,” the conference featured 4 plenary sessions, including the first-ever Senator Edgardo J. Angara (SEJA) Keynote Lecture and a panel discussion with the Senate and House Education Committees and education agencies, 15 concurrent sessions on education financing, quality assurance, and emerging issues, 4 pre-conference workshops organized by major sponsors, and 2 post-conference events.

Highlights of the conference included the launch of the SEJA Keynote Lecture in honor of Senator Edgardo J. Angara who authored the GASTPE Law that institutionalized assistance to students and teachers in private schools and a panel discussion participated by Senator Sherwin Gatchalian who chairs the Senate Committee on Basic Education and Congressman Mark Go who chairs the House Committee on Higher and Technical Education.



During the panel discussion, Senator Gatchalian said that Philippine education is at a point wherein some private educational institutions in the country are facing a drying up of demand for their services. This creates friction between the government and private educational institutions. He also said that the most relevant question is how to balance government policy and the private education sector.

Congressman Go said that it is important for government to provide support to education in the country. He stressed the need for a partnership between government and educational institutions that provides an opportunity for growth not only to state and local universities and colleges but more so to the private educational institutions.

DepEd Undersecretary Jesus L.R. Mateo, TESDA Regional Director for NCR Florencio F. Sunico, Jr., Dr. Michael M. Alba, FEU President, also participated in the panel discussion moderated by Rhodora Angela F. Ferrer, PEAC NS Executive Director.





PEAC and Coordinating Council of Private Education Associations (COCOPEA) round table discussion with Senator Sherwin T. Gatchalian, July 30, 2019, Sofitel Philippine Plaza Manila, Pasay City

PEAC meeting with Congressman Mark O. Go, January 16, 2020, Marco Polo Ortigas Manila, Pasig City



2019 PhilEd

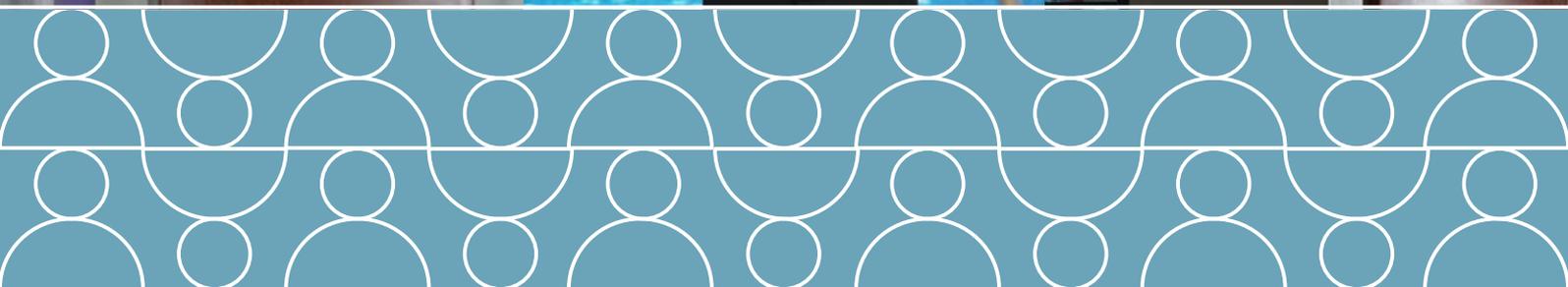
Insights from International Speakers

The PEAC invited international speakers who gave insights and provided learning opportunities for conference participants to situate Philippine education in the global context and international trends in education.

Professor Daniel C. Levy, a Distinguished Professor from the State University of New York (SUNY), delivered the first Senator Edgardo J. Angara (SEJA) Keynote Lecture, “The Challenges and Opportunities of Private Education.” He presented private higher education as a global phenomenon as evidenced by growth in different continents that adopt different models.

Vivan Lau, former President and CEO of JA Asia Pacific and the Vice Chairperson of Pacific Air Holdings, emphasized in her presentation, “Future-Ready Learners and the Fourth Industrial Revolution,” the increasing role of technology and knowledge-workers in the future that education must address.

Professor Saravanan Gopinathan, Adjunct Professor from the Lee Kuan Yew School of Public Policy at the National University of Singapore, pointed out in his presentation, “Enhancing Learning Outcomes: New Roles and Capacities for Educators,” that transforming schools into learning organizations must be supported by educational research and policies that develop school leaders and teachers.

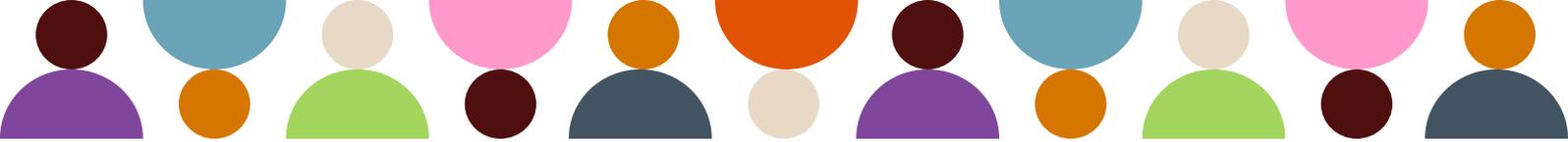




2019 PhilEd Featuring School-Based Initiatives

The PEAC also empowered schools to respond to emerging issues that affect their learners as school-based initiatives were featured in some of the concurrent sessions for the first time. A call for presentations was issued on the following topics: *Developing Resilience Among Gen Z Learners; Addressing the Gender Question Through Policy and Practice; Reaching the Last and Least: Successful Programs for the Underserved; Bully-Proofing Schools; and Teaching Sexual Responsibility.*

The 2019 PhilEd Program Design Committee evaluated the submissions and selected the presentations from Sophia School in Bulacan, St. Nicholas Senior High School in Cabanatuan City, Colegio del Sagrado Corazon de Jesus in Iloilo City, and De La Salle University. Experts were also invited to enrich the discussions in these concurrent sessions.



Support for the 2019 PhilEd

The 2019 PhilEd Conference was a success as the PEAC was able to marshal the support of private educational associations, educational institutions, and other stakeholders as conference partners and co-presenters, pre-conference event organizers, members of the 2019 PhilEd Steering Committee, and sponsors.

CONFERENCE PARTNERS

COCOPEA • ACSCU • CEAP • PACU • PAPSCU • TVSA • PAFTE

CONFERENCE CO-PRESENTERS AND PRE-CONFERENCE EVENT ORGANIZERS

Rex Book Store • Marshall Cavendish Education • Phoenix Publishing • Vibal Group • Diwa Learning Systems



Rex Book Store



Marshall Cavendish Education



Phoenix Publishing



Vibal Group



Diwa Learning Systems



2019 PhilEd gratitude lunch last January 20, 2020 at the Holiday Inn, Makati

STEERING COMMITTEE

Adamson University • De La Salle-College of Saint Benilde • De La Salle University • Emilio Aguinaldo College • Lyceum of the Philippines University-Laguna • Manila Archdiocesan and Parochial Schools Association • Saint Michael's College of Laguna • Siena College of Quezon City • St. Paul University Manila • St. Paul University Quezon City • The Manila Times College • Trinity University of Asia • University of Santo Tomas

SPONSORS

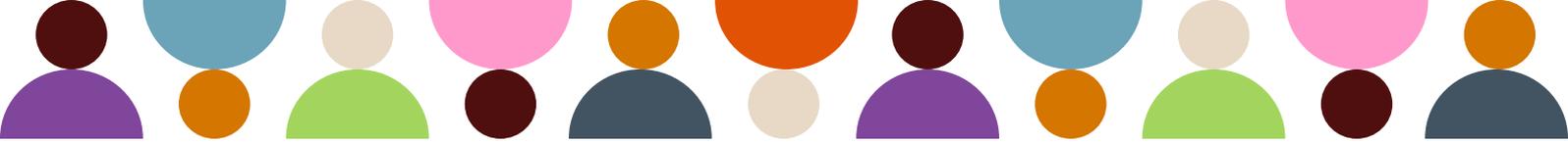
Abiva Publishing House • Copylandia Office Systems Corporation • Diwa Learning Systems • F&J de Jesus, Inc. • PhilSmile, Inc. • Phoenix-Sibs Publishing House, Inc. • Rex Book Store • Vibal Group, Inc. • Centralbook Supply, Inc. • Phoenix Educational Systems, Inc. • The Inteligente Publishing, Inc. • Serino 360 • St. Bernadette Publishing House Corp. • Center for Educational Measurement • Edukasyon.ph • Ephesians Publishing, Inc. • First Eduspec, Inc. • Jo-es Publishing House, Inc. • Magallanes Publishing House • Marshall Cavendish Education • Microdata Systems and Management, Inc.



Steering Committee



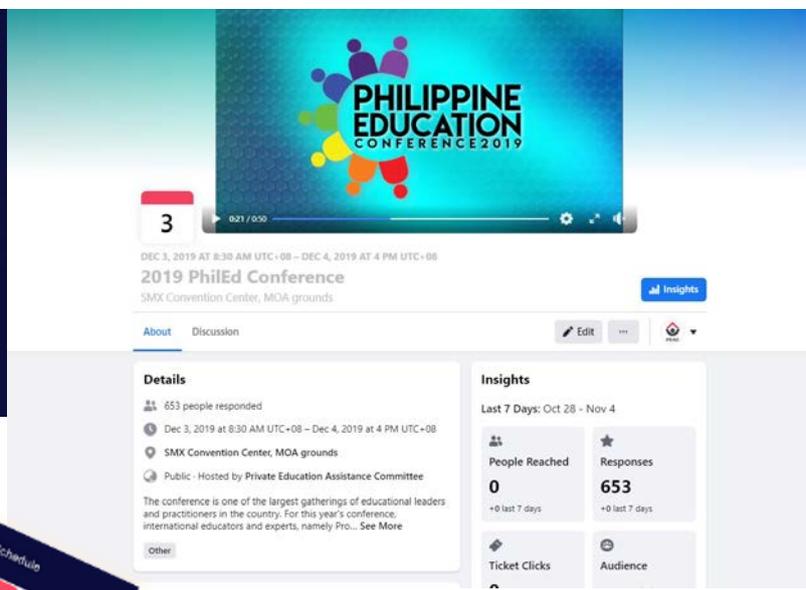
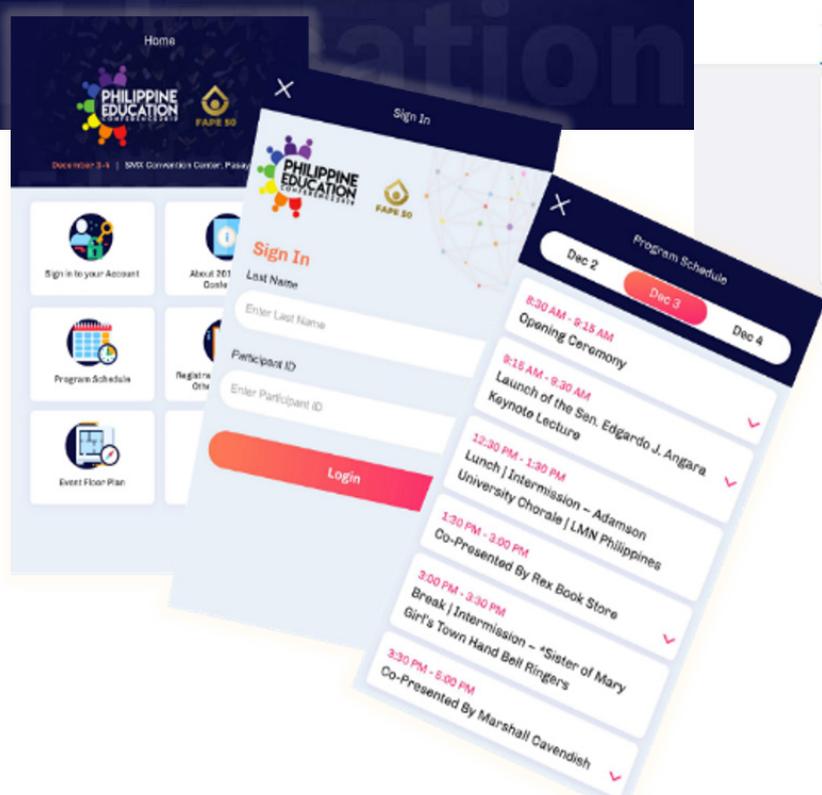
Sponsors and Partners

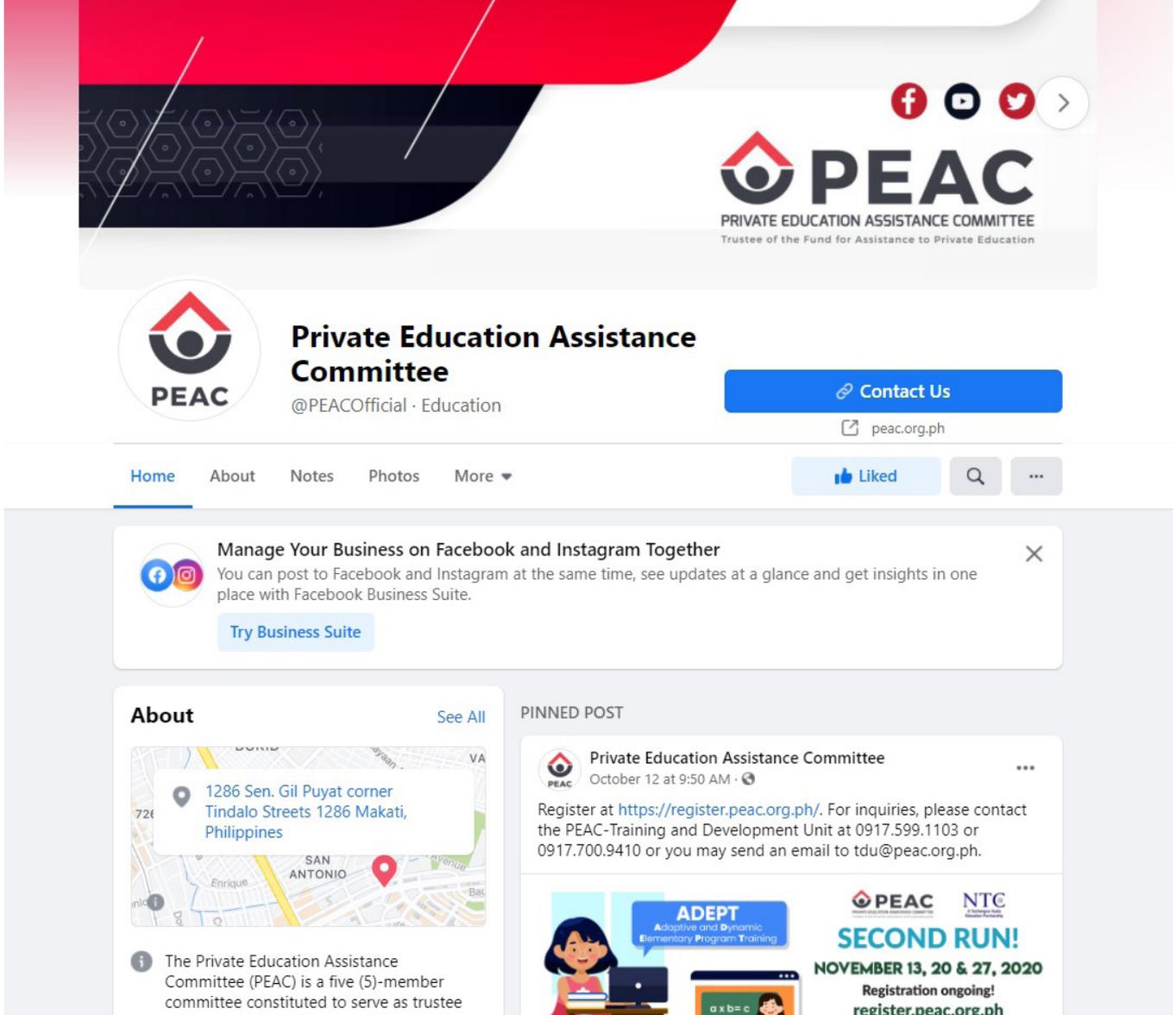


Enhancing the 2019 PhilEd Experience

Utilizing technology for a more interactive experience, the PEAC developed a conference website, a Facebook event page, and a mobile app which breached a 1000-mark downloads for Android and iOS.

The online platforms allowed users to receive real-time information about conference schedules, topics, and speakers. It also helped the attendees navigate the 2019 PhilEd Expo booths. Attendance was tracked through the use of QR codes for issuing Certificates of Completion with Continuing Professional Development (CPD) credit units, which licensed professional teachers could use for the renewal of their licenses.





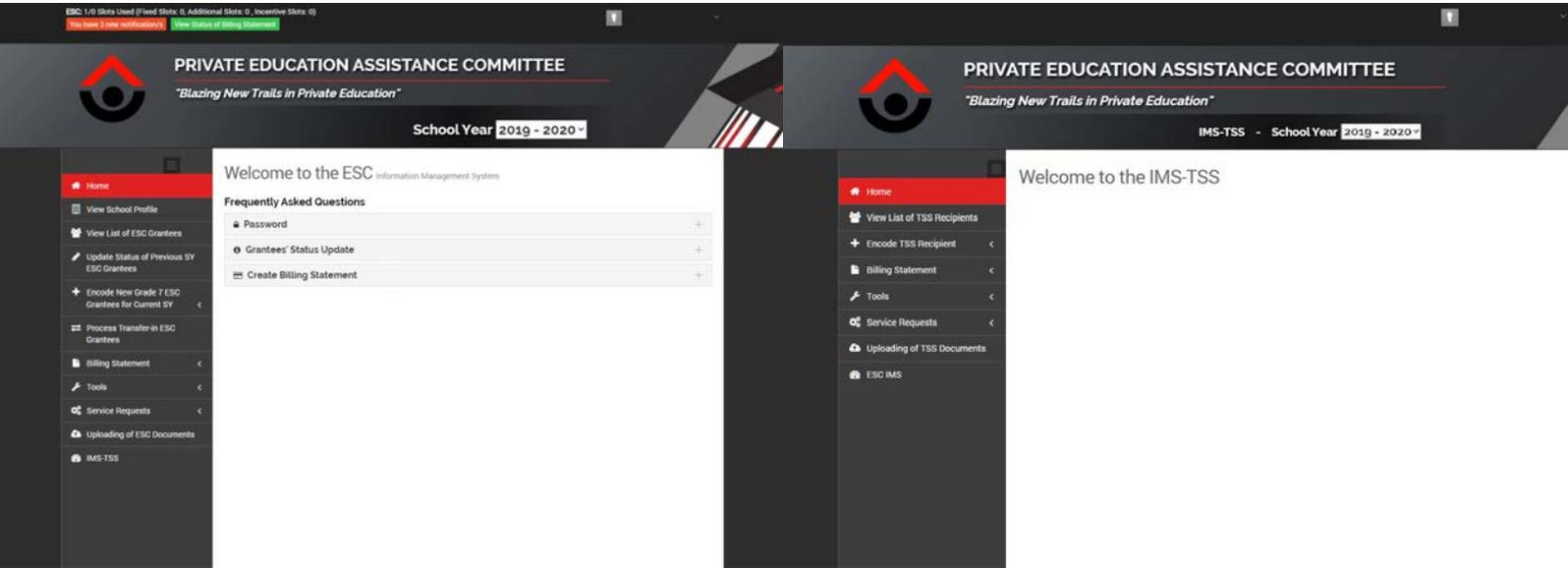
Growing Social Media Presence

The PEAC Facebook Page started as an event page for the 2019 PhilEd in September 2019. With the pandemic, the PEAC has invested in growing its social media presence starting with the transition to an Official Facebook Page with timely updates and announcements on the programs and initiatives implemented by the PEAC.

With the restrictions in travel and social gatherings, the PEAC Facebook Page has hosted free webinars and other events for the private schools. It has also become a rich resource for educators with the archiving of past content that can still be accessed by visitors.

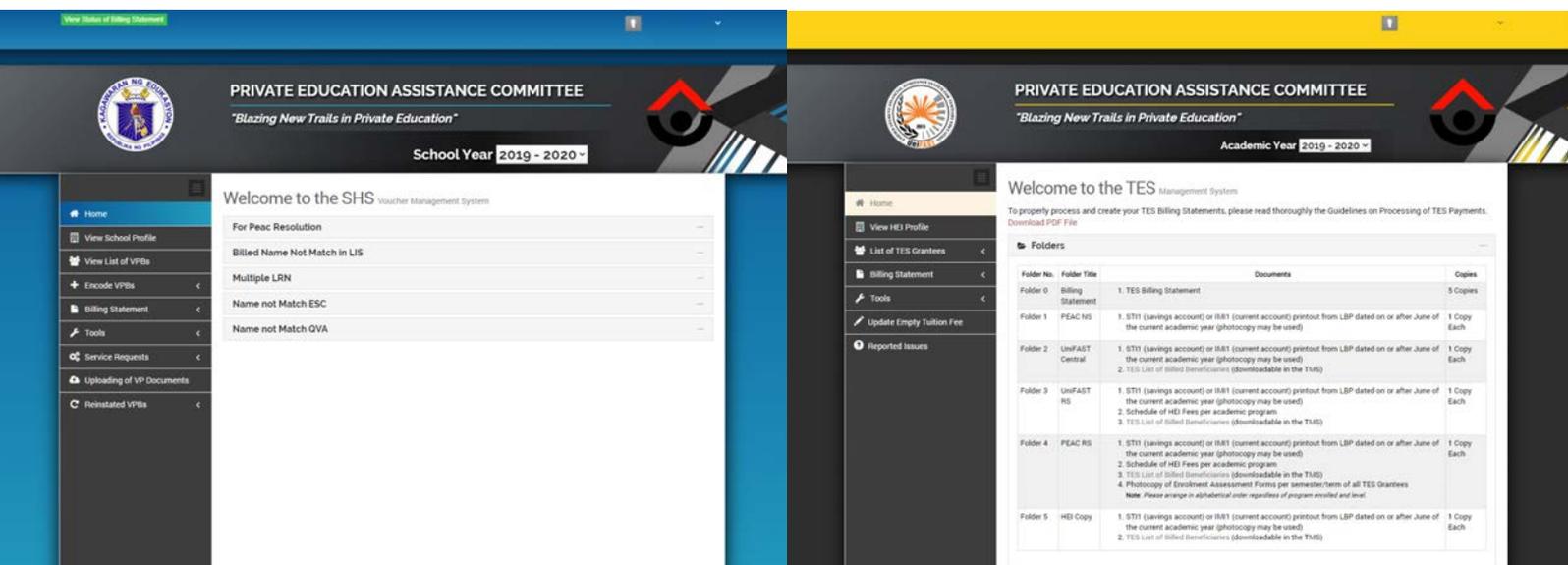
In the latter part of 2020, the PEAC Facebook Page has reached 89,778 followers and a total of 75,005 likes, and the community continues to grow and become more engaged in the issues affecting private education and the work of the PEAC for the sector.

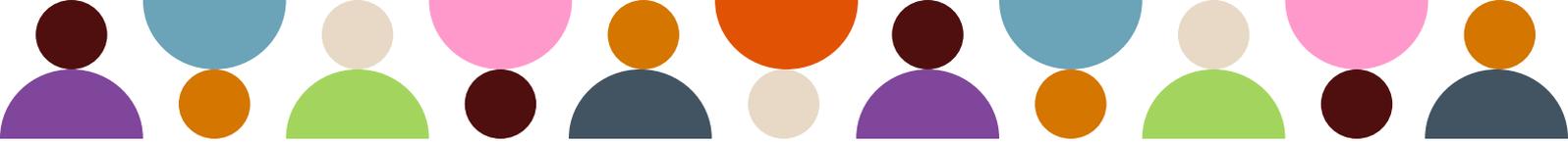
Enhancing Services Through Digital Transformation



The PEAC continues to improve its processes and operations to better serve its partners and stakeholders in government and the private education sector. It has maintained its efficiency during the pandemic with its flexibility to align operations with national and local health policies.

As early as 2008, the PEAC started migrating the creation and processing of billing statements online through the Information Management System (IMS), which was fully implemented for the ESC Program the following year and the TSS Program in 2012. In 2016, the Voucher Management System (VMS) was developed for the SHS Voucher Program. When it was contracted to co-implement the Tertiary Education Subsidy (TES) Program, the PEAC successfully pilot tested the TES Management System (TMS) in 2019 and the TMS was rolled out for full implementation the following year.





Enterprise Information System

NEW APPLICANTS

For ESC Applicant Schools (Certification):

PART I:

1. Government Recognition for the Junior High School Program (should bear the same school name as that in the latest SEC Registration).
2. Securities and Exchange Commission (SEC) Registration
3. Latest General Information Sheet (GIS) at least 2019
4. Latest Audited Financial Statement (AFS) at least 2019
5. Letter of Intent addressed to the PEAC Executive Director

PART II:

1. Duly Accomplished Certification Assessment Instrument (2018 CAI)
 - [Click here to download the 2018 Certification Assessment Instrument](#)
 - [Click here to download the 2018 CAI User's Guide](#)
2. School's Philosophy, Vision, Mission, Goals, and Objectives (PVMGO)
3. BEIS or School Profile
4. Faculty and Personnel Profile
5. SY 2020-2021 JHS Tuition Fees and Other Fees Submitted to DepEd
6. School Calendar and Class Program
7. Accomplished School Recovery and Readiness Assessment (SRRA) Tool or an equivalent
8. School Recovery and Readiness Plan (SRRP) or an equivalent

PART III:

- [Click here for the list of ECEs](#)

For your reference: <https://peac.org.ph/certification/>

APPLY NOW →

PARTICIPATING SCHOOLS

Sign in
to continue to EIS

Email or ESC ID

Password

i Password is case sensitive.

I'm not a robot 

LOGIN →

i Forgot password?

The PEAC also maintains the Enterprise Information System (EIS) that integrates and coordinates all transactions related to the implementation and management of programs of assistance handled by the PEAC. Information provided through the EIS is automatically shared and synchronized across the different information systems managed by the PEAC. Participating schools can also update information easily and more efficiently.



Private Education Assistance
Committee - Test School
account

ESC ID: 0000002

Account Profile Security & Login User Management

Welcome to PEAC Enterprise Information System (EIS)

STATUS

(RE) CERTIFICATION
PassedMONITORING VISIT
To be UpdatedATTENDANCE IN THE ANNUAL GASTPE
ORIENTATION
To be Updated

SCHOOL INFORMATION

UPDATE SCHOOL INFO

DEPED ID: 123456

REGION: NCR

OFFICIAL EMAIL ADDRESS: eis@peac.org.ph

TELEPHONE NO: 8570752

QUICKLINKS

RECENT ACTIVITY

VIEW ACTIVITY

USERS

MANAGE USERS

There are three new systems under the EIS, namely the Certification System, Training and Development System, and Monitoring System. The IMS has also been integrated into the EIS.

The Certification System facilitates the submission, updating, and retrieval of documents and school data needed for the certification and recertification of ESC schools. The Certification System has contributed to the efficient implementation of the certification and recertification of ESC schools using the 2018 CAI in school year 2019-2020.

The Training and Development System facilitates registration to trainings and other development programs for teachers and administrators. The Monitoring System is currently under development.

When the government imposed community lockdowns due to the pandemic, the PEAC relied on technologies that were already in place to carry out its commitments and demonstrated its adaptability by making adjustments in its plans, delivering programs and activities online, updating its current systems to facilitate processes, regularly disseminating information through the PEAC website and Facebook Page, and adopting a skeletal workforce and work-from-home arrangement so as not to disrupt its services.





New Office of the PEAC

In March 2020, the PEAC National Secretariat completed its transfer to Units 2505-2507, 25th Floor, Philippine AXA Life Centre along Sen. Gil Puyat Ave. in Makati City.

The property was acquired in 2019 and the units were renovated by RLR77 Architectural Design, Planning & Consultancy Services and RB Global Construction and Development.



New Office Blessing and Thanksgiving Mass,
March 2, 2020, 25th Floor, Philippine AXA Life Centre, Makati City



External Programs

GASTPE Program

The PEAC was engaged by the Department of Education (DepEd) to co-implement the GASTPE Program, specifically the Education Service Contracting (ESC), Teachers' Salary Subsidy (TSS), and the SHS Voucher Program, in school year 2019-2020.

This section presents detailed reports on the responsibilities of the PEAC in program implementation, namely certification, voucher application, orientation, processing of billing statements, and monitoring. It also includes reports on the In-Service Training (INSET) Program and Research.

GASTPE PROGRAM MANAGEMENT

ORIENTATION

ESC 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



Certification for ESC Schools

The Certification Program is developed by the PEAC as a quality assurance mechanism that confirms a private junior high schools' compliance with the minimum standards and requirements mandated by DepEd. A certified ESC school is one which has complied with all the DepEd standards, adheres to applicable DepEd policies, and meets the requirements of the certification process prescribed by the PEAC. Beyond a school's compliance, a school is also assisted in determining its strengths and potentials in becoming a more effective educational institution.

In the year under review, a total of 743 ESC schools and 132 applicant schools were visited to ensure that ESC grantees continue to receive quality education from ESC schools.

ESC Schools Visited for Recertification

REGION	TARGET NUMBER OF ESC SCHOOLS	NUMBER OF ESC SCHOOLS VISITED
1	48	47
2	27	24
3	132	127
4A	158	150*
4B	22	21
5	43	43
6	40	40
7	57	57
8	20	20
9	10	9
10	21	21
11	43	39
12	43	43
13	19	18
BARMM	1	1
CAR	5	4
NCR	87	79
TOTAL	776	743

*A moratorium was imposed on school visits to ESC schools in Batangas scheduled from January 13, 2020 onwards due to the Taal volcano eruption. After review and verification of affected schools by the PEAC, the suspension of school visits may range from one year to a maximum of two years from the date of the original schedule of the visit to give the schools reasonable time to recover from the damages sustained from the calamity and to prepare for the rescheduled visit.

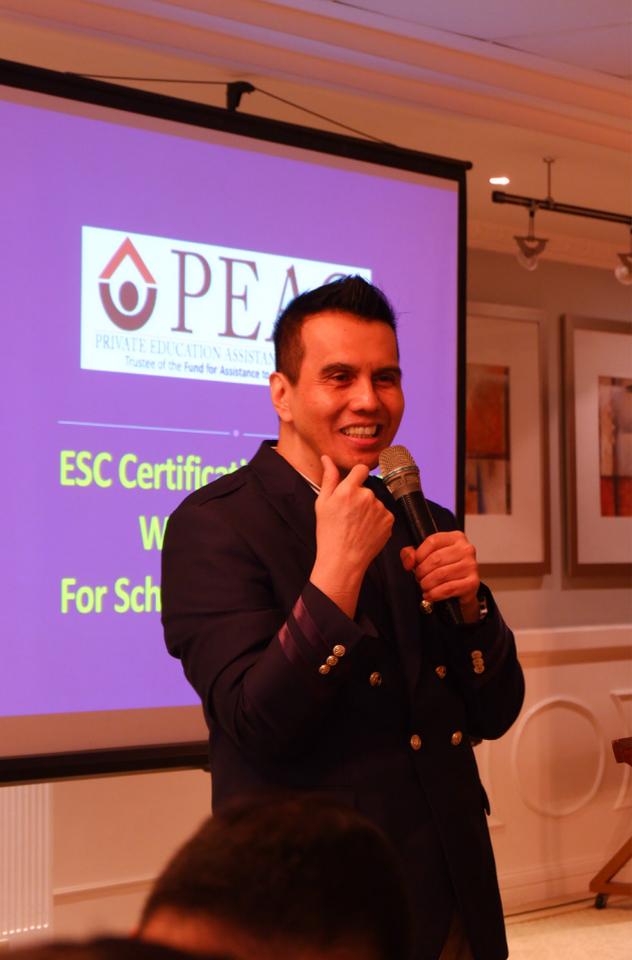
Applicant Schools Visited for Certification

REGION	NUMBER OF APPLICANT SCHOOLS VISITED	NUMBER OF APPLICANT SCHOOLS ELIGIBLE TO PARTICIPATE IN SY 2020-2021
1	3	3
2	3	3
3	19	18
4A	30	27*
4B	2	2
5	4	4
6	7	6
7	19	19
8	3	3
9	1	1
10	1	1
11	6	4
12	2	2
13	1	1
BARMM	1	1
CAR	2	2
NCR	28	26*
TOTAL	132	123

*Two accredited schools, Assumption Antipolo and Manresa School, applied and are deemed eligible to participate in the ESC Program the following school year.

As of November 2020, there are 370 private junior high schools participating in the ESC Program that have been granted accreditation status by agencies affiliated with the Federation of Accrediting Agencies of the Philippines (FAAP).

A total of 33 applicant schools and 26 ESC schools were revisited by the PEAC certification teams as these schools showed partial compliance with the requirements of the certification and recertification last year.

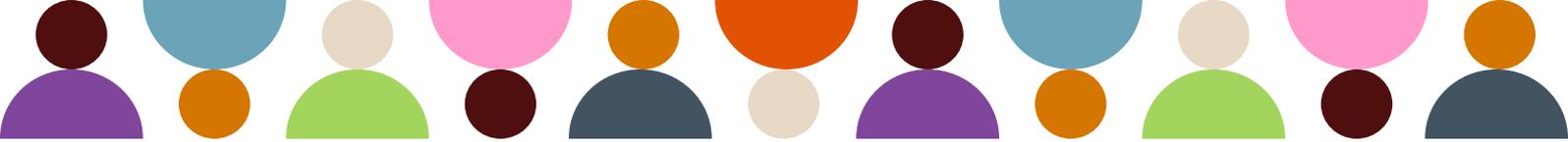


Helping Private Schools Effectively Deliver the K to 12 Program

The 2018 Certification Assessment Instrument (2018 CAI) that was aligned with the K to 12 standards was first used by applicant schools in school year 2018-2019. The instrument was implemented for ESC schools due for recertification starting in school year 2019-2020.

In preparation for this implementation, a walk-through of the 2018 CAI and the certification process was conducted for administrators, quality assurance heads, and certification point persons of ESC schools during the orientation seminars held from April to June 2019. A total of 184 certifiers also participated in the retooling workshops on the use the 2018 CAI, which were conducted a day after the session with the ESC schools.

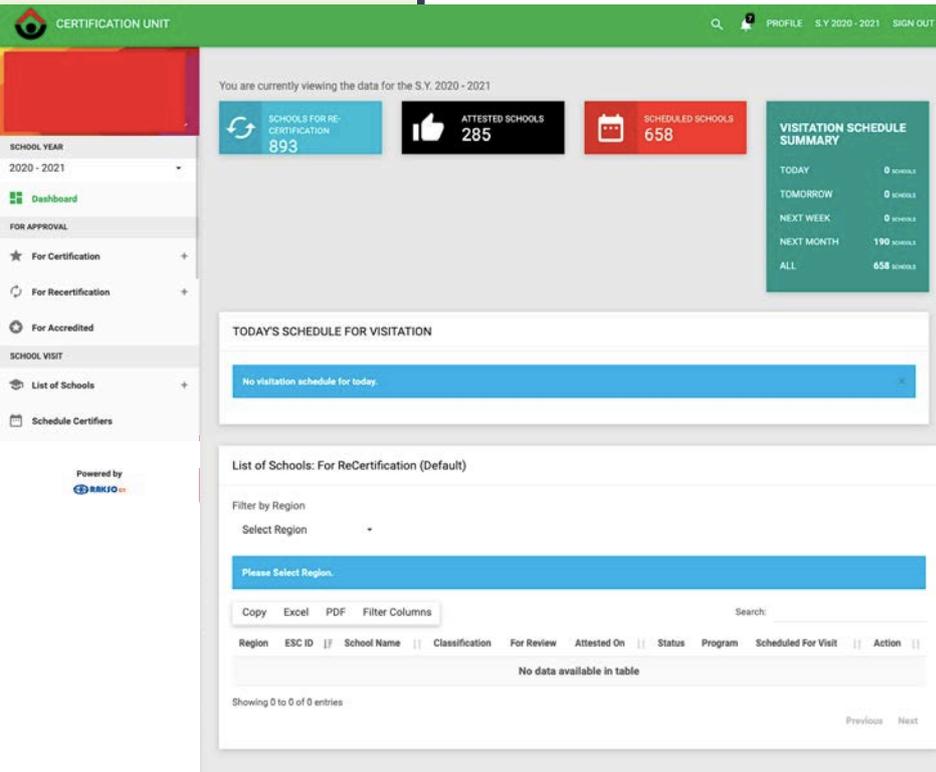




Expanding the Pool of PEAC Certifiers

With the increasing number of participating schools and applicant schools, Certifiers' Trainings were conducted to augment the current pool of active certifiers. A total of 62 new certifiers were trained during the two-day session held on July 12-13, 2019 and 23 new certifiers were trained during the one-day session held on December 6, 2019.

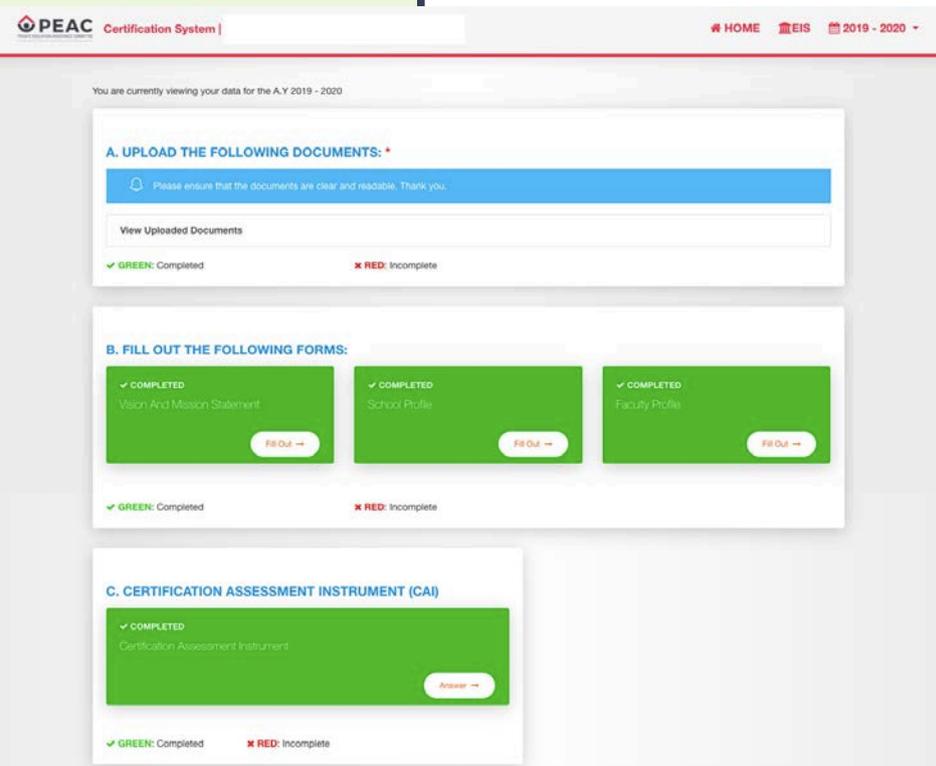




Improving Efficiency with the Certification System

The Certification System of the PEAC Enterprise Information System (EIS-CS) was also introduced during the orientation seminars and sessions with the certifiers. The EIS-CS allows the schools to upload the required documents and to view or download the school's Certification Report. The certifiers input the ratings for every standard of the 2018 CAI and the system has been programmed to follow decision rules that are consistent with the current policy in determining the area rating and the overall final rating in the 2018 CAI.

The EIS-CS has also helped the Certification Unit to be more efficient as the unit can perform tasks in the office or in the field such as reviewing uploaded documentary requirements, assigning deployment schedule to the certifiers and assistants, and evaluating and releasing Certification Reports. The system can also generate data to help the PEAC develop policies that better serve the ESC schools.



Supporting ESC Schools through the PEAC Certification Readiness Training

The PEAC Certification Readiness Training (PEAC CeRT) is a training program developed to address the certification needs of ESC schools and those planning to apply to the ESC. The focus of the two-day training is the preparation of the Standards-based School Improvement Plan (SSIP) that is aligned with the 2018 CAI.

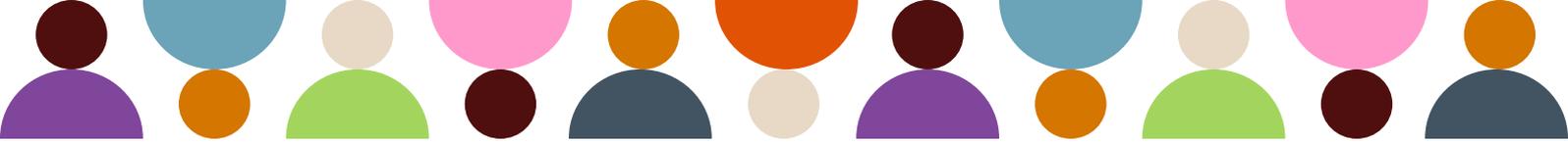
As an on-demand training, delivery of PEAC CeRT depends on requests from educational systems and associations that commit to cover the logistical requirements of the training. In the year under review, 14 associations hosted the PEAC CeRT that enabled the training of 2,264 participants from 879 schools.

DATE AND VENUE	HOST	NUMBER OF PARTICIPANTS	NUMBER OF SCHOOLS REPRESENTED
October 24-25, 2019 Emmaus Retreat Center, Dumaguete	CEAP-Negros Island	122	60
October 30-31, 2019 M.I. Sevilla Resort, Lucena City	United Private Education Institutions of Quezon (UPEIQ)	197	75
November 7-8, 2019 Batangas Country Club	Private Schools Association of Batangas (PRISAB)	118	59
November 12-13, 2019 Metro Centre Hotel, Tagbilaran City, Bohol	Bohol Association of Catholic Schools (BACS)	149	43
November 18-19, 2019 Hotel Dominique, Tagaytay	Cavite Alliance of Private Schools (CAPS)	50	21
November 22-23, 2019 Hotel Marciano, Calamba	Laguna Province Private School Administrators Association (LAPPRISADA)	158	70
November 26-27, 2019 Our Lady of the Pillar Parish, Cauayan City, Isabela	CEAP Region 2	113	46
December 9-10, 2019 Notre Dame of Tacurong	PEAC Regional Secretariat for Region 12 and BARMM (Batch 1)	200	84



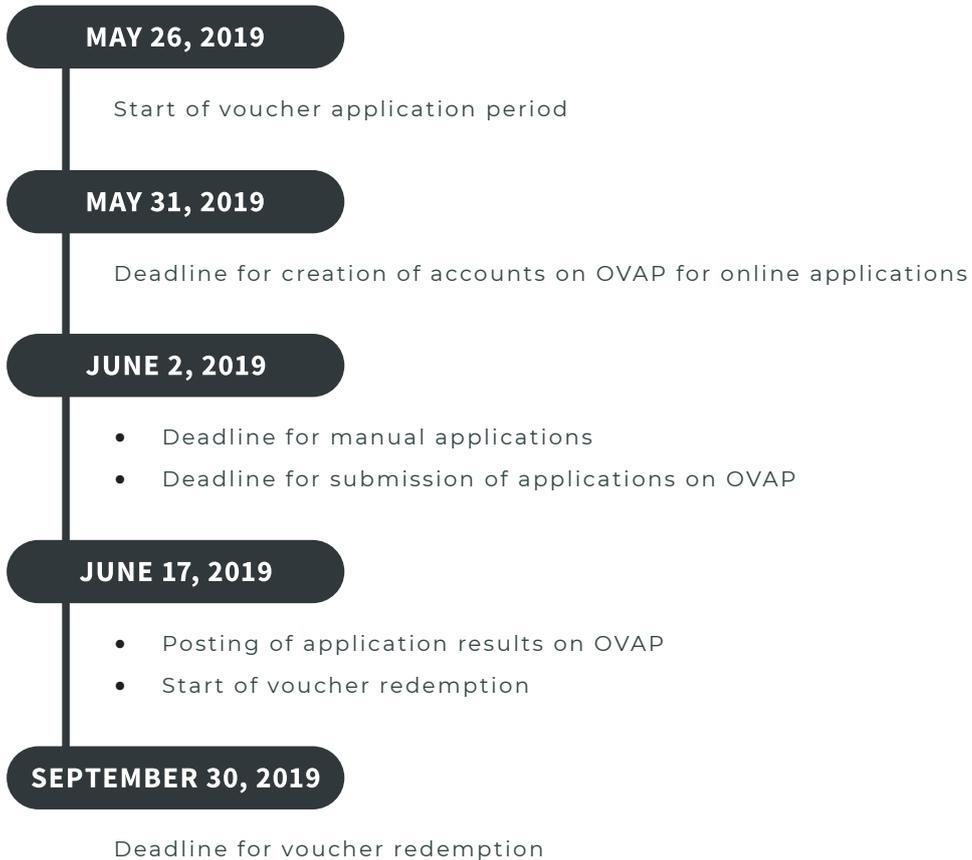


DATE AND VENUE	HOST	NUMBER OF PARTICIPANTS	NUMBER OF SCHOOLS REPRESENTED
December 13-14, 2019 DACs Training Center	Davao Association of Catholic Schools (DACs)	127	60
January 6-7, 2020 Bishop's Residence, San Pablo City, Laguna	San Pablo Diocesan Catholic School Systems	174	20
January 9-10, 2020 Victorious Christian Montessori School, GMA, Cavite	Federation of Christian Schools-Cavite	95	51
January 11-12, 2020 Notre Dame of Tacurong	PEAC Regional Secretariat for Region 12 and BARMM (Batch 2)	253	95
January 24-25, 2020 Our Lady of Mt. Carmel Montessori Gymnasium, Baguio	Association of Private School Administrators (APSA)-Baguio and Benguet	158	47
January 27-28, 2020 Tan Ville Garden Resort, Rosario, Batangas	Oblates of St. Joseph Schools	100	40
March 6-7, 2020 Hotel Fortuna, Cebu	PEAC Regional Secretariat for Region 7	250	108
TOTAL		2,264	879

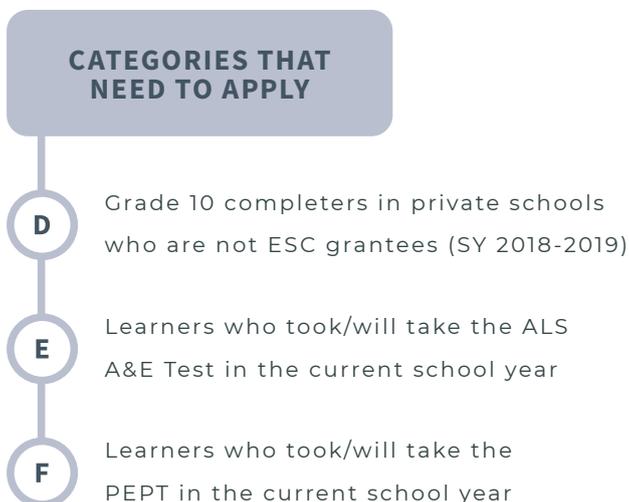


SHS Voucher Application

The PEAC manages the voucher application and maintains the Online Voucher Application Portal (OVAP) as part of its co-implementation of the SHS Voucher Program. The application period was opened on May 26, 2019 and the deadline of submission of applications was on June 2, 2019. The results were posted on the OVAP on June 17, 2019.



According to DepEd Order 10, s. 2019 on the Guidelines on Eligibility and Application for the Senior High School Voucher Program for School Year 2019-2020, the following Grade 10 completers need to apply for vouchers:





INCOMING GRADE 11 STUDENTS OF SY 2020-2021 MAY NOW APPLY TO THE SENIOR HIGH SCHOOL VOUCHER PROGRAM STARTING JUNE 29, 2020.

Who are eligible to apply?

- ✓ All Grade 10 completers in private schools in SY 2019-2020 who are not ESC grantees
- ✓ All Grade 10 completers who completed Grade 10 prior to SY 2019-2020 but not earlier than 2016 and had not previously enrolled in Grade 11
- ✓ Learners who had passed the ALS A&E Test for Grade 10 not earlier than 2016 and had not previously enrolled for Grade 11 or will take the ALS A&E Test in SY 2020-2021
- ✓ Learners who passed the PEPT for Grade 10 not earlier than 2016 and had not previously enrolled for Grade 11 or will take the PEPT in SY 2020-2021

Applications will be done online ONLY and is free of charge. No manual applications will be accepted. Voucher Applicants are highly discouraged from submitting multiple applications. All applications shall be coursed through PEAC NS via the Online Voucher Application Portal (OVAP) at deped. DepEd shall not accept submissions of applications.

All applications received shall be processed whether or not the documents are complete, students are given until November 30 to submit their documents.

The results will be released on August 14, 2020.

For more information on the application process and the supporting documents, please download and read [DepEd Order No. 18, s. 2020](#)



About

Republic Act No. 10533 (RA 10533), otherwise known as the Enhanced Basic Education Act of 2013...

[Learn More](#)

Who are Eligible

Students completing Grade 10 by March 2019 are eligible to be part of the Senior High School Voucher Program.

[Learn More](#)

FAQ

Is it possible to enroll in a track and strand that is different from what I declared in the voucher application?

[Learn More](#)

The PEAC processed a total of 55,129 applications. Qualified Voucher Applicants (QVAs) were able to download their QVA certificates starting on June 17, 2019. QVAs may redeem the vouchers by enrolling in a private senior high school provider or state and local colleges and universities that offer senior high school in school year 2019-2020. QVAs are expected to comply with the admission requirements of the senior high schools where they choose to enroll.

STATUS	NUMBER OF APPLICANTS	DESCRIPTION
Qualified Voucher Applicants (QVA)	47,708	They shall be able to download their QVA Certificates.
Qualified Voucher Applicants (Conditional status)	7,421	Applications in this category shall undergo either of the following actions: (1) Correction of learner information by the applicant; or (2) Validation of information via the DepEd Learner Information System. The second action is incumbent upon the provision of a working API by the DepEd ICTS to allow PEAC to check learner information vis-a-vis the DepEd Learner Information System (LIS). They shall be able to download their QVA Certificates when they submit the required supporting documents.
TOTAL	55,129	

As of September 22, 2019



Orientation

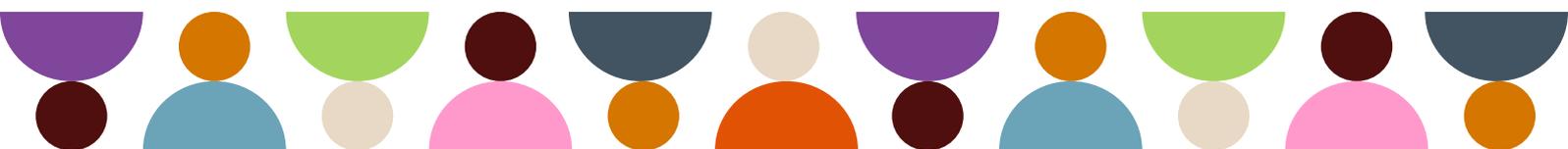
Orientation seminars for participating schools on the implementation of the ESC and SHS Voucher Program in school year 2019-2020 were conducted in 16 venues nationwide from April to June 2019.

REGION	DATE	VENUE	
		Session for IT Persons, School Registrars, Finance Persons, and SHS VP Administrators AM: ESC and TSS PM: SHS VP	Session for ESC Administrators, Quality Assurance Heads, and Certification Point Persons
12/BARMM	April 11, 2019	SMC Hall, Notre Dame of Marbel University, Koronadal City, South Cotabato	Convention Hall, 3rd floor, Renato Cruz Bldg., Notre Dame of Marbel University, Koronadal City, South Cotabato
9/BARMM	April 11, 2019	Garden Orchid Hotel, Zamboanga	Garden Orchid Hotel, Zamboanga
11	April 25, 2019	OLP Hall, University of the Immaculate Conception, Davao City	Auditorium, Sto. Niño bldg. Bajada campus, University of the Immaculate Conception, Davao city
10	April 25, 2019	Emperor's Court, Grand Caprice Restaurant, Lim Ket Kai Center, Lapasan, Cagayan De Oro	CDOC Grand Ballroom, Grand Caprice Restaurant, Lim Ket Kai Center, Lapasan, Cagayan De Oro

REGION	DATE	VENUE	
		Session for IT Persons, School Registrars, Finance Persons, and SHS VP Administrators AM: ESC and TSS PM: SHS VP	Session for ESC Administrators, Quality Assurance Heads, and Certification Point Persons
3 Batch 1 (Bataan, Nueva Ecija, Pampanga, Zambales)	May 2, 2019	Orchid Gardens, Lazatin Boulevard, City of San Fernando, Pampanga	St. Scholastica's Academy, City of San Fernando, Pampanga
3 Batch 2 (Aurora, Bulacan, Tarlac)	May 3, 2019		
1	May 2, 2019	Dr. Salvador T. Duque Field House, Lyceum- Northwestern University Tapuac District, Dagupan City	Hotel Le Duc, 5th Floor, Tapuac District, Dagupan City
6	May 9, 2019	Colegio Del Sagrado Corazon De Jesus, Iloilo City	Grand Hotel, Iznart St, Iloilo City
4B	May 23, 2019	NSC Theatre, 3rd Floor SHS Bldg., FAITH Colleges, Tanauan, Batangas	Multi-Purpose Hall (MPH), 3rd Floor Admin Bldg., FAITH Colleges, Tanauan, Batangas
5	May 23, 2019	Doña Dolores Convention Hall 1 And 2, Villa Caceres Hotel, Naga, Camarines Sur	Doña Dolores Convention Hall 3, Villa Caceres Hotel, Naga, Camarines Sur
CAR	May 30, 2019	Review Center Hall, University Of Baguio, Baguio	Centennial Hall, University Of Baguio, Baguio
13	May 30, 2019	CBE Function Hall, Father Saturnino Urios University, Main Campus, Butuan City	AVR-2, CBS Building Main Campus, Father Saturnino Urios University, Butuan City



REGION	DATE	VENUE	
		Session for IT Persons, School Registrars, Finance Persons, and SHS VP Administrators AM: ESC and TSS PM: SHS VP	Session for ESC Administrators, Quality Assurance Heads, and Certification Point Persons
NCR	June 6, 2019	Fleur De Lis Auditorium, St. Paul University Manila	HRMTC Ballroom, 2nd Floor, St. Paul University Manila
4A Batch 1	June 6, 2019	Lyceum of the Philippines University, Laguna City	Sadami Antonio Memorial Hall, Yazaki Torres Manufacturing Inc. (YTMI) Complex, Brgy. Makiling, Calamba, Laguna
4A Batch 2	June 13, 2019		The Park, Yazaki Torres Manufacturing Inc. (YTMI) Complex, Brgy. Makiling, Calamba, Laguna
2	June 13, 2019	Activity Room, Grade School Bldg., St. Paul University Philippines, Tuguegarao City	Mere Madeleine Hall, LRC Bldg., St. Paul University Philippines, Tuguegarao City
7	June 20, 2019	Auditorium, Basak Campus, University of San Jose Recoletos, Cebu City	School Library, Basak Campus, University Of San Jose Recoletos, Cebu City
8	June 20, 2019	Alejandro Hall, Hotel Alejandro, Tacloban City	Commonwealth Hall, Hotel Alejandro, Tacloban City



A total of 3,075 ESC schools and 4,127 SHS VP schools attended the half-day sessions on the proposed guidelines and walk-through of the IMS and VMS and a total of 2,668 ESC schools attended the whole-day session on the 2018 CAI, which would be used by ESC schools due for recertification starting in school year 2019-2020.

Region	NUMBER OF PARTICIPATING SCHOOLS IN THE PREVIOUS SCHOOL YEAR		NUMBER OF PARTICIPATING SCHOOLS THAT ATTENDED PER SESSION			PERCENTAGE OF PARTICIPATING SCHOOLS THAT ATTENDED PER SESSION		
	ESC	SHS VP	ESC CAI	ESC	SHS VP	ESC CAI	ESC	SHS VP
Region 1	240	257	206	225	253	85.83%	93.75%	98.44%
Region 2	118	135	98	97	120	83.05%	82.20%	88.89%
Region 3	472	621	378	453	618	80.08%	95.97%	99.52%
Region 4A	662	835	482	559	767	72.81%	84.44%	91.86%
Region 4B	96	109	68	92	110	70.83%	95.83%	100.92%
Region 5	143	221	117	129	205	81.82%	90.21%	92.76%
Region 6	238	253	196	221	242	82.35%	92.86%	95.65%
Region 7	257	306	207	235	281	80.54%	91.44%	91.83%
Region 8	98	129	82	88	110	83.67%	89.80%	85.27%
Region 9	84	132	73	69	105	86.90%	82.14%	79.55%
Region 10	177	230	147	158	186	83.05%	89.27%	80.87%
Region 11	169	209	126	132	178	74.56%	78.11%	85.17%
Region 12	165	175	129	131	160	78.18%	79.39%	91.43%
Region 13	74	88	60	69	80	81.08%	93.24%	90.91%
BARMM	53	63	46	47	64	86.79%	88.68%	101.59%
CAR	78	104	48	70	100	61.54%	89.74%	96.15%
NCR	350	640	205	300	548	58.57%	85.71%	85.63%
TOTAL	3,474	4,507	2,668	3,075	4,127	76.80%	88.51%	91.57%



Processing of Billing Statements: Education Service Contracting

In the year under review, the PEAC processed and submitted to the DepEd Central Office the billing statements of 3,541 participating schools for a total of 1,078,928 ESC grantees. The total amount of ESC subsidies is at Php10.17 billion. The DepEd Central Office processes and releases the subsidy amounts directly to the participating schools.

ESC-participating JHS, Grantees, and Amount of Grant Processed

REGION	SCHOOLS	GRADE 7	GRADE 8	GRADE 9	GRADE 10	TOTAL ESC GRANTEES	AMOUNT OF GRANT
Region 1	239	15,231	15,691	14,630	13,945	59,497	528,414,867.60
Region 2	120	10,819	10,734	9,330	8,723	39,606	351,839,467.96
Region 3	479	40,856	39,926	34,402	31,806	146,990	1,323,587,153.28
Region 4A	691	54,333	52,768	44,305	38,186	189,592	1,692,653,818.30
Region 4B	95	7,179	7,312	6,653	5,827	26,971	241,180,433.80
Region 5	142	15,796	15,834	13,455	11,774	56,859	501,685,728.23
Region 6	240	19,984	19,836	16,870	14,763	71,453	660,265,752.00
Region 7	259	24,415	25,704	21,391	18,622	90,132	840,547,844.52
Region 8	98	7,770	8,172	7,259	6,425	29,626	265,598,651.01
Region 9	83	7,435	7,558	6,271	5,536	26,800	250,403,671.26
Region 10	174	16,231	15,231	12,834	10,617	54,913	506,865,855.98
Region 11	172	14,422	14,209	11,422	10,155	50,208	482,661,069.00
Region 12	161	14,195	13,609	11,419	9,965	49,188	446,349,857.21
Region 13	74	7,266	6,892	6,063	5,138	25,359	230,758,375.80
NCR	378	32,277	30,505	25,197	22,150	110,129	1,384,026,000.00
CAR	80	8,171	7,726	6,867	6,312	29,076	268,678,000.00
BARMM	56	6,890	6,404	4,912	4,323	22,529	200,623,500.00
TOTAL	3,541	303,270	298,111	253,280	224,267	1,078,928	10,176,140,045.95

As of October 25, 2020

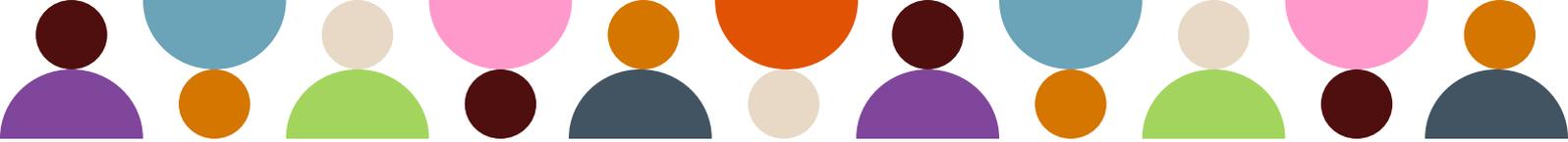


The PEAC also processed the requests of 649 schools for a total of 18,587 additional Grade 7 slots with priority given to schools with no top-up, or fees on top of the subsidy amount; schools with 50 or less billed ESC grantees in the previous year; and schools with 100% utilization of their Grade 7 ESC allocation in the previous year.

The additional slots approved by DepEd has a total program cost of Php177.34 million.

Additional ESC Grade 7 Slots Approved by DepEd

REGION	SCHOOLS	ADDITIONAL SLOTS	PROJECTED COST
Region 1	43	924	8,316,000.00
Region 2	27	551	4,959,000.00
Region 3	108	3,294	29,964,000.00
Region 4A	148	4,275	38,607,000.00
Region 4B	12	278	2,548,000.00
Region 5	16	426	3,834,000.00
Region 6	42	1,200	11,546,000.00
Region 7	50	1,525	14,151,000.00
Region 8	16	280	2,546,000.00
Region 9	15	702	6,786,000.00
Region 10	35	1,251	11,761,000.00
Region 11	30	1,029	10,063,000.00
Region 12	16	501	4,529,000.00
Region 13	11	225	2,159,000.00
NCR	59	1,603	20,839,000.00
CAR	9	203	1,855,000.00
BARMM	12	320	2,880,000.00
TOTAL	649	18,587	177,343,000.00



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.

There are 21 participating schools implementing the OHS and in school year 2019-2020 a total of 1,867 grantees were eligible to receive ESC subsidies amounting to Php17.95 million. The PEAC processed and submitted 100% of the billing statements of the participating schools to the DepEd Central Office.

ESC-participating JHS (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
Region 3	2	96	85	69	79	329	3,013,500.00
Region 4A	1	52	49	52	53	206	1,827,500.00
Region 7	2	46	28	30	47	151	1,335,500.00
Region 10	5	124	103	130	138	495	5,058,500.00
Region 11	2	3	7	11	6	27	274,000.00
Region 12	5	58	68	74	100	300	2,734,000.00
Region 13	1	8	5	9	11	33	291,500.00
NCR	2	39	35	40	25	139	1,757,000.00
BARMM	1	50	50	50	37	187	1,664,500.00
TOTAL	21	476	430	465	496	1,867	17,956,000.00

For the Teachers' Salary Subsidy, which is a component of the ESC, the PEAC processed the billing statements of 3,336 participating schools for a total subsidy of Php890.52 million for 50,049 qualified private JHS teachers in ESC schools.

TSS-participating JHS, Recipients, and Amount of Grant Processed

REGION	SCHOOLS	TSS RECIPIENTS	AMOUNT OF SUBSIDY
Region 1	235	3,613	64,558,500.00
Region 2	119	2,153	38,395,500.00
Region 3	465	6,900	123,072,000.00
Region 4A	653	8,850	157,491,000.00
Region 4B	90	1,187	21,184,500.00
Region 5	121	1,984	35,260,500.00
Region 6	240	3,918	69,336,000.00
Region 7	255	3,977	70,890,000.00
Region 8	92	1,228	21,763,500.00
Region 9	79	987	17,545,500.00
Region 10	160	2,125	37,939,500.00
Region 11	168	2,639	46,803,000.00
Region 12	144	1,732	30,868,500.00
Region 13	70	943	16,822,500.00
NCR	327	6,131	109,003,500.00
CAR	77	1,214	21,241,500.00
BARMM	41	468	8,344,500.00
TOTAL	3,336	50,049	890,520,000.00

As of October 25, 2020





Assistance to GASTPE-participating schools in Marawi City

On August 16, 2017, Rhodora Angela F. Ferrer, PEAC NS Executive Director, met with participating schools from Marawi City in Lourdes College, Cagayan de Oro City. The meeting was requested by the Marawi City and Lanao del Sur Private Schools Association (MCLDSPSA) to talk about the issues and concerns of their schools in connection with the conflict in Marawi City.

The draft of the special provisions for GASTPE-participating schools in Marawi City was sent to DepEd on April 4, 2018 for consideration and approval. DepEd approved the proposal of the PEAC to provide special provisions for GASTPE-participating schools in Marawi City on November 27, 2018 through DepEd Order 50, s. 2018. The special provisions allow GASTPE-participating schools in Marawi City to maintain their previous slot allocations and enroll new ESC grantees and VPBs in the upper grade levels.

Beginning January 2019, GASTPE-participating schools in Marawi City were required to encode their new grantees in the upper grade levels in the ESC Information Management System. The encoded grantees were validated and submitted to DepEd for approval on March 25, 2019. The approval of new ESC grantees in the upper grade levels was released on December 6, 2019. A total of 823 students from 16 participating junior high schools in Marawi City were approved as new ESC grantees in the upper grade levels. The total projected cost to the ESC Program amounted to Php7,114,000.00.

Processing of Billing Statements: SHS Voucher Program

In the year under review, the PEAC processed and submitted to the DepEd Central Office the billing statements of 4,530 participating schools with a total voucher amount of Php22.25 billion to support a total of 1,282,297 Voucher Program Beneficiaries (VPBs) in Grades 11 and 12.

VP-participating SHS, VPBs, and Amount of Vouchers Processed

REGION	SCHOOLS	GRADE 11	GRADE 12	TOTAL VPBS	AMOUNT OF VOUCHERS
Region 1	252	23,621	22,002	45,623	700,350,669.55
Region 2	143	14,860	13,932	28,792	448,362,062.90
Region 3	614	90,424	82,734	173,158	2,813,493,631.94
Region 4A	860	132,077	121,445	253,522	4,125,450,940.00
Region 4B	113	12,227	11,643	23,870	359,263,865.75
Region 5	223	24,878	21,336	46,214	729,257,345.45
Region 6	257	34,009	31,245	65,254	1,111,644,245.00
Region 7	313	48,516	45,567	94,083	1,611,211,950.00
Region 8	125	13,132	12,638	25,770	418,307,141.00
Region 9	135	17,208	16,294	33,502	555,914,137.53
Region 10	222	25,903	23,504	49,407	825,916,887.00
Region 11	217	33,142	28,425	61,567	1,089,327,562.64
Region 12	179	24,054	20,076	44,130	729,943,695.60
Region 13	88	11,902	10,712	22,614	375,882,655.00
NCR	623	140,297	129,362	269,659	5,638,763,211.86
CAR	105	13,617	12,904	26,521	433,851,300.00
BARMM	61	10,727	7,884	18,611	289,812,800.00
TOTAL	4,530	670,594	611,703	1,282,297	22,256,754,101.22

As of October 25, 2020

A Quick Look at the SHS Voucher Program

- Majority of the Voucher Program Beneficiaries (VPBs) in Grades 11 and 12 were enrolled in private SHS providers in school year 2019-2020.
- Majority of the Qualified Voucher Applicants (QVAs) redeemed their vouchers.
- More than half of the VPBs completed their Grade 10 in public junior high schools.

Grade 11 Voucher Program Beneficiaries by VPB Type

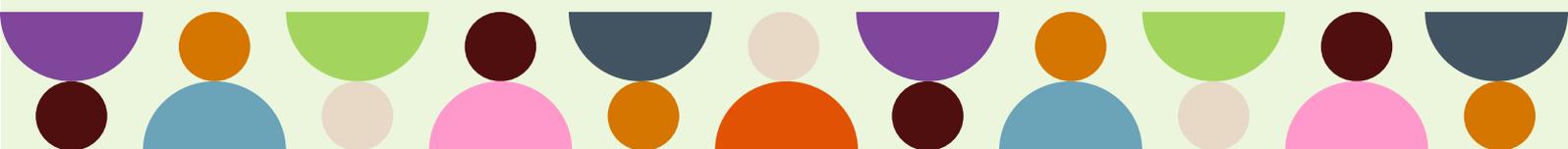
SHS TYPE	SCHOOLS	PUBLIC	PRIVATE ESC	PRIVATE NON-ESC	ALS/ PEPT	TOTAL
Private	4,458	431,712	176,277	40,284	137	648,410
SUC/LUC	166	26,378	2,558	528	0	29,464

As of October 21, 2020

Grade 12 Voucher Program Beneficiaries by VPB Type

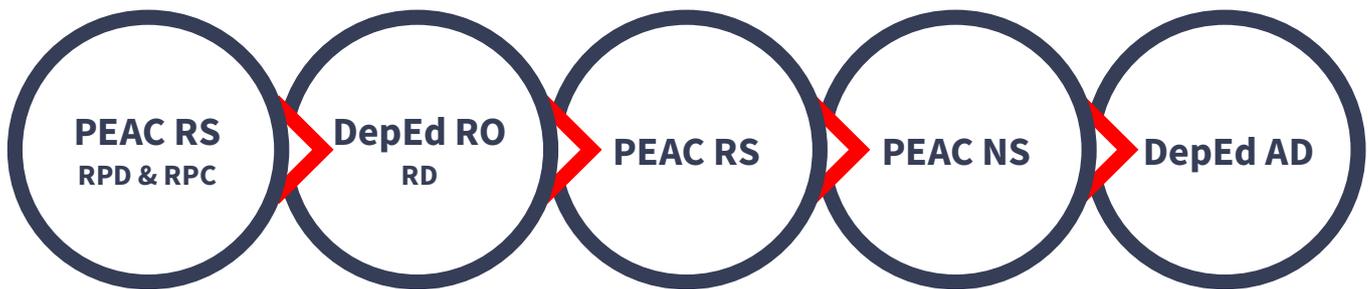
SHS TYPE	SCHOOLS	PUBLIC	PRIVATE ESC	PRIVATE NON-ESC	ALS/ PEPT	TOTAL
Private	4,458	385,971	157,749	48,895	203	592,818
SUC/LUC	166	22,706	2,558	740	0	26,004

As of October 21, 2020



Shift to Online Processing During the COVID-19 Pandemic

Prior to the COVID-19 pandemic, participating schools would prepare the billing statement package by printing five copies of the billing statement created in the ESC Information Management System (IMS) or SHS Voucher Management System (VMS), having the School Selection Committee members sign all the copies, and organizing the billing statements and supporting documents in folders.



After the schools submit the billing statement packages to their respective PEAC Regional Secretariats (RSs), the PEAC RS checks the billing statements, facilitates the signing of the DepEd Regional Director and PEAC Regional Program Director, and forwards the billing statement packages to the PEAC National Secretariat (NS). The PEAC NS then processes the billing statement packages and prepares and submits them to the DepEd Central Office Accounting Division (DepEd AD).

The face-to-face interactions and handling of billing statement packages posed increased risk of exposure to the COVID-19 virus. To ensure the safety of persons involved in the processing of the billing statements, system developments were undertaken in the IMS and VMS to enable the PEAC to implement an online submission and processing of the billing statements.



Online Processing of Billing Statements

HANDLING UNIT	PROCESS	ONLINE
School	Submission of billing statements and supporting documents	Scanned and uploaded in the IMS/VMS
PEAC Regional Secretariat (PEAC RS)	Processing of billing statements in the PEAC Regional Secretariat	Processed online using PEAC Admin Panel
	Submission of PEAC RS processed billing statements to DepEd Regional Office (DepEd RO)	Scanned and emailed to DepEd RO
	Retrieval of Billing Statements from DepEd RO	Scanned and emailed to PEAC RS
	Submission of Billing statements to PEAC NS	Uploaded scanned billing statements in the PEAC Admin Panel
PEAC National Secretariat (PEAC NS)	Processing of billing statements in the PEAC NS	Downloaded billing statements in the PEAC Admin Panel
		Affixed electronic signature of the PEAC Executive Director in the billing statement
		Printed billing statement for submission to DepEd Accounting Division (DepEd AD)
	Submission of PEAC NS processed billing statements to DepEd Accounting Division (DepEd AD)	Delivered to DepEd



Monitoring

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

The target number of GASTPE-participating schools for monitoring is 10% of the total participating schools in each program. Monitoring visits of ESC-participating JHS began on September 2, 2019 and ended on January 17, 2020. VP-participating SHS were monitored from October 1, 2019 to February 28, 2020.



Training GASTPE Monitors

In preparation for the monitoring visits, a total of 103 school heads participated in a workshop conducted last August 2-3, 2019 prior to their deployment as GASTPE monitors.

The participants were oriented on the program guidelines, and the protocols and etiquette during a monitoring visit. There was also a session on the monitoring process, instrument, and preparation of monitoring reports and a discussion of issues encountered during the previous monitoring visits.

The GASTPE monitors are from participating schools that are accredited or have received an above standard rating in the PEAC Certification, and that have no previous record of adverse findings or non-compliance with the program guidelines. The GASTPE monitors are responsible for implementing the monitoring process in the schools assigned to their respective National Monitoring Teams or Regional Monitoring Teams.

ESC Schools Visited

In the year under review, 345 out of the target 348 participating schools were visited by the PEAC monitoring teams.

Target ESC-participating JHS for Monitoring vs. Actual Visited

REGION	TARGET	VISITED	WITH ADVERSE FINDINGS
Region 1	24	24	2
Region 2	12	12	3
Region 3	47	47	15
Region 4A	66	66	16
Region 4B	10	10	3
Region 5	14	14	2
Region 6	24	24	4
Region 7	26	26	6
Region 8	10	10	4
Region 9	8	8	7
Region 10	18	18	4
Region 11	17	17	7
Region 12	17	15	8
Region 13	7	7	0
NCR	35	35	9
CAR	8	8	0
BARMM	5	4	3
TOTAL	348	345	93

A total of 93 schools were reported to have unaccounted grantees. Unaccounted grantees are billed grantees who were absent during a monitoring visit and the school failed to present supporting documents to the monitoring team to account for their actual enrollment and attendance in the school.

After a review of the cases, 84 schools were given written warning letters, 4 schools were suspended and were not given new Grade 7 ESC slots for one school year, and 5 schools were terminated from the program.

All schools were required to submit refunds of the payment received for the unaccounted grantees and 52 schools have so far complied. The PEAC reviews the documents submitted and endorses them to the DepEd Central Office.

VP Schools Visited

Out of the target 451 participating schools, 368 schools were visited by the PEAC monitoring teams and 156 of these schools were reported to have unaccounted VPBs.

Target ESC-participating JHS for Monitoring vs. Actual Visited

REGION	TARGET	VISITED	WITH ADVERSE FINDINGS
Region 1	26	7	1
Region 2	14	0	0
Region 3	62	62	26
Region 4A	83	68	45
Region 4B	11	12	6
Region 5	22	22	5
Region 6	25	0	0
Region 7	31	31	11
Region 8	13	13	6
Region 9	13	19	7
Region 10	23	21	4
Region 11	21	21	14
Region 12	18	18	8
Region 13	9	5	3
NCR	64	56	18
CAR	10	7	0
BARMM	6	6	2
TOTAL	451	368	156

After a review of cases of schools with adverse findings, the PEAC recommended to the GASTPE Regional Program Committees the issuance of written warning letters to 135 schools, the suspension of 9 schools, and the termination of 12 schools. It was also recommended that all 156 schools submit refunds of the payment received for the unaccounted VPBs.





2019 INSET for JHS Teachers

A total of 12,760 participants from 2,531 institutions attended the JHS INSET conducted in 13 venues nationwide from April to June 2019. A total of 185 JHS trainers from 61 institutions nationwide were deployed for the regional trainings.

DATE	VENUE	NUMBER OF ATTENDEES
April 8-10, 2019	Ateneo de Zamboanga University, Zamboanga City	608
April 8-10, 2019	Notre Dame of Marbel University, City of Koronadal, South Cotabato	877
April 22-24, 2019	Lourdes College, Cagayan de Oro City	1,009
April 22-24, 2019	University of the Immaculate Conception, Davao City	702
April 29, 2019 - May 1, 2019	St. Scholastica's Academy, City of San Fernando, Pampanga	1,240
May 6-8, 2019	Colegio del Sagrado Corazon de Jesus, Iloilo City	1,026
May 20-22, 2019	Ateneo de Naga University, Naga City	659
May 24-26, 2019	First Asia Institute of Technology and Humanities, Tanauan, Batangas	1,100
May 27-29, 2019	Saint Louis University Laboratory High School, Baguio City	1,238
June 3-5, 2019	Lyceum of the Philippines University- Laguna, Calamba City	1,288
June 3-5, 2019	St. Paul University-Manila, Manila	1,065
June 10-12, 2019	St. Paul University of the Philippines, Tuguegarao City	629
June 17-19, 2019	University of San Jose-Recoletos, Cebu City	1,319
TOTAL		12,760



The training program is offered in two tracks namely Regular and Advanced. The 10 subject areas in the Regular Track include Araling Panlipunan, English, Filipino, Mathematics, Science, Music, Physical Education, Technology and Livelihood Education-Home Economics, Technology and Livelihood Education-Information, Communications and Technology, and Values Education. The Advanced Track is offered in five subjects namely, Araling Panlipunan, English, Filipino, Mathematics, and Science.

To deliver the K to 12 standards-based curriculum competently, the participants had sessions on understanding the paradigm shift in the design of the K to 12 Program, teaching of 21st century skills for global competitiveness, and using performance-based assessments and learner-centered strategies within the context of articulated content and performance standards.

The workshops gave the participants opportunities to practice unpacking of learning goals from the curriculum guide standards and competencies, the horizontal and vertical articulation of these standards and competencies in a curriculum map, and designing unit learning plans that show the alignment of content with assessment methods and instructional strategies.

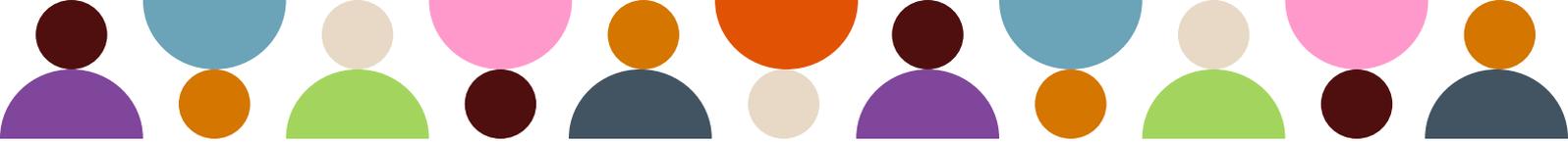
Participants were also oriented on the 2018 CAI and its use for quality assurance and subsidy grants. They learned how to align their curriculum maps and learning plans with the standards of the 2018 CAI.

The 2019 JHS INSET is a Continuing Professional Development (CPD) program accredited by the Professional Regulation Commission (PRC) and licensed participants earned 15 CPD credit units which they can use for the renewal of their license as professional teachers.





Region	NUMBER OF SCHOOLS		NUMBER OF PARTICIPANTS		
	In Attendance	ESC schools in Attendance	In Attendance	Licensed	% Licensed
1	182	182	829	652	78.65%
2	103	103	620	518	83.55%
3	305	305	1,274	875	68.68%
4A	465	462	2,121	1,358	64.03%
4B	69	69	341	195	57.18%
5	121	121	659	427	64.80%
6	203	203	1,013	803	79.27%
7	188	186	1,006	736	73.16%
8	60	60	296	176	59.46%
9	75	74	478	255	53.35%
10	148	147	792	503	63.51%
11	106	105	554	383	69.13%
12	134	134	717	385	53.70%
13	63	63	324	166	51.23%
BARMM	50	50	340	116	34.12%
CAR	74	73	410	356	86.83%
NCR	185	184	986	809	82.05%
TOTAL	2,531	2,521	12,760	8,713	68.28%



2019 INSET for SHS Teachers

A total of 9,905 participants from 2,277 institutions attended the 2019 SHS INSET conducted in 13 venues nationwide. The program is offered in the 12 core subject areas of the SHS curriculum.

A total of 126 SHS trainers from 34 institutions nationwide were deployed for the regional trainings.

DATE	VENUE	NUMBER OF PARTICIPANTS
April 12-14, 2019	Ateneo de Zamboanga University, Zamboanga City	561
April 12-14, 2019	Notre Dame of Marbel University, South Cotabato	591
April 26-28, 2019	Lourdes College, Cagayan de Oro City	768
April 26-28, 2019	University of the Immaculate Conception, Davao City	623
June 14-16, 2019	St. Paul University of the Philippines, Tuguegarao City	485
June 21-23, 2019	University of San Jose-Recoletos, Cebu City	1,125
June 7-9, 2019	Lyceum of the Philippines University- Laguna, Calamba City	1,017
June 7-9, 2019	St. Paul University-Manila, Manila	653
May 10-12, 2019	Colegio del Sagrado Corazon de Jesus, Iloilo City	675
May 20-22, 2019	First Asia Institute of Technology and Humanities, Tanauan, Batangas	929
May 24-26, 2019	Ateneo de Naga University, Naga City	482
May 3-5, 2019	Holy Angel University, Angeles City, Pampanga	1,079
May 31, 2019 - June 2, 2019	Saint Louis University Laboratory High School, Baguio City	917
TOTAL		9,905

The 2019 INSET for SHS teachers with the theme, “Ensuring SHS Learners Preparation for the Four Exits of K to 12 Curriculum,” is the third phase of the SHS program, which focuses on the development of preparatory skills that are requisites in the multidisciplinary learning of core courses of the New General Education Curriculum.

Licensed professional teachers who participated the training also earned 15 CPD credit units.

Region	NUMBER OF SCHOOLS IN ATTENDANCE			NUMBER OF PARTICIPANTS		
	Private	Public	Total	In Attendance	Licensed	% Licensed
Region 1	147	2	149	610	437	71.64%
Region 2	95	1	96	495	404	81.62%
Region 3	291	0	291	1,096	724	66.06%
Region 4A	414	1	415	1,666	1,041	62.48%
Region 4B	66	4	70	306	213	69.61%
Region 5	116	3	119	485	317	65.36%
Region 6	160	1	161	665	519	78.05%
Region 7	176	0	176	871	591	67.85%
Region 8	46	2	48	242	147	60.74%
Region 9	90	5	95	481	223	46.36%
Region 10	122	3	125	575	355	61.74%
Region 11	108	0	108	460	305	66.30%
Region 12	102	2	104	498	245	49.20%
Region 13	69	0	69	296	160	54.05%
BARMM	39	3	42	239	100	41.84%
CAR	64	2	66	302	266	88.08%
NCR	142	1	143	618	466	75.40%
TOTAL	2,247	30	2,277	9,905	6,513	65.75%

Get to Know the PEAC Consultants



Dr. Miguel Q. Rapatan

Dr. Miguel Q. Rapatan has been a training consultant of PEAC since 2003. He has given numerous seminar-workshops for professional development on curriculum mapping the K to 12 standards and integrating 21st century skills, designing learning progression and learning targets using K to 12 standards and competencies, among others.

He has designed the training programs and trained a pool of JHS trainers that support the private schools' implementation of the DepEd-mandated curriculum from the 2002 Basic Education Curriculum (BEC) to the Revised Basic Education Curriculum (RBEC). From BEC and RBEC, he has updated the JHS INSET to aligned with the standards-based curriculum of the K to 12 Program, and more recently, to prepare the JHS teachers in handling classes and ensure student learning amidst a pandemic.

Dr. Rapatan is an Associate Professor at the Department of Communication of De La Salle University. He has a Ph.D. and an MA in Education from Teachers College, Columbia University in New York.



Dr. Gina L. Montalan

Dr. Gina L. Montalan is currently the Academic Vice President of Ateneo de Davao University. She also teaches in the Educational Leadership Department, School of Education of Ateneo de Davao University. She specializes in curriculum development and education management and administration, among others.

She has been the training consultant of PEAC for the SHS INSET since 2016. She has designed the training programs to focus on the Alignment Framework which ensures the alignment of instructional activities with the competencies of the SHS core subjects and the preparation of the learners for the four exits of the K to 12 curriculum.

She has a Ph.D. in Educational Management from Ateneo de Davao University and an MA in Teaching Mathematics from the University of the Philippines-Diliman.



JHS Training of Trainers

In preparation for the 2020 INSET, a three-phase training of trainers was conducted with the first two phases focusing on “Ensuring Student Learning Outcomes of K-12 Standards for Global Competitiveness.”

With the COVID-19 pandemic, the third phase of the training was revised with a new theme, “Ensuring Enduring Student Learning Outcomes with Online Distance Learning and Teaching of K-12 Standards in the Time of COVID-19.”

First Phase

A total of 161 trainers in 10 subject areas participated in the first phase of the training conducted last October 11-13, 2019 at Lima Park Hotel in Batangas.

The training had the following objectives: evaluate performance in the 2019 Summer INSET; review, update, and revise the core learning modules and training materials for the 2020 INSET; and prepare training materials based on new learning modules and integrate in selected learning modules strategies and practices contributing to the participants' schools' effective implementation of the Curriculum, Assessment and Instruction in the 2018 CAI.



Second Phase

The 147 trainers who participated in the second phase of the training held last February 6-9, 2020 at Lima Park Hotel in Batangas prepared the final training materials, demonstrated or simulated class presentations using the training materials, and assessed one's outputs and performance as feedback was given on the demonstration.





Gratitude Night,
August 10-12, 2019
Club Balai Isabel,
Batangas

Third Phase

With the restrictions resulting from the quarantine status declared by the national and local government units, the third phase of the training was done online via Zoom last July 23-26, 2020. There were 157 trainers who participated in the online training.

The training addressed the issues faced by schools during the pandemic as it aimed to examine the process of streamlining the K to 12 curriculum using both the 2016 Subject Curriculum Guides and the 2020 Most Essential Learning Competencies (MELC) Matrix, to discuss protocols and strategies related to the development of enduring student learning outcomes, and to survey related technology tools and applications to support student learning delivered by the modality of online distance teaching and learning.

The participants also converted existing training materials in line with the curriculum streamlining and online distance teaching and learning as well as learned from a discussion of webinar presentation techniques for various training sessions.



SHS Training of Trainers

First Phase

The first phase of the training was participated by 125 trainers, which was held last November 16-18, 2020 at Lima Park Hotel in Batangas. There were 38 subject specialists who joined the group after a one-day training for new trainers on November 15, 2020 at AIM Conference Center in Makati City.

The training aimed to assist trainers in mapping out intra-disciplinal and inter-/multi-disciplinal assessment activities of the core subjects following the Alignment Framework.



Second Phase

A total of 111 participants developed training materials for the 2020 INSET during the second phase of the training for trainers conducted last February 6-9, 2020 at Lima Park Hotel in Batangas.

The following topics were covered by the four-day training: reteaching the Alignment Framework in the context of assessment; coaching SHS teachers in developing aligned assessment; and coaching SHS teachers in developing intra- and inter-/multi-disciplinary performance tasks. The trainers also had a session on how to critique the outputs of INSET participants.





Number of active PEAC trainers in the year under review:



170

JHS TRAINERS

113



SHS TRAINERS

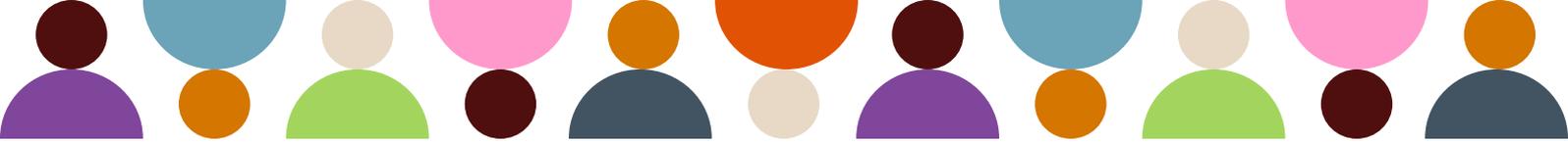
Third Phase

In response to the current pandemic, the third phase of the training focused on coaching SHS teachers on teaching in a flexible teaching-learning environment. A total of 109 trainers participated in the training conducted online via Zoom last July 12, 18, and 19, 2020.

The participants learned re-appropriating the Alignment Framework in preparing a flexible class, the important role of formative assessment in a flexible class, and strategies in handling a flexible class. The participants also had workshops on creating a flexible class and learning materials.



All PEAC trainers are licensed professional teachers who have deep content and pedagogical expertise that is further developed during the training of trainers. Most of the trainers come from accredited institutions and hold administrative positions in their respective schools.



Research

Part of the engagement of the PEAC in the co-implementation of the GASTPE Program is the conduct of “continuous research for and evaluation of the ESC, TSS, and SHS VP, and other priority education-related issues [that] are vital to an effective implementation of the GASTPE programs.”

The Research Advisory Group (RAG) was convened on February 21, 2018 to identify the research priorities and review the guidelines. The PEAC approved the research guidelines during its meeting on March 13, 2018.

Priority areas of research focused on the GASTPE Program and related themes/sub-themes/questions/topics articulated in DepEd’s Basic Education Research Agenda (DO 39, s. 2016). Proposals that are of particular interest are policy studies that have the potential to inform planning, policy and program development, and decision-making in basic education.

With the approval of the research guidelines, a call for proposals was issued and the PEAC National Secretariat accepted submissions until May 31, 2018.

The Research Advisory Group was again convened on November 26, 2018 to evaluate the proposals and recommend proposals for the approval of the PEAC. During its meeting on December 12, 2018, the PEAC approved the proposals shortlisted by the RAG.

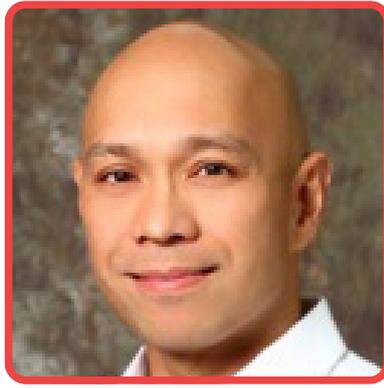
Other studies approved by PEAC are a commissioned study, “PEAC Development and Field Testing of a Certification Assessment Instrument for Schools Participating in the SHS Voucher Program and Training and Field Coaching of SHS Certifiers,” with Dr. Miguel Q. Rapatan and Dr. Ma. Helena Desiree M. Terre as the researchers, and Phase 2 of “A Framework for Guiding the Complementary Roles of Private and Public Educational Institutions in the Philippines” with the Philippine Association of Colleges and Universities (PACU) as proponent.

In October 2019, DepEd signed the Supplementary Memorandum of Agreement for Research, which covers three proposals approved by PEAC under DepEd’s engagement of the PEAC for the co-implementation of the GASTPE Program in school year 2019-2020.

Research Advisory Group



Dr. Patricia B. Lagunda
PRESIDENT
Baliuag University



Dr. Vincent K. Fabella
PRESIDENT
Jose Rizal University



Dr. Ben S. Malayang III
PROFESSOR EMERITUS
Silliman University**



Dr. Maria Antonia C. Capili*
representing Dr. Wilfred Tiu
PRESIDENT
Trinity University of Asia



Dr. Ebenezer A. Beloy**
representing Dr. Wilfred Tiu
PRESIDENT
Trinity University of Asia



Dr. Shirley N. Dita
DIRECTOR
De La Salle University-Lasallian
Institute for Development and
Educational Research



Director Roger B. Masapol
DEPED PLANNING SERVICE



Director Jocelyn D.R. Andaya**
**DEPED BUREAU OF
CURRICULUM DEVELOPMENT**



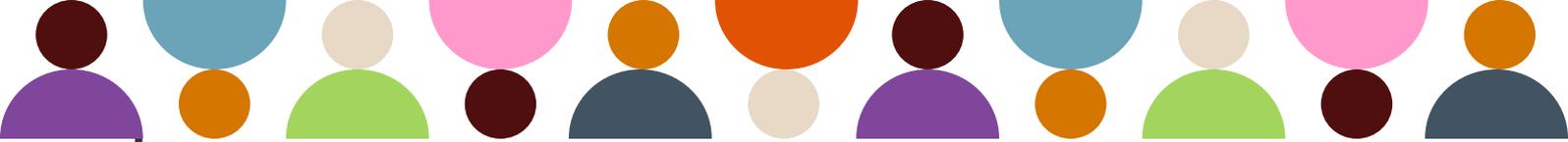
Rhodora Angela F. Ferrer
EXECUTIVE DIRECTOR
PEAC National Secretariat

Invited Expert:

Dr. Jose Ramon G. Albert*
SENIOR FELLOW
Philippine Institute of Development Studies (PIDS)

*attended the first RAG meeting

**attended the second RAG meeting



Approved Research Proposals

COMMISSIONED STUDY

Baseline Research Towards Differentiated Support for Marginalized Groups in Philippine Secondary Education

IMPLEMENTING AGENCY

Taft Consulting Group

Increased access, inclusion, and participation in education are important cornerstones of social development. Public-private partnerships (PPPs) whereby public funding supports the private provision of education are mechanisms towards these ends. Nonetheless, certain segments of the student population are sidelined from the national subsidy programs of government and from schooling in general.

The study shall include assessments on the needs of marginalized groups, case studies, and the schools that cater to them; the profile of selected subpopulations that are likely to benefit from differentiated support, the qualifying criteria to ensure that a student belongs to one of these subpopulations, and the differentiated support they require; a listing of schools and the marginalized subpopulations they serve and the minimum requirements to qualify schools that can participate in differentiated support.

COMMISSIONED STUDY

PEAC Development and Field Testing of a Certification Assessment Instrument for Schools Participating in the SHS Voucher Program and Training and Field Coaching of SHS Certifiers

RESEARCHERS

Dr. Miguel Q. Rapatan and
Dr. Ma. Helena Desiree M. Terre

In order to ensure that DepEd expectations are commonly understood and consistently implemented by participating schools, there is a need to develop and provide an instrument that articulates specific standards for compliance. The availability of this instrument can help school administrators and teachers supervise the faculty and academic support units, monitor their work and identify areas for continuous improvement.

The study seeks to address the various forms of private SHS and intends to determine common standards that all need to implement as part of PEAC's general direction of quality assurance in the delivery of the government's mandated K to 12 Program by participating private schools.

More specifically, a Certification Assessment Instrument, or CAI, can first, illustrate to schools the continuity of a standards-based model of school improvement from JHS to SHS and second, clarify the unique features of the SHS program. The latter aspect can also help private tertiary institutions offering their own SHS the specific qualities of the SHS program. Third, private SHS that are stand-alone can be guided by the CAI on how to implement the SHS program.

STUDY

A Framework for Guiding the Complementary Roles of Private and Public Educational Institutions in the Philippines (Phase 2)

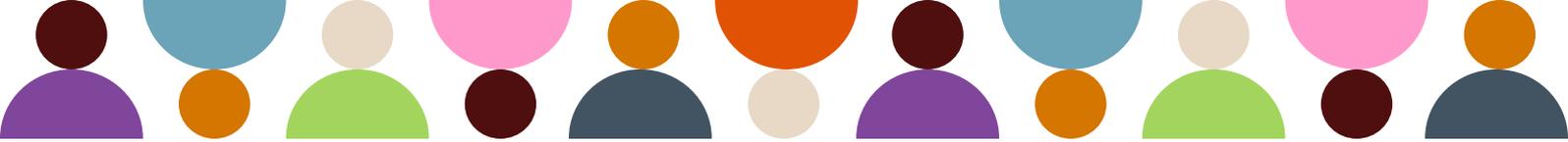
PROPONENT

Philippine Association of Colleges and Universities (PACU)

The second phase of the study will focus on issues concerning the complementarity between public and private education providers in basic education. The study will cover analysis of public and private sector roles in finance, provision, and regulation of education services. In addition, the study will also assess existing and proposed policies and programs related to complementarity of public and private basic education.

In the Technical Report of Phase 1 of the study, the researchers wrote, “The study, therefore, proposes a framework that will guide the development of a coherent view of education policy and strategy that is realistic and informed by economic analysis and evidence. The thesis of the analysis is that the contribution of the education system to the country’s capacity can be maximized by strengthening the complementarity between public and private education sectors. To be clear, strengthening complementarity here means shaping the relationship between the public and private sectors such that one sector’s rise reinforces the value of the other. This idea is a specific economic application of the notions of “fit” and “synergy”. This present report recognizes that the chances of finding feasible ways of strengthening and benefiting from public-private complementarity are greater, if the issue is seen from both basic and higher education (HE) perspectives.”



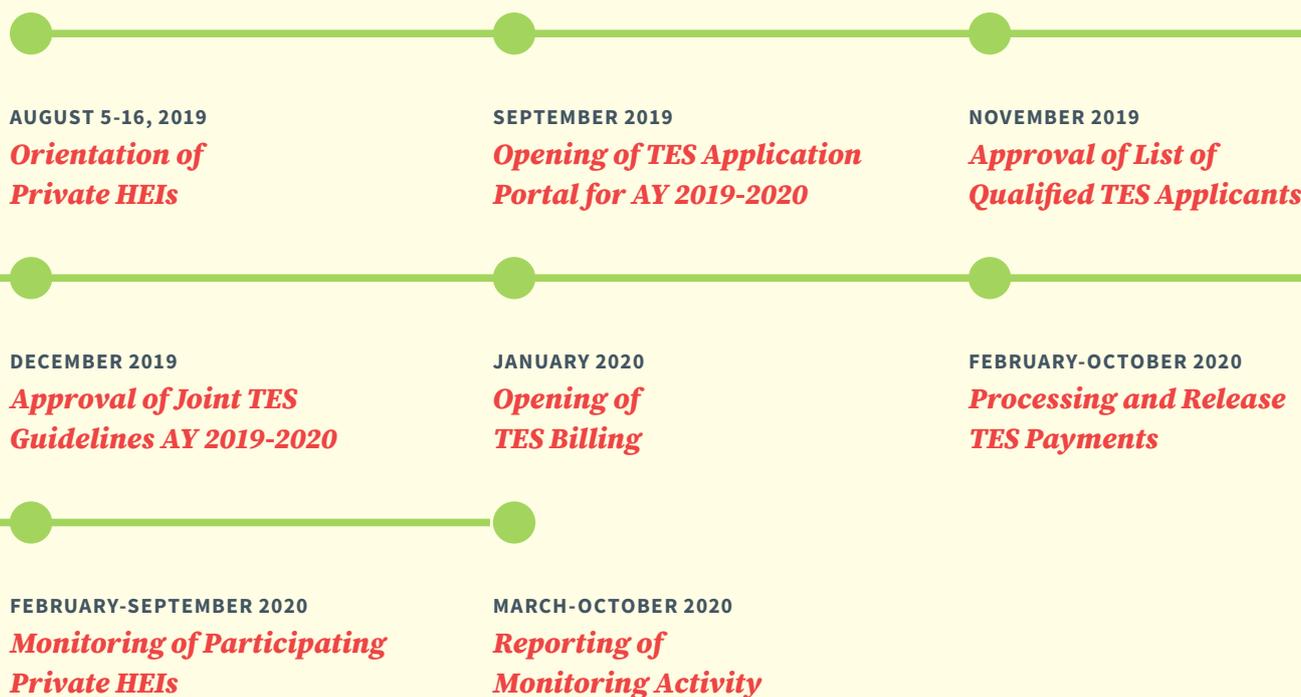


TES Program

The PEAC was engaged by the Commission on Higher Education (CHED) and UniFAST Board to co-implement the Tertiary Education Subsidy (TES) Program for participating private higher education institutions (PHEIs) in academic year 2019-2020. The PEAC's co-implementation of the TES Program was on its second year.

This section presents detailed reports on the orientation, processing of TES billing statements, and monitoring of participating schools, which PEAC carried out as part of its engagement.

TES TIMELINE OF ACTIVITIES FOR AY 2019-2020



Orientation

A total of 1,265 participating private higher education institutions (PHEIs) in the TES Program attended the orientation seminars conducted by the PEAC in eight venues in August 2019. The orientation seminars focused on the guidelines on the processing of billing statements, monitoring of program compliance, and the TES Management System (TMS).

DATE	VENUE	REGION
August 6, 2019	Grand Ballroom, Hotel Le Duc, Tapuac District, Dagupan City	Region 1 and CAR
August 7, 2019	Grand Ballroom, Grand Caprice, Lim Ket Kai, Cagayan de Oro City	Region 9, 10, 13, and BARMM
August 8, 2019	Fleur de lis Auditorium St. Paul University, Manila	Region 5 and NCR
August 9, 2019	Auditorium, Sto. Nino Bldg., University of Immaculate Conception, Bajada Campus	Region 9, 11, 12, and BARMM
August 12, 2019	Grand Tower Suites, Iznart St., Iloilo City	Region 6 and 8
August 16, 2019	Gymnasium, Lyceum of the Philippines University Laguna University of San Jose Recoletos, Main Campus	Region 4A and 4B Region 7 and 8
August 17, 2019	The Orchid Gardens City of San Fernando, Pampanga	Region 2 and 3



REGION	TOTAL NUMBER OF SCHOOLS ATTENDED	TOTAL NUMBER OF PARTICIPANTS ATTENDED
Region 1	71	129
Region 2	38	65
Region 3	117	248
Region 4A	196	364
Region 4B	33	57
Region 5	89	139
Region 6	74	134
Region 7	99	171
Region 8	36	65
Region 9	45	83
Region 10	63	119
Region 11	69	132
Region 12	44	82
Region 13	35	63
NCR	177	314
CAR	29	41
BARMM	50	93
TOTAL	1,265	2,299

The program featured presentations on the following topics: Updates on the TES Program; Updates on the TES Application; Guidelines on the Program Requirements, Processing of Payments, and Monitoring for Program Compliance for PHEIs; and a walk-through of the TMS. The resource persons were from the PEAC National Secretariat and UniFAST Secretariat.

The CHEd Regional Directors and the PEAC Regional Program Directors were invited to give messages to the participating schools. Land Bank also presented the weAccess Facility to facilitate updates on the release of the TES subsidies to participating schools.

Coordination meetings between the PEAC National and Regional Secretariats, CHEd Regional Office, and UniFAST Regional Coordinators were also held after the seminars. The objective of the meeting was to harmonize the implementation of the TES Program among the concerned agencies and personnel.

Processing of Billing Statements

In the year under review, the PEAC processed and submitted to the UniFAST Secretariat the billing statements of 1,133 PHEIs with a total amount of Php14.67 billion, including the administrative fees due the PHEIs. In the first billing period, a total of 245,712 TES grantees were billed and in the second billing period, there were 228,733 TES grantees billed.

TES-participating PHEIs, Grantees, and Amount of Grant Processed

Region	1ST BILLING PERIOD			2ND BILLING PERIOD			Admin Fee	Total Due
	PHEIs	Grantees	Grant Amount	Grantees	Grant Amount	Grant Total		
1	65	15,396	462,270,000	14,035	421,440,000	883,710,000	26,511,300	910,221,300
2	44	11,103	334,020,000	10,404	313,035,000	647,055,000	19,411,650	666,466,650
3	105	19,716	592,410,000	18,539	557,070,000	1,149,480,000	34,484,400	1,183,964,400
4A	183	14,261	428,460,000	13,401	402,600,000	831,060,000	24,931,800	855,991,800
4B	32	8,053	242,040,000	7,611	228,780,000	470,820,000	14,124,600	484,944,600
5	70	17,231	517,320,000	16,388	492,030,000	1,009,350,000	30,280,500	1,039,630,500
6	67	9,528	286,200,000	8,924	268,050,000	554,250,000	16,627,500	570,877,500
7	90	16,711	501,735,000	15,648	469,830,000	971,565,000	29,146,950	1,000,711,950
8	40	5,896	177,060,000	5,530	166,065,000	343,125,000	10,293,750	353,418,750
9	47	9,447	283,950,000	8,772	263,655,000	547,605,000	16,428,150	564,033,150
10	60	27,790	834,570,000	25,520	766,440,000	1,601,010,000	48,030,300	1,649,040,300
11	65	13,394	402,315,000	11,949	358,920,000	761,235,000	22,837,050	784,072,050
12	81	35,050	1,052,805,000	32,666	981,165,000	2,033,970,000	61,019,100	2,094,989,100
13	38	14,185	425,910,000	13,246	397,740,000	823,650,000	24,709,500	848,359,500
NCR	74	12,972	389,430,000	11,604	348,345,000	737,775,000	22,133,250	759,908,250
CAR	27	1,956	58,710,000	1,727	51,840,000	110,550,000	3,316,500	113,866,500
BARMM	45	13,023	391,065,000	12,769	383,430,000	774,495,000	23,234,850	797,729,850
TOTAL	1,133	245,712	7,380,270,000	228,733	6,870,435,000	14,250,705,000	427,521,150	14,678,226,150

As of October 25, 2020





Shift to Online Processing

The PEAC develops and maintains the TES Management System (TMS) as a portal for the PHEIs to update the profiles of their TES grantees which would eventually allow PHEIs to create their TES billing statements.

The COVID-19 pandemic disrupted the submission of billing documents from the regions, which resulted in the extension of deadlines for the creation and submission of billing statements twice until it was decided that both processes remain open due to the pandemic.

To ensure that TES payments to TES-participating PHEIs are processed, the PEAC proposed that billing documents are submitted online by the PHEIs through the TMS and processed by the PEAC Regional Secretariats (PEAC RS) and PEAC National Secretariat (PEAC NS) in the PEAC's Administrators Panel (PEAC AP).

The PEAC RS and PEAC NS were required to sign and scan all billing documents required for the processing of TES payments. These scanned documents were uploaded in the PEAC AP and made available to the UniFAST Secretariat for the processing of payments.



Monitoring

Prior to their deployment as TES monitors, 46 school officials participated in a one-day orientation-workshop last January 18, 2020 on the TES guidelines, the protocols and etiquette during a monitoring visit, and the monitoring process, instruments, and preparation of monitoring reports. The TES monitors are composed of registrars and finance officers of accredited universities and colleges nationwide.

The monitoring visits started on February 24, 2020. The target number of PHEIs for monitoring this school year was realigned from 20% to 10% of the total TES participating PHEIs, which is equivalent to 126 PHEIs nationwide, due to the pandemic.

TES monitoring was discontinued in March 2020 and then resumed in September 2020 with a modified monitoring process following safety protocols. In lieu of physical visits to the schools, the new process involved checking of PHEI documents, such as but not limited to TES Grantee Folders, Summary Enrollment List, and Certification of Tuition and Other School Fees. Monitoring was also conducted by the PEAC RS instead of the PEAC NS as previously practiced prior to the pandemic.

As of this writing, a total of 130 PHEIs were visited and 84 of these schools had adverse findings.

Target TES-participating PHEIs for Monitoring vs. Actual Visited

REGION	TARGET	VISITED	WITH FINDINGS
Region 1	7	7	4
Region 2	5	5	5
Region 3	12	15	4
Region 4A	18	18	5
Region 4B	3	0	0
Region 5	9	9	4
Region 6	7	8	4
Region 7	10	9	6
Region 8	4	8	4
Region 9	5	6	4
Region 10	6	6	6
Region 11	7	7	5
Region 12	8	10	0
Region 13	4	5	5
NCR	13	7	3
CAR	3	5	1
BARMM	5	5	2
TOTAL	126	130	62

Internal Programs

In fulfillment of its mandate to assist private education, the PEAC also designs and implements its own programs of assistance to the sector. The current programs of assistance are in the form of grants to private educational associations, school administrators and teachers, and private schools; training programs; and educational resource such as an online research journal.

Assistance to Programs and Initiatives to Reform Education (ASPIRE)

The Assistance to Programs and Initiatives to Reform Education, or ASPIRE, is a program of assistance to support the activities of private educational associations in the areas of Training and Professional Development, Public Policy Development and Advocacy, and Institutional Development. A total of 40 projects of private educational associations were supported by the PEAC in school year 2019-2020.

ASPIRE Vetting Committee

Proposals submitted by the educational associations were reviewed by the ASPIRE Vetting Committee. The ASPIRE Vetting Committee is an ad hoc committee chaired by the Executive Director of the PEAC National Secretariat and with members appointed by the PEAC. The PEAC then approved the favorably reviewed proposals and the grant amounts awarded to the associations.



Dr. Junifen F. Gauuan
PRESIDENT
PHILIPPINE CHRISTIAN
UNIVERSITY (ACSCU)



Dr. Patricia B. Lagunda
PRESIDENT
BALIUAG UNIVERSITY (PACU)



Br. Dennis M. Magbanua FSC
PRESIDENT
DE LA SALLE-COLLEGE OF
SAINT BENILDE (CEAP)



Dr. Horacio M. Montefrio
PRESIDENT
TECH-VOC SCHOOLS ASSOCIATION
OF THE PHILIPPINES (TVSA)



Atty. Joseph Noel M. Estrada
EXECUTIVE DIRECTOR
PHILIPPINE ASSOCIATION OF
PRIVATE SCHOOLS, COLLEGES
AND UNIVERSITIES (PAPSCU)



Rhodora Angela F. Ferrer
EXECUTIVE DIRECTOR
PEAC NATIONAL SECRETARIAT

PROPONENT	PROJECT/ACTIVITY	PROPOSED DATE OF IMPLEMENTATION*
Association of Christian Schools, Colleges and Universities (ACSCU)	How Teachers and Administrators Manage Student Discipline	May 27-28, 2019
	Resource Generation Seminar-Workshops	April 2019
	Accreditors' Training and Seminar-Workshop on the Accreditation Process	September 19-20, 2019
	Teacher Training on Research	March 30, 2019
	National Convention	May 20-21, 2019
	Catholic Educational Association of Caceres and Libmanan (CEACAL)	Redesigning Pedagogy in a Digital Age
Catholic Educational Association of the Philippines (CEAP)	2018 CEAP National Convention	September 24-27, 2020
	Child Protection in Schools	June-December 2019
	National JEEPGY Conference	February 26-28, 2020
	NHEC Summit 2020	February-March 2020
Catholic Educational Association of the Philippines (CEAP), National Association for Bangsamoro Education Inc. (NABEi) and Ateneo De Davao University (ADDU)	Administrator's Training	January 2020
	Cultural Competency Training	February 2020
	Buklod-Guro Teacher Training	March 2020
Coordinating Council of Private Educational Associations (COCOPEA)	Public Policy and Advocacy Initiatives	June 2019-May 2020
	COCOPEA-PASUC Conversations	July 2019 and February 2020
	Strengthening of COCOPEA	June 2019-May 2020

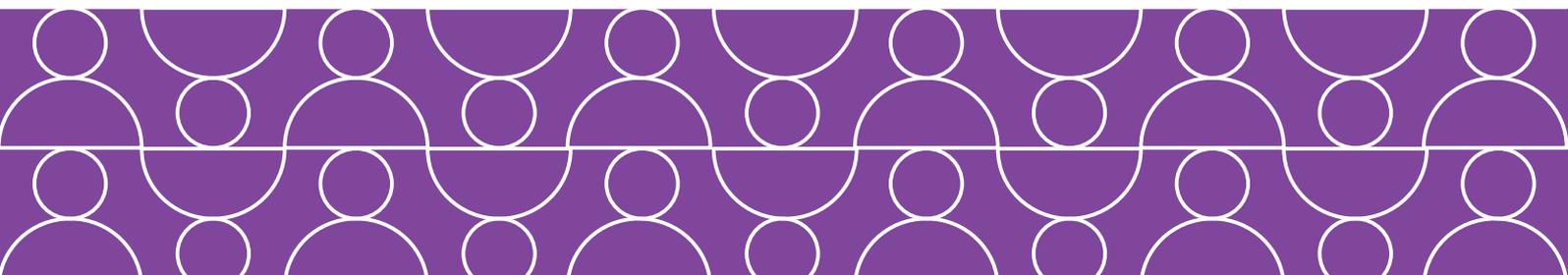


PROPONENT	PROJECT/ACTIVITY	PROPOSED DATE OF IMPLEMENTATION*
Manila Ecclesiastical Province School Systems Association (MAPSA)	Diploma Program on Human Capital Management: Strategic Human Resource Management (5 modules)	April 6, 2019-August 3, 2019
Philippine Association of Colleges and Universities (PACU)	General Assembly and National Conference	June 29, 2019
	Academic Management Seminar Series XI: Transforming the Educational Landscape	August 29-30, 2019
	Academic Management Seminar Series XI: Fostering Critical Thinking Across the Curriculum	October 24-25, 2020
	Academic Management Seminar Series XI: Philippine Qualifications Framework and ASEAN Qualifications Reference Framework	November 28-29, 2020
	Academic Management Seminar Series XI: Addressing the Business and Operational Side of Education	January 30-31, 2020
	Academic Management Seminar Series XI: Seminar on Quality Assurance and Accreditation	February 21-22, 2020
	Tuition Fee Survey of Metro Manila Schools in SY 2019-2020	July-December 2019
	Philippine Association of Collegiate Schools of Business (PACSB)	Research Enhancement Seminar Designing Skills and Updates on CMO 17, Series 2017
	Outcomes Based Education for Higher Education Teachers	November 2019
	Annual Conference	January 16-17, 2020
		April 2020



PROPONENT	PROJECT/ACTIVITY	PROPOSED DATE OF IMPLEMENTATION*
Philippine Association of Private Schools, Colleges, and Universities (PAPSCU)	Revisiting the Policy Standard to Enhance Quality in the Philippine Higher Education	June 2019-May 2020
	PEARL Project 2019	June 2019-May 2020
	Emerging Education Executives (6 sessions)	October 2019-April 2020
	1. Business Plan for Education Leaders	
	2. Digital and Data Skills for the 21st Century Education	
	3. Managing the Legal and Administrative Areas of School Operation	
	4. Succession Planning: Preparing for Future Talent Needs	
	5. Crafting Your School's Marketing Plan: A Practical Approach	
	6. Leading and Mentoring Millenials's Marketing Plan: A Practical App	
Technical Vocational Schools and Associations of the Philippines (TEVSAPHIL Inc.)	The 6th Philippine National TVET Congress	October 25-26, 2019
Tech-Voc Schools Association of the Phils. Inc. (TVSA)	Managing Human and Financial Resources for TVET Programs	June 28-29, 2019 & May 1-June 27, 2019
	TVET Quality Forum and Membership Conference	April 2019
	Developing Competency-Based Training Curriculum for Regulated & Client-Specific Courses	March- April 2019
	Trainers of Trainer's Methodology Level I	March-April 2019
United Lyceum of the Philippines University (United LPU)	14th EURECA International Research Conference	November 25-28, 2019

*Some activities were rescheduled due to the pandemic.



Research for School Improvement Towards Excellence (RSITE)

The Research for School Improvement Towards Excellence, or RSITE, is a program that provides assistance for the thesis and dissertation writing of private school administrators and teachers pursuing their graduate studies.

The program prioritizes education-related studies that have the potential to contribute to school improvement and may focus on school governance and leadership, educational management and systems development, curriculum development, effective teaching and learning, technology in education, assessment and evaluation, and school-based professional development, among others.

REGION	SCHOOL EMPLOYED	NAME	DEGREE	DISSERTATION TITLE
NCR	Miriam College	Imelda L. Areola	Ph.D. in Education (Curriculum Studies)	Reconstructing Eisner's Model in Evaluating Moral Education in Secondary Catholic Schools
NCR	Miriam College	Celeste Joy O. Matias	Ph.D. in Mathematics Education	Self-Concept, Anxiety and Performance of Female At-Risk High School Learners in Mathematics: A Phenomenological Study
2	Xavier University-Ateneo de Cagayan Junior High School	Janneth A. Ong	Ph.D. in Education	Using Expectancy -Value Theory to Understand Mathematics Performance of Junior High School Students
5	Ateneo de Naga University	Sr. Mary Anallyn dV. Esguerra	Ph.D. in Education major in Educational Psychology	Prevalence and Contributory Factors in Bullying Behaviors Among Filipino JHS Students
10	Lourdes College	Marilou Y. Descallar	Ph.D. in Guidance and Counselling	Developing Wellness Assessment Scale for Generation Z Among Selected Northern Mindanao Schools

Dissemination Assistance for Research in Education (DARE)

Dissemination Assistance for Research in Education, or DARE, is a program that provides paper presentation grants to full-time regular faculty members and administrators of private educational institutions whose papers have been accepted by the organizing committee of international conferences abroad.

REGION	NAME	SCHOOL	TITLE OF PRESENTATION	CONFERENCE	DATE	VENUE
NCR	Dr. Maria Cecilia C. Sualog	Ridgewood School of Caloocan	Marketing Strategies of Ridgewood School of Caloocan, Philippines using Ansoff's Matrix to Fit	8th Academic International Conference on Business, Economic and Management	October 14-16, 2019	Oxford University, United Kingdom
NCR	Engr. Joseph A. Sualog	Ridgewood School of Caloocan	Adjustment Mechanisms and Encounters of International Students to the Philippines: A Critique Analysis	2nd International Conference on Psychology, Counselling and Education	October 31-November 2, 2019	Universiti Malaysia Sabah
NCR	Dr. Ralph A. Sabio	Asian Institute of Distance Education Foundation	Retrospective Review of Legislations and Policies on Distance Education in the Philippines	International Conference in Distance Learning: Research and Innovation for a Digital Society	August 1-3, 2019	Sukhothai Open University, Thailand
4A	Dr. Inecita R. Cuevas	Saint Michael's College of Laguna	Lexical Poverty: The Ponderance of So and Very in Students Oral and Written Outputs	International Conference on Language, Literature and Culture	June 29-20, 2019	Bali, Indonesia
4A	Dr. Anna Liza B. Ramos	Saint Michael's College of Laguna	Proposed Learning Management Platform: Educational Strategic Choice	International Conference on Language, Literature and Culture	June 29-20, 2019	Bali, Indonesia
4A	Dr. T-jay K. Medina	Saint Michael's College of Laguna	Teacher Motivation Affecting ICT Integration	International Conference on Language, Literature and Culture	June 29-20, 2019	Bali, Indonesia

Leading for Educational Achievement Program (LEAP)

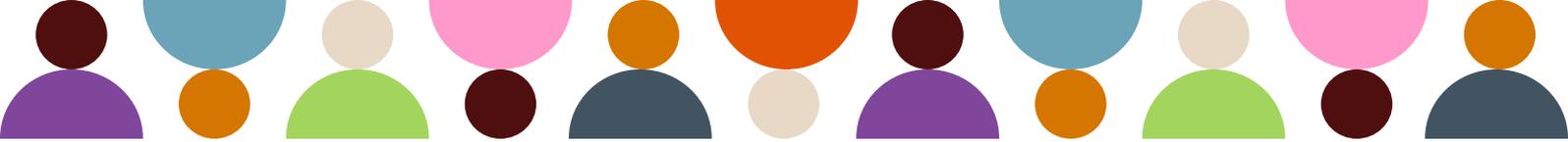
The Leading for Educational Achievement Program, or LEAP, is a program in collaboration with the Lasallian Schools Supervision Services Association Inc. (LASSSAI) to support the school improvement efforts of ESC-participating schools in order to be compliant with the DepEd minimum standards and requirements of the junior high school program.

LASSSAI will provide supervision in the areas of administration and governance, instructional program, and school personnel. The PEAC commits to cover the cost of Year 1 of the three-year engagement with LASSSAI as the grantee schools voluntarily submits to supervision for school improvement.

Batch 1 Grantee Schools (Year 2)

SCHOOL NAME	REGION	LOCATION
Panpacific University	1	Urdaneta City, Pangasinan
Riverview High School	1	Mabini, Pangasinan
Northeast Integrated School of San Agustin	2	San Agustin, Isabela
Divine Word School of Marilao	3	Marilao, Bulacan
Atheneum College	4A	Noveleta, Cavite
Fortress College	6	Kabankalan City, Negros Occidental
Magballo Catholic School	6	Kabankalan City, Negros Occidental
Albuera High School	8	Albuera, Leyte
Baguio City Science Foundation	CAR	Baguio City, Mt. Province





Batch 2 Grantee Schools (Year 1)

SCHOOL NAME	REGION	LOCATION
Osias Educational Foundation	1	Balaoan, La Union
Holy Rosary Academy of Sipalay	6	Sipalay, Negros Occidental
St. Mary of the Lake Mission School	6	Don Salvador Benedicto, Negros Occidental



Philippine Education Research Journal (PERJ)

The Philippine Education Research Journal, or PERJ, is an online, peer-reviewed, open access journal that is the official research publication of the PEAC. It aims to serve 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.



Philippine Education Research Journal (PERJ)

Philippine Education Research Journal > College Teachers' Awareness of and Pedagogic Practices for 21st Century Skills

Dec 1, 2019

College Teachers' Awareness of and Pedagogic Practices for 21st Century Skills

This study found differences in the level of awareness of and extent of pedagogic practices for enhancing 21st century skills among college faculty members coming from different curriculum strands.

This descriptive-comparative research involved 180 teachers in one university who responded to a questionnaire. Means, analyses of variance at a .05 significance level, and post hoc analyses using the Scheffé test were used. To validate results from the responses, interviews with college deans and department heads were conducted. The results show a high level of awareness of learning and innovation skills, life and career skills, and information, media, and technology skills.

The level of awareness varied significantly when respondents were grouped according to curriculum strands, where some groups were significantly higher and one group was significantly lower. For pedagogic practices, inquiry-based learning was practiced to a very great extent while collaborative learning, project-based learning, and reciprocal teaching were practiced to a great extent. The extent of pedagogic practices varied significantly when respondents were grouped according to curriculum strands, where one or more groups implement the pedagogic practices to a greater extent than the others.

Author: [Donna Marie Aonan Oyam](#)

Keywords: [21st century skills](#), [awareness](#), [pedagogic practices](#), [curriculum strands](#)

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Quick Links

[Final list of school for eCertification Revisit SY2020-2021](#)

[Final list of schools to undergo eRecertification Revisit SY 2020-2021](#)

[eRecert Schedule for SY 2020-2021](#)

[Final List of ESC Schools due for eRecertification for SY 2020-2021](#)

[ADEPT Webinar Series](#)

[Online Registration for 2020 INSET for JHS and SHS Teachers](#)

[Online Course Design and Management : Guide for Teachers Without Borders \(GTB\)](#)

[Learning Module Repository](#)

[Enterprise Information System](#)

[Voucher Management System \(VMS\)](#)

[TES Management System \(TMS\)](#)

PERJ Editorial Board



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Philippine Normal University



Rhodora Angela F. Ferrer
EXECUTIVE DIRECTOR
Private Education Assistance
Committee National Secretariat



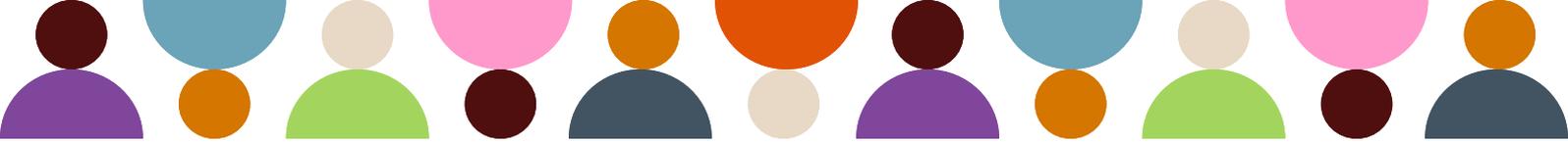
PERJ EDITOR IN CHIEF:
Dr. Joel R. Noche
Ateneo de Naga University



Revitalizing Teaching and Learning for Highly Effective K to 6 Classrooms (ReTEACH)

Revitalizing Teaching and Learning for Highly Effective K to 6 Classrooms, or ReTEACH, is a training program for K to 6 teachers and it is implemented in partnership with the Catholic Educational Association of the Philippines (CEAP). A total of 2,960 participants from 732 schools attended the trainings conducted in 12 venues nationwide in May and June 2019. A total of 69 K to 6 trainers from 35 institutions were deployed for the trainings.

DATE	VENUE	NUMBER OF PARTICIPANTS
April 12-14, 2019	University of Santo Tomas-Legazpi, Legazpi City	57
April 22-24, 2019	Claret School of Quezon City, Quezon City	285
April 26-28, 2019	Notre Dame of Marbel University, South Cotabato	179
April 8-10, 2019	Holy Angel University, Angeles City, Pampanga	259
June 10-12, 2019	University of San Jose-Recoletos, Cebu City	340
June 20-22, 2019	University of Saint Louis Tuguegarao, Tuguegarao City	163
June 5-7, 2019	Saint Louis University Laboratory High School, Baguio City	340
May 1-3, 2019	Ateneo de Zamboanga University, Zamboanga City	170
May 10-12, 2019	De La Salle Lipa, Lipa City	528
May 15-17, 2019	Assumption Iloilo, Iloilo City	182
May 29-31, 2019	Holy Infant College, Tacloban City	191
May 6-8, 2019	Lourdes College, Cagayan de Oro City	266
TOTAL		2,960



The program is offered in three (3) clusters, Kindergarten, Grades 1-3 and Grades 4-6. The training program aims to enhance the essential skills of K to 6 teachers in practicing systematic approaches to curriculum mapping and designing effective learner-centered units with standards-based assessment and activities.

ReTEACH is accredited by the Professional Regulation Commission (PRC) as a Continuing Professional Development (CPD) program and licensed participants earned 15 CPD credit units.

Region	NO. OF SCHOOLS		NO. OF PARTICIPANTS	
	In Attendance	In Attendance	Licensed	% Licensed
Region 1	56	207	173	83.57%
Region 2	42	166	125	75.30%
Region 3	97	333	203	60.96%
Region 4A	117	504	330	65.48%
Region 4B	14	66	41	62.12%
Region 5	16	58	46	79.31%
Region 6	51	180	159	88.33%
Region 7	78	337	297	88.13%
Region 8	45	190	120	63.16%
Region 9	32	143	65	45.45%
Region 10	44	181	137	75.69%
Region 11	13	50	35	70.00%
Region 12	32	142	85	59.86%
Region 13	10	37	26	70.27%
BARMM	15	65	23	35.38%
CAR	14	81	78	96.30%
NCR	56	220	175	79.55%
TOTAL	732	2,960	2,118	71.55%

PEAC-Marshall Cavendish Leadership Academy

The PEAC-Marshall Cavendish Leadership Academy is a two-day workshop for school leaders and administrators, and it is implemented in partnership with Marshall Cavendish Institute (MCI) of Singapore, a global teacher professional development institute and a subsidiary of Marshall Cavendish Education.

A total of 1,786 participants from 1,138 institutions attended the training conducted from August to October 2019 and in January and February the following year.



DATE AND VENUE	NUMBER OF PARTICIPANTS	NUMBER OF SCHOOLS
August 20-21, 2019 Summit Ridge Hotel Tagaytay, Tagaytay City	247	163
August 29-30, 2019 Waterfront Cebu City Hotel, Cebu City	242	160
September 2-3, 2019 Century Park Hotel, Manila	237	136
September 5-6, 2019 Waterfront Insular Hotel Davao, Davao City	228	150
September 12-13, 2019 Widus Hotel Clark, Pampanga	178	125
October 2-3, 2019 The Forest Lodge at Camp John Hay Baguio City	239	152
January 30-31, 2020 Diamond Hotel Philippines, Manila	234	139
February 12-13, 2020 Courtyard by Marriott Iloilo, Iloilo City	181	113
TOTAL	1,786	1,138

The workshop consists of three modules on school leadership and management, namely *The Ethical Leader*, *The Visionary Leader*, and *The Organisational Leader*.

In *The Ethical Leader* module, participants understand leadership competencies and learn to apply leadership principles from practitioners, uncover their own leadership profile, and work towards being an effective leader of character.

The Visionary Leader focuses on how to create a shared and compelling school vision. Participants learn about systems thinking and available tools to bring meaningful and strategic change for school improvements in the 21st century.

In *The Organisational Leader*, participants learn how to develop and enhance school culture in context, and practice leadership skills like facilitation, communication, delegation, coaching, and mentoring in order to lead collaborative teams.

Participants earned a certification from the Academy of Principals in Singapore and CPD credit units from PRC for licensed professional teachers.





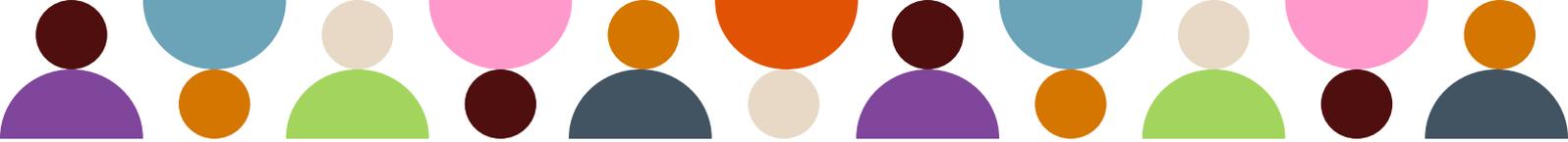
WirEd 3.0: Student Data Privacy Toolkit: Building Data Privacy Compliance Program

WirEd 3.0: Student Data Privacy Toolkit: Building Data Privacy Compliance Program is a one-day seminar-workshop on data privacy for schools and it was conducted in partnership with Estrada and Aquino Law.

A total of 342 participants from 247 institution attended WirEd 3.0, which was held last December 5, 2019 at Diamond Hotel Philippines, Manila.

The seminar-workshop focuses on creating a privacy framework for operations, policies, and rules, which are measurable and auditable, that will ensure that the school meets its legal and ethical obligations to protect student privacy and which can provide parents and students the evidence to demonstrate that the program operates as designed.





PEAC Operations ***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 Executive Office and the different units, which are supervised by Officers, 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 58 regular and project-based employees.

Rhodora Angela F. Ferrer

EXECUTIVE DIRECTOR

Luzviminda D. Evangelista

DIRECTOR FOR FINANCE

Grace P. Camesa

DIRECTOR FOR ADMINISTRATION

Josephine Bernardino

CERTIFICATION OFFICER (FEBRUARY 2017-AUGUST 2019)

Bronzon Patrick F. Del Rosario*

CERTIFICATION OFFICER (SEPTEMBER 2019-PRESENT)

Rodrick Edsel B. Malonzo

MONITORING AND PROCESSING OFFICER

Precy L. Labao

TRAINING AND DEVELOPMENT OFFICER

Eimann P. Evarola

INFORMATION TECHNOLOGY AND INFORMATION MANAGEMENT OFFICER

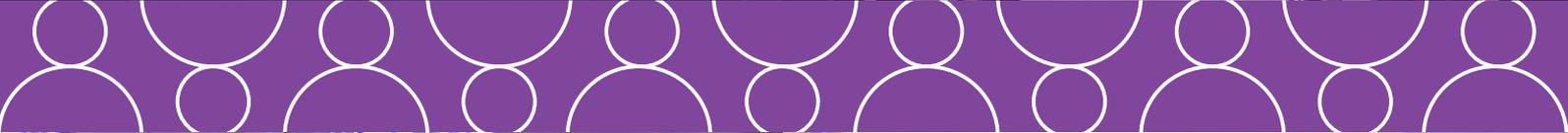
Denise M. Adriano

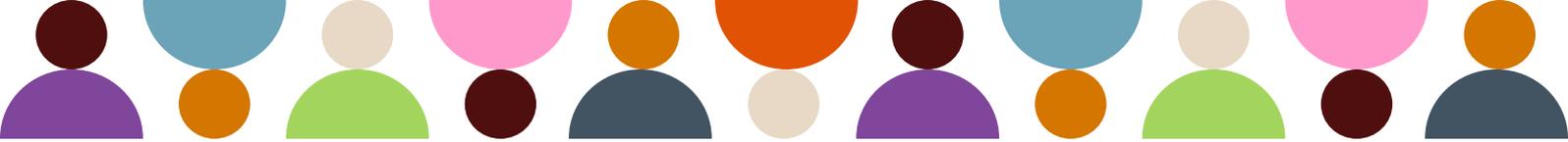
COMMUNICATIONS AND RESEARCH OFFICER

Bernadeth M. Jose

HUMAN RESOURCE AND GENERAL SERVICES OFFICER

*Mr. Del Rosario's designation as Certification Officer was reported during the regular meeting of the PEAC last September 11, 2019. Ms. Bernardino served as Consultant for Certification until December 2019.





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. Ma. Rebecca P. Maglalang, OSB +
 DIRECTRESS, ST. SCHOLASTICA'S
 ACADEMY SAN FERNANDO, PAMPANGA
 PEAC REGIONAL PROGRAM
 DIRECTOR-REGION 3



Juliet M. Tayag
 PEAC REGIONAL PROGRAM
 COORDINATOR-REGION 3



Sr. Mercedes O. Ang, SPC
 PRESIDENT
 ST. PAUL UNIVERSITY PHILIPPINES
 PEAC REGIONAL PROGRAM
 DIRECTOR-REGION 2



Dr. Janette T. Fermin
 PEAC REGIONAL PROGRAM
 COORDINATOR-REGION 2





Dr. Peter P. Laurel
 PRESIDENT, LYCEUM OF THE
 PHILIPPINES UNIVERSITY-LAGUNA
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Lerma Y. Calingasan
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 COORDINATOR-REGION 4A



Mr. Saturnino G. Belen, Jr.
 PRESIDENT, FIRST ASIA INSTITUTE
 OF TECHNOLOGY AND HUMANITIES
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Dr. Evelia S. Orbeta
 PEAC REGIONAL PROGRAM
 COORDINATOR-REGION 4B





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ATENEO DE NAGA UNIVERSITY
PEAC REGIONAL PROGRAM
DIRECTOR-REGION 5



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Aaron R. Reganit**
PEAC REGIONAL PROGRAM
COORDINATOR-REGION 5



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Anastacio, SPC**
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ST. PAUL UNIVERSITY MANILA
PEAC REGIONAL PROGRAM
DIRECTOR-NCR



Joycelyn C. Velarde
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COORDINATOR-NCR





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Dr. Corazon B. Dacawi
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COORDINATOR-CAR



Msgr. Ely Rafael D. Fuentes
SUPERINTENDENT OF SCHOOLS
ARCHDIOCESE OF JARO
PEAC REGIONAL PROGRAM
DIRECTOR-REGION 6



Dr. Ma. Helena Desiree M. Terre
PEAC REGIONAL PROGRAM
COORDINATOR-REGION 6





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UNIVERSITY OF SAN JOSE RECOLETOS
PEAC REGIONAL PROGRAM
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PEAC REGIONAL PROGRAM
COORDINATOR-REGION 7



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HOLY INFANT COLLEGE
PEAC REGIONAL PROGRAM
DIRECTOR-REGION 8



Sarah C. Co
PEAC REGIONAL PROGRAM
COORDINATOR-REGION 8





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PEAC REGIONAL PROGRAM
DIRECTOR-REGION 9



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COORDINATOR-REGION 9



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COORDINATOR-REGION 10





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COORDINATOR-REGION 11



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EDUCATIONAL ASSOCIATION
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Dr. Evelyn V. Dollete
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COORDINATOR-REGION 12

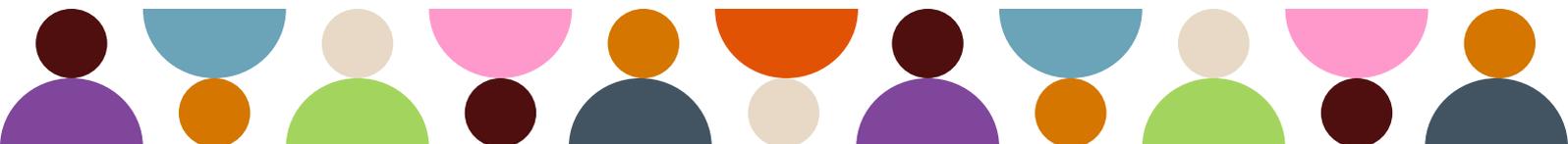




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FR. SATURNINO URIOS UNIVERSITY
PEAC REGIONAL PROGRAM
DIRECTOR-REGION 13



Jeffrey A. Carin
PEAC REGIONAL PROGRAM
COORDINATOR-REGION 13



2020 GASTPE Regional Program Committee Assembly

With 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 2020 GASTPE RPCom Assembly was held last January 17, 2020 at Seda Hotel BGC in Taguig City.



Linkages and Activities

Special Meeting of the DepEd Secretary and PEAC members, March 27, 2019, Department of Education (DepEd) Central Office, Pasig City



PEAC National Secretariat courtesy visit to the Office of the Director-General, July 23, 2019, Technical Education and Skills Development Authority (TESDA) Central Office, Taguig City

Philippine Association of Colleges and Universities (PACU) Annual General Assembly and National Conference, June 29, 2019, Novotel Araneta Center, Quezon City





Bikol Association of Catholic Schools (BACS) Annual General Assembly-CEAP Region 5, July 12, 2019, Sacro Costato School, Masbate City



Association of Private Schools Colleges & Universities (APSCU) Region 1 Biennial Convention, July 1-2, 2019, Monarch Hotel, Pangasinan



Association of Private Schools of Tarlac Province (APSTAP) Assembly, August 14, 2019, Ichi Chan Restaurant, Tarlac City



Philippine Association for Teachers and Educators (PAFTE) 2019: 48th National and 9th International PAFTE Convention, October 18, 2019, Grand Men Seng Hotel, Davao City

Catholic Educational Association of the Philippines (CEAP)-CAR 25th Foundation Anniversary and Regional Assembly, November 14-15, 2019, St. Louis University, Baguio



Association of Private School Administrators (APSA) 1st Quarterly Assembly, July 23, 2019, Claret School of Quezon City, Quezon City



Lasallian Schools Supervision Services Association, Inc. (LASSSAI) Assembly, January 18, 2020, De La Salle University, Manila





COLLAB-GEN Seminar,
February 20, 2020, Colegio
San Agustin-Biñan, Laguna



Ateneo De Manila University
conversations, September 9, 2019,
Ateneo De Manila University, Quezon City

PEAC-Manila Times' Campus
Journalism Congress, November
8, 2019, Hilton Manila, Pasay City



Catholic Educational Association of the Philippines (CEAP)-NIR Higher Education
Regional Summit, February 27, 2020, Dumaguete Royal Suite Inn, Dumaguete



PEAC Secretariat Activities

Mabining Mandirigma, August 31, 2019, Cultural Center of the Philippines, Pasay City

PEAC Regional Program Associates Training for SY 2019-2020, July 5-6, 2019, SEDA Bonifacio Global City, Taguig City



Christmas Party with Regional Secretariats, December 4, 2019, Conrad Manila, Pasay City





Christmas Party,
December 17, 2019,
Ayala North Exchange,
Tower 1, Makati



Advent Recollection, December 18,
2019, St. Paul University Manila, Manila



Pasko ng PEAC sa Payatas:
A PEAC NS Outreach
Activity, December 21,
2019, Payatas, Quezon City





PEAC Service Awards

DECEMBER 18, 2019, ST. PAUL UNIVERSITY MANILA

18 YEARS

Doroteo D. Academia, Jr.
HUMAN RESOURCE AND GENERAL
SERVICES UNIT (RETIREE)

15 YEARS

Kevin Allan A. Catenza
PROCESSING ASSOCIATE
MONITORING AND PROCESSING UNIT

10 YEARS

Lani A. Ty
ASSISTANT
TRAINING AND DEVELOPMENT UNIT

Mario B. Barrion
HUMAN RESOURCE AND
GENERAL SERVICES UNIT

5 YEARS

Rhodora Angela F. Ferrer
EXECUTIVE DIRECTOR

Myra V. Encarnacion
ASSISTANT
MONITORING AND PROCESSING UNIT

Rhoda Nena Q. Razon
ASSISTANT
CERTIFICATION UNIT

A Heartfelt Thank You for Your Commitment to Serve Private Education

Welcome to the PEAC Family



Nerissa Camille U. Isleta
RECORDS MANAGEMENT ASSOCIATE
CERTIFICATION UNIT



Grevered L. Gallego
INFORMATION MANAGEMENT ASSOCIATE
INFORMATION TECHNOLOGY AND
INFORMATION MANAGEMENT UNIT

In Memoriam

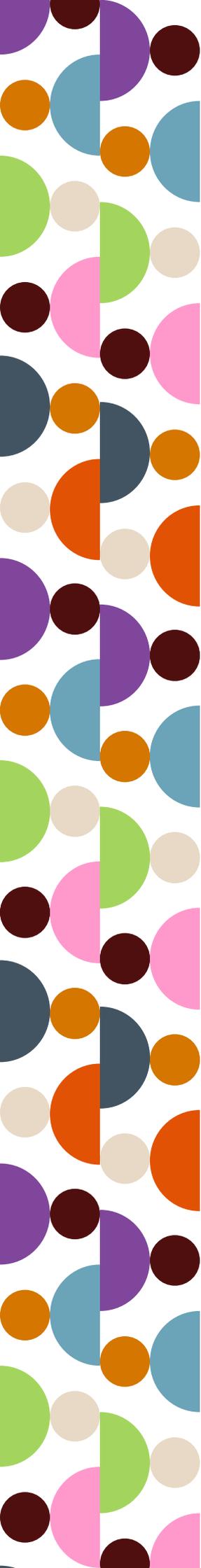
There is a season for everything, a time for every occupation under heaven:
A time for giving birth, a time for dying; a time for planting, a time for uprooting what has been planted.
Ecclesiastes 3: 1-2



Sr. Ma. Rebecca P. Maglalang, OSB
AUGUST 10, 1945-MAY 23, 2020
DIRECTRESS, ST. SCHOLASTICA'S ACADEMY, PAMPANGA
PEAC REGIONAL PROGRAM DIRECTOR-REGION 3



Kimberly E. Calugay
AUGUST 13, 1994-OCTOBER 5, 2019
REGIONAL PROGRAM ASSOCIATE
PEAC REGIONAL SECRETARIAT-REGION 13



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

Financial Statements

**As at May 31, 2020 and 2019 and for the year ended May 31, 2020
(With comparative figures for the year ended May 31, 2019)**



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, 2020 and 2019, and its financial performance and its cash flows for the year ended May 31, 2020 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, 2020 and 2019;
- the statement of total receipts and expenses for the year ended May 31, 2020;
- the statement of changes in fund balances for the year ended May 31, 2020;
- the statement of cash flows for the year ended May 31, 2020; and
- the notes to the financial statements, which include a summary of significant accounting policies.

Basis for Opinion

We conducted our audit 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.

Independent Auditor's Report
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Other matter

We have previously issued an unqualified audit opinion for the financial statements of the Committee as at May 31, 2019 and for the period from May 1 to May 31, 2019.

The financial statements of the Committee for the year ended May 31, 2019 were unaudited and were presented for comparative purposes only. Our opinion is not qualified in respect to this matter.

We were not engaged to audit, review, or apply any procedures to the Committee's financial statements for the year ended May 31, 2019 and accordingly, we do not express an opinion or any other form of assurance on the 2019 financial statements taken as a whole.

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.



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To the Members of
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- 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.
- 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.



Isla Lipana & Co.

Independent Auditor's Report
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Report on the Bureau of Internal Revenue Requirement

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

Isla Lipana & Co.

A handwritten signature in black ink, appearing to read 'Jan Michael I. Reyes'.

Jan Michael I. Reyes
Partner

CPA Cert. No. 104972

PTR No. 0011393, issued on January 7, 2020, Makati City

SEC A.N. (individual) as general auditors 1484-AR-1, Category A; effective until July 4, 2021

SEC A.N. (firm) as general auditors 0009-FR-5, Category A; effective until June 20, 2021

TIN 215-692-059

BIR A.N. 08-000745-127-2019, issued on September 18, 2019; effective until September 17, 2022

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

Makati City
September 30, 2020

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

Statement of Assets, Liabilities and Fund Balances
As at May 31, 2020 and 2019
(All amounts in Philippine Peso)

	Notes	2020	2019
<u>ASSETS</u>			
Current assets			
Cash and cash equivalents	2	96,710,050	148,724,479
Receivables	3	70,279,744	14,748,723
Financial asset at fair value through profit or loss (FVTPL)	5	46,587,437	30,552,973
Investment securities at amortized cost	5	17,611,043	11,987,618
Other current assets	4	12,450,504	14,204,737
Total current assets		243,638,778	220,218,530
Non-current assets			
Property and equipment, net	6	81,064,384	67,663,054
Financial asset at fair value through other comprehensive income (FVOCI)	7	146,997,920	107,505,215
Investment securities at amortized cost	5	22,279,102	35,900,211
Total non-current assets		250,341,406	211,068,480
Total assets		493,980,184	431,287,010
<u>LIABILITIES AND FUND BALANCES</u>			
Current liabilities			
Accounts payables and accrued liabilities	8	30,371,316	46,282,721
Fund balances			
Unrestricted fund	11	321,367,102	287,659,903
Temporarily restricted fund	11	78,041,166	33,143,786
Permanently restricted fund	11	64,200,600	64,200,600
Total fund balances		463,608,868	385,004,289
Total liabilities and fund balances		493,980,184	431,287,010

(The notes on pages 1 to 24 are integral part of these financial statements)

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

Statement of Total Receipts and Expenses
 For the year ended May 31, 2020
 (With comparative figures for the year ended May 31, 2019)
 (All amounts in Philippine Peso)

	Notes	2020			2019
		Unrestricted	Temporarily restricted	Total	(Unaudited) Total
Receipts and other supports					
Government grants	15.13	95,900,000	84,926,139	180,826,139	119,000,000
Administrative fee	15.13	77,496,917	-	77,496,917	51,000,000
Gain on sale of asset		-	-	-	33,747,435
Seminars	15.13	19,773,588	36,474,144	56,247,732	95,940,761
Dividend income	5	539,269	-	539,269	710,445
Interest income	2,5,7	4,229,757	-	4,229,757	4,429,223
Others	15.13	1,144,938	-	1,144,938	3,972,710
		199,084,469	121,400,283	320,484,752	308,800,574
Expenses					
Program operations - externally funded	9	102,422,479	55,286,480	157,708,959	213,735,537
Program operations - internally funded	9	21,844,400	21,216,423	43,060,823	30,472,948
Personnel costs		17,208,823	-	17,208,823	17,849,298
Professional fees		4,373,506	-	4,373,506	6,643,829
Rent expense	12	3,631,280	-	3,631,280	4,642,080
Depreciation	6	2,719,275	-	2,719,275	1,300,087
Utilities		2,536,939	-	2,536,939	2,879,868
Representation		2,135,163	-	2,135,163	2,076,999
Repairs and maintenance		1,656,471	-	1,656,471	2,046,873
Association dues and subscriptions		1,512,884	-	1,512,884	789,925
Supplies		1,158,289	-	1,158,289	522,465
Transportation and travel expenses		864,606	-	864,606	910,626
Meetings		861,207	-	861,207	1,769,417
Outside services		409,433	-	409,433	374,194
Taxes and licenses		229,616	-	229,616	5,211,568
Insurance		85,213	-	85,213	384,154
Others		6,304,482	-	6,304,482	4,158,363
		169,954,066	76,502,903	246,456,969	295,768,231
Excess of receipts over expenses before other comprehensive gain for the year		29,130,403	44,897,380	74,027,783	13,032,343
Other comprehensive gain for the year					
Net unrealized gain on financial assets at FVOCI	7	4,576,796	-	4,576,796	2,237,475
Total receipts and expenses for the year		33,707,199	44,897,380	78,604,579	15,269,818

(The notes on pages 1 to 24 are integral part of these financial statements)

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

Statement of Changes in Fund Balances
For the year ended May 31, 2020
(With comparative figures for the year ended May 31, 2019)
(All amounts in Philippine Peso)

	Unrestricted (Note 11)	Temporarily restricted (Note 11)	Permanently restricted (Note 11)	Total
Balances at May 31, 2018 (unaudited)	277,844,345	27,689,526	64,200,600	369,734,471
Comprehensive income				
Excess of receipts over expenses for the period (unaudited)	7,578,083	5,454,260	-	13,032,343
Other comprehensive income for the year (Note 7) (unaudited)	2,237,475	-	-	2,237,475
Total receipts and expenses for the year (unaudited)	9,815,558	5,454,260	-	15,269,818
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 period	29,130,403	44,897,380	-	74,027,783
Other comprehensive income for the year (Note 7)	4,576,796	-	-	4,576,796
Total receipts and expenses 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

(The notes on pages 1 to 24 are integral part of these financial statements)

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

Statement of Cash Flows
For the year ended May 31, 2020
(With comparative figures for the year ended May 31, 2019)
(All amounts in Philippine Peso)

	Notes	2020	2019 (Unaudited)
Cash flows from operating activities			
Excess of receipts over expenses		74,027,783	13,032,343
Adjustments for:			
Depreciation	6	2,719,275	1,300,087
Interest income	2,5,7	(4,229,757)	(4,429,223)
Dividend income	5b	(539,269)	(710,445)
Gain on sale from previously held asset for sale		-	(33,747,435)
Operating income (loss) before changes in assets and liabilities		71,978,032	(24,554,673)
(Increase) decrease in assets:			
Receivables		(55,531,021)	(14,006,225)
Other current assets		1,754,233	(5,904,161)
Decrease in liability:			
Accounts payable and other accrued liabilities		(15,911,405)	(24,132,520)
Cash from (used in) operations		2,289,839	(68,597,579)
Interest received		252,131	452,231
Net cash from (used in) operating activities		2,541,970	(68,145,348)
Cash flows from investing activities			
Dividend received	5b	539,269	710,445
Interest received	5a,5d	1,257,629	1,346,179
Purchase of additional financial assets at FVOCI	7	(80,320,290)	(69,044,484)
Proceeds from sale of financial assets at FVOCI	7	48,124,378	126,957,563
Proceeds from investment in securities	5d	11,997,684	9,825,877
Purchase of additional investment in securities	5d	(4,000,000)	(48,013,706)
Purchase of additional financial assets at FVTPL	5b	(27,383,542)	(23,836,784)
Proceeds from sale of financial assets at FVTPL	5b	11,349,078	35,817,163
Payments for acquired property and equipment	6	(16,120,605)	(64,315,664)
Proceeds from sale of asset held for sale		-	50,435,000
Net cash from (used in) investing activities		(54,556,399)	19,881,589
Net decrease in cash and cash equivalents		(52,014,429)	(48,263,759)
Cash and cash equivalents at beginning of the year		148,724,479	196,988,238
Cash and cash equivalents at end of the year		96,710,050	148,724,479

(The notes on pages 1 to 24 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 May 31, 2020 and 2019 and for the year ended May 31, 2020

(With comparative figures for the year ended May 31, 2019)

(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 Change in accounting period

On June 18, 2019, the Bureau of Internal Revenue (BIR) approved the Committee’s request for change in accounting period.

As a result of the change in the Committee’s accounting period, the Committee’s statement of total receipts and expenses, statement of changes in fund balances and statement of cash flows and related notes have been prepared for an accounting period from May 1 to May 31, 2019.

The Committee’s statement of total receipts and expenses, statement of changes in fund balances and statement of cash flows and related notes for the year ended May 31, 2019 are unaudited and were presented for comparative purposes only.

1.3 Corona Virus Disease 2019

The Corona Virus Disease 2019 (COVID-19) outbreak has spread across the globe causing disruptions to businesses and economic activities. On January 30, 2020, the World Health Organization announced COVID-19 as a global health emergency and, on March 11, 2020, declared it as a pandemic.

On March 8, 2020, under Proclamation 922, the Office of the President declared a state of public health emergency and, subsequently, on March 16, 2020, under Proclamation 929, a state of calamity throughout the Philippines due to the rapidly increasing cases of COVID-19. To manage the spread of the disease, major areas of the Philippines have been placed under an Enhanced Community Quarantine (ECQ), effective from March 17, 2020 until May 15, 2020, which involved several measures including travel restrictions, strict home quarantine and temporary suspension or regulation of business operations, among others, limiting activities to only the provision of essential goods and services.

On May 11, 2020, the President approved the Inter-Agency Task Force Resolution No. 35 changing the ECQ to either Modified ECQ (MECQ) or General Community Quarantine (GCQ), depending on the risk levels of provinces, highly urbanized cities, and independent component cities effective May 16, 2020 to May 31, 2020.

Under MECQ, selected establishments can operate at only 50% capacity, all public transportation are still suspended, and no domestic or international flights are allowed. Under GCQ, public and private transportation are allowed but with enforcement of health protocols, inter-island travel is allowed between two GCQ areas, with enforcement of safety protocols. The Committee continued to operate under skeletal workforce during community quarantines.

Despite the COVID-19 outbreak, management has determined that the event does not cast significant doubt in respect of the Committee's ability to continue as a going concern therefore the financial statements continue to be prepared on a going concern basis.

1.4 Approval of financial statements

The financial statements of the Committee were approved and authorized for issue by its Members on September 30, 2020.

Note 2 - Cash and cash equivalents

Cash and cash equivalents as at May 31 consist of:

	Note	2020	2019
Cash in banks		83,200,024	125,061,847
Short term placements		9,497,278	8,321,365
Cash in banks - Trust fund	5	3,735,010	15,118,095
Cash on hand		277,738	223,172
		96,710,050	148,724,479

Short-term placements have an average of 1 to 3 months term and earn an annual interest rate ranging from 0.05% to 0.35% in 2020 (2019 - 0.10% to 0.75%). Interest income earned from cash in banks and short-term placements for the year ended May 31, 2020 amounted to P252,131 (2019 - P389,687).

Note 3 - Receivables

Receivables as at May 31 consist of:

	Note	2020	2019
Receivables from CHED and UniFAST		37,000,000	-
Receivables from DepEd		30,000,000	9,000,000
Receivables - Trust Fund	5	2,069,389	4,587,495
Receivables from employees		753,872	793,249
Others		456,483	367,979
		70,279,744	14,748,723

Receivables billed to the Commission on Higher Education (CHED) and the Unified Student Financial Assistance System for Tertiary Education (UniFAST) based on the memorandum of agreement signed by the parties, represent the fee for the engagement of the services of PEAC in assisting UniFAST in the implementation and management of the Tertiary Education Subsidy (TES) for private higher education institutions nationwide.

Receivables billed to and collected from Department of Education (DepEd) based on the memorandum of agreement signed by both parties will be used to cover costs for the conduct of regional orientation conferences and costs of implementation of Junior and Senior High School In-Service training programs. From the total outstanding receivables from DepEd as at May 31, 2020, P20,000,000 have been collected subsequently in June 2020.

Receivables from employees are loans given to employees which is subject to salary deduction.

The carrying amounts of receivables approximate their fair values.

Note 4 - Other current assets

Other current assets as at May 31 are as follows:

	2020	2019
Advances to Regional Program Coordinators	7,568,817	5,555,744
Advances to officers and employees	3,377,962	4,432,381
Prepaid expenses	1,503,725	4,216,612
	12,450,504	14,204,737

Advances provided to Regional Program Coordinators are used for monitoring of regional programs and administration of trainings in provinces which are subject to liquidation.

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.

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 to the management of 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	2020	2019
Cash in banks	(a)	3,735,010	15,118,095
Financial asset at FVTPL	(b)	46,587,437	30,552,973
Receivables	(c)	2,069,389	4,587,495
Financial asset at FVOCI	Note 7	146,997,920	107,505,215
Investment securities at amortized cost	(d)	39,890,145	47,887,829
Liabilities	(e)	(728,571)	(400,525)
Total net assets		238,551,330	205,251,082

a. Cash in banks

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 P63,217 (2019 - P267,059).

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 P539,269 (2019 - P710,445).

During the year, the Committee purchased an additional short term investments amounting to P27,383,542 (2019 - P23,836,784) and have sold short term investments with proceeds amounting to P11,349,078 (2019 - P35,817,163).

c. Receivables

Receivables pertain to advances to stockbrokers to facilitate transactions for the fund.

d. Investment securities at amortized cost

Investment securities at amortized cost pertain to debt instruments of private corporations. Details of investment securities at amortized cost as at May 31 are as follows:

Bond	Issue Date	Maturity Date	Interest rate	2020	2019
SMIC bonds	November 30, 2018	May 19, 2024	4.49%	4,323,300	4,323,300
MBT bonds	December 31, 2018	November 9, 2020	5.72%	4,006,925	4,006,925
PCOR bonds	October 31, 2018	April 19, 2024	6.25%	3,700,000	3,700,000
UBP bonds	December 7, 2018	December 7, 2020	5.65%	3,100,000	3,100,000
AC bonds	August 31, 2018	May 12, 2021	5.44%	2,009,432	2,009,432
MBTC bonds	December 17, 2018	November 9, 2020	7.02%	2,003,480	2,003,480
Aboitiz power corp bonds	October 25, 2018	January 25, 2024	7.50%	2,000,000	2,000,000
BDO bonds	February 11, 2019	August 11, 2020	6.42%	2,000,000	2,000,000
SMCGP bonds	April 24, 2018	April 24, 2024	5.74%	2,000,000	2,000,000
JGS bonds	August 31, 2018	February 27, 2021	4.20%	1,988,633	1,988,633
MBT bonds	December 17, 2018	November 9, 2020	7.15%	1,502,573	1,502,573
RLC bonds	November 30, 2018	February 23, 2025	3.95%	1,335,165	1,345,231
NLEX bonds	July 31, 2018	August 27, 2019	5.31%	1,000,000	1,000,000
Robinsons land bonds	November 8, 2018	February 23, 2022	4.79%	1,000,000	1,000,000
UBP bonds	December 7, 2018	December 7, 2020	7.06%	1,000,000	1,000,000
Vista Land & Lifescapes bonds	November 30, 2018	May 19, 2024	8.00%	1,000,000	1,000,000
SMFB bonds	March 10, 2020	March 10, 2025	5.05%	1,000,000	-
RCBC bonds	June 4, 2019	June 4, 2021	6.15%	1,000,000	-
RCBC bonds	November 13, 2019	November 13, 2022	4.42%	1,000,000	-
DEV Bank bonds	November 11, 2019	November 11, 2021	4.25%	1,000,000	-
SMPH bonds	September 30, 2018	March 1, 2023	4.53%	980,990	980,990
SMCGP bonds	October 31, 2018	December 22, 2022	4.30%	939,647	939,647
BDO bonds	January 31, 2019	June 11, 2019	3.13%	-	9,999,932
JGS bonds	July 31, 2018	August 27, 2019	4.19%	-	1,000,504
SMPH bonds	October 29, 2018	March 1, 2020	5.10%	-	987,182
				39,890,145	47,887,829

The classification of the investment securities at amortized cost presented in the statements of assets, liabilities and fund balances as at May 31 are as follows:

	2020	2019
Current	17,611,043	11,987,618
Non-current	22,279,102	35,900,211
	39,890,145	47,887,829

The carrying amount of investments in debt instruments at May 31, 2020 amounting to P39,890,145 (2019 - P47,887,829) approximates its fair value.

Interest income earned for this investment for the year ended May 31, 2020 amounted to P1,194,412 (2019 - P1,079,120).

During the year, the Committee has purchased additional investment in securities amounting to P4,000,000 (2019 - P48,013,706) and sold investment in securities with proceeds amounting to P11,997,684 (2019 - P9,825,877).

The fair value of these investments as at May 31, 2020 amounted to P39,907,800 (2019 - P47,909,090). The fair value of investment in securities was determined by reference to published price quotations in an active market (Level 1 in the fair value hierarchy).

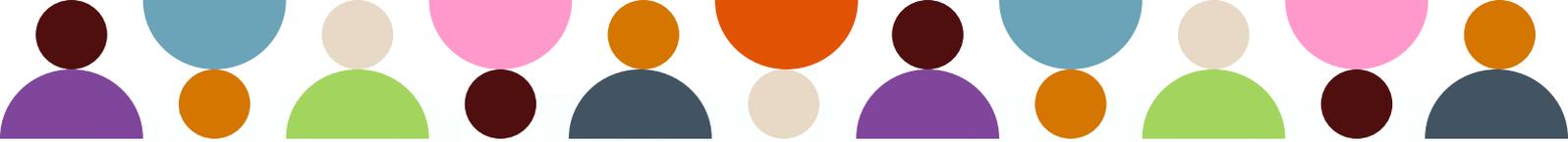
e. Liabilities

Liabilities pertain to payables to stockbrokers for the administration of the trust fund.

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, 2018					
Cost	1,644,510	10,860,823	7,562,885	-	20,068,218
Accumulated depreciation	(1,644,510)	(9,650,652)	(4,170,579)	-	(15,465,741)
Net carrying value	-	1,210,171	3,392,306	-	4,602,477
Year ended May 31, 2019					
Opening net carrying value	-	1,210,171	3,392,306	-	4,602,477
Additions	-	914,714	-	63,445,950	64,360,664
Depreciation	-	(482,487)	(817,600)	-	(1,300,087)
Closing net carrying value	-	1,642,398	2,574,706	63,445,950	67,663,054
At May 31, 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
Period 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



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 4.8% in 2020 (2019 - 3%).

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

	2020	2019
Beginning of the year	107,505,215	160,550,007
Additions	83,040,287	71,675,296
Disposals	(48,124,378)	(126,957,563)
Unrealized gain recognized in OCI	4,576,796	2,237,475
	146,997,920	107,505,215

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

	2020	2019
Balance at the beginning	7,490,103	5,252,628
Unrealized gain recognized in OCI	4,576,796	2,237,475
	12,066,899	7,490,103

Interest income earned from these investments amounted to P2,719,997 (2019 - P2,630,812).

During the year, P83,040,287 (2019 - P71,675,296) additional government securities were purchased. Of the total current year purchases, P2,719,997 (2019 - P2,630,812) of which is a reinvestment of interest earned and is treated as a non-cash investing activity. Also, the proceeds from sale of financial asset at FVOCI during the year amounted to P48,124,378 (2019 - P126,957,563).

As at May 31, 2020 and 2019, financial asset at FVOCI are measured at fair value (Level 1) determined directly by reference to published prices quoted in an active market.

Financial asset at FVOCI are presented as part of non-current assets as it is the intention of the management to hold these investments and grow the investments to a certain level.

Note 8 - Accounts payable and accrued liabilities

Accounts payable and accrued liabilities as at May 31 consist of:

	Note	2020	2019
Accounts payable		13,501,011	22,207,929
Advances from registrants		12,847,300	9,376,548
Accrued expenses		3,294,434	14,297,719
Accounts payable - Trust Fund	5	728,571	400,525
		30,371,316	46,282,721

Accounts payable are settled in cash, unsecured, non-interest bearing and are generally on 30 to 60-day credit term.

Accrued expenses mainly consist of accruals for program operation, transportation expenses, payable to government agencies and professional fees.

Advances from registrants are collections received by the Committee pertaining to registration fee for future seminars.

Note 9 - Program operations

Program operations pertain mainly to various expenses incurred in carrying out different programs of the Committee.

Externally-funded program operations recognized in the statement of comprehensive income for the years ended May 31 are as follows:

	2020	2019
GASTPE	98,090,911	81,534,257
INSET	47,577,538	125,301,702
RISE	7,708,942	6,899,578
TES	4,331,568	-
Total	157,708,959	213,735,537

Government Assistance to Students and Teachers in Private Education (GASTPE) is a program by the Department of Education (DepEd) to decongest the public schools by providing subsidies to students in private schools who, otherwise, would have gone to public schools.

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.

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.

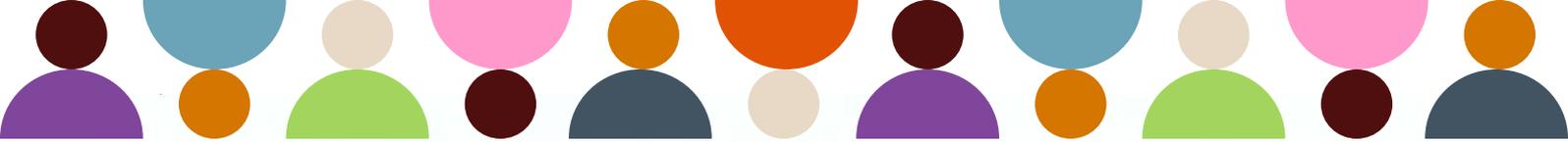
Tertiary Education Subsidy (TES) programs established under R.A. No. 10931 (otherwise known as the Universal Access to Quality Tertiary Education Act) aims to support the cost of tertiary education or any part or portion thereof for all Filipino students who shall enroll in undergraduate post-secondary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

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

	2020	2019
PhilEd	21,216,423	-
MCI	11,403,535	-
ASPIRE	8,021,994	9,375,877
Reteach	93,074	9,895,594
RSITE	400,000	1,667,000
DARE	196,603	366,542
PERJ	87,000	-
Others	1,642,194	9,167,935
Total	43,060,823	30,472,948

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.

Marshall Cavendish Institute (MCI) program aims to deliver a professional development program for K to 12 school leaders and administrators in the Philippines. PEAC partnered with Marshall Cavendish Institute of Singapore, a global teacher professional development institute that provides comprehensive, cutting-edge teacher education programmed for teachers looking to improve their classroom practice.



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.

Reteach is a program that provides trainings which aim to enhance the essential skills of K to 6 private elementary school teachers in practicing systematic approaches to curriculum mapping and designing effective learner-centered units with standards-based assessment and activities.

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.

Dissemination Assistance for Research in Education (DARE) is a program which provides assistance to full-time regular faculty members of private educational institutions who will present their research papers in international conferences abroad.

Others pertain to calamity assistance, National Secretariat (NS) initiated activities, Leading for Educational Achievement Program (LEAP) and other programs initiated by PEAC.

Note 10 - Related party transactions

The table below summarizes the Committee’s transactions and balances with its related parties as at and for the years ended May 31:

	Transactions		Terms and conditions
	2020	2019	
a) Contributions to retirement benefit plan CEAP Retirement Plan	605,020	617,938	Committee provides retirement benefits to its regular employees in accordance with RA7641 (Note 16.18b). Contributions to the multi-employer retirement plan are determined by management based on the recommendations from the actuary and recognized as a liability or an expense when the contributions are made or due. These were fully paid at reporting date.
b) Key management compensation	12,706,077	12,638,751	Key management compensation covering salaries and allowance and other short term benefits are determined based on contract of employment and payable in accordance with the Committee’s payroll process. These were fully paid at reporting date.

The Committee has not provided share-based payments, termination benefits or other long term benefits to its key management personnel for the years ended May 31, 2020 and 2019. There are no amounts due from or payable to key management personnel as at May 31, 2020 and 2019.

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	2020	2019
Excess of revenue over expenses		309,300,203	280,169,800
Fair value reserves	7	12,066,899	7,490,103
		321,367,102	287,659,903

Temporarily Restricted Fund

Temporarily restricted fund as at May 31 consist of:

	2020	2019
INSET fund	48,609,470	12,398,242
RISE fund	20,457,463	16,040,267
Other temporarily restricted fund	8,974,233	4,705,277
	78,041,166	33,143,786

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.

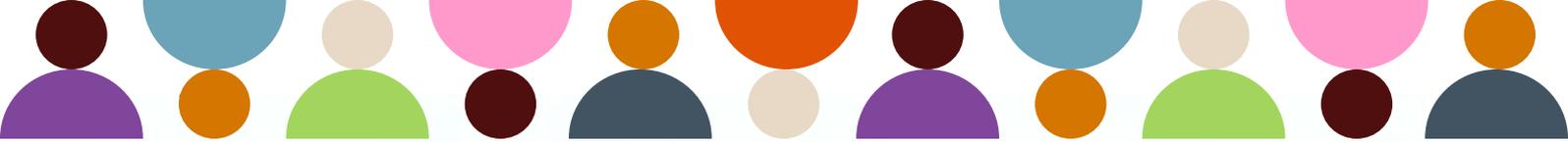
Note 12- Leases

The Committee has entered into a non-cancellable lease agreement of its office building for one year, commencing on October 15, 2015, renewable every year.

Rent expense charged to profit or loss for the year ended May 31, 2020 amounted to P3,631,280 (2019 - P4,642,080).

Note 13 - Critical accounting estimates, assumptions and judgments

The preparation of the accompanying financial statements in compliance with PFRS requires management to make estimates and assumptions that affect the amounts reported in the financial statements and accompanying notes. The estimates and assumptions used in the accompanying financial statements are based upon the management's evaluation of the relevant facts and circumstances as of the date of the financial statements. Actual results could differ from the estimates.



Critical accounting estimates and assumption

Useful lives of property and equipment (Note 6)

The Committee's management determines the estimated useful lives for its property and equipment based on the period over which the assets are expected to be available for use. The Committee annually reviews the estimated useful lives of property and equipment based on factors that include asset utilization, internal technical evaluation, technological changes, environmental and anticipated use of assets tempered by related industry benchmark information. It is possible that future results of operations could be materially affected by changes in these estimates brought about by changes in factors mentioned.

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, 2020 and 2019, 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.

Note 14 - Financial risk and capital management

14.1 Financial risk management

The Committee's activities expose it to a variety of financial risks and these activities involve the analysis, evaluation and management of some degree of risk or combination of risks. The Committee's overall risk management program focuses on the unpredictability of financial markets, aims to achieve an appropriate balance between risk and return and seeks to minimize potential adverse effects on the Committee's financial performance.

Risk management is carried out by the Committee's management under policies approved by the Members of the Committee. The Members of the Committee provides written principles for overall risk management, as well as written policies covering specific areas. These policies and procedures enable management to make strategies and informed decision with regard to the operation of the Committee.

The most important types of risk the Committee manages are: market risk, credit risk and liquidity risk. Market risk includes foreign exchange, interest and price risks.

The Committee has no significant financial assets and liabilities that are exposed to foreign exchange risk and interest risk during and at the end of each reporting period.

Details of the Committee's financial assets as at May 31 are as follows:

	Notes	2020	2019
Financial asset at amortized cost			
Cash and cash equivalents	2	96,710,050	148,724,479
Receivables	3	70,279,744	14,748,723
Investment securities	5	39,890,145	47,887,829
Financial asset at FVTPL	5	46,587,437	30,552,973
Financial asset at FVOCI	7	146,997,920	107,505,215
Total financial assets		400,465,296	349,419,219

The Committee's financial liabilities consisting of accounts payable and accrued liabilities, continue to be carried at amortized cost as at May 31, 2020, amounted to P30,371,316 (2019 - P46,282,721).

14.2 Financial risk factors

14.2.1 Credit risk

Credit risk refers to the risk that a counterparty will cause a financial loss to the Committee by failing to discharge an obligation. The Committee's exposure to credit risk arises primarily from deposits with banks, receivables and investments. The carrying values of the Committee's receivables approximate their fair values considering their short-term maturity. The Committee's exposure arises from default of the counter party, with a maximum exposure equal to the carrying amount of these financial assets.

Credit risk assessment under PFRS 9

Credit risk assessment followed by the Committee as a result of its adoption of PFRS 9, particularly the application of ECL model, are set out below.

- a. Performing - settlements are obtained from counterparty following the terms of the contracts without much collection effort.
- b. Underperforming - some reminder follow-ups are performed to collect accounts from counterparty.
- c. Credit-impaired - constant reminder follow-ups are performed to collect accounts from counterparty.

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
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		
2019			
Cash and cash equivalents	148,501,307	Performing	12-month ECL
Receivables	14,748,723	Performing	Lifetime ECL
Investment securities at amortized cost	47,887,829	Performing	12-month ECL
Financial asset at FVTPL	30,552,973	Performing	12-month ECL
Financial asset at FVOCI	107,505,215	Performing	12-month ECL
	349,196,047		

Cash and cash equivalents exclude cash on hand as at May 31, 2020 amounting to P277,738 (2019 - P223,172) which is not subject to credit risk.

The maximum exposure to credit risk as at May 31, 2020 and 2019 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

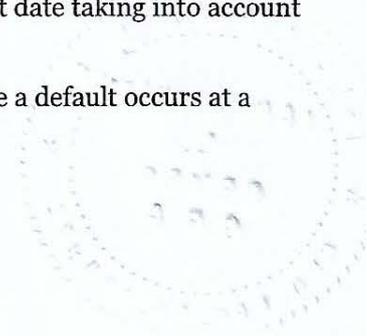
To minimize credit risk exposure from cash and cash equivalents, the Committee maintains cash in universal and large commercial banks. The Committee assesses that cash and cash equivalents have low credit risk considering the banks' external credit ratings.

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:

- a. Probability of default (PD) is an estimate of the likelihood of default over a given time horizon.
- b. 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.
- c. Loss given default (LGD) is an estimate of the loss arising in the case where a default occurs at a given time.



14.2.2 Market risk

Cash flow and fair value interest rate risks

Cash flow interest rate risk is the risk that the future cash flows of a financial assets and liabilities will fluctuate because of changes in market interest rates. Fair value interest rate risk is the risk that the value of financial assets and liabilities will fluctuate because of changes in market interest rates.

The Committee has held-to-maturity financial assets that are interest bearing fixed interest rates. Considering that the interest rates on these financial assets are independent of any market interest rate fluctuations, the Committee does not foresee cash flow and fair value interest rate risk on such financial assets to be significant.

Price risk

The Committee has exposure to equity securities price risk because of its investments in equity securities (Notes 5 and 7). Other components of equity would increase/decrease as a result of gains on equity securities classified as fair value through profit or loss. The Committee is not exposed to commodity price risk.

14.2.3 Liquidity risk

Prudent liquidity risk management implies maintaining sufficient cash, the availability of funding through an adequate amount of committed credit facilities and the ability to close out market positions. The Committee aims to maintain flexibility in funding by monitoring and ensuring that there are available funds to operate the business. Management monitors rolling forecasts of the Committee's liquidity reserve on the basis of expected cash flows.

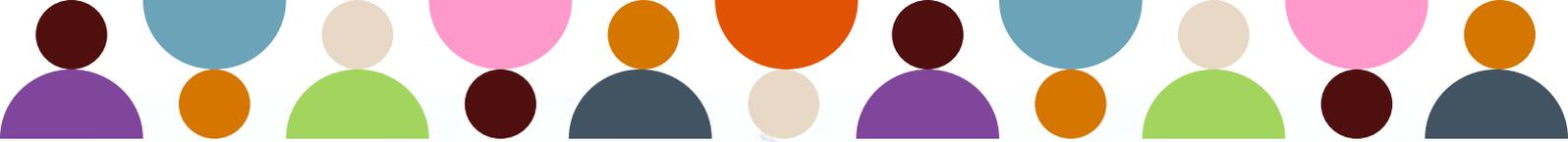
The Committee believes that the cash generated from its operating and investing activities is sufficient to meet currently maturing obligations required to operate the business.

The table below analyses the Committee's financial liabilities into relevant maturity groupings based on the remaining period at May 31 to the contractual maturity dates:

	Total	Less than 6 months	6 to 12 months	More than 12 months
2020				
Accounts payable and accrued expenses	30,371,316	30,371,316	-	-
2019				
Accounts payable and accrued expenses	46,282,721	46,282,721	-	-

The Committee expects to settle the above financial liabilities in accordance with their contractual maturity date.

The carrying amounts above approximate the undiscounted cash flows as the impact of discounting is not significant considering their short-term maturity.



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

The Committee has applied the following standard and interpretation for the first time for the financial year beginning June 1, 2019:

PFRS 16. Leases

PFRS 16 replaces the guidance of PAS 17 that relate to the accounting by lessees and the recognition of almost all leases in the balance sheet. PFRS 16 removes the current distinction between operating and financing leases and requires recognition of an asset (the right-of-use asset) and a lease liability to pay rentals for virtually all lease contracts. Under PFRS 16, a contract is, or contains, a lease if the contract conveys the right to control the use of an identified asset for a period of time in exchange for consideration.

The Committee's adoption of PFRS 16 did not have a significant impact as the Committee's lease agreement for the rental of the 5th Floor Salamin Building in Makati City is short term and has been terminated in February 2020. The Committee have moved to its newly acquired office units at PhilAxa Building in Makati City (Note 6).

Philippine Interpretation IFRIC 23. Uncertainty over Income Tax Treatments

The interpretation explains how to recognize, and measure deferred and current income tax assets and liabilities where there is uncertainty over a tax treatment. The new interpretation did not impact the Committee's financial statements as at May 31, 2020 since the Committee did not have uncertain tax position.

There are no other standards, amendments or interpretations that are effective beginning on or after June 1, 2020 that would be expected to be relevant or 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.

The assets, liabilities and fund balances of the Committee are reported in three self-balancing fund groups as follows:

- Unrestricted fund which represents unallocated and without donor-imposed restrictions resources available for the Committee's operations;
- Temporarily restricted fund which represents funds received from grants and donations restricted for the Committee's training and research activities and for other specific purposes.
- Permanently restricted fund which represents funds received from donation with explicit restriction where it must be used. In the case of the Committee, permanently restricted funds are trust funds appropriated for the purpose of financing programs of assistance to private education, improving quality of private education in the Philippines in accordance with the Presidential Decree No. 6-A. Income derived from permanently restricted funds may be spent for operating expenses. Permanently restricted funds are those resulting from contributions which donor-imposed restrictions neither expire with the passage of time nor can be removed by the Committee's meeting of certain requirements.

15.3 Financial assets

Classification

The Committee classifies its financial assets in the following measurement categories:

- (a) those to be measured subsequently at fair value (either through OCI or through profit or loss), and
(b) those to be measured at amortized cost. The classification depends on the Committee's business model for managing the financial assets and the contractual terms of the cash flows.

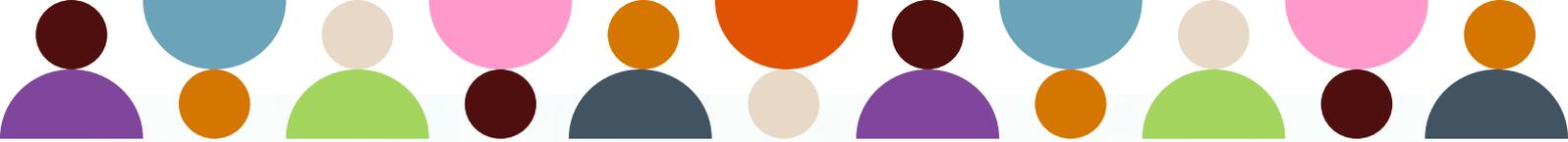
For assets measured at fair value, gains and losses will either be recorded in profit or loss or other comprehensive income. For investments in debt instruments, this will depend on the business model in which the investment is held. For investments in equity instruments that are not held for trading, this will depend on whether the Committee has made an irrevocable election at the time of initial recognition to account for the equity investment at fair value through other comprehensive income.

The Committee's financial assets under category (a) include the financial asset at FVOCI. The Committee's financial assets under category (b) includes cash and cash equivalents, receivables, investment securities and rental deposit.

The Committee reclassifies financial assets when and only when its business model for managing those assets changes.

Recognition and measurement

The Committee recognizes a financial asset in the statement of financial position when the Committee becomes a party to the contractual provisions of the instrument. Regular-way purchases and sales of financial assets are recognized on trade date - the date on which the Committee commits to purchase or sell the asset.



At initial recognition, the Committee measures a financial asset at its fair value plus transaction costs that are directly attributable to the acquisition of the financial asset.

Subsequently, assets that are held for collection of contractual cash flows where those cash flows represent solely payments of principal and interest are measured at amortized cost. Interest income from these financial assets is included in finance income using the effective interest rate method.

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.

Credit-impaired financial assets

At each reporting date, the Committee assesses whether financial assets carried at amortized cost are credit-impaired. A financial asset is 'credit-impaired' when one or more events that have a detrimental impact on the estimated future cash flows of the financial asset have occurred.

Evidence that a financial asset is credit-impaired includes the following observable data:

- significant financial difficulty of the counterparty;
- a breach of contract such as a default; or
- it is probable that the borrower will enter bankruptcy or other financial reorganization.

Equity instruments

Where the Committee's management has elected to present fair value gains and losses on equity investments in OCI, there is no subsequent reclassification of fair value gains and losses to profit or loss following the derecognition of the equity investment. Dividends from such investments continue to be recognized in profit or loss as other income when the Committee's right to receive payments is established.

Changes in the fair value of financial assets at FVPL are recognized in other gains/(losses) in the statement of profit or loss as applicable. Impairment losses (and reversal of impairment losses) on equity investments measured at FVOCI are not reported separately from other changes in fair value.

Write-off

The gross carrying amount of a financial asset is written-off (either partially or in full) to the extent that there is no realistic prospect of recovery. This is generally the case when the Committee determines that the debtor does not have assets or sources of income that could generate sufficient cash flows to repay the amounts subject to the write-off. However, financial assets that are written-off could still be subject to enforcement activities in order to comply with the Committee's procedures for recovery of amounts due.

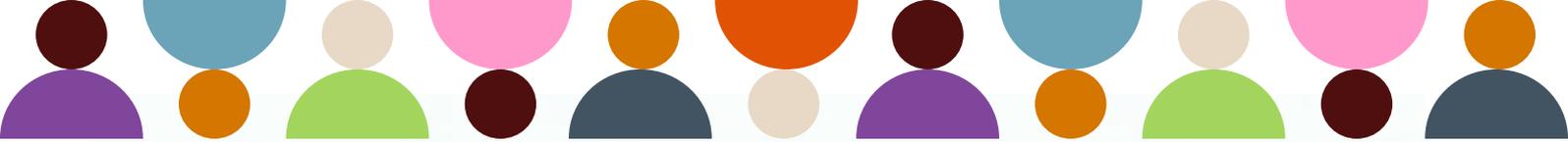
Derecognition

Financial assets are derecognized when the rights to receive cash flows from the financial assets have expired or have been transferred and the Committee has transferred substantially all the risks and rewards of ownership. Any gain or loss arising on derecognition is recognized directly in the statement of total comprehensive income and presented in other gains/(losses).

15.4 Financial liabilities

(a) Classification

Financial liabilities measured at amortized cost pertain to financial liabilities that are not held for trading or not designated as at fair value through profit or loss upon the inception of the liability. Financial liabilities at amortized cost are included in current liabilities, except for maturities greater than 12 months after the reporting period or when the Committee has an unconditional right to defer settlement which are classified as non-current liabilities.



The Committee did not hold financial liabilities measured at fair value through profit or loss during and at the end of each reporting period.

Details of the Committee's financial liabilities are disclosed in Note 14.2.3.

(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, 2020 and 2019, 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.

The fair value of financial instruments that are not traded in an active market (for example, over-the-counter derivatives) is determined by using valuation techniques. These valuation techniques maximize the use of observable market data where it is available and rely as little as possible on entity specific estimates. If all significant inputs required to fair value an instrument are observable, the instrument is included in Level 2.

If one or more of the significant inputs is not based on observable market data, the instrument is included in Level 3.

15.7 Cash and cash equivalents

Cash consists mainly of deposits held at call with a local bank. Deposits held at call with a bank earn interest at the prevailing bank deposit rates. These are carried in the statements of assets, liabilities and fund balances at nominal amounts which approximate fair value.

15.8 Receivables

Receivable from Department of Education are recognized initially at contract amount, representing fair value plus transaction costs and subsequently measured at amortized cost using the effective interest method, less any provision for impairment.

Other receivables are initially recognized at fair value and subsequently measured at amortized cost using the effective interest method, less any provision for impairment.

The relevant policies on classification, recognition, measurement, impairment and derecognition are further disclosed in Note 15.3.

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.

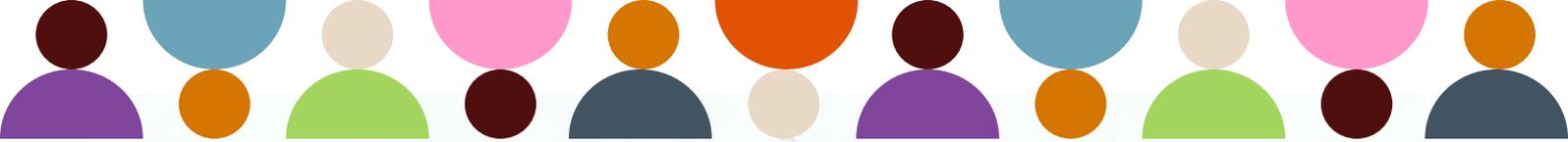
Prepayments and other non-financial assets are included in current assets, except when the related goods or services are expected to be received or rendered more than 12 months after the reporting period, which are classified as non-current assets.

15.10 Property and equipment

Property and equipment are stated at historical cost less accumulated depreciation, and any impairment.

The initial cost of property and equipment is comprised of the purchase price and costs directly attributable to bringing the assets to their intended use. The cost of self-constructed assets includes the cost of materials and direct labor, any other costs directly attributable to bringing the asset to a working condition for its intended use, and the costs of dismantling and removing the items and restoring the site on which they are located. Borrowing costs related to the acquisition or construction of qualifying assets are capitalized as part of the cost of those assets during the construction period.

Subsequent expenditures incurred after the assets have been put into operation are included in the asset's carrying amount or recognized as a separate asset, as appropriate, only when it is probable that future economic benefits associated with the item will flow to the Committee and the cost of the item can be measured reliably. The carrying amount of the replaced part is derecognized. All other repairs and maintenance costs are recognized in profit or loss during the period in which they are incurred.



Depreciation are calculated using the straight-line method to allocate the cost of the assets over their estimated useful lives based on the Committee's historical information and experience on the use of such assets, as follows:

Transportation Equipment	5 years
Office improvements	3-10 years
Office Equipment and Furniture and Fixtures	3-10 years
Office space units	25 years

The asset's residual values and useful lives are reviewed, and adjusted as appropriate, at each reporting period.

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.

The following specific recognition criteria must also be met before revenue is recognized:

Trainings and seminar income

Revenue is recognized upon the happening of the event.

Dividend income

Dividend income from available-for-sale investments is recognized when the right to receive payment is established. These are classified as permanently restricted, temporary restricted, or unrestricted in the statements of total comprehensive income depending on the appropriations approved by the Members of the Committee.

Government grants

Government grants are recognized in the period received and measured at fair value. These are classified as permanently restricted, temporary restricted, or unrestricted in the statements of total comprehensive income depending on the condition agreed with the donor.

Interest income

Interest income on bank deposits, which is presented net of final tax withheld or paid, is recognized when it is determined that such income will accrue to the Committee using the effective interest rate method. Interest and penalties on past due accounts are recognized as revenue upon collection.

Administrative fees

Administrative fees are the consideration receive for its services to DepEd, that is, implementation of various programs for its grants. Administrative fees are to be recognized when earned.

Other income

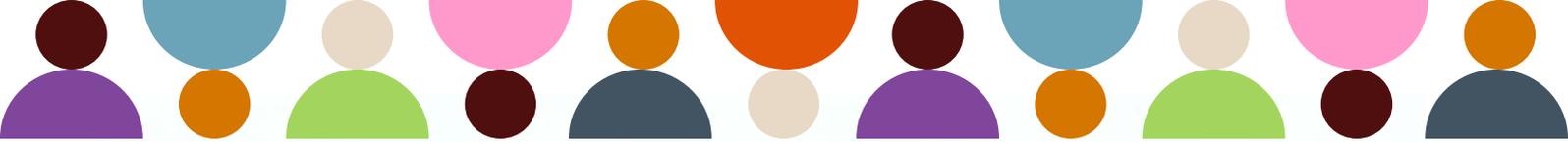
Other operating income is recognized when earned and when the right to receive payment is established.

15.14 Costs and expenses

Costs and expenses are recognized when incurred and presented in profit or loss according to nature of such cost and expense.

15.15 Employee benefits

(a) Short-term benefits



Short-term employee benefit obligations are measured on an undiscounted basis and are expensed as the related service is provided.

(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 retirement plan requires the participating employer to contribute a fixed percentage of the average and actual salaries of its employees. The retirement benefits payable to employees under the plan shall be computed based on the accumulated amount of contributions under his name, and income earned, if any, determined as of the last valuation date before his retirement.

Multi-employer plans are classified as either defined contribution plans or defined benefit plans on the basis of the terms of the plan, including any constructive obligation that goes beyond the formal terms. For purposes of valuation, the plan is treated as a defined contribution plan subject to the requirements of the Republic Act (RA) No. 7641 (The Philippine Retirement Law), which provides for its qualified employees a defined minimum guarantee. As at May 30, 2020 and 2019, 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.

15.16 Related party transactions

Related party relationship exists when one party has the ability to control, directly, or indirectly through one or more intermediaries, the other party or exercise significant influence over the other party in making financial and operating decisions. Such relationship also exists between and/or among entities which are under common control with the reporting enterprise, or between, and/or among the reporting enterprise and its key management personnel, directors, or its shareholders. In considering each possible related party relationship, attention is directed to the substance of the relationship, and not merely the legal form.

15.17 Leases (Committee as the lessee)

Beginning June 1, 2019 (PFRS 16)

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.

Prior to June 1, 2019 (PAS 17)

Leases in which a significant portion of the risks and rewards of ownership are retained by the lessor are classified as operating leases. Payments made under operating leases are charged to profit or loss on a straight-line basis over the period of the lease. Any difference between the rental expense determined on a straight-line basis and the actual lease payment is recognized as prepaid rent or accrued rent as the case may be. These are included in non-current assets or liabilities, except if the remaining lease period is within one year after the reporting period, which are then classified as current assets or liabilities.

Refundable deposits to guarantee the faithful compliance of the lessee of all the terms and conditions of the contract is initially recognized at fair value and subsequently measure at amortized cost using the effective interest rate method.

When the Committee enters into an arrangement, comprising a transaction or a series of related transactions, that does not take the legal form of a lease but conveys a right to use an asset or is dependent on the use of a specific assets or assets, the Committee assesses whether the arrangement is, or contains a lease. The Committee did not have such arrangements during and at the end of each reporting period.

15.18 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.

Note 16 - Supplementary information required by Revenue Regulations No. 15-2010

The following RR 15-2010 information is presented for purposes of filing with the Bureau of Internal Revenue (BIR) and is not a required part of the basic financial statements.

i. Value-added tax (VAT)

The Committee's receipts are non-taxable since these are usually grants and registrations fees, which are used to support the Committee's program expenses. The Committee has opted to expense out value-added input taxes on its purchase transactions.

ii. Importations

The Committee did not have any purchases of imported goods subject to custom duties and tariff fees for the year ended May 31, 2020.

iii. Excise tax

The Committee is not engaged in the manufacture or production of certain specified goods or articles subject to excise tax for domestic sale or consumption or for any other disposition.

iv. Documentary stamp tax

The Committee has no material transactions for the year ended May 31, 2020 pertaining to acceptance, assignment, sale or transfer of an obligation, rights or property requiring payment of documentary stamp tax.

v. Taxes and licenses

All other local and national taxes paid for the year ended May 31, 2020 which are presented under taxes and licenses account in the statement of total comprehensive income pertains to the following:

Real property taxes	221,467
Business clearances	8,149
	<u>229,616</u>

vi. Withholding taxes

Withholding taxes paid and accrued for the year ended May 31, 2020 consist of:

	Paid	Accrued	Total
Withholding tax on compensation	3,585,526	1,329,913	4,915,439
Expanded withholding tax	2,828,303	219,879	3,048,182
	<u>6,413,829</u>	<u>1,549,792</u>	<u>7,963,621</u>

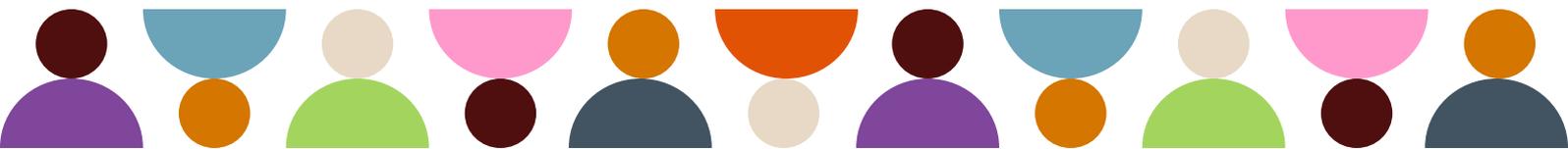
Withholding taxes payable is included as part of payable to regulatory agencies under accrued expenses and other liabilities (Note 8) in the statement of financial position.

vii. Tax assessments

The Committee has not received any Letters of Authority or Final Assessment Notice from the BIR for the year ended May 31, 2020.

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, 2020.



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

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