



ANNUAL REPORT

2024-2025



ANNUAL REPORT

2024-2025

ABOUT THE ANNUAL REPORT

This Annual Report (AR) covers the period June 1, 2024 to May 31, 2025.

This AR presents the performance of the Private Education Assistance Committee (PEAC) that details its operations and financial status in fiscal year 2024–2025. The PEAC remains committed to enhancing transparency and accountability in its reporting practices. The Committee aims to provide stakeholders with clear, comprehensive, and relevant information that supports informed engagement and reflects the commitment to quality, sustainability, and continuous improvement.

For feedback and other concerns on the annual report, you may send an email to communications@peac.org.ph.

TABLE OF CONTENTS

1	MESSAGES	41	Understanding of Private Education Contexts, Models, and Best Practices
6	PRIVATE EDUCATION ASSISTANCE COMMITTEE	41	Certification
8	REPORT ON THE FUND FOR ASSISTANCE TO PRIVATE EDUCATION	60	Research
9	Return on Investment	61	Philippine Education Research Journal
9	Investment Advisory Group	63	Capacity Building Initiatives for the Private Education Sector
10	REPORT OF THE EXECUTIVE DIRECTOR	63	Meeting of Content Specialists
14	Supporting Education Reforms	64	2025 INSET for JHS Teachers
18	Engaging With Key Stakeholders	67	2025 INSET for SHS Teachers
18	Protecting Program Integrity	71	Internally Funded Trainings
19	Strengthening the Organization	78	Internally Funded Programs of Assistance
20	Moving Forward Together	87	Continuing Efforts to Strengthen the Organization
22	YEAR IN REVIEW	87	ISO 9001:2015 Quality Management System (QMS) and ISO 27001:2022 Information Security Management Systems (ISMS) Certifications
22	Implementation of National Education Subsidy Programs	88	Information Security Initiatives
24	Processing of Billing Documents	89	Staff Development Activities
32	GASTPE Regional Program Committees Assembly	91	National Secretariat
33	Orientation on the ESC, TSS, and SHS Voucher Program	93	Regional Secretariats
36	Training for School Registrars of GASTPE Participating Schools	100	AUDITED FINANCIAL STATEMENTS
36	Monitoring of Participating Schools	135	DIRECTORIES

MESSAGES

MESSAGE

DEPARTMENT OF EDUCATION (DepEd)




Sonny Angara

SECRETARY

The Department of Education (DepEd) commends the Private Education Assistance Committee (PEAC) for publishing its Annual Report for Fiscal Year (FY) 2024-2025, which chronicles another productive year of promoting quality, access, and equity in private education.

Through the Education Service Contracting (ESC) and Senior High School Voucher Program (SHS VP) under the Government Assistance to Students and Teachers in Private Education (GASTPE), DepEd and PEAC have continued to expand access to education to thousands of students in private schools. This year, the Department also implemented system improvements to the voucher program to ensure efficiency and transparency, preventing ghost beneficiaries and ensuring that every peso reaches the intended recipients.

In a landmark move, DepEd increased the subsidy of eligible private school teachers from ₱18,000 to ₱24,000 under the Teachers' Salary Subsidy (TSS). This initiative affirms DepEd's continued efforts in uplifting teacher welfare and instructional quality.

Yet, the Department also acknowledges the growing concern over private school closures, especially among smaller institutions struggling to recover from enrollment challenges. Addressing these realities requires bold, coordinated action—and that is exactly what DepEd and PEAC are undertaking together.

DepEd, in partnership with PEAC, is developing a three-year action plan for Public-Private Complementarity, a framework that aims to address perennial education challenges, including overcrowded classrooms and teaching quality. The action plan is part of President Ferdinand Marcos Jr.'s directive to strengthen collaboration with the private sector and advance the Department's 5-Point Reform Agenda.

Our partnership with PEAC shows that public-private collaboration can significantly enhance learning opportunities, especially for those who rely on private schools for continued education access.

I extend my deepest gratitude to the entire PEAC family, including its trustees, secretariat, and partner schools, for your unwavering commitment to our learners, teachers, and the education sector.

May this Annual Report remind us that education, when anchored on partnership and purpose, has the power to transform our nation's future.

MESSAGE

**DEPARTMENT OF ECONOMY,
PLANNING, AND DEVELOPMENT
(DEPDev)**



Arsenio M. Balisacan, PhD

SECRETARY

I extend my warmest congratulations to the Private Education Assistance Committee (PEAC) for its steadfast dedication to strengthening the Philippine education sector through public-private partnership. For nearly six decades, PEAC has worked closely with the National Economic and Development Authority (NEDA), now the Department of Economy, Planning, and Development (DEPDev), to advance quality education and invest in the country's human capital—a vital foundation of inclusive and sustained growth.

This Annual Report highlights the accomplishments and milestones achieved from 2024 to 2025 in the implementation of the Government Assistance to Students and Teachers in Private Education (GASTPE) programs, including the Education Service Contracting, Teacher Salary Subsidy, Senior High School Voucher Program, and In-Service Training Programs. These initiatives strengthen complementarity between the public and private education sectors by expanding access to quality schooling while supporting teachers' continuing professional development.

The Report likewise presents PEAC's work in assisting private schools, ensuring quality assurance, conducting teacher training, and generating evidence-based policy and research. The data and analysis contained herein will support policymakers, implementers, and researchers in further improving program delivery and responding to the evolving needs of Filipino learners.

This publication also recognizes the sustained efforts of the many individuals who make these programs work on the ground. Their commitment helps advance the Philippine Development Plan 2023-2028 goal of developing Filipinos who are smart, innovative, and equipped with the skills and competencies to thrive amid rapid change driven by artificial intelligence, digital transformation, and green technologies. Achieving this vision calls for sustained collaboration between government and proactive private sector institutions such as PEAC, whose work continues to widen access to quality education nationwide.

Once again, I congratulate PEAC for its achievements and continuing contributions to improving the education sector. DEPDev looks forward to sustaining this partnership with PEAC in building a strong, inclusive, and competitive education system—one that advances our shared goal of a *matatag, maginhawa, at panatag na buhay* for all Filipinos.

MESSAGE

**ASSOCIATION OF
CHRISTIAN SCHOOLS, COLLEGES
AND UNIVERSITIES (ACSCU)**



Betty Cernol McCann, PhD

PRESIDENT

In the ever-evolving educational landscape of the Philippines, the Private Education Assistance Committee (PEAC) has been steadfast in its commitment placing students and teachers at the heart of its mission. Through its effective implementation of programs, PEAC has played a vital role in ensuring that quality education remains accessible, equitable, and responsive to the needs of our learning communities. Its efforts have strengthened partnerships between the public and private sectors and provided meaningful support to the schools that serve as pillars of our nation's educational system.

On behalf of the Coordinating Council of Private Educational Associations (COCOPEA), Association of Christian Schools, Colleges, and Universities (ACSCU) and Silliman University, I celebrate with PEAC its milestones and achievements for the Year 2024-2025. We commend PEAC's dedication to carrying out mandate with excellence by supporting learners through financial assistance, empowering teachers through capacity-building initiatives, and guiding schools through systems that uphold integrity and quality.

As PEAC continues to invest in programs that nurture educational stakeholders, we look forward to deeper collaboration and shared advocacy for a strong, inclusive, and thriving education sector.

Congratulations to PEAC on another year of meaningful impact.

MESSAGE

CATHOLIC EDUCATIONAL ASSOCIATION OF THE PHILIPPINES (CEAP)

The Private Education Assistance Committee (PEAC) is a pillar and leader in making Philippine education better in at least three ways. First, it provides an innovative, time-tested mechanism for mobilizing government resources for private education. Second, it fosters meaningful synergy of public and private sector toward realizing the Constitutional imperative of complementarity. And third, it is strategic in its advocacy for a Philippine education that effectively works as a system that addresses our learning crisis.

This Annual Report for fiscal year 2024-2025 celebrates all these. We have achieved a lot and there is still a long way to go. As a permanent member of the Committee, the Catholic Educational Association of the Philippines (CEAP) renews its commitment to PEAC as we forge ahead in our shared mission of a value-oriented, future ready, and socially-responsible Philippine education.

Congratulations PEAC!



Fr. Karel S. San Juan, SJ

PRESIDENT

MESSAGE

PHILIPPINE ASSOCIATION OF COLLEGES AND UNIVERSITIES (PACU)

My warmest greetings to everyone!

I extend my heartfelt congratulations to the Private Education Assistance Committee (PEAC) on the completion of its Annual Report for Fiscal Year 2024-2025. This comprehensive document reflects not only the committee's significant achievements and milestones but, more importantly, the profound dedication and passion behind the work supporting learners, teachers, and private schools across the entire country.

Through the strategic and efficient execution of programs under the Government Assistance to Students and Teachers in Private Education (GASTPE)—including the Education Service Contracting (ESC), Teacher's Salary Subsidy (TSS), the Senior High School Voucher Program, and In-Service Training (INSET)—PEAC continues to make quality education more accessible and meaningful for thousands of Filipino families. Furthermore, your efforts in robust training, impactful research, informed advocacy, and essential school support serve to strengthen the entire private education sector, underscoring the power of committed institutional partnerships.

On behalf of the Philippine Women's University with the Philippine Association of Colleges and Universities (PACU), thank you and congratulations on another year defined by exemplary service and leadership. We celebrate your successes and remain steadfast in our commitment to this partnership. May PEAC continue to inspire and provide the communities we collectively serve with renewed hope, expanded chances, and undeniable progress.



Marco Alfredo M. Benitez

PRESIDENT

PRIVATE EDUCATION ASSISTANCE COMMITTEE

CHAIRPERSON

Department of Education (DepEd)



Hon. Juan Edgardo "Sonny" Angara
Secretary
Assumed Office: July 2025

MEMBERS

Department of Economy, Planning, and Development (DEPDev)



Hon. Arsenio M. Balisacan, PhD
Secretary



Represented by
Atty. Melbourne Ziro D. Pana
Undersecretary for Legal Affairs and Special Concerns and Chief of Staff

Association of Christian Schools, Colleges and Universities (ACSCU)



Betty Cernol McCann, PhD
President

Catholic Educational Association of the Philippines (CEAP)



Fr. Karel S. San Juan, SJ
President



Fr. Albert N. Delvo, PhD
President
PEAC Term: June-October 2024

Philippine Association of Colleges and Universities (PACU)



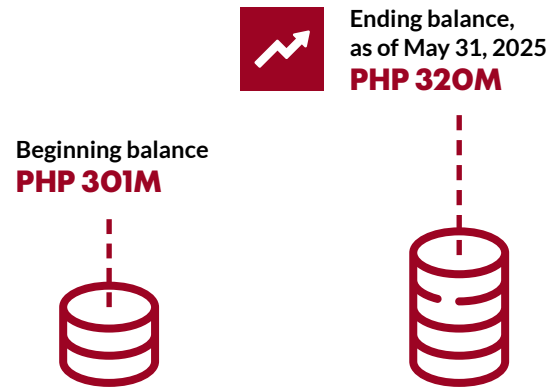
Marco Alfredo M. Benitez
President



Engr. Bernard Nicolas E. Villamor
President
PEAC Term: June-July 2024

REPORT ON THE FUND FOR ASSISTANCE TO PRIVATE EDUCATION

The Fund's ending balance as of May 31, 2025, is Php 320 million, an increase of 6.4% from the beginning balance of Php 301 million.



The table below shows the Fund Movement from June 1, 2024, to May 31, 2025.

Fund Movement	BDO	BPI	SBC	Total
Beginning Fund Value	114,077,800	99,093,532	87,828,047	300,999,379
Contributions	-	30,000,000	-	30,000,000
Withdrawals	(10,000,000)	(10,000,000)	(10,000,000)	(10,000,000)
Realized Income	4,732,391	4,323,636	3,991,140	13,047,167
Unrealized Income	3,402,715	1,409,848	2,447,418	7,259,981
Currency Revaluation	(1,029,549)	-	-	(1,029,549)
Ending Fund Value	111,183,357	124,827,016	84,266,605	320,276,978

RETURN ON INVESTMENT

The total Fund's ROI for the period is 6.91%. It outperformed the benchmark by 0.70%.

The table to the right shows the three-year performance of the Fund.

Fund Performance	24-25	23-24	22-23
Total Fund ROI	6.91%	4.30%	4.59%
Fund Benchmark	6.21%	4.87%	3.80%
Overperformance/ (Underperformance)	0.70%	-0.57%	0.79%

INVESTMENT ADVISORY GROUP



IAG Meeting on June 16, 2025, held via Zoom.



IAG Meeting on February 26, 2025, held at the PEAC National Secretariat Office, Makati City.

The members of the Investment Advisory Group (IAG) for fiscal year 2024-2025 are the following:

- Vic Gamu (Consultant, De La Salle Brothers, Inc.);
- Caroline R. Labrador (Former Head, Investments Unit, De La Salle Brothers, Inc.);
- Vincent K. Fabella, PhD (President, Jose Rizal University);
- Pio D. Bacong, PhD (President, Pilgrim Christian College); and
- Rhodora Angela Fernandez Ferrer, PhD (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 manage the Fund externally.

The PEAC, as the Trustee of the Fund, formed the IAG to assist the Committee in efficiently and effectively managing the FAPE. The IAG is composed of at least four members, including at least three financial experts and the PEAC Executive Director, who serves as an ex officio member.

Decisions of the IAG are recommended for approval by the PEAC. The IAG meets four times per year prior to 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 the PEAC investment policies, objectives, and guidelines;
- Recommend and endorse to the PEAC the selection and/or termination of the External Fund Managers (EFM);
- Review and report to the PEAC periodically, the investment performance of the EFMs and overall fund performance results versus selected benchmarks; and
- Resolve, subject to the PEAC's approval, specific issues relating to the investment of FAPE and other funds.

REPORT OF THE EXECUTIVE DIRECTOR



Education Secretary Sonny M. Angara, who is concurrently the PEAC Chairperson, presided over his second PEAC regular meeting on December 10, 2024, held at the Joy Nostalq Hotel & Suites, Pasig, Manila.



During the period under review, the education sector welcomed a significant change when Secretary Sonny Angara assumed the leadership of the Department of Education (DepEd). Pursuant to Executive Order No. 156, series of 1968 that created the Fund for Assistance to Private Education (FAPE), a perpetual trust fund for programs of assistance to private education, Secretary Angara also assumed the chairmanship of the Private Education Assistance Committee (PEAC), the trustee of FAPE.

In a country where education consistently ranks among the most pressing national concerns, Secretary Angara brought renewed urgency to addressing systemic challenges and improving learning outcomes in basic education. DepEd under Secretary Angara worked closely with the private education sector through the Public and Private Basic Education Complementarity Framework. In February 2025, DepEd, with support from the PEAC, convened education leaders and advocates from private education for a two-day consultative workshop on operationalizing the framework with the objective of crafting a three-year action plan to strengthen collaboration and optimize resources that would be aligned with and contribute to the fulfillment of the DepEd Five-Point Reform Agenda.

Coming from his stint as EDCOM II Commissioner and Co-Chairperson of the Standing Committee on Governance and Finance that led discussions on complementarity, efficiency, and equity in education, Secretary Angara's leadership and the resulting conducive policy environment reinforced the role of the PEAC as a catalyst in strengthening the partnership between the government and the private education sector.



A special award was presented by the PEAC to former Senate President Edgardo J. Angara. It was received on his behalf by his son, Secretary Sonny Angara, during the 50th Anniversary of the PEAC on November 5, 2018, held at the EDSA Shangri-La Hotel, Manila.

Secretary Angara's leadership also carried historical resonance for the PEAC. As the son of the late Senator Edgardo J. Angara who authored the Government Assistance to Students and Teachers in Private Education (GASTPE) Act, Secretary Angara vowed to continue his father's legacy.

Enacted in 1989, the GASTPE Law provided for the Education Service Contracting (ESC), which is now considered one of the longest-running government education subsidy programs, and the amendment of GASTPE in 1998 established the In-Service Training (INSET) and the Teachers' Salary Subsidy (TSS). In 2013, EGASTPE was extended to cover senior high school through a voucher program when Republic Act 10533 was passed. For more than three decades, these programs have transformed the educational landscape by providing indispensable support to learners, teachers, and private schools.

As soon as Secretary Angara took office in DepEd, the PEAC reiterated its recommendations to increase the Teachers' Salary Subsidy (TSS) from Php 18,000 to Php 24,000 and to require quality assurance (QA) for private schools participating in the voucher program. Certification of ESC participating schools, a QA mechanism developed and implemented by the PEAC, was put in place in 2004, while the TSS was last increased in 2016. Given DepEd's renewed focus on program effectiveness and measurable outcomes, the PEAC remained optimistic that these recommendations and its other inputs would be given due consideration.¹ The sustained collaboration between DepEd and the PEAC enabled the private education sector to contribute meaningfully to fulfilling the country's basic education goals.

¹DepEd announced an increase in the TSS to Php 24,000 in school year 2025-2026 following the approval of the State Assistance Council (SAC).

GASTPE PROGRAM MILESTONES

1980

Education Service Contracting (ESC) Program was piloted

In 1986, the PEAC piloted the ESC program and was nationally expanded with 158 private junior high schools participating in the program

1998

RA 8545 or EGASTPE Law was enacted

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

2009

Teachers' Salary Subsidy (TSS) was implemented

DO 116, s. 2009 provided the guidelines for the implementation of the TSS Program

TSS releases were processed starting SY 2009-2010

2016

Senior High School Voucher Program (SHS VP) was implemented

DO 46, s. 2015 provided the details on the conditions, requirements, and processes regarding the implementation of the SHS VP starting SY 2016-2017

TSS amount was increased to 18,000

DO 18, s. 2016 provides the guidelines to reflect the increase

2025

Increase of TSS amount to 24,000 was approved

DO 31, s. 2025 provides the guidelines to reflect the increase



1989

RA 6728 or the GASTPE Law was enacted

In 1991, ESC program management was transferred to DECS

In 1996, ESC program management was transferred back to the PEAC

2004

Certification Program was introduced

DO. 40, s. 2003 introduced the Certification Program as a requirement for junior high schools to participate in the ESC program

First Certification visits were conducted in SY 2003-2004

2013

RA 10533 or the K-12 law was passed

Expansion of GASTPE coverage to Senior High School through a Voucher Program

Incentive slots given to ESC participating junior high schools with above standard certification ratings under DO. 11, s. 2013

2017

ESC amounts were increased

ESC subsidy was increased to Php13,000 for NCR, Php11,000 for HUCs and Php9,000 for other areas

DO 20, s. 2017 provides the guidelines to reflect the increases First Certification visits were conducted in SY 2003-2004

2023

2023 The PEAC pioneered the Senior High School Voluntary Certification (SHS VC)

2024

The PEAC introduced the 2024 JHS CAI

The JHS CAI was updated to articulate new standards of compliance

The 2024 JHS CAI was used by ESC applicant schools for SY 2025-2026 and by schools undergoing Recertification



SUPPORTING EDUCATION REFORMS

The EDCOM II Year Two Report was also released this year. The report underscored the structural roots of the challenges confronting the Philippine education system, particularly in the infrastructure capacity. The country continues to face a substantial classroom shortage, with 165,000 classrooms needed, significant regional disparities in school conditions, limited access to basic utilities, and persistent vulnerabilities to natural disasters. These infrastructure gaps have contributed to overcrowding in public schools, even as private school capacity remains underutilized.

EDCOM II emphasized that addressing these challenges requires a more deliberate approach to operationalizing public-private complementarity, recognizing private schools as critical partners in easing congestion, expanding access, and strengthening system resilience. Without clearer policies, coordinated planning, and the strategic use of private sector capacity, infrastructure constraints will continue to undermine education delivery and equity nationwide.

The PEAC has actively contributed to the work of EDCOM II with the undersigned serving as a member of its Advisory Council and participating in the activities of the Standing Committee on Basic Education. The PEAC has also provided technical assistance to a number of initiatives of the Commission that advance evidence-based policymaking through the development of reliable sector-wide data and evaluation of government programs.




During the period under review, the PEAC contributed to the nationwide mapping of private schools to inform government policies and programs that operationalize the complementarity between public and private schools. Tapping its Regional Secretariats, the PEAC conducted validation activities to ensure accurate and reliable geospatial data for private schools, particularly in BARMM, Region IV-A, and NCR.

The PEAC also supported the research of the Philippine Institute for Development Studies (PIDS) on the expansion of the EGASTPE. The PEAC provided program data from school year 2018-2019 to 2023-2024. As an EDCOM II initiative, the study aimed to provide a rigorous analysis of program reach, equity, and effectiveness with the ESC and SHS VP under EGASTPE being considered strategies to address the classroom backlog and congestion in public schools.

In several EDCOM II meetings, the PEAC provided insights drawn from decades of program implementation of EGASTPE assistance and working with the private education sector. Moreover, the engagement with EDCOM II ensured that the perspectives and operational realities of the private schools were integrated into crucial policy discussions that would lead to the crafting of reform-oriented bills such as the Complementarity Bill that is intended to empower student choice and enjoin the education agencies to develop and implement complementarity policies and programs that improve Filipino learners' access to and choice of quality public and private education.

PERFORMANCE HIGHLIGHTS PROGRAM MANAGEMENT ACCOMPLISHMENTS

The PEAC strengthened its processes and systems for the effective implementation of the programs of assistance to the private education sector. With its commitment to efficiency, compliance, and standards, the PEAC assured learners, teachers, and private schools that they could rely on its support as they worked towards fulfilling their educational goals.

	879,000+ ESC student grantees	3,600+ ESC participating junior high schools	Php 8.4B+ amount of ESC grants processed
	57,600+ TSS recipients	Php 1B+ amount of TSS subsidies processed	
	1.2M+ VPBs	4,100+ VP participating senior high schools	Php 22.7B+ amount of vouchers processed

CAPACITY BUILDING ACCOMPLISHMENTS

Capacity building remained central to the work of the PEAC. The in-service training programs aimed to improve the quality of teaching that significantly impacts learning outcomes. Other training activities focused on future-proofing schools as the competence of key school personnel were developed in the areas of quality assurance, digital leadership, and advocacy.

EXTERNALLY FUNDED TRAINING

18,002 JHS teachers attended the INSET from 2,794 private schools	12,282 SHS teachers attended the INSET from 2,398 private schools
--	--



INTERNALLY FUNDED TRAINING

10,150

teachers and administrators attended

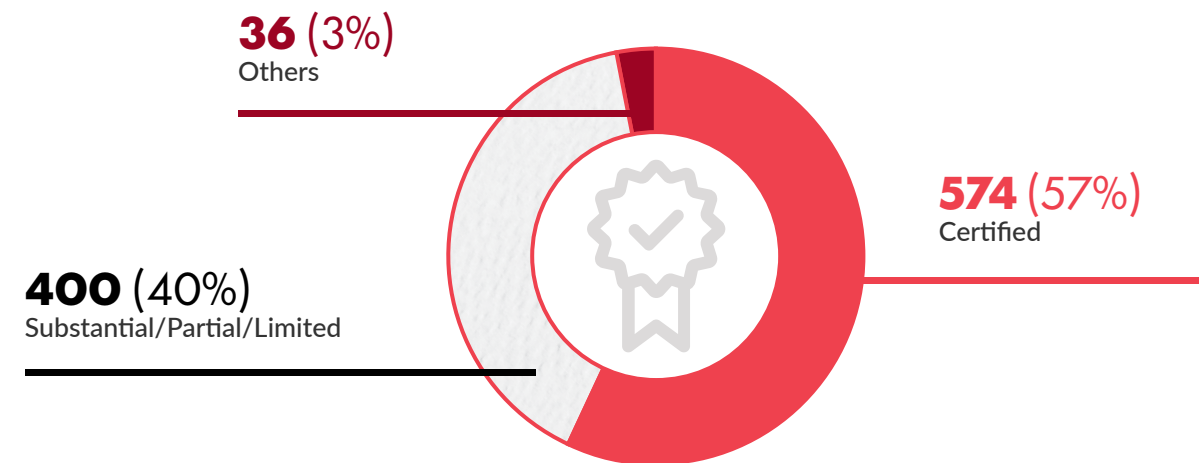


- In-Service Training for K-6 Teachers
- Orientation Training on the Updated Junior High School Certification Assessment Instrument (2024 JHS CAI)
- PEAC-MCE Agility in Education
- PEAC-Lee Kuan Yew School of Public Policy Executive Course, "Data Science Analytics: From Data To Insights" (Batch 4 and 5)
- Masterclass in Digital Leadership: Transforming Learning with Generative AI and Innovative Pedagogies
- Empowering Edtech Educators: Building the Classroom of the Future with AI
- Leadership, Innovation and Dynamism Towards Educational Reforms (LIDER 9 and 10)
- PEAC-Diwa Innovation Development for Educators and Academic Leaders (Diwa IDEAL)
- The Legal Mind Special Edition: Strengthening the Supervision and Internal Governance of GASTPE Participating Schools

QUALITY ASSURANCE ACCOMPLISHMENTS

The PEAC continued developing a seamless quality assurance mechanism through the implementation of certification for junior high schools participating in the ESC, conduct of voluntary certification for senior high schools, and development of an assessment instrument for elementary schools. The SHS Certification Assessment Instrument (SHS CAI) was also updated to align with official issuances and articulate new standards in relation to learning continuity, learning recovery, varied learning delivery modalities, and revisions in the SHS curriculum.

OVERALL FINAL RATINGS OF SCHOOLS THAT UNDERWENT CERTIFICATION



Hearing on Senior High School Updates organized by EDCOM II on March 13, 2025, held at the University of the Philippines-Bonifacio Global City.



Partnership meeting with DepEd, PEAC, and COCOPEA by EDCOM II on June 18, 2024, held at the Senate of the Philippines, Pasay City.

ENGAGING WITH KEY STAKEHOLDERS



Meeting with Congressman Roman T. Romulo, Chairperson of the House Committee on Basic Education, on October 24, 2024, held at the City Hall of Pasig City.

Attending Committee hearings and submitting comments on the proposed bill, the PEAC engaged with the House Committee on Basic Education led by Representative Roman T. Romulo, an EDCOM II Co-Chairperson, who shepherded the bill through the legislative process up to its approval by the House of Representatives during the 19th Congress.

With the ESC and the SHS VP implemented for qualified junior and senior high school students, respectively, the PEAC has advocated the expansion of EGASTPE to K-6 learners. To support its policy work, the PEAC commissioned studies such as the “Policy Brief on Extending GASTPE to K-6” and the “Absorptive Capacity of Basic Education in the Philippines,” which were disseminated to the members of the Senate and House Committees on Basic Education.

The PEAC also recommended the quality assurance of private schools participating in the program to ensure that learners receiving government support are provided with quality education. To date, only private junior high schools participating in the ESC undergo certification to check school compliance with the DepEd standards and requirements and, more importantly, to assess holistically the school conditions that support student learning.

Another significant bill that was informed by EDCOM II policy discussions was House Bill 11214, which sought to amend the EGASTPE Law and establish a basic education voucher program that would empower learners in kindergarten, elementary, and secondary levels, and their parents to enroll in their preferred private schools.

PROTECTING PROGRAM INTEGRITY

With government funds allocated to the EGASTPE programs, the PEAC recognizes that oversight and public scrutiny are essential for accountability and transparency. The PEAC has cooperated with Congressional hearings, audits, and investigations on the implementation of the programs. During the period under review, the PEAC affirmed its commitment to protect program integrity, consistent with how it has strengthened program safeguards over the years.

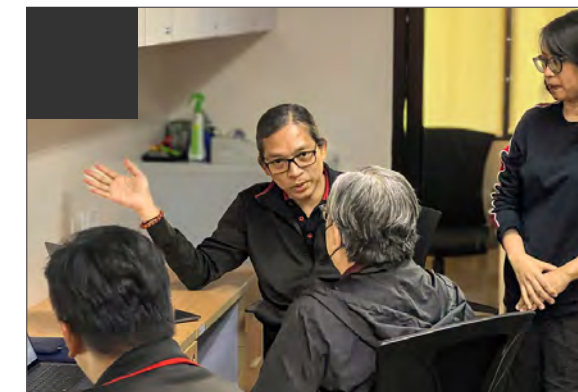
Starting in school year 2024-2025, the PEAC implemented enhanced validation mechanisms by introducing new protocols in the ESC Information Management System (IMS) and the SHS Voucher Program Management System (VMS). The eligibility of grantees is cross-referenced with the DepEd Learner Information System (LIS), and additional supporting documents are required to reinforce school accountability. The PEAC also validates the second semester enrollment of all billed voucher beneficiaries held at the end of the school year.

The PEAC continued to conduct its monitoring activities that resulted in findings that allowed the government to collect refunds for grantees with issues, as well as recommendations to DepEd for the suspension and termination of participating schools with grave program violations. It also coordinated with DepEd on possible legal actions against the erring schools. In a statement, the PEAC expressed support for DepEd in the investigation of 12 private schools participating in the voucher program following the monitoring and validation activities of the PEAC and the DepEd Government Assistance and Subsidies Service (GASS).

All these measures ensure that government assistance reaches its intended beneficiaries following official issuances and that private education is recognized as a trusted partner in providing quality education for Filipino learners.



STRENGTHENING THE ORGANIZATION



When the PEAC revisited its mission, vision, core values, and strategic directions, a new strategic direction was articulated to address the nature of the PEAC as continuing internal discussions consider legal developments.

In September 2024, the Department of Justice (DOJ) issued Opinion No. 043, s. 2024, which reaffirmed the nature of the PEAC as a private entity. This position is consistent with DOJ opinions issued in January 1969 and reiterated in DOJ Opinion No. 56, s. 1999, which clarified that the PEAC “may not be considered an agency or instrumentality of the Philippine Government.” The opinions provided clarity and support how the PEAC responds to the needs of the private schools and delivers on its commitments with its partners in government and the private sector.

Guiding the efforts of the PEAC is an updated three-year strategic plan starting in 2024-2025. With agility as a new core value, the PEAC remained cognizant of the changing education landscape and prioritized operational flexibility, continuous adaptation and improvement, and proactive engagement with education stakeholders.

QISMS Combined External Audit on May 19-20, 2025, held at the PEAC National Secretariat Office, Makati City.

To ensure that the organizational plan and targets were implemented and achieved satisfactorily, the PEAC also invested in organizational development to support programs and initiatives for the sector. After successfully hurdling the external audits, the PEAC maintained its certifications for ISO 27001:2013 and ISO 9001:2015.

MOVING FORWARD TOGETHER

The PEAC also strengthened its Regional Secretariats through regular engagement with its Regional Program Directors, who are heads of credible private educational institutions and associations in their respective regions, as well as timely coordination with its Regional Program Coordinators, who have experience in both school operations and program implementation. With their support as strategic partners, the PEAC was able to implement national subsidy programs as well as reach and support private schools—both big and small, sectarian and non-sectarian—nationwide.

As the PEAC moves forward, it remains committed to promoting complementarity and policies for private education, implementing programs that recognize the private education sector as a partner, and supporting education reforms that benefit both public and private schools. The year’s accomplishments position the organization to continue contributing meaningfully to Philippine education in the service of Filipino learners.



PEAC Regional Program Coordinators (RPC) attended the Annual Assembly of the GASTPE Regional Program Committees (RPComs) on April 11, 2025, held at the Makati Diamond Residences, Makati City.



PEAC 56th Anniversary Thanksgiving Mass on November 5, 2024, held at St. Paul University-Manila.



PEAC Regional Program Directors (RPD) attended the Annual Assembly of the GASTPE Regional Program Committees (RPComs) on April 11, 2025, held at the Makati Diamond Residences, Makati City.



Rhodora Angela Fernandez Ferrer, PhD

YEAR IN REVIEW



IMPLEMENTATION OF NATIONAL EDUCATION SUBSIDY PROGRAMS



235 JHS ESC certifiers from **134** FAAP accredited and PEAC certified schools



198 monitors from **158** GASTPE participating schools



165 JHS trainers from **63** private educational institutions



150 SHS trainers from **44** private educational institutions

The PEAC continued to play a crucial role in improving access to quality education through the effective co-implementation of national education subsidy programs, namely the Education Service Contracting (ESC) in junior high school and the Senior High School Voucher Program (SHS VP). By tapping the absorptive capacity of private schools, these programs operationalize public-private complementarity and, at the same time, support private schools to remain viable and enable learners to exercise school choice.

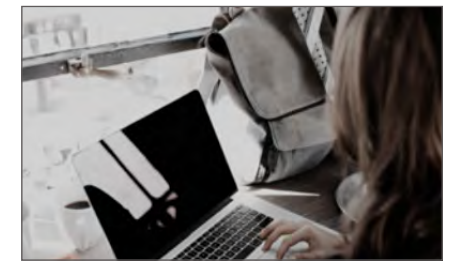
During the period under review, the PEAC leveraged the expertise and resources of the private education sector as it tapped certifiers, monitors, and trainers who were school officials and teachers of accredited and certified private schools. The PEAC is also supported by 16 Regional Secretariats headed by the Regional Program Directors (RPDs), who are Presidents of credible private educational institutions and associations in their respective regions. With a strong regional presence, the PEAC guaranteed efficiency and consistency in program implementation while remaining responsive to local contexts.



ORIENTATION



CERTIFICATION



SHS VOUCHER APPLICATION



PROCESSING OF BILLING STATEMENTS



IN-SERVICE TRAINING



MONITORING



RESOLVING CASES OF SCHOOLS WITH ADVERSE FINDINGS

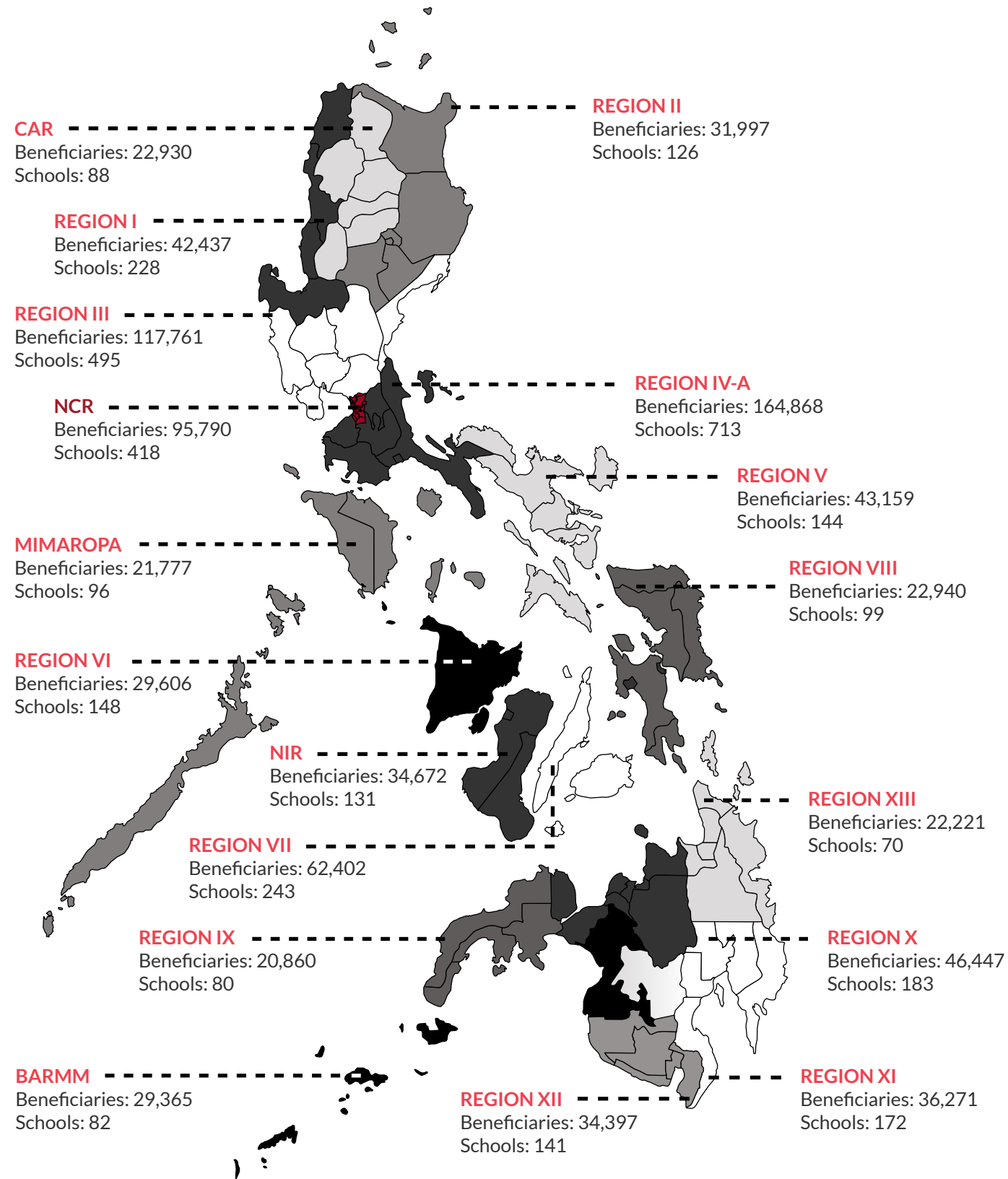


REGULAR MEETINGS AND CONSULTATIONS WITH STAKEHOLDERS



RESEARCH AND DATA GATHERING

PROCESSING OF BILLING DOCUMENTS



EDUCATION SERVICE CONTRACTING (ESC)

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

Region	Schools	Grade 7	Grade 8	Grade 9	Grade 10	Total ESC Grantees	Amount of Grant
I	228	11,986	9,649	10,317	10,485	42,437	381,933,000.00
II	126	9,326	7,460	7,677	7,534	31,997	287,905,897.80
III	495	33,538	27,558	28,844	27,821	117,761	1,073,759,000.00
IV-A	713	47,651	38,931	39,967	38,319	164,868	1,489,337,370.00
V	144	12,689	10,182	10,632	9,656	43,159	386,499,660.00
VI	148	8,429	6,795	7,244	7,138	29,606	278,350,961.00
VII	243	18,510	14,506	15,000	14,386	62,402	595,805,538.12
VIII	99	6,724	5,385	5,553	5,278	22,940	208,998,232.30
IX	80	6,111	5,038	4,916	4,795	20,860	198,629,343.46
X	183	13,462	11,154	11,178	10,653	46,447	438,505,407.00
XI	172	10,640	8,248	8,794	8,589	36,271	359,150,500.00
XII	141	10,262	7,946	8,337	7,852	34,397	315,971,035.40
XIII	70	6,479	5,160	5,511	5,071	22,221	205,430,080.00
NCR	418	27,228	23,149	23,370	22,043	95,790	1,240,651,900.00
CAR	88	6,504	5,320	5,724	5,382	22,930	216,752,829.00
BARM	82	9,458	7,468	6,720	5,719	29,365	264,063,838.44
MIMAROPA	96	6,111	5,163	5,369	5,134	21,777	197,652,512.94
NIR	131	10,311	8,158	8,318	7,885	34,672	327,494,000.00
Total	3,657	255,419	207,270	213,471	203,740	879,900	8,466,891,105.46

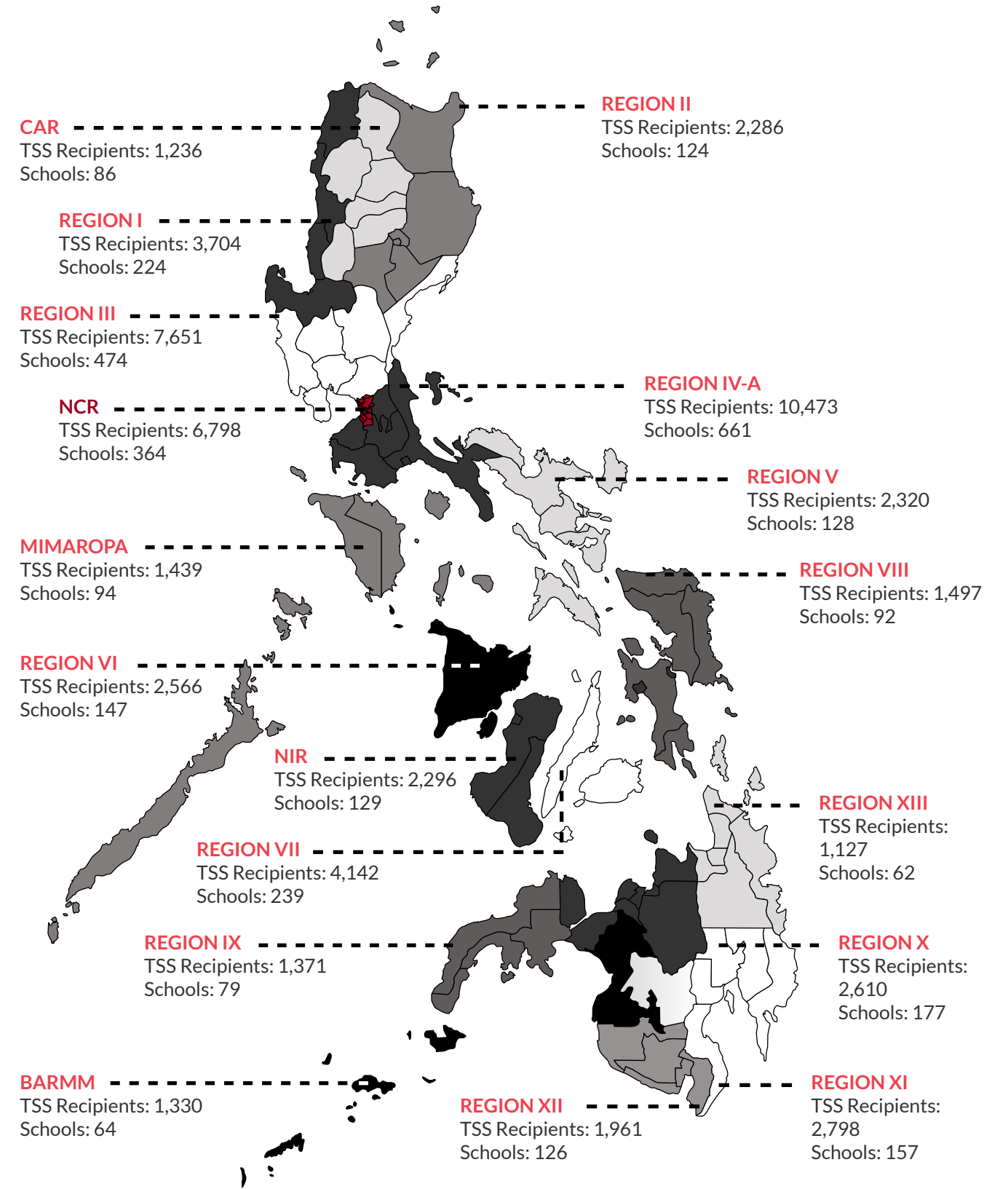
ESC Additional Slots

Region	Schools	Additional Slots	Projected Cost
I	136	3,471	31,239,000
II	60	1,940	17,460,000
III	289	9,657	87,727,000
IV-A	405	11,842	107,000,000
V	76	2,406	21,654,000
VI	88	2,504	23,486,000
VII	128	3,922	37,504,000
VIII	58	1,558	14,332,000
IX	36	1,061	9,891,000
X	75	2,324	22,062,000
XI	96	2,885	28,701,000
XII	65	2,211	20,305,000
XIII	37	1,495	13,823,000
NCR	207	6,556	85,228,000
CAR	40	831	7,727,000
BARMM	35	1,354	12,186,000
MIMAROPA	51	1,568	14,390,000
NIR	77	2,636	24,226,000
Total	1,959	60,221	578,941,000

TEACHERS' SALARY SUBSIDY (TSS)

TSS Program Recipients and Amount of Subsidy Processed

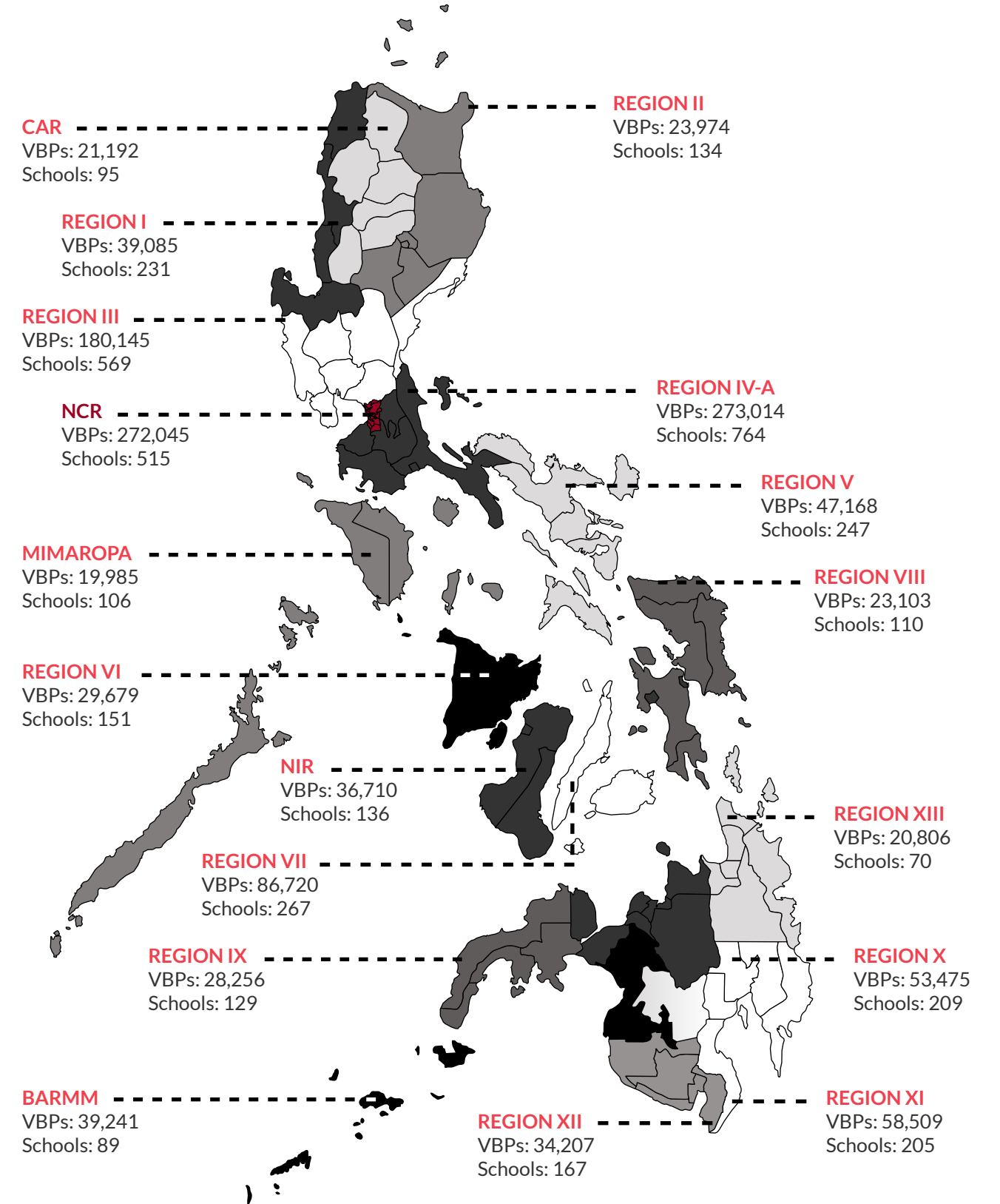
Region	Schools	TSS Recipients	Amount of Subsidy
I	224	3,704	64,899,000
II	124	2,286	40,768,500
III	474	7,651	136,065,000
IV-A	661	10,473	185,838,000
V	128	2,320	41,212,500
VI	147	2,566	45,121,500
VII	239	4,142	73,614,000
VIII	92	1,497	26,611,500
IX	79	1,371	24,342,000
X	177	2,610	46,482,000
XI	157	2,798	49,057,500
XII	126	1,961	34,905,000
XIII	62	1,127	20,158,500
NCR	364	6,798	120,690,000
CAR	86	1,236	21,708,000
BARMM	64	1,330	23,622,000
MIMAROPA	94	1,439	25,651,500
NIR	129	2,296	40,398,000
TOTAL	3,427	57,605	1,021,144,500



SENIOR HIGH SCHOOL VOUCHER PROGRAM (SHS VP)

VP Participating Senior High Schools, Voucher Program Beneficiaries (VPBs), and Amount of Vouchers Processed

Region	Schools	Grade 11	Grade 12	Total VPBs	Amount of Vouchers
I	231	19,336	19,749	39,085	613,330,710.00
II	134	12,259	11,715	23,974	365,224,060.00
III	569	93,750	86,395	180,145	2,982,536,869.30
IV-A	764	139,175	133,839	273,014	4,521,747,410.00
V	247	23,795	23,373	47,168	757,484,486.80
VI	151	14,339	15,340	29,679	491,934,066.50
VII	267	42,902	43,818	86,720	1,517,727,852.00
VIII	110	11,652	11,451	23,103	381,832,426.50
IX	129	14,477	13,779	28,256	477,696,863.42
X	209	25,927	27,548	53,475	936,624,166.20
XI	205	28,624	29,885	58,509	1,032,646,666.80
XII	167	17,475	16,732	34,207	569,829,863.20
XIII	70	10,593	10,213	20,806	338,630,550.00
NCR	515	139,082	132,963	272,045	5,844,518,750.00
CAR	95	10,477	10,715	21,192	348,337,500.00
BARMM	89	24,180	15,061	39,241	638,251,356.75
MIMAROPA	106	10,264	9,721	19,985	317,723,358.00
NIR	136	17,778	18,932	36,710	608,722,220.00
Total	4,194	656,085	631,229	1,287,314	22,744,799,175.47



VOUCHER PROGRAM APPLICATION

During the application period, 64,255 accounts were created in the OVAP, but only 34,029 applicants (53%) completed their applications. The PEAC processed all completed applications, and the results were released on July 12, 2024, with 26,760 applicants becoming Qualified Voucher Applicants (QVAs).



26,760
Qualified Voucher Applicants



83.82 percent
of the total QVAs utilized the voucher

Region	Total Applicants	Qualified Voucher Applicants (QVA)	Percentage of QVAs	Billed Grade 11 QVAs	Percentage of Utilized
I	2,079	1,441	69.31%	512	35.53%
II	691	440	63.68%	251	57.05%
III	8,154	6,001	73.60%	6,953	115.86%
IV-A	8,839	4,315	48.82%	2,604	60.35%
V	780	436	55.90%	255	58.49%
VI	1,167	784	67.18%	406	51.79%
VII	3,417	2,166	63.39%	1,447	66.81%
VIII	417	235	56.35%	108	45.96%
IX	1,594	551	34.57%	251	45.55%
X	1,554	935	60.17%	653	69.84%
XI	1,385	965	69.68%	522	54.09%
XII	1,671	1,151	68.88%	885	76.89%
XIII	763	588	77.06%	149	25.34%
NCR	11,159	5,790	51.89%	6,677	115.32%
CAR	385	230	59.74%	125	54.35%
BARMM	733	434	59.21%	322	74.19%
MIMAROPA	483	298	61.70%	114	38.26%
NIR*	0	0	0.00%	196	N/A
Total	64,255	26,760	41.65%	22,430	83.82%

SHS Voucher Program Application Period

Schedule	Process
May 16, 2024	Start of the application
June 2, 2024	Deadline for creation of OVAP account
June 4, 2024	Deadline for submission of documentary requirements and application
July 12, 2024	Posting of application results start of releasing of Qualified Voucher Applicant (QVA) Certificates)

The application timeline for the SHS Voucher Application was released on May 9, 2024, through DM 024, s. 2024 or the Senior High School Voucher Program Timeline for school year 2024-2025 Application and Processing of Billing Statements.

Only the following learners are eligible to apply (Sec. V. 2, DO 20):

- **Category C:** All Grade 10 completers from the preceding school year in Private Schools who are not ESC grantees
- **Category D:** All Grade 10 completers who completed Grade 10 prior to the previous school years but not earlier than 2016 and had not previously enrolled for Grade 11
- **Category E:** Learners who had passed the ALS A&E Test for Grade 10 not earlier than 2018 and had not previously enrolled for Grade 11, or ALS Learners who passed the Portfolio Assessment for Grade 10
- **Category F:** Learners who passed the PEPT for Grade 10 not earlier than 2016 and had not previously enrolled for Grade 11, or learners who will take the PEPT for Grade 10 in the upcoming school year

All applications were done online through the PEAC's Online Voucher Application Portal (OVAP).

GASTPE REGIONAL PROGRAM COMMITTEES ASSEMBLY



PEAC Members with Officials from the DepEd Central and DepEd Regional Directors

As part of its efforts to harmonize program implementation nationwide, the PEAC organized the Annual Assembly of the GASTPE Regional Program Committees (RPComs) on April 11, 2025, held at the Makati Diamond Residences in Makati City. The activity convened officials from the DepEd Central Office, the DepEd Regional Directors, the PEAC Regional Program Directors (RPDs), and the PEAC Regional Program Coordinators (RPCs) to provide program updates, clarify issues, and present plans for the coming school year.



PEAC Members with PEAC Regional Program Directors

After the updates from the DepEd Government Assistance and Subsidies Service (GASS) and the GASTPE implementing units of the PEAC National Secretariat, PEAC Executive Director Rhodora Angela F. Ferrer presented the PEAC performance highlights in 2024-2025 and policy recommendations that covered grantee selection, slot allocations, billing, and payment. She also shared the workplan for school year 2025-2026 that included Orientation conferences for participating schools, Certification activities, In-Service Training (INSET) for JHS and SHS teachers, and advocacy initiatives toward expanding EGASTPE to K to 6, further operationalizing public-private complementarity in basic education, and pushing for private education policies and reforms through EDCOM II. The DepEd Strategic Management Strand also gave a presentation on the Five-Point Reform Agenda and the Quality Basic Education Development Plan 2025-2026.



PEAC Members with PEAC Regional Program Coordinators

At the regional level, the RPComs play a pivotal role in overseeing compliance with the program guidelines, addressing implementation challenges, and proposing measures to improve program delivery. Through the assembly, program implementers had the opportunity to recognize regional implementation realities while aligning with national policy directions and reinforcing shared accountability for program outputs.



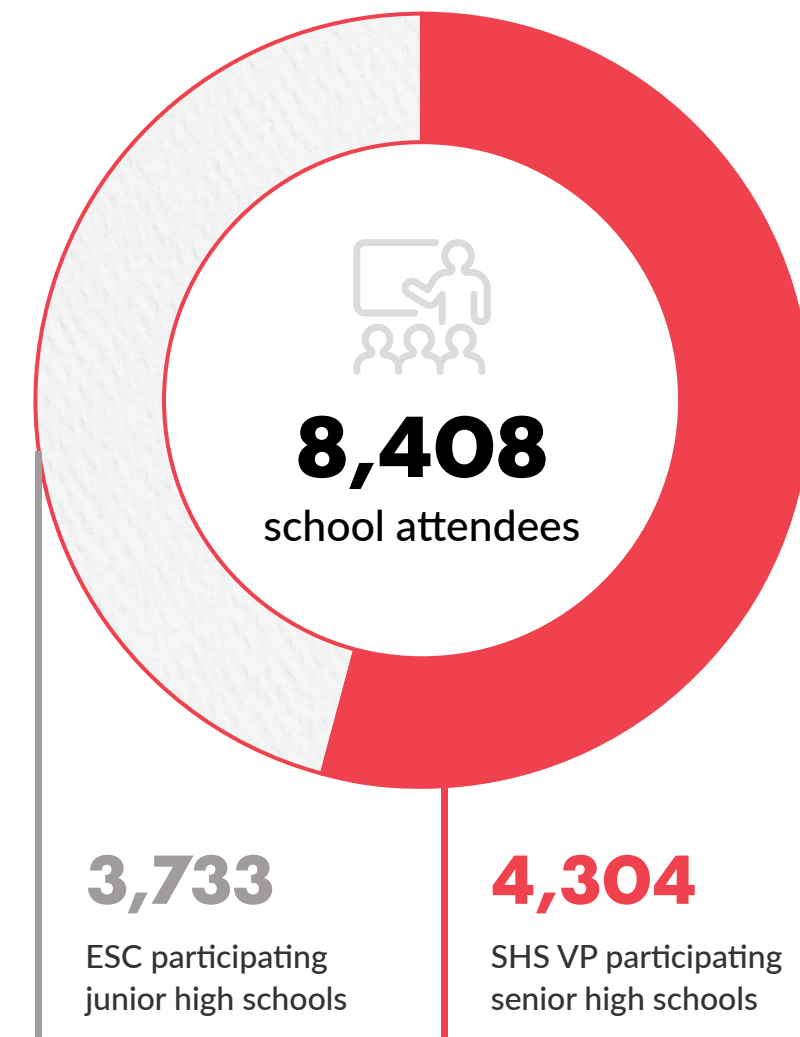
PEAC Members with PEAC National Secretariat

ORIENTATION CONFERENCES ON THE IMPLEMENTATION OF THE ESC, TSS, AND SHS VOUCHER PROGRAM

A total of 3,835 attendees from 3,733 ESC participating junior high schools and 4,573 attendees from 4,304 SHS VP participating senior high schools in the 16 regions attended the orientation conferences from June to August 2024.

The program featured the following presentations: Updates from DepEd Central Office given by Usec. Annalyn M. Sevilla, Undersecretary for Finance and Chairperson of the Government Assistance and Subsidies (GAS), and Babylyn M. Briones, Project Development Officer IV of the Government Assistance and Subsidies Service (GASS) office of DepEd; Updates from the PEAC presented by PEAC Executive Director Rhodora Angela F. Ferrer; and different components of program implementation in school year 2024-2025 discussed by members of the PEAC National Secretariat Management Team.

Members of the PEAC, PEAC Regional Program Directors, and DepEd Regional Directors or their representatives also delivered messages to the participating schools. Other members of the GASTPE Regional Program Committees and DepEd Schools Division Superintendents also attended the conferences.





Regional Distribution of ESC and VP Participating Schools that Attended the Orientation Conferences

Region	ESC		SHS VP	
	Number of Schools Attended	Number of Attendees	Number of Schools Attended	Number of Attendees
I	231	234	246	255
II	127	130	134	136
III	501	507	598	608
IV-A	734	764	817	873
V	148	151	244	258
VI	240	245	234	263
VII	289	294	297	321
VIII	101	104	112	121
IX	85	86	127	141
X	183	187	203	217
XI	177	182	207	217
XII	141	150	158	181
XIII	77	82	82	86
NCR	430	442	542	568
CAR	88	88	102	105
BARMM	83	91	92	110
MIMAROPA	98	98	109	113
Total	3,733	3,835	4,304	4,573

TRAINING FOR SCHOOL REGISTRARS OF GASTPE PARTICIPATING SCHOOLS



6,083
school representatives

A total of 6,083 school representatives participated in the three one-day training sessions for school registrars from September 16 to 18, 2024 held via Zoom. The training focused on the roles and responsibilities of the Registrar's Office, encoding and updating of learners in DepEd's Learner Information System (LIS), data protection, and GASTPE documentary requirements in the processing of billing statements. The total attendees reached 6,083 school representatives from across the country.



Training for School Registrars of GASTPE participating schools (Mindanao Run) on March 18, 2025, held via Zoom.

MONITORING OF PARTICIPATING SCHOOLS

The monitoring activity is conducted to ascertain the identities and qualifications of ESC grantees, TSS recipients, and VPBs billed in the ESC Information Management System (IMS) and/or Senior High School Voucher Program Management System (VMS) and submitted by the schools as a basis for government payment of program subsidies.

Furthermore, the monitoring activity examines the GASTPE participating schools' compliance with other requirements of the ESC, TSS, and VP, including school orientation meetings with parents and program awareness among ESC Grantees, TSS Recipients, and VPBs.

The target numbers of GASTPE participating schools for monitoring in school year 2024-2025 are as follows:

- 20% of ESC participating JHS equivalent to 731 schools to undergo document-based monitoring activity; and
- 100% of VP participating SHS to undergo year-end validation of billed VPBs.

The GASTPE monitoring activity for school year 2024-2025 commenced on February 21, 2025, and ended on May 23, 2025.

MONITORING OF ESC PARTICIPATING JUNIOR HIGH SCHOOLS

Target ESC Participating JHS for Monitoring vs. Actual Visited

Region	Target	Visited	% Visited
I	46	46	100%
II	25	25	100%
III	99	99	100%
IV-A	143	143	100%
V	29	29	100%
VI	29	29	100%
VII	51	51	100%
VIII	20	20	100%
IX	16	16	100%
X	37	37	100%
XI	35	35	100%
XII	28	28	100%
XIII	14	14	100%
NCR	84	84	100%
CAR	17	17	100%
BARMM	16	16	100%
MIMAROPA	19	19	100%
Total	731	731	100%

In school year 2024-2025, one (1) of the 731 ESC participating junior high schools monitored had significant monitoring findings. The PEAC approved the recommendation of the GASTPE Monitoring Committee (GMC) to terminate the school with significant monitoring findings effective school year 2025-2026 via online referendum on July 18, 2025.

MONITORING OF VP PARTICIPATING SENIOR HIGH SCHOOLS

VP PARTICIPATING SHS WITH VALIDATION ISSUES

The PEAC conducted its year-end validation of billed VPBs in school year 2024-2025 last June 2025. The validation of billed VPBs utilized data in the SHS VP Management System (VMS) and the year-end data from DepEd's Learner Information System (LIS). Validation was conducted pursuant to DepEd Order No. 20, series of 2023, which requires schools to refund payments to VPBs who are no longer reporting at their schools before the end of the first semester.

As of June 17, 2025, the LIS data indicates that 189 VP participating SHS had a considerable number of billed VPBs who did not finish the first semester in their respective schools or have no updated status in the LIS at the end of the first semester in school year 2024-2025. On August 15, 2025, the PEAC sent letters to these schools requiring them to refund the payments they received and to provide an explanation for the VPBs with validation issues.

The total billed VPBs with validation issues from the 189 VP participating SHS reached 6,050 beneficiaries with a total projected refund amounting to Php 14,910,222.44. The validation findings are not considered final, as this may be due to issues in the updating of the VPB's information in the LIS.

Target VP Participating SHS for Year-end Validation vs. Actual Validated

Region	Target	Validated
I	236	236
II	135	135
III	600	600
IV-A	825	825
V	256	256
VI	153	153
VII	284	284
VIII	117	117
IX	135	135
X	220	220
XI	213	213
XII	171	171
XIII	77	77
NCR	585	585
CAR	99	99
BARMM	96	96
MIMAROPA	106	106
NIR	142	142
Total	4,450	4,450



Training and Awarding of PEAC Monitors on October 4-5, 2024, held at the AIM Conference Center, Makati City.

TRAINING FOR PEAC MONITORS

A total of 201 PEAC Monitors (PMs), including 16 PEAC Regional Program Coordinators (RPCs), participated in the two-day training for PEAC Monitors on October 4 to 5, 2024, held at the AIM Conference Center in Makati City. The objectives of the training were to orient the PMs on the current guidelines of the ESC, TSS, and SHS VP; ensure the PMs are aware of the monitoring protocols and etiquette during monitoring activities; acquaint the PMs with the monitoring process, instruments, and preparation of monitoring reports; train the PMs on using the PEAC Program Monitoring System (PPMS); and discuss issues encountered during previous monitoring activities.

On October 4, 2024, 99 PMs were also awarded by the PEAC for being part of the monitoring activities for at least five years. The PEAC conducts in-person training and awards PMs every two years.



201
PEAC Monitors

ENGAGEMENT WITH EXTERNAL PARTNERS



The PEAC paid a courtesy visit to the office of DG. Jose Francisco “Kiko” B. Benitez, Director General of the Technical Education and Skills Development Authority (TESDA), on September 6, 2024, held at the TESDA Central Office, Taguig City.



The PEAC had a meeting with DG. Jose Francisco “Kiko” B. Benitez, Director General of the Technical Education and Skills Development Authority (TESDA) on January 15, 2025, held at the TESDA Central Office, Taguig City.



The PEAC participated in the two-day Public-Private Complementarity Workshop organized by the DepEd on February 17, 2025, held at the Holiday Inn & Suites, Makati City.



The PEAC was one of the partners that expressed support to the drafting of a Regional Policy Framework on Artificial Intelligence in Education for Southeast Asia during the 16th Innotech International Conference on May 16, 2025, held at the Fiesta Pavillion, The Manila Hotel.



The PEAC and SEAMEO INNOTECH signed a memorandum of understanding for a partnership to support private education through research collaboration, digital innovation, teacher training, and program development on April 21, 2025, held at the Soriano Hall, SEAMEO INNOTECH.



UNDERSTANDING OF PRIVATE EDUCATION CONTEXTS, MODELS, AND BEST PRACTICES


Efforts to strengthen private education require a clear understanding of how schools operate, the practices they adopt, and education models that support effective education delivery.

During the reporting period, the PEAC advanced this understanding through its certification activities, required for private JHS participating in the ESC and voluntary for private SHS providers; and research activities that aimed to update the JHS Certification Assessment Instrument (CAI) and, through the Philippine Education Research Journal (PERJ), disseminate studies that serve as a resource for educators as they continuously improve their services.

CERTIFICATION

JHS CERTIFICATION FOR ESC SCHOOLS

Annually, about a thousand private junior high schools undergo the PEAC Certification process before participating in the ESC. In school year 2024-2025, a total of 1,010 private schools participated in the Certification process and 235 JHS ESC certifiers were deployed nationwide. This aligns with the current implementing guidelines on participation in the ESC program, which outline the eligibility requirements for newly applying schools, as well as those seeking continued participation.



1,010
private schools
that underwent
Certification
activities

91 Applicant schools

362 Recertification

90 Certification Revisit

465 Recertification Revisit

2 Accredited applicant schools

Note: Accredited applicant schools are exempt from the Certification process.

Regional Distribution of Certification Activities

Region	Number of Schools
I	75
II	22
III	101
IV-A	232
V	37
VI	60
VII	69
VIII	30
IX	27
X	62
XI	58
XII	39
XIII	27
NCR	85
CAR	24
BARMM	31
MIMAROPA	31
Total	1,010

RECOGNITION OF CERTIFIED SCHOOLS

The program for the 2025 GASTPE Regional Orientation Conferences from June to August 2025 also included the recognition of 575 ESC participating junior high schools certified in school year 2024-2025.

Certified Schools in School Year 2024-2025

Region I	Region I
Academia De Sta. Cecilia Foundation, Inc.	Narvacan Catholic School (NCS), Inc.
Agoo Kiddie Special School, Inc.	Oakridge International School of Young Leaders Incorporated
Agoo Montessori Learning Center & High School, Inc.	Palm Springs Montessori Integrated School, Inc.
Benito Soliven Academy (BSA), Inc.	Pangasinan Merchant Marine Academy Learning Center, Inc.
BFF (Bancolita-Frias-Family) Learning Academy, Inc.	Pangasinan Universal Institute, Inc.
Binmaley Catholic School, Inc.	PanPacific University North Philippines - Tayug Campus, Inc.
Blessed Angels Achievers Academy, Inc.	PanPacific University, Inc.
Carthel Science Educational Foundation Dagupan (CSEF), Inc.	Paoay North Institute, Inc.
Colegio de La Union, Inc.	Perpetual Help College of Pangasinan, Inc.
Dominican School (Dagupan), Inc.	Quezon Memorial Academy
Edna's School, Inc. (Dagupan)	Remnant International School - Balungao, Inc.
Escuela de Nuestra Señora de la Salette, Dagupan, Inc.	Saint Columban's College, Inc.
Golden Seeds High School of Pangasinan, Inc.	Saint Joseph High School of Laoag, Inc.
Gospel of Christ School of San Carlos, Inc.	San Jacinto Catholic School, Inc.
La Union Cultural Institute, Inc.	Señor Tesoro Academy Incorporated
Lord of Zion Divine School, Inc.	St. Columban Institute of Domalandan, Inc.
Lyceum of Northern Luzon, Inc.	St. John's Cathedral School Incorporated
Malasiqui Catholic School, Inc.	St. Joseph Institute of Dingras, Inc.
Mangatarem Catholic School, Inc.	St. Mary Academy - Agoo, La Union, Inc.
Mapandan Catholic School, Inc.	St. Nicholas Catholic School of Anda, Inc.
Mary Claire Academy of Lingayen, Inc.	Sta. Catalina Academy, Inc.
Mary Help of Christian Catholic School, Inc.	Sta. Rosa Academy of San Nicolas Ilocos Norte, Inc.
Mother of Good Counsel Academy, Inc.	The Great Plebeian College

Region I

The Magsingal Institute of Secondary Education, Inc.

Wendy's Academy, Inc.



Region II

Academy of St. Joseph of Claveria Cagayan, Inc.

Allacapan Institute Educational System Corporation

BMS Christian Institute, Inc.

Cagayan Valley Institute, Incorporated

Divine Word High School of Sanchez Mira, Inc.

Lord Reigns Christian Academy - Isabela, Inc.

Lyceum of Camiguin, Inc.

Merry Sunshine Montessori School, Inc.

PLT College, Inc.

Saint Philomene Academy, Inc.

School of Our Lady of Atocha, (Inc.)

Shining Light Academy of Cagayan Valley, Inc.

St. Anthony's College of Sta. Ana, Cagayan, Incorporated

Sto. Angel dela Guardia Academy, Inc.



Region III

Academia de Pulilan, Inc. (Special Science Curriculum)

Aldersgate Institute, Inc.

Baler Institute, Inc.

Baliuag University Corporation

Bataan Christian College, Inc.

Bataan Peninsula Educational Institution, Inc.

Brilliant Montessorians School, Inc.

Bulacan Montessori School, Inc.

Calvary Christian Academy, Inc.

Centro Fidei School, Inc.

Cherubim Montessori School, Inc.

Christ the King Catholic School, Inc.

Christian Faith Montessori, Inc.

Early Christian College of Arts and Technology, Inc.

F.D. Roosevelt Memorial School, Inc.

Gabaldon Essential Academy, Inc.

Golden Success University, Inc.

Good Shepherd Capas Christian Academy, Inc.

Grace of Shekinah School, Inc.

i-Achievers Modern College Incorporated

Immaculate Conception Academy of Cabangan, Zambales, Inc.

Immaculate Conception Academy of Sta. Maria, Bulacan, Philippines, Inc.

Immaculate Heart of Mary Integrated School, Inc.

Infant Jesus Academy-Pampanga Inc.

Integrated School of Montessori, Inc.

KAV Academy, Inc.

Liceo de Buenavista, Inc.

Lord's Angels Montessori School, Inc.

Lourdes College of Bulacan, Inc.

Region III

Magsaysay Memorial Colleges of Zambales, Inc.
 Maligaya Trinity Baptist Christian Academy, Inc.
 Mary the Queen School of Malolos, Inc.
 Mount Carmel College (Baler), Inc.
 Mount Carmel College of Casiguran, Inc.
 Mount Carmel School of San Luis (MCSSL), Inc.
 Mountain View Village Community School, Inc.
 Nazarene Academy, Inc.
 One La Salle Educational Foundation, Inc.
 P.O Domingo Montessori School, Inc.
 Pamantasan ng Araullo (Araullo University), Inc.
 Pura Academy, Inc.
 Saint Anthony College of Technology, Inc.
 Saint Bernice School, Inc.
 Saint William's School of San Marcelino, Inc.
 San Andres School of Masinloc, Inc.
 San Clemente High School, Inc.
 Santa Cruz Academy, Inc.
 School of Our Lady of La Salette, Inc.
 Smart Achievers Academy - Subic, Inc.
 Smart Starters Montessori, Inc.
 Sophia School, Inc.
 St. Andrew's Archdiocesan School of Candaba, Inc.
 St. Augustine's School of Iba, Inc.
 St. Francis of Assisi Diocesan School of Bongabon, Inc.
 St. John's Academy, Inc.
 St. Martin De Porres Catholic School Incorporated
 St. Michael School of Marilao, Inc.
 St. Nathanael Academy, Inc.
 St. Nicholas Academy of Carranglan, Inc.

Region III

St. Paul School, Gen. Natividad, Inc.
 St. Pius X Institute, Inc.
 Sto. Nino Academy of Bamban, Inc.
 Victoria Catholic School, Victoria, Inc.
 Village Montessori School (Gapan, Nueva Ecija), Inc.
 Young Builders' School, Inc.



Region IV-A

A1.W.M. Learning Academy, Inc.
 Academia De Julia Victoria of Cavite, Inc.
 Academia de Lipa City, Inc.
 Ages & Stages School of Lipa, Inc.
 Angono Private High School
 Antipolo Faith Christian School Incorporated
 Antipolo Immaculate Conception School, Inc.
 Antipolo Lady of Lourdes School Foundation, Inc.
 Atheneum School
 Batangas Christian School, Inc.
 Berea Arts and Sciences High School, Inc.
 Biblica La Delle Academy, Inc.
 Biyaya Polytechnic Academy, Inc.
 Canlubang Christian School, Inc.
 Cavite Community Academy, Inc.
 Cavite Institute, Inc.

Region IV-A

Cavite School of St. Mark, Inc.
 Center for Positive Future, Inc.
 Child Formation Center of Sta. Rosa, Inc.
 Child Jesus of Nazareth School, Inc.
 Christ the King College of Cavite Foundation, Inc.
 Colegio de Los Baños, Inc.
 Colegio de Montessori, Inc.
 Colegio de Salitran, Inc.
 Core Science Academy, Inc.
 Danhill Academy, Inc.
 Dei Gratia School, Inc.
 Del Pilar Academy, Inc.
 Divine Shepherd School of Lipa City, Inc.
 DMMC Institute of Health Sciences, Inc.
 Don Stevens Institute of Cavite Incorporated
 Emmanuels' Christian School of Sta. Rosa, Laguna, Inc.
 Faith Christian School, Inc.
 Fame Academy of Science and Technology (FAST), Inc.
 Fiat Lux Academe of Gen. Trias, Inc.
 Fiat Lux Academe, Inc.
 Governor's Hills Science School, Inc.
 GRABSUM School Inc.
 Grace Baptist Christian School of GMA, Inc.
 Grace Christian Community School Calauan, Inc.
 Harris Memorial College, Inc.
 Holy Angels Learning School, Inc.
 Holy Deliverance Integrated Christian School of Angono, Rizal, Inc.
 Holy Family Academy of GMA, Inc.
 Holy Spirit School (Biñan, Laguna), Inc.

Region IV-A

Holy Trinity Academy of Calamba, Inc.
 Ibaan Saint James Academy, Inc.
 Immaculate Conception Academy (South Campus)
 Immaculate Conception Academy (West Campus)
 Immaculate Conception Catholic School - Calamba Inc.
 Imus Unida Christian School, Inc.
 Joseph & Mary Academy, Inc.
 Joseph Marelllo Institute, Inc. (Oblates of St. Joseph)
 Krislizz International Academy, Inc.
 L. Bernardo Memorial High School, Inc.
 Lady of Rose Academy, Inc.
 Liceo de Bay
 Liceo de San Antonio
 Liceo de Victoria
 Lipa Montessori School of Learning, Inc.
 Little Jesus Learning Center of Canlubang, Inc.
 Little Shepherd Integrated Montessori Educational Institution, Inc.
 Living Lamp Academy, Inc.
 Lyceum of the Philippines University, Inc.
 Macasa Learning Center, Inc.
 Mahonri Academy, Inc.
 Maranatha Christian Academy of Calo Bay, Inc.
 Maranatha Christian Academy of Los Baños, Inc.
 Maranatha Christian Academy of P. Torres, Lipa City, Inc.
 Maranatha Christian Academy of Sta. Cruz Laguna, Inc.
 Maranatha Christian Academy of Sta. Rosa, Inc.
 Marcelino Fule Memorial College
 Mary Belle Montessori, Inc.
 Moses Cradle Academy, Inc.

Region IV-A

- Mulanay Institute, Inc.
- My Messiah School of Cavite, Inc.
- Nazareth School of Gen. Aguinaldo, Cavite, Inc.
- Our Lady of Remedios College of Science & Technology, Inc.
- Our Lady of Sorrows Academy, Inc.
- Our Lady of the Holy Rosary School Educational Foundation General Trias Branch, Inc.
- Our Lady of the Pillar Catholic School, Inc.
- Pagbilao Academy, Inc.
- Paraclete Foundation Community School, Inc.
- Queen Mary Learning Center of Cainta, Inc.
- R. Concepcion Montessori School, Inc.
- Raises Montessori Academe, Inc.
- Rechab Academy, Inc.
- Rizal Standard Academy
- Roosevelt College, Inc.
- Rosario Institute Incorporated
- S.J.S. Incorporated
- Saint Augustine School, Inc.
- Saint Francis Institute, Learning and Business High School Inc. (Bahayang Pag-Asa, Imus)
- Saint Francis Institute, Learning and Business High School Inc. (Maryhomes Subdivision)
- Saint Francis Institute, Learning and Business High School Inc. (Queen's Row Subdivision)
- Saint Francis of Assisi - College of Dasmariñas, Inc.
- Saint Francis of Assisi College of Biñan, Inc.
- Saint Francis of Assisi College of Cavite, Inc.
- Saint Francis of Assisi College of Santa Rosa, Inc.
- Saint Gerard Fidelis School, Inc.
- Saint Jerome Emiliani Institute, Inc.

Region IV-A

- Saint Joseph Academy of Dasmariñas, Inc.
- Saint Joseph College of Rosario Batangas, Inc.
- Samuel Mission International School, Inc.
- San Antonio de Padua College Foundation of Pila Laguna, Inc.
- San Ildefonso College, Inc.
- San Lorenzo School (San Pedro), Inc.
- Santo Rosario Academy of Alupay, Rosario, Batangas, Inc.
- Sawyer Integrated School, Inc.
- Science and Technology School of Los Baños, Inc.
- Scuola Dei Bambini Di Sta. Teresita Montessori, Inc.
- Sisters of Mary Immaculate School, Inc.
- Sisters of Mary of Banneux, Inc.
- Sisters of Mary School - Adlas, Inc.
- Southern Luzon Academy, Inc.
- Southern Philippine Institute of Science and Technology, Inc.
- Sovereign Shepherd School of Values and Learning, Inc.
- St. Anthony Montessori, Inc.
- St. Blaise Community Academy, Inc.
- St. Ignatius Parochial School, Inc.
- St. John Parochial School, Inc.
- St. Lawrence Academy (Buenavista, Quezon), Inc.
- St. Mary Magdalene School (Parochial), Inc.
- St. Paul School of San Jose Batangas, Inc.
- St. Raphael Archangel Parochial School, Inc.
- St. Raphael College of Business and Arts, Inc.
- St. Rose of Lima Montessori School (Teresa, Rizal), Inc.
- St. Scholastica's College - Westgrove, Inc.
- St. Therese Martin of Lisieux Business High School, Inc.

Region IV-A

- Sta. Cecilia Parochial School, Inc.
- Talisay Polytechnic Institute, Inc.
- Tayabas Western Academy
- Taysan High School and Child Development Center, Inc.
- Taytay United Methodist Christian School, Inc.
- The Bearer of Light and Wisdom Colleges, Inc.
- The Centennial Academy of the Blessed Trinity - Cavite, Inc.
- The Tanauan City Academy, Inc.
- Theresian School of Cavite, Inc.
- UCCP-Anabu Christian School, Inc.
- Valleyview Academy, Inc.
- Victorious Christian Montessori College Alfonso Inc.
- Victorious Christian Montessori School Foundation, Inc.
- Washington School, Inc.
- Western Colleges, Inc.



Region V

- A.G. Villaroya Technological Foundation Institute, Inc.
- Flores Academy, Inc.
- GENECOM Institute of Science and Technology, Inc.
- Immaculate Conception Seminary Academy (ICSA) of the Diocese of Virac, Inc.
- Institute of the Orient, Inc.
- King Thomas Learning Academy, Inc.

Region V

- Liceo de Aroroy Educational Foundation, Inc.
- Naga Parochial School, Inc.
- Our Lady of La Porteria Academy (OLPA), Inc.
- Pangan High School Foundation, Inc.
- Rosary School, Inc.
- San Lorenzo Academy, Incorporated
- Solis Institute of Technology, Inc.
- St. Bridget School of Buhi, Inc.
- Sunshine International School Foundation, Inc.



Region VI

- Capiz Commercial School, Inc.
- Christian Venture Academy/Ministries, Inc.
- Don Bosco Technical Institute of Victorias, Inc.
- Eucharistic King Academy of Sara, Inc.
- Guimaras Baptist Academy, Inc
- Hope Baptist Academy of Iloilo, Inc.
- Joselito Alba Vocational and Technical School, Inc.
- Kabankalan Catholic College, Inc.
- Kaunlaran Integrated School Foundation, Inc.
- Magballo Catholic High School, Inc.
- Mary Immaculate Academy, Inc.
- Mount Carmel College of Escalante, Inc.
- Our Lady of Lourdes Academy of Pulupandan, Inc.

Region VI

Our Lady of the Pillar Academy-Bago (OLPA-BI), Inc.
 PAREF - Westbridge School, Inc.
 Passi Montessori International School, Inc.
 Philippine-American Progress School, Inc.
 Saint Candida School - Hijas de Jesus, Inc.
 San Juan Academy, Inc.
 Sara Fundamental Baptist Academy, Inc.
 Southern Negros Adventist Academy, Inc.
 St. Benilde School, Inc.
 St. James' Catholic High School, Inc.
 St. Theresita's Academy of Silay City, Inc.
 St. Vincent Ferrer Seminary, Inc.
 Temple Christian Academy Kabankalan, Inc.
 University of Perpetual Help System Laguna, Inc.



Region VII

Adventist Academy - Cebu, Inc.
 Araneta Academy, Inc.
 Bacong Holy Family High School, Inc.
 Batuan Colleges, Inc.
 Benedicto College, Inc.
 Bien Unido Academy, Inc.
 Carmen Christian School, Inc.
 Casa Marie Learning Institute, Inc.

Region VII

CBD College, Inc.
 Cebu Far East Institute, Inc.
 Childlink Learning Center, Inc.
 Christ the King Academy of Antequera, Bohol, Inc.
 Colegio de San Pedro - Recoletos, Inc.
 Diaz College
 Divine Life Institute of Cebu, Inc.
 Duyan Learning Center - Mactan Arts Academy
 Foundation University, Inc.
 Holy Cross Academy of Tubigon, Bohol, Inc.
 Holy Cross High School, Inc.
 Holy Family of Nazareth School of Tubigon Bohol, Inc.
 Holy Infant Academy of Baang Catigbian Bohol, Inc.
 Holy Trinity Academy of Loay
 Immaculate Conception Institute of Tudela, Inc.
 Immaculate Mary Academy of Catigbian, Bohol, Inc.
 Immaculate Mother School of Bilar, Inc.
 Infant King Academy, Inc.
 Isler's Superior High, Inc.
 Korean Faithful Christian Pilgrims, Inc.
 Little Flower School, Inc.
 Mandaue Christian School, Inc.
 Our Lady of the Pillar Academy of Sibonga, Inc.
 Ralph M. Baladjay Sr. (RMB) the Baptist Institute, Inc.
 Saint Teresa Academy, Inc.
 Salazar Colleges of Sciences & Institute of Technology, Inc.
 San Agustin Academy, Inc.
 San Roque College de Cebu, Inc.
 Sisters of Mary School - Girlstown, Inc.
 St. Anthony's Academy of Tuburan, Inc.

Region VII

St. Francis of Assisi School, Inc.
 St. John the Baptist Academy, Inc.
 University of the Visayas, Inc.
 Villaflores College, Inc.
 Virgen del Pilar Colleges, Inc.



Region VIII

Abuyog Academy Incorporated
 Bato Institute of Science & Technology, Inc.
 Hinundayan Catholic Institute, Inc.
 Saint Anthony's High School of Anahawan Southern Leyte, Inc.
 Saint Michael College of Hindang, Leyte, Inc.
 Samar College Inc.
 St. Ignatius Loyola Academy, Inc.



Region IX

Arturo Eustaquio Memorial Science High School, Inc.
 Blanca College Foundation Incorporated
 Coronado Bay Academy, Inc.

Region IX

Filipino-Turkish Tolerance School
 Holy Family High School of Ramon Magsaysay, Inc.
 Holy Trinity High School of Midsalip, Inc.
 Immaculate Conception Archdiocesan School, Inc.
 Margosatubig Pax High School/Kindergarten, Inc.
 Pagadian Junior College (PJC), Inc.
 Philippine Advent College, Inc.
 President Garcia Memorial Institute of Technology, Inc.
 Saint Ambrose High School, Inc.
 Saint Andrew's Academy Of San Pablo, Inc.
 Saint Estanislao Kostka College, Inc.
 Southern Peninsula College, Inc.
 Western Mindanao Adventist Academy, Inc.
 Zamboanga Avalokitesvara School



Region X

Bible Baptist Christian Academy of Maranding, Lanao del Norte, Inc.
 Brightspark Christian Academy, Inc.
 Central Bukidnon Institute, Inc.
 Corpus Christi School, Incorporated
 First Fruits Christian Academy, Inc.
 Good Counsel High School, Inc.
 Holy Child High School, Inc.
 Holy Rosary Academy of Camiguin, Inc.

Region X

- Holy Rosary Academy of Sapang Dalaga, Inc.
- Immanuel Adventist Academy Alegria, Inc
- Lanao School of Science and Technology Incorporated (LSSTI)
- Lanipao Catholic High School, Inc.
- Liberation Christian School, Inc.
- Loyola School of Don Carlos, Inc.
- Medina College, Inc.
- Mindanao Mission Academy of Seventh Day Adventists, Inc.
- Misamis Oriental Institute of Science and Technology (MOIST), Inc.
- Mizpah Hillside Institute, Inc.
- Mountain View Baptist Christian Academy, Inc.
- Nanuri International School, Inc.
- Pangantucan Community High School, Inc.
- San Fernando (Bukidnon) Community College, Inc.
- San Isidro Academy of Tudela, Inc.
- Santo Niño High School of Dangcagan, Inc.
- Santo Niño High School of Gitagum, Inc.
- St. Francis Xavier Academy of Kapatagan, Inc.
- St. Joseph Academy of El Salvador, Inc.
- St. Joseph's Community High School of Sapad, Inc.
- St. Joseph's High School of Sinacaban, Inc.
- St. Mary's Academy of Lunao, Inc.
- St. Mary's Academy of Talisayan, Inc.
- St. Matthew's High School of Aloran, Inc.
- Sto. Niño Academy of Baroy, Inc.



Region XI

- Assumption Academy of Peñaplata, Inc.
- Assumption College of Davao, Inc. (Sunday High School)
- Colegio San Agustin - Mati, Inc.
- General Baptist Bible College, Inc.
- Heartworks Learning Center, Inc.
- Holy Cross of Babak, Inc.
- Holy Cross of Hagonoy, Inc.
- Holy Cross of Kiblawan, Inc.
- Holy Cross of Malita, Inc.
- Letran de Davao, Inc.
- Mapua Malayan Colleges Mindanao
- Maryknoll Academy of Cateel, Inc.
- Maryknoll High School of Lambajon, Inc.
- Maryknoll High School of Sigaboy, Inc.
- Maryknoll School of Manay, Inc.
- Maryknoll School of Maniki, Inc.
- New Ilang Achievers Academy, Inc.
- Panabo Christian School, Inc.
- Quezon Memorial Institute of Technology of Kapalong, Inc.
- Quezon Memorial Institute of Technology of Kapalong, Inc. (Sunday High School)
- Saint Paul College of Davao, Inc.
- Saint Thomas More Montessori School
- Saint Vincent Academy of Maragusan, Inc.
- San Lorenzo College of Davao, Inc.
- San Pedro College, Inc.
- St. Mary's Academy of Sta. Cruz, Inc.
- Sta. Maria Institute, Inc.
- Starchild Innovative Learning Academy, Inc.
- Tagum City College of Science and Technology Foundation Inc.

Region XI

- The Rizal Memorial Colleges, Inc. (Sunday High School)
- Thompson Christian School, Incorporated
- University of Mindanao (Tagum)
- Wisdom Islamic School, Davao City, Inc.



Region XII

- Green Valley College Foundation, Inc.
- Isulan Precious Ones Foundation Incorporated
- Kabacan Wesleyan Academy, Inc.
- Korbel Foundation College, Inc.
- Northwest Hill Side School, Inc.
- Notre Dame of Glan, Inc.
- Notre Dame of Maitum, Inc.
- Notre Dame of Milbuk, Inc.
- Notre Dame of San Jose, Inc.
- Rockfort Educational Institute, Inc.
- San Vicente Academy Educational Service Cooperative
- Schola de San Jose, Inc.
- St. Augustine High School, Inc.
- St. Luke's Institute Incorporated
- The Notre Dame of Isulan, Inc. (Night)



Region XIII

- Andres Soriano College of Bislig, Inc.
- Couples for Christ School of the Morning Star, Inc.
- Diatagon Catholic High School, Inc.
- Father Saturnino Urios College of Bayugan, Inc.
- Father Urios Institute of Technology of Ampayon, Inc.
- Forest Hills Academy of Bayugan City, Inc.
- New Northern Mindanao Colleges, Inc.
- Saint Michael College, Cantilan, Incorporated
- San Antonio School Incorporated
- San Luis Lumad Community High School, Inc.
- Southern Technological Institute of the Philippines, Inc.
- The Northeastern Mindanao Colleges, Inc.



NCR

- Army's Angels Integrated School, Inc.
- Blessed Land Academy of Taguig, Inc.
- Calvary Christian School of Pasig City, Inc.
- Camella School, Inc.
- Capitol Hills Christian School, Inc.
- Centro Escolar Las Piñas, Inc.
- Divine Grace Center of Studies (Quezon City), Inc.
- Dunwoody Academy, Inc.
- Fairview Baptist Academy, Inc.
- FEU Institute of Technology
- Fortridge Asian School, Inc.
- Genesis Christian Academy of Caloocan, Inc.

NCR

Glendale School, Inc.

Grace Montessori School of Novaliches, Inc.

Gracel Christian College Foundation, Inc.

Guadalupe Catholic School, Inc.

Gymnazo Christian Academy, Inc.

Ina ng Buhay Catholic School, Inc.

Ingenium School, Inc.

International Christian Academy, Inc.

Lord's Hand Academy, Inc.

M.A. Montessori School, Inc.

Maranatha Christian Academy of Caloocan, Inc.

Marymount Academy of Parañaque (MAPI), Inc.

Montessori Academy of Valenzuela, Inc.

National College of Business and Arts, Inc.

Noah's Academy, Inc.

Nyongani School Incorporated

Our Lady of Fatima Parochial Educational Center of Bacood, Sta. Mesa, Manila, Inc.

Our Lady of Lourdes Catholic School of Camarin, Inc.

Our Lady of Lourdes College, Inc.

PAREF Southridge School, Inc.

Paulo Scholastic Chastity de Montessori Academy, Inc.

Rogationist College - Parañaque, Inc.

Sacred Heart Academy of Pasig, Inc.

Saint Anthony Academy of Quezon City, Inc.

Saint Francis Academy of Parañaque, Inc.

Saint Francis of Assisi College of Alabang, Inc.

Saint Francis of Assisi Educational Foundation, Inc.

South Crest School, Inc.

Southernside Montessori School and Colleges, Inc.

St. Benedict School of Novaliches Inc.

NCR

St. Catherine de Novaliches School, Inc.

St. Francis Xavier Catholic School (Novaliches), Inc.

St. Jerome School of Novaliches, Inc.

St. Michael's School of Las Piñas, MM

St. Paul College Pasig – Fr. Louis Chauvet Foundation School, Inc.

St. Raphaela Mary School, Inc.

Sta. Elena School of Novaliches, Inc.

Sta. Rosa Catholic School, Inc.

Sto. Niño Catholic School, Inc.

Sto. Rosario Montessori School, Inc.

The Lord of Grace Christian School, Inc.

Universal Evangelical Christian School (UECS), Inc.



CAR

Baguio City Science Foundation, Inc.

Berkeley School, Inc.

Holy Rosary High School, Inc.

Home Oriented Prime Education Christian Academy, Inc.

Immaculate Heart High School, Inc.

La Trinidad Nazarene Learners Center (LTNLC), Inc.

Our Lady of Lourdes High School of Kabugao, Inc.

Saint Louis High School of Pacdal, Inc.

Saint Therese School of Tomay, Inc.

San Jose High School of La Trinidad, Inc.

CAR

Shekinah Educational Center of Benguet, Inc.

St. Paul High School of Villaviciosa, Abra, Inc.



BARMM

Claret School of Tumahubong, Inc.

Dato Blo Umpan Adiong Agriculture School Foundation, Inc.

Felix A. Panganiban (F.A.P.) Academy of the Philippines, Inc.

IBN Siena Integrated School Foundation, Inc.

International Academy of Marawi (IAM), Inc.

Jamiatul Philippine Al-Islamia, Inc.

La Purisima High School, Inc.

Lanao Educational Institute, Inc.

Mindanao Autonomous College Foundation, Inc.

Notre Dame of Cagayan de Sulu, Inc.

Notre Dame of Parang, Inc.

Notre Dame of Sarmiento, Inc.

Our Lady of Peace High School of Malabang Incorporated

Senator Ninoy Aquino College Foundation

Shalom Science Institute, Inc.

Spencers' Foundation School, Inc.

The Notre Dame of Upi, Inc.

MIMAROPA

Baco Catholic School, Inc.

Bansud Institute, Inc.

Bethany School of Technology and Humanities, Inc.

EMA EMITS College Philippines, Inc.

FAITH Adventist Academy, Inc.

Holy Infant Academy of Calapan

Life College Incorporated

Mindoro Education Company Incorporated

Naujan Academy, Inc.

Paaralang Mangyan na Angkop sa Kulturang Aalagaan (PAMANA KA) Foundation, Inc.

Palawan Adventist Academy, Inc.

Philippine Central Islands Colleges Foundation Incorporated

Sacred Heart School - Romblon, Inc.

Saint Rafael High School, Inc.

San Francisco Javier College - AR of Narra Palawan, Inc.

Southwestern Institute of Business and Technology, Inc.

St. Ezekiel Moreno High School - A.R. of Liminangcong Palawan, Inc.

Stella Maris School, Inc.





JHS CERTIFIERS' TRAINING

A total of 268 certifiers participated in the JHS Certifiers' Training Bootcamp on August 10-11, 2024, held at Diversion 21 Hotel, Iloilo City, for Visayas and Mindanao certifiers and on August 17-18, 2024, held at Hotel Benilde, Manila for Luzon certifiers. The bootcamp had a total of 102 participants for the first batch and a total of 166 participants for the second batch.

The PEAC also recognized 87 certifiers during the first day of the bootcamps for having served the PEAC Certification Program for at least five years during the period of the implementation of the 2018 JHS Certification Assessment Instrument (2018 CAI) for at least five years.

Regional Distribution of Deployed JHS Certifiers

Region	Certifiers
I	5
II	17
III	31
IV-A	24
V	8
VI	11
VII	20
VIII	5
IX	6
X	15
XI	11
XII	15
XIII	5
NCR	49
CAR	9
BARMM	3
MIMAROPA	1
Total	235

1ST PEAC SERVICE AWARDS FOR JHS CERTIFIERS

LUZON CERTIFIERS



Region I and II



Region III



Region IV-A



Region V and CAR



NCR and MIMAROPA

VISAYAS AND MINDANAO CERTIFIERS

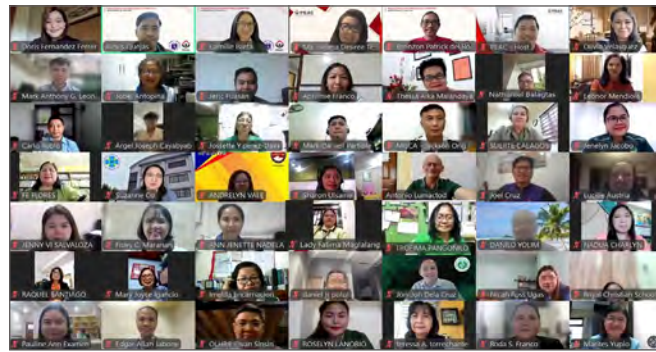


CERTIFICATION READINESS TRAINING (PEAC-CeRT)

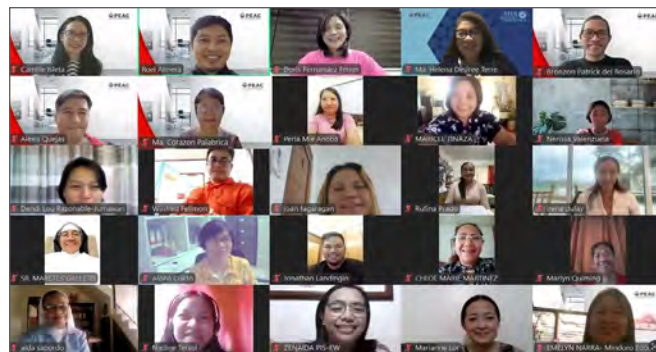
The PEAC conducted eight Certification Readiness Training (PEAC-CeRT) sessions, which ran as part of its efforts to assist schools in preparing for their respective certification activities.



Certification Readiness Training (PEAC-CeRT) on January 8, 2025, held via Zoom



Certification Readiness Training (PEAC-CeRT) on January 13, 2025, held via Zoom



Certification Readiness Training (PEAC-CeRT) on January 17, 2025, held via Zoom



1,756 attendees
from **945** ESC participating junior high schools



SCHOOLS FOR REVISIT:
304 attendees from **189** schools



SCHOOLS FOR RECERTIFICATION:
1,292 attendees from **656** schools



APPLICANT SCHOOLS:
160 attendees from **100** schools

SHS VOLUNTARY CERTIFICATION PROGRAM (SHS VC)

As part of its ongoing efforts to develop and promote a seamless quality assurance mechanism for private schools, the PEAC initiated the Senior High School Voluntary Certification (SHS VC). In school year 2024-2025, a total of 40 private senior high schools underwent in-person certification from February to April 2025.



40
volunteer schools

LUZON



VISAYAS



MINDANAO



Regional Distribution of Volunteer SHS Visited in School Year 2024-2025

Region	Number of Volunteers
I	0
II	0
III	7
IV-A	13
V	3
VI	1
VII	1
VIII	1
IX	0
X	2
XI	0
XII	2
XIII	0
NCR	8
CAR	1
BARMM	0
MIMAROPA	1
Total	40

Distribution of Final Ratings for SHS VC

Final Rating	Percent
4	0%
3	43%
2	35%
1	5%
0	18%

Regional Distribution of Deployed Certifiers

Region	Certifiers
III	2
IV-A	6
VI	1
VII	3
X	2
NCR	6
CAR	1
Total	21



SHS CERTIFIERS' TRAINING

A total of 40 certifiers participated in the online SHS Certifiers' Training Bootcamp on January 27, 2025.

SENIOR HIGH SCHOOL VOLUNTARY CERTIFICATION READINESS TRAINING (SHS VCeRT)

A total of 417 attendees from 271 private senior high schools participated in the online Senior High School Voluntary Certification Readiness Training (SHS VCeRT) on September 3, 2024.

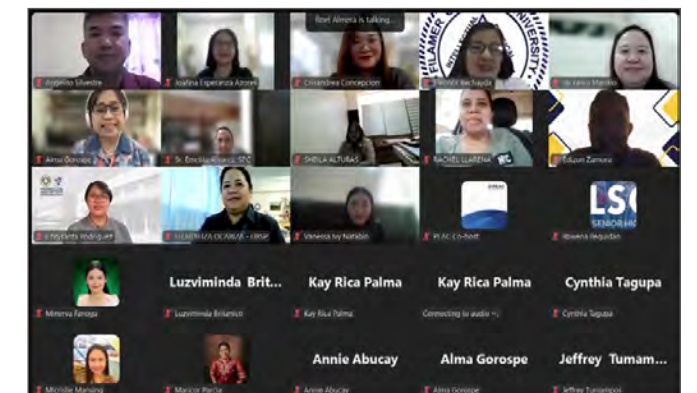
Region	Attendees	Schools
I	26	19
II	2	2
III	62	44
IV-A	54	34
V	33	21
VI	32	24
VII	36	20
VIII	16	11
IX	9	7
X	25	16
XI	17	10
XII	8	5
XIII	27	16
NCR	53	30
CAR	11	7
BARMM	4	3
MIMAROPA	2	2
Total	417	271



417
attendees



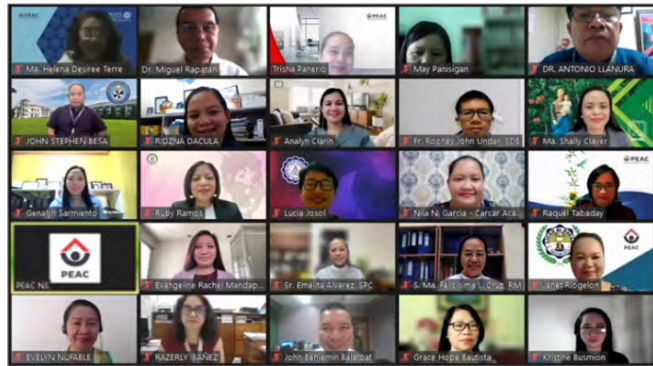
271
private senior
high schools



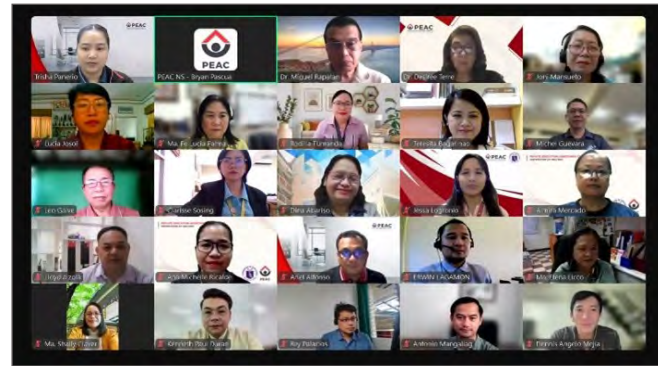
RESEARCH

UPDATING OF THE 2018 JUNIOR HIGH SCHOOL CERTIFICATION ASSESSMENT INSTRUMENT (2018 JHS CAI)

The PEAC commissioned a study to update the 2018 JHS CAI with Miguel Q. Rapatan, PhD, and Ma. Helena Desiree M. Terre, PhD, as researchers to align the instrument with the current government issuances and respond to a changing education landscape. Focus group discussions were conducted, first with school administrators on their practices related to learning continuity, learning recovery, and learning modalities, and second with certifiers to gather their feedback and validate the updated instrument. The revised CAI was field-tested in selected schools, particularly those that implemented blended learning. The updated version of the JHS CAI consists of 23 revised items and 38 new items, which focus on the appraisal of blended learning, learning continuity and learning recovery programs, implementation of various modalities, and institutionalizing a system for continuous school improvement.



Focus Group Discussion on the updating of the 2024 PEAC Junior High School Certification Instrument on January 18, 2024, held via Zoom.



Focus Group Discussion on the updating of the 2024 PEAC Junior High School Certification Instrument on January 27, 2024, held via Zoom.

Summary of Revised/Updated and New JHS CAI Items

JHS CAI Area	Number of Items
Philosophy, Vision, Mission, Goals and Objectives	None
Curriculum, Assessment, Instruction	5 updated 1 new New Sub-section: Appraisal of Blended/ Distance Learning (30 items)
Instructional Leadership	4 new
Faculty	1 new
Academic Support and Student Development Services	11 updated
Physical Plant and Instructional Facilities	1 new 3 updated
Administration and Governance	3 updated
School Budget and Finance	None
Institutional Planning and Development	1 new 1 updated
Total	23 updated; 38 new

BRAINSTORMING MEETING

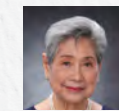
The PEAC organized a brainstorming meeting on January 15, 2025, held at the Holiday Inn and Suites Makati to identify research that will contribute to improving program implementation, expanding the subsidy programs, or exploring other forms of public-private partnership in education such as private management of public schools that will further operationalize the complementarity between public and private schools.



PHILIPPINE EDUCATION RESEARCH JOURNAL

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

EDITORIAL BOARD



Prof. Leonida T. Africa
Chair, Executive Committee
Holy Angel University



Angelito Z. Antonio, PhD
Dean and Chair of Operations Committee
School of Education and Human Development
(SED) University of Asia and the Pacific



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



Lourdesita Sobrevega-Chan, PhD
Chairperson, University Research Council
(URC) Ateneo de Davao University



Dick O. Eugenio, PhD
Director of International Affairs and Strategic
Partnership
World Citi Colleges



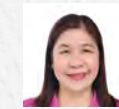
Ricardo Ma. D. Nolasco, PhD
Professor in Linguistics (Retired)
University of the Philippines-Diliman



Enrique G. Oracion, PhD
Director, Research and Development Center
Siliman University



Emma V. Sagarino, PhD
Research Director, Publication and
Innovation Center
University of the Immaculate Conception



Wilma S. Reyes, PhD
Program Coordinator, Curriculum and
Instruction and Faculty of College of Graduate
Studies and Teacher Education Research
Philippine Normal University



Joel Reyes Noche, PhD
PERJ Editor-in-Chief
Associate Professor, Department of Electronics and
Computer Engineering, Ateneo de Naga University



Rhodora Angela Fernandez Ferrer, PhD
Executive Director
Private Education Assistance Committee

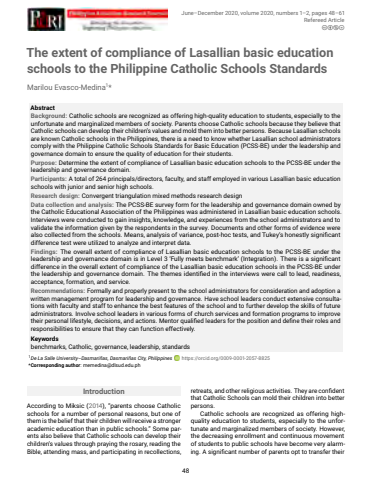
PUBLISHED ARTICLES



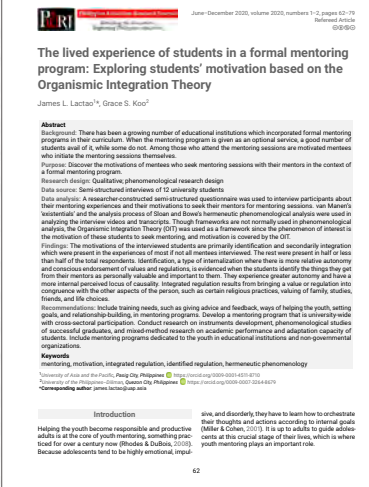
3 research articles published



635 downloads



The extent of compliance of Lasallian basic education schools to the Philippine Catholic Schools Standards by Marilou Evasco-Medina



The lived experience of students in a formal mentoring program: Exploring students' motivation based on the Organismic Integration Theory by James L. Lactao



Identified needs of international students in a Philippine university: Bases for the development of a multicultural guidance manual by Merle C. Torres



CAPACITY BUILDING INITIATIVES FOR THE PRIVATE EDUCATION SECTOR

Supporting the development of various actors in the private education sector is essential to enable private schools to deliver quality teaching and demonstrate effective school leadership that contribute to improved learning outcomes.

During the reporting period, the PEAC implemented both externally and internally funded training activities that prepared teachers to deliver the revised curriculum, implement blended learning amid disruptions, and adopt innovations competently and responsibly. The PEAC also ensured school leaders are ready to support quality teaching. This section also covers the PEAC grant programs for private educational associations, private schools, teachers, and administrators.

MEETING OF CONTENT SPECIALISTS



The PEAC conducted a meeting of content specialists on October 30, 2024, held at the Holiday Inn and Suites Makati. The meeting was attended by Gina Montalan, PhD, PEAC Consultant for SHS INSET, K-10 PEAC trainers, and content specialists from the Bureau of Curriculum Development (BCD) under the Office of the Undersecretary for Curriculum and Teaching (OUCT) of the DepEd.

The meeting provided a platform for PEAC trainers to discuss feedback raised by teacher-participants from different regions during the 2024 JHS INSET on the MATATAG Curriculum. The feedback reflected teachers' observations on the Grade 7 curriculum guides and highlighted areas for improvement to better support students' achievement of learning standards and competencies.

The meeting was mutually beneficial for the PEAC and DepEd as it provided reference inputs for the 2025 INSET and future teacher training programs in support of the Revised K-10 Curriculum.

2025 INSET FOR JHS TEACHERS

TRAINING OF TRAINERS



Training of JHS Trainers on February 27 to March 2, 2025, held at the Holiday Inn and Suites Batangas Lima Park in Malvar, Batangas.

 **164**
JHS trainers

In preparation for the 2025 INSET for JHS teachers, the PEAC conducted two phases of JHS Training of Trainers. The first phase was held online via Zoom from January 24 to 26, 2025, while the second phase was conducted in person from February 27 to March 2, 2025, held at the Holiday Inn and Suites Batangas Lima Park in Malvar, Batangas. A total of 164 JHS trainers from 63 institutions completed the training.

TRAINING OF JHS TEACHERS (FACE-TO-FACE AND ONLINE)

A total of 18,002 JHS teachers from 2,794 private schools participated in the 2025 INSET for JHS teachers. To facilitate this, the PEAC deployed 165 JHS trainers from 63 institutions nationwide. The face-to-face sessions were conducted in 17 regional venues from April 28 to July 23, 2025. The three online runs of the JHS INSET were held from August 14 to August 27, 2025.

The theme of the 2025 INSET for JHS teachers was “Designing, Facilitating, and Assessing Student Learning of the Revised K-10 Curriculum in Blended Learning Environments Amid Disruptions.” The training was designed to guide teachers in delivering quality blended learning experiences that support students in achieving the intended learning outcomes of the revised K-10 curriculum. The PRC also awarded 15 CPD credit units to this training program.



18,002 JHS teachers from



2,794 private schools nationwide



165 JHS trainers deployed



Training of JHS Teachers on June 30-July 2, 2025, held at Adamson University, Ermita, Manila.



Training of JHS Teachers on July 14-16, 2025, held at Holy Infant College of Tacloban City, Inc., Tacloban City



Training of JHS Teachers on May 5-7, 2025, held at Lourdes College, Cagayan de Oro City

Summary of Attendance Data in the 2025 INSET for JHS Teachers (In-Person and Online)

Region	Number of Attendees					Number of Schools in Attendance		
	Total	LPT	Non-LPT	From ESC Schools	From Non-ESC Schools	Total	ESC Schools	Non-ESC Schools
I	1,113	896	217	1,110	3	174	172	2
II	648	547	101	636	12	90	88	2
III	1,840	1,356	484	1,814	26	340	330	10
IV-A	3,265	2,407	858	3,224	41	546	539	7
V	781	650	131	760	21	112	108	4
VI	827	703	124	821	6	121	120	1
VII	1,439	1,197	242	1,420	19	214	206	8
VIII	687	581	106	686	1	96	95	1
IX	582	413	169	573	9	78	75	3
X	1,038	775	263	1,016	22	154	148	6
XI	822	680	142	791	31	122	118	4
XII	848	604	244	832	16	131	127	4
XIII	488	385	103	488	0	68	68	0
NCR	1,390	1,033	357	1,359	31	213	204	9
CAR	497	415	82	485	12	86	84	2
BARMM	370	225	145	370	0	49	48	1
MIMAROPA	544	363	181	542	2	82	81	1
NIR	820	691	129	819	1	117	116	1
PSO	3	3	0	0	3	1	0	1
Total	18,002	13,924	4,078	17,746	256	2,794	2,727	67

LPT - Licensed Professional Teachers
 PSO - Philippine Schools Overseas

2025 INSET FOR SHS TEACHERS

TRAINING OF TRAINERS

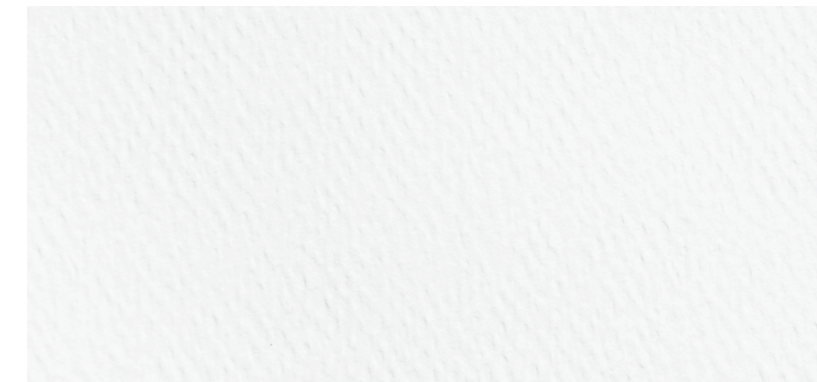
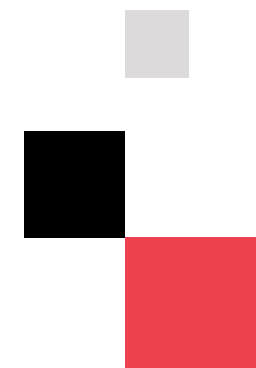


Training of SHS Trainers on February 20-23, 2025, held at the Holiday Inn and Suites Batangas Lima Park in Malvar, Batangas.

In preparation for the 2025 INSET for SHS teachers, the PEAC conducted two phases of SHS Training of Trainers. The first phase was held online via Zoom from January 25 to 27, 2025, while the second phase was conducted in person from February 20 to 23, 2025, held at the Holiday Inn and Suites Batangas Lima Park in Malvar, Batangas. A total of 154 SHS trainers from 44 institutions completed the training.



154
SHS trainers



TRAINING OF SHS TEACHERS (FACE-TO-FACE AND ONLINE)

A total of 12,282 SHS teachers from 2,398 institutions participated in the 2025 INSET for SHS teachers. To facilitate this, the PEAC deployed 150 SHS trainers from 44 institutions nationwide. The face-to-face sessions were conducted in 17 regional venues from May 2 to July 27, 2025. The three online runs of the JHS INSET were held from August 11 to August 30, 2025.

The theme of the 2025 INSET for SHS teachers was “Preparing SHS Teachers to Teach the Core Subjects of the Revised SHS Curriculum.” The training prepared teachers to teach the core subjects of the revised SHS curriculum in anticipation of its implementation. Specifically, the participants were assisted in identifying the learning targets for each of the core subjects streamlined from the current 15 core subjects based on the learning standards of their articulated Revised K-10 subjects and the K-12 program goals. They were also equipped with the appropriate assessment and teaching strategies, as well as underscoring their value in the educational process. The PRC also awarded 15 CPD credit units to this training program.



Training of SHS Teachers on June 27-29, 2025, held at Saint Louis University Laboratory High School, Baguio City.



Training of SHS Teachers on June 13-15, 2025, held at Father Saturnino Urios University, Basic Education, Morelos Campus, Libertad, Butuan City.



Training of SHS Teachers on July 25-27, 2025, held at University of San Jose-Recoletos, Main Campus, Cebu City.



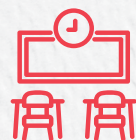
12,282

SHS teachers from



2,398

private schools nationwide



150

SHS trainers deployed

Summary of Attendance Data in the 2025 INSET for SHS Teachers (In-Person and Online)

Region	Number of Attendees						
	Total	LPT	Non-LPT	From ESC Schools	From Non-ESC Schools	From SHSVP Schools	From Non-SHSVP Schools
I	650	514	136	621	29	644	6
II	464	396	68	426	38	461	3
III	1,198	860	338	1,059	139	1,164	34
IV-A	2,022	1,455	567	1,833	189	1,990	32
V	668	554	114	559	109	650	18
VI	453	384	69	423	30	452	1
VII	1,056	825	231	944	112	1,025	31
VIII	485	402	83	457	28	474	11
IX	480	333	147	409	71	480	0
X	742	485	257	682	60	741	1
XI	661	573	88	526	135	658	3
XII	613	446	167	570	43	613	0
XIII	435	320	115	388	47	422	13
NCR	813	601	212	630	183	806	7
CAR	344	296	48	285	59	335	9
BARMM	285	166	119	241	44	285	0
MIMAROPA	382	266	116	370	12	368	14
NIR	531	448	83	478	53	526	5
Total	12,282	9,324	2,958	10,901	1,381	12,094	188

Region	Number of Schools in Attendance					
	Total (ESC & Non-ESC)	ESC Schools	Non-ESC Schools	SHSVP Schools	Non-SHSVP Schools	Total (SHSVP & Non-SHSVP)
I	137	132	5	135	2	137
II	82	77	5	81	1	82
III	267	238	29	260	7	267
IV-A	425	381	44	412	14	426
V	125	104	21	122	3	125
VI	95	89	6	94	1	95
VII	188	169	19	179	9	188
VIII	88	81	7	86	2	88
IX	87	70	17	87	0	87
X	139	123	16	138	1	139
XI	120	101	19	119	1	120
XII	113	103	10	113	0	113
XIII	75	66	9	72	3	75
NCR	160	131	29	157	3	160
CAR	76	67	9	71	5	76
BARMM	43	36	7	43	0	43
MIMAROPA	79	75	4	76	3	79
NIR	98	90	8	96	2	98
Total	2,397	2,133	264	2,341	57	2,398

INTERNALLY FUNDED TRAININGS

2025 INSET FOR K-6 TEACHERS

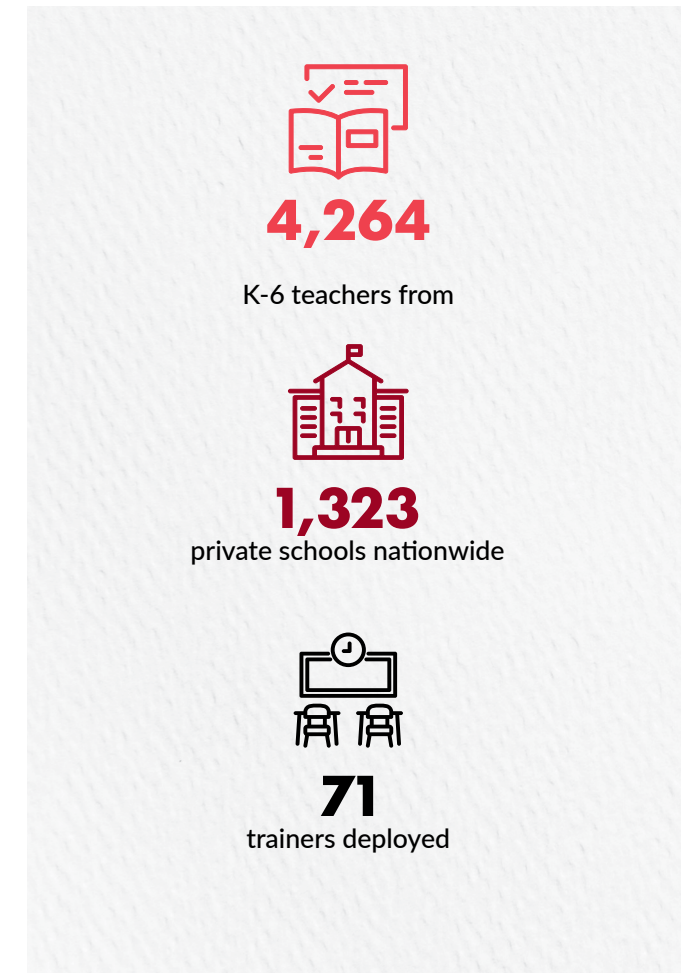
A total of 4,264 K-6 teachers from 1,323 private schools participated in the 2025 INSET for K-6 Teachers. To facilitate this, the PEAC deployed 71 K-6 trainers from 28 institutions nationwide. The face-to-face sessions were conducted in 17 regional venues from May 3 to July 27, 2025. The three online runs of the K-6 INSET were held from September 1 to 11, 2025.

The theme of the 2025 INSET for K-6 teachers was "Realigning the Teaching of K to 6 with the Revised Curriculum." The training focused on assisting teachers in developing learning plans anchored on the principles of the Science of Learning, which underpins the recommended pedagogy of the Revised K-10 Curriculum and with activities aligned with the learning standards. The PRC also awarded 10 CPD credit units to this training program.

Prior to the regional rollout of the 2025 INSET for K-6 Teachers, the PEAC conducted two phases of K-6 Training of Trainers. The first phase was held online via Zoom from February 14 to 16, 2025, while the second phase was conducted in person from March 14-16, 2025, at Tiara Oriental Hotel, Makati City. A total of 75 K-6 trainers from 33 institutions completed the training.



Training of K-6 Trainers on March 14-16, 2025, held at the Tiara Oriental Hotel, Makati City.



Training of K-6 Teachers on May 3-4, 2025, held at St. Scholastica's Academy, San Fernando, Pampanga.



Training of K-6 Teachers on July 26-27, 2025, held at University of San Jose-Recoletos, Main Campus, Cebu City.



Training of K-6 Teachers on June 14, 2025, held at Ateneo de Zamboanga University, Salvador Campus, Zamboanga City

Summary of Attendance Data in the 2025 INSET for K-6 Teachers (In-Person and Online)

Region	Number of Attendees					Number of Schools in Attendance		
	Total	LPT	Non-LPT	From ESC Schools	From Non-ESC Schools	Total	ESC Schools	Non-ESC Schools
I	339	286	53	326	13	98	90	8
II	138	115	23	138	0	47	46	1
III	571	422	149	542	29	168	162	6
IV-A	902	661	241	850	52	282	268	14
V	175	147	28	173	2	54	53	1
VI	153	138	15	138	15	45	45	0
VII	281	240	41	248	33	92	89	3
VIII	122	108	14	117	5	40	40	0
IX	97	76	21	78	19	36	35	1
X	203	162	41	193	10	59	58	1
XI	194	165	29	194	0	61	60	1
XII	150	122	28	142	8	49	48	1
XIII	107	82	25	97	10	35	35	0
NCR	442	329	113	413	29	131	125	6
CAR	89	87	2	65	24	27	26	1
BARM	50	35	15	50	0	16	15	1
MIMAROPA	73	55	18	71	2	29	27	2
NIR	178	168	10	178	0	54	54	0
Total	4,264	3,398	866	4,013	251	1,323	1,276	47

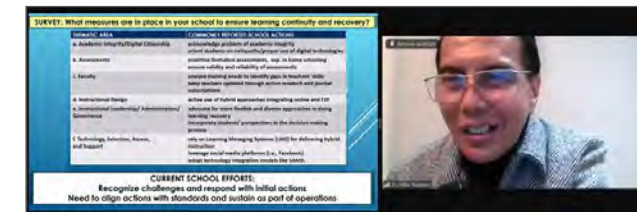
LPT – Licensed Professional Teachers

ORIENTATION TRAINING ON THE UPDATED JUNIOR HIGH SCHOOL CERTIFICATION ASSESSMENT INSTRUMENT (2024 JHS CAI)



4,731 participants from **1,758** private institutions

To prepare schools for the implementation of the 2024 Junior High School Certification Assessment Instrument (JHS CAI) in school year 2025-2026, the PEAC conducted four online orientation trainings from November 21 to December 6, 2024. A total of 4,731 participants from 1,758 private institutions nationwide attended the orientation training.



The 2024 JHS CAI was developed by the PEAC to update the existing standards of compliance and articulate new standards in line with learning continuity, learning recovery, and different learning delivery modalities. Specifically, the 2024 JHS CAI incorporates new and updated standards on blended and distance learning modalities, learner well-being, and 21st century learning.

LEADERSHIP, INNOVATION, AND DYNAMISM TOWARDS EDUCATIONAL REFORMS (LIDER)

In celebration of National Teachers' Month, the PEAC, in partnership with Britannica Education, conducted a webinar for LIDER 9, titled "Strategies in Teaching with Generative AI" held last September 5, 2024, which was streamed live at the PEAC Facebook page.

The PEAC also conducted two webinars for LIDER 10 last April 23-24, 2025 via PEAC Facebook page. The session covered topics such as "The Dangers of Herd Thinking: On Social Media Algorithms and Election Surveys" and "The Emergence of AI as Co-Intelligence."



LIDER 9 on September 5, 2024 via Zoom.



(Top) LIDER 10 on April 23, 2024 via Zoom.

(Left) LIDER 10 on April 24, 2024 via Zoom.



PEAC-NUS Data Science Batch 4 on November 27-29, 2024, held at the Bukit Timah Campus of the National University of Singapore.

PEAC-NUS DATA SCIENCE

The PEAC, in partnership with the Lee Kuan Yew School of Public Policy of the National University of Singapore, conducted the fourth and fifth batches of the Executive Program on Data Science Analytics: From Data to Insights from November 27-29, 2024, and May 7-9, 2025, held at the Bukit Timah Campus of the National University of Singapore. A total of 35 school leaders, administrators, and data managers from private and government institutions completed the program.

The Executive Program aimed to empower and equip educators and partners to drive data-informed decision-making within their institutions by transforming raw data into actionable insights that guide institutional strategies and policy decisions.



PEAC-NUS Data Science Batch 5 on May 7-9, 2025, held at the Bukit Timah Campus of the National University of Singapore.

PEAC-MCE AGILITY IN EDUCATION



PEAC-MCE Agility in Education on September 19-20, 2024, held at the The Alpha Suites, Makati City

A total of 186 participants from 136 schools nationwide completed the two in-person runs of the training program on Agility in Education. The program was conducted by the PEAC, in partnership with Marshall Cavendish Education (MCE), on September 12-14, 2024, at Bai Hotel Cebu, Mandaue City, and on September 19-20, 2024, held at The Alpha Suites, Makati City.



PEAC-MCE Agility in Education on September 12-14, 2024, held at the Bai Hotel, Cebu, Mandaue City

The program featured an agility in education framework that emphasizes key aspects of change, including mindset, people development, desired outcomes, and self-awareness, to promote resilience, flexibility, and the joy of learning. The program also encouraged educators to adopt an open mindset by learning from experience and performing effectively in new situations. This approach enables learners to meaningfully apply their 21st-century skills in real-world contexts.

MASTERCLASS IN DIGITAL LEADERSHIP: TRANSFORMING LEARNING WITH GENERATIVE AI AND INNOVATIVE PEDAGOGIES

A total of 483 school leaders and teachers from 286 institutions nationwide attended the Masterclass in Digital Leadership: Transforming Learning with Generative AI & Innovative Pedagogies, a two-day workshop which was held in Clark, Davao City, Mandaue City, and Muntinlupa City from November 2024 to January 2025.

The workshop was designed to equip participants to implement personalized learning, cultivate future-ready skills, and guide the ethical adoption of AI in education. The course also empowered participants to develop digital leadership strategies, design school-wide AI policies, and ensure responsible technology integration. After the workshops, participants were tasked to craft AI frameworks and guidelines to drive digital transformation, ensuring their institutions remain leaders in AI-enhanced learning environments. The PRC also awarded 15 CPD credit units to this workshop.



Masterclass in Digital Leadership on November 28-29, 2024, held at the Quest Plus Conference Center, Clark Freeport Zone.



Masterclass in Digital Leadership on January 9-10, 2025, held at the Acacia Hotel Davao, Davao City.



Masterclass in Digital Leadership on January 13-14, 2025, held at the Bai Hotel, Cebu, Mandaue City.



Masterclass in Digital Leadership on January 16-17, 2025, held at the Crimson Hotel, Filinvest City, Alabang, Muntinlupa City.

Summary of Attendance Data in the Masterclass in Digital Leadership

Region	Number of Attendees			Number of Schools in Attendance		
	Total	LPT	Non-LPT	Total	ESC Schools	Non-ESC Schools
I	28	24	4	16	16	-
II	9	8	1	6	6	-
III	60	33	27	31	21	10
IV-A	66	52	14	43	35	8
V	15	5	10	9	7	2
VI	29	24	5	18	16	2
VII	34	31	3	21	16	5
VIII	23	18	5	16	14	2
IX	7	2	5	4	3	1
X	33	28	5	22	20	2
XI	41	30	11	26	23	3
XII	31	18	13	15	13	2
XIII	11	9	2	7	6	1
NCR	53	43	10	28	17	11
CAR	8	8	-	4	3	1
BARMM	22	11	11	13	8	5
MIMAROPA	10	7	3	6	5	1
PEAC NS	3	2	1	1	-	1
Total	483	353	130	286	229	57

LPT – Licensed Professional Teachers
ESC – Education Service Contracting



EMPOWERING EDTECH EDUCATORS: BUILDING THE CLASSROOM OF THE FUTURE WITH AI

A total of 172 participants from 60 institutions attended the Empowering Edtech Educators: Building the Classroom of the Future with AI, a one-and-a-half-day workshop conducted by the PEAC in partnership with Khan Academy Philippines (KAPH) held last April 7-8, 2025, at Xavier School, Greenhills, San Juan.

The professional development workshop was designed to equip educators with the knowledge and skills to effectively integrate Khan Academy and Khanmigo AI into their teaching practices. This training also provided hands-on experience and practical strategies to enhance instruction, personalize learning, and leverage AI for data-driven decision-making in the classroom.



THE LEGAL MIND SPECIAL EDITION: STRENGTHENING THE SUPERVISION AND INTERNAL GOVERNANCE OF GASTPE PARTICIPATING SCHOOLS

As part of its National Teachers' Month activities, the PEAC, in partnership with the Estrada and Aquino Law firm, conducted a special edition of The Legal Mind seminar, titled "Strengthening the Supervision and Internal Governance of GASTPE Participating Schools" held last September 27, 2024, at St. Paul College Pasig.

The sessions provided guidance and insights on both external and internal governance responsibilities, particularly for administrators and teachers in ESC and SHS VP participating schools. The seminar was attended by a total of 249 participants from 146 private institutions.

INTERNALLY FUNDED PROGRAMS OF ASSISTANCE



GRANTS FOR EDUCATIONAL ASSOCIATIONS

ASPIRE **7.69M+** grants

47 projects

13 proponents



GRANTS FOR TEACHERS AND ADMINISTRATORS

RSITE **9** private school administrators and teachers supported

DARE **5** private school administrators and teachers supported



GRANTS FOR SCHOOLS

CORE **17** ESC school beneficiaries

RECAST **5** school beneficiaries



GRANTS FOR STUDENTS

25 Edukampyon scholars

ASSISTANCE TO PROGRAMS AND INITIATIVES TO REFORM EDUCATION (ASPIRE)



For the year under review, the PEAC supported 47 projects from 13 proponents, including the initiatives of the Coordinating Council of Private Educational Associations (COCOPEA), which focused on strengthening the organization and supporting its policy initiatives.

- **Enrique G. Oracion, PhD**, ACSCU Representative, Director, Research and Development Center, Silliman University
- **Fr. Gilbert B. Sales, CICM**, CEAP Representative, President, Saint Louis University
- **Patricia B. Lagunda, PhD**, PACU Representative, President, Baliuag University
- **Royce S. Torres, PhD**, PAPSCU Representative, President, Iligan Medical Center College
- **Fr. Onofre G. Inocencio, Jr., SDB**, President, UniTVET
- **Rhodora Angela Fernandez Ferrer, PhD**, PEAC Executive Director, ex officio Chair of the Vetting Committee

The Assistance to Programs and Initiatives to Reform Education (ASPIRE) is a grants program that provides funding support to the projects and initiatives of private educational associations in the areas of Training and Professional Development, Public Policy Development and Advocacy, and Institutional Development.



Association of Christian Schools, Colleges and Universities



Catholic Educational Association of the Philippines



Coordinating Council of Private Educational Associations



Philippine Association of Colleges and Universities



Philippine Association of Private Schools, Colleges, and Universities



Unified TVET of the Philippines, Inc.

Proponent	Projects Supported
Association of Christian Schools, Colleges and Universities (ACSCU)	2024-2025 ACSCU Regional and National Conventions
	ACSCU Regional Convention-North Luzon
	ACSCU Regional Convention-Visayas
	ACSCU Regional Convention-Mindanao
Catholic Educational Association of the Philippines (CEAP)	ACSCU Regional Convention-South Luzon (NCR)
	2025 CEAP National JEEPGY Conference
	2025 CEAP National Basic Education Commission Summit
	2024-2025 CEAP Regional Runs of the Psychological First Aid (PFA) Training for CEAP School Personnel
	2025 CEAP Research Conference Luzon and Visayas-Mindanao
Catholic Educational Association of the Philippines (CEAP)-NCR	2025 CEAP National Higher Education Commission Summit
	CEAP NCR Annual General Assembly
Catholic Educational Association of the Philippines (CEAP)-National Association for Bangsamoro Education, Inc. (NABEL)-Ateneo De Davao University (ADDU)	Language Learning and Teaching II: Listening and Speaking in Language Training-Workshop for Bangsamoro Teachers
Coordinating Council of Private Educational Associations (COCOPEA)	COCOPEA Public Policy and Advocacy Initiatives
	Strengthening of COCOPEA
Davao Association of Private Schools and Administrators (DAPRISA)	The Resilience Index Trends in Selected Compact Neighborhoods of Davao City: Basis of Holistic Opportunities for People Empowerment (H.O.P.E.)
Manila Ecclesiastical Province School Systems Association (MAPSA)	MAPSA General Assembly
Philippine Association of Collegiate Schools of Business (PACSB)	Understanding The Case Method Of Teaching
	Analytics In Business: Empowering Business Educators
	Social Entrepreneurship Integration In Academic Institutions
	52 nd Annual National Conference And 5th International Research Summit
Philippine Association of Colleges and Universities (PACU)	The Future Philippine Education Trajectories, Transitions, and Transformations Year 2
	Suicide Prevention and Awareness in Higher Education Institutions & Info Session on the College Experience Survey
	Secure Assessment in the Age of AI: Protecting Professional Standards in Education
	Academic Integrity in the Age of AI: Developing Ethical and Transparent Governance Policies
	The Four Disciplines of Execution: Achieving Breakthrough Results Across All Your Roles
	2025 National TVET Conference

Proponent	Projects Supported
Philippine Association of Colleges and Universities (PACU)	PACU - Franklin Covey Workshop: The Four Disciplines of Execution: Achieving Breakthrough Results Across All Your Roles
	PACU - Khan Academy Philippines Orientation: Empowering Edtech Educators: Building the Classroom of the Future with AI
	The Legal Mind Executive Sessions for Private Higher Education Institutions
	Project 3: Leadership and Academic Management Perspectives (LAMP) in Higher Education
Philippine Association of Private Schools, Colleges, and Universities (PAPSCU)	PACU General Assembly: PACU @ 92: Lifelong Learning Pathways to Success
	JRU Tuition Fee Survey
	PACU Strategic Planning
Roman Catholic Archbishop of Manila Educational System (RCAMES)	PAPSCU Excellent Academic Research Link (PEARL) 2024-2025
	PAPSCU Empowering Education Executives (E3) Project 2024-2025: "Empowering Education Leaders" <ul style="list-style-type: none"> • Luzon • Visayas • Mindanao • Zoom
Unified TVET of the Philippines, Inc. (UniTVET)	RCAMES 2024 General Assembly
	Quality Management System Series 4: Building Quality Assurance Within TVET Institutions/Developing and Sustaining Internal Quality Assurance System Within TVET Institutions
	Executive Organizational Leadership and Management of TVET Institutions
	2025 National TVET Conference and 19th UniTVET General Membership Meeting
	23 rd Human Resource and Skills Development Conference
Zamboanga Basilan Sulu Tawi-Tawi Association of Private Schools (ZAMBASULTAPS)	2 nd TVET Research Conference
	Developing Competency-Based Learning Materials
	Financial Management Seminar for School Administrators with Financial Software Training
	Navigating Clicktiverse: Empowering Schools through Digital Marketing Strategies

RESEARCH FOR SCHOOL IMPROVEMENT TOWARDS EXCELLENCE (RSITE)

The Research for School Improvement Towards Excellence (RSITE) is a grants program that supports private school administrators and teachers who are writing their theses and dissertations with a one-time grant of Php 40,000 for MA thesis and Php 80,000 for PhD dissertation.

For the year under review, the PEAC supported eight private school administrators and teachers.

Region	Name	Affiliated Institution
III	Christian M. Santiago	Nueva Ecija University of Science and Technology, Nueva Ecija
III	Anna Katrina E. Cruz	Paulette College, Bulacan
IV-A	James Philip Ray V. Pinggolio	De La Salle University-Dasmariñas, Cavite
VII	Feddy B. Junsay Jr.	Bacolod Tay Tung High School Bacolod, Negros Occidental
CAR	Violeta F. Apiles	University of Baguio, Baguio City
CAR	Joan B. Mariano	University of Baguio, Baguio City
CAR	Roger C. Sa-ao	St. Louis University, Baguio City
NCR	Claire A. Garcia	Adamson University, Manila



Christian M. Santiago



Anna Katrina E. Cruz



James Philip Ray V. Pinggolio



Feddy B. Junsay Jr.



Violeta F. Apiles



Joan B. Mariano



Roger C. Sa-ao



Claire A. Garcia

DISSEMINATION ASSISTANCE FOR RESEARCH IN EDUCATION (DARE)

The Dissemination Assistance for Research in Education (DARE) is a grants program that supports private school administrators and teachers who will present their research papers at international conferences abroad.

For the year under review, the PEAC supported five private school administrators and teachers.

Region	Name	Affiliated Institution	Conference	Date	Venue
I	Eric Parilla	Northwestern University Laoag, Ilocos Norte	The Korean Conference on Education (KCE2024)	October 28-November 1, 2024	Songdo Convensia Incheon, South Korea
IV-A	Archie Relos Arranguez	The Sisters of Mary Schools-Philippines, Cavite	Asian Graduate Studies Summit (A-GRASS) 2025	May 21-24, 2025	Ho Chi Minh University of Technology and Education, Ho Chi Minh City, Vietnam
X	Adeva Jane E-Kalidas	Xavier University, Cagayan de Oro City	16th Asian Conference on Education (ACE2024)	November 25-29, 2024	Toshi Center Hotel, Tokyo, Japan
NCR	Ma. Cecilia Sualog	Ridgewood School of Caloocan, Caloocan City	Academic Studies in Technology and Education	November 13-18, 2024	Juju Premier Palace Hotel, Antalya, Turkey
CAR	Julius Gat-eb	University of Baguio, Baguio City	7th International Conference on Future Education 2024 (Future Edu 2024)	July 11-12, 2024	The International Institute of Knowledge Management, Bangkok, Thailand



Eric Parilla



Archie Relos Arranguez



Adeva Jane E-Kalidas

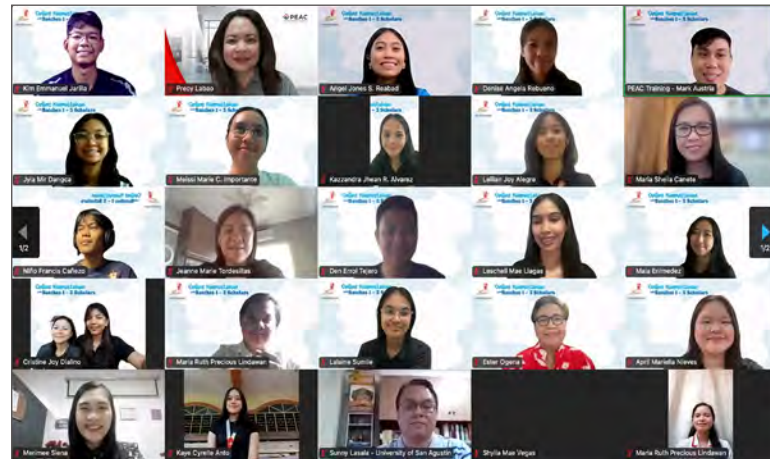


Ma. Cecilia Sualog



Julius Gat-eb

PEAC-REX EDUKAMPYON ISKOLAR PARA SA KINABUKASAN



PEAC-REX Edukampyon Online Kamustahan on April 5, 2025 via Zoom.

PEAC-REX Edukampyon Iskolar para sa Kinabukasan is a collaborative initiative of the PEAC and Rex Education that supports private senior high school students pursuing a bachelor's program on Teacher Education in identified areas of mathematics and the sciences (STEM).

For the year under review, the PEAC and Rex Education awarded scholarship grants to the third batch of scholars last August 17-18, 2024, held at the REAP Center, Quezon City. The third batch was composed of 20 scholars from Ateneo de Naga University in Naga City, four scholars from the University of San Agustin in Iloilo City, and one from Capitol University in Cagayan De Oro City.

Edukampyon scholars from Batches 1 to 3 also participated in the Edukampyon Online Kumustahan with Scholars held via Zoom on April 5, 2025. The activity aimed to provide continued support by checking in on scholars' academic progress and strengthening engagement within the scholar community.

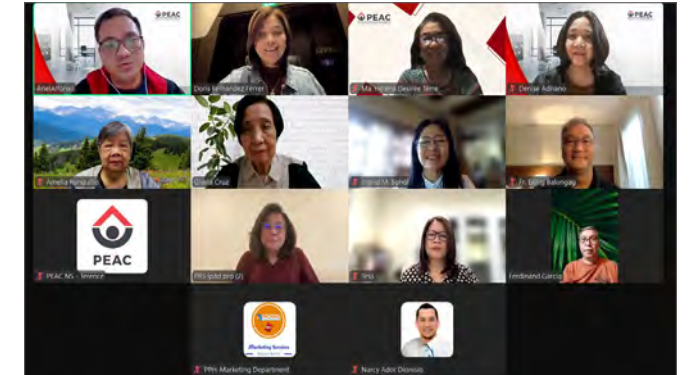


PEAC-REX Edukampyon Awarding of Scholarships on August 17-18, 2024, held at the REAP Center, Quezon City.

COACHING FOR RESULTS IN EDUCATION (CoRE)

The Coaching for Results in Education (CoRE) program supports ESC schools in preparing for the recertification revisit. The program engages school coaches from the Kaagapay Program of the Phoenix Educational Foundation, Inc. (PEFI).

For the school year under review, a total of 17 ESC school grantees were supported under the CoRE program.



CoRE opening activity on September 10, 2024, held via Zoom.

Two years of coaching

Region	School	Location
II	Sanchez Mira Insitute for Lifelong Education	Cagayan
IV-A	Lucban Christian School Inc	Quezon
IV-A	Mary Immaculate Parochial School of Macalelon Inc	Quezon
IV-A	St. Michael the Archangel Parochial School of Lobo	Batangas
IV-A	Tagkawayan High School	Quezon
IV-A	South Greenville School, Inc.	Laguna
VII	Lyceum of Cebu Inc - Santader Campus	Cebu
XI	Al Muawwara Islamic School	Davao del Sur
NCR	Fiore del Carmelo School, Inc	Quezon City
NCR	St. Vincent Ferrer College of Camarin Inc	Caloocan City
MIMAROPA	Colegio de San Sebastian Inc	Occidental Mindoro

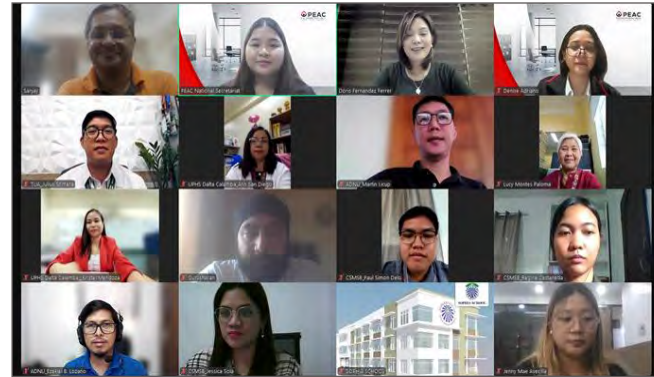
One year of coaching

Region	School	Location
II	La Salette of Quezon	Isabela
IV-A	Calabayog Christian Faith Academy Inc	Samar
XII	De La Vida College, Inc.	Cotabato City
XII	Sahmyook International Academy School	Cotabato
NCR	The Master's Academy Foundation Inc	Parañaque City
BARM	Aba Al-Khail Computer College Foundation Inc (Aba Al-Khail Computer School)	Marawi

RETHINKING EDUCATION, CHAMPIONING AND ACCELERATING SCHOOL TRANSFORMATION (RECAST)

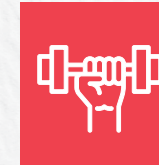
The Rethinking Education, Championing and Accelerating School Transformation (RECAST) program provides digital assistance consisting of learning management system and an interactive classroom device to support the school's strategies to improve student performance. The program is a collaboration between the PEAC and Teachmint.

For the school year under review, a total of five private schools were supported under the RECAST program.



RECAST formal awarding on November 4, 2024, held via Zoom.

Region	School	Location
III	College of Subic Montessori-Subic Bay, Inc.	Subic Bay Freeport Zone, Zambales
III	Sophia School	Meycauayan City, Bulacan
IV-A	University of Perpetual Help System DALTA - Calamba Campus	Calamba City, Laguna
V	Ateneo de Naga University	Naga City
NCR	Trinity University of Asia	Metro Manila



CONTINUING EFFORTS TO STRENGTHEN THE ORGANIZATION

To support work in fulfillment of its mandate and ensure operational excellence, the PEAC continued to invest in strengthening its systems, procedures, and human capital. Throughout the reporting period, the organization undertook initiatives focused on quality management, information security, and organizational well-being that reinforced its commitment to accountability, continuous improvement, and resilience.

ISO 9001:2015 QUALITY MANAGEMENT SYSTEM (QMS) AND ISO 27001:2022 INFORMATION SECURITY MANAGEMENT SYSTEMS (ISMS) CERTIFICATIONS

The PEAC National Secretariat successfully maintained its ISO 9001:2015 certification and upgraded its ISMS certification to ISO 27001:2022 after passing the recertification and surveillance audit held from May 19-20, 2025.



Kick-off Meeting for the transition to ISO 27001:2022 (January 20, 2025)



Refresher Course for Internal Auditors (February 17, 2025)

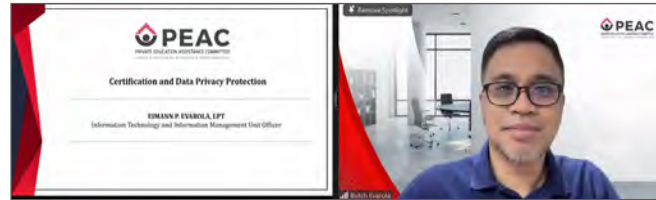


QMS and ISMS Internal Audit (March 6,7, and 17, 2025)



QISMS Combined Audit (May 19-20, 2025)

INFORMATION SECURITY INITIATIVES



Information Security and Data Privacy Protection session during the SHS Certifiers Training Bootcamp on January 27, 2025, held via Zoom.



Information Security and Data Privacy Protection session during the Orientation on the ESC, TSS, and SHS Voucher Program on August 29, 2024, held at Aquamarine Recreational Center, Lipa City.



In line with the PEAC's commitment to promoting responsible data stewardship and fostering a culture of privacy in schools, Information Security and Data Protection Awareness sessions have been included in the GASTPE Regional Orientation Conferences, Certification Readiness Trainings, and Registrars Trainings. These sessions aimed to equip educators and administrators with a foundational understanding of the principles of confidentiality, integrity, and availability (CIA) of data—core pillars of information security and data privacy protection.

The sessions emphasized the importance of safeguarding personal and institutional data, especially in an increasingly digital learning environment. Participants were introduced to key concepts in data protection and were guided on how to identify and mitigate common threats to information security.

A significant portion of the discussion focused on compliance with the Data Privacy Act of 2012 and the relevant issuances of the National Privacy Commission (NPC). Through practical examples and interactive, attendees gained insights into their roles and responsibilities as data processors, and how to uphold privacy rights within their respective institutions.

These awareness initiatives are part of the PEAC's broader advocacy to build information security and privacy-conscious academic communities and ensure that schools are empowered to implement sound data protection practices.

STAFF DEVELOPMENT ACTIVITIES



PEAC 56th Anniversary Thanksgiving Mass
St. Paul University, Manila
Holy Angel University



Customer Service Excellence
Zoom
October 30, 2024



MS Excel For School Data Management
Zoom
April 16, 2025



Cybersecurity
Zoom
April 15, 2025



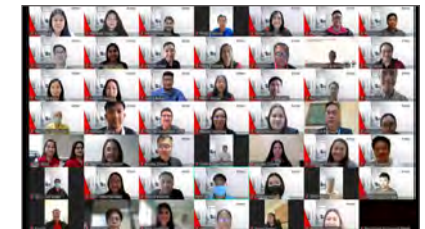
Ethics in the Workplace
Zoom
December 17, 2024



Standard First Aid and BLS CPR/AED Training by Philippine Red Cross
PEAC National Secretariat Office, Makati City
March 18, 2025



Annual Fire and Earthquake Drill
Philippine AXA Life Center Building Makati City
July 31, 2024



Time and Stress Management
Zoom
October 29, 2024



Understanding the Safe Spaces Act (Bawal Bastos Law)
Zoom
December 16, 2024



Facts-based National Situationer
Zoom
April 15, 2025



Lenten Recollection
UST Angelicum College, Quezon City
April 14, 2025



Advent Recollection
Colegio de San Juan de Letran and online via Zoom
December 10, 2024



Christmas Party
Holiday Inn and Suites, Makati City
December 18, 2024



6th Annual Outreach Activity
Ina ng Lupang Pangako Parish in Payatas, Quezon City
December 19, 2024



Cultural Trip
Taipei, Taiwan
January 3-6, 2025

NATIONAL SECRETARIAT

The implementation of the PEAC's programs and initiatives is anchored on a centralized National Secretariat, led by an Executive Director and supported by Regional Secretariats operating in 16 regions nationwide. This structure enables the PEAC to maintain consistent national oversight while ensuring that program implementation remains responsive to regional contexts and the needs of the private education sector.

Each Regional Secretariat is led by a Regional Program Director (RPD), who concurrently serves as the head of a reputable private educational institution or association in the region.

This leadership structure embeds sector expertise directly into the PEAC's regional operations, ensuring that program implementation is informed by on-the-ground realities and institutional experience.

Through this arrangement, coordination between the PEAC, participating schools, and regional education authorities is strengthened, enabling more effective program monitoring, policy compliance, and stakeholder engagement. Collectively, the National and Regional Secretariats provide an integrated implementation framework that sustains program integrity and responsive support nationwide.



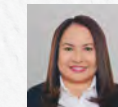
Rhodora Angela Fernandez Ferrer, PhD
Executive Director



Rodrick Edsel B. Malonzo
Head, Monitoring and Processing Unit



Bronzon Patrick F. Del Rosario
Head, Certification Unit



Precy L. Labao
Head, Training and Development Unit



Denise M. Adriano
Head, Communications and Research Unit



Eimann P. Evarola
Head, Information Technology and Information Management Unit



Grevered L. Gallego
Head, Organizational Planning and Quality Assurance Unit



Donna M. Edralin-Coloma
Head, Human Resource and Administrative Services Unit



Sean Calvert C. Tria
Head, Finance Unit



Charmie D. Lising
Officer, Budget and Investment

SERVICE AWARDEES

In recognition of dedicated service and contributions to the organization’s mission, the PEAC honored employees who reached service milestones during the year.

20 YEARS OF SERVICE



Kevin Allan A. Catenza
Monitoring and Processing Unit

15 YEARS OF SERVICE



Mario B. Barrion
Human Resource and Administrative Services Unit

10 YEARS OF SERVICE



Rhodora Angela F. Ferrer, PhD
Office of the Executive Director

5 YEARS OF SERVICE



Roel R. Almera
Certification Unit



Bronzon Patrick E. Del Rosario
Certification Unit



Maribelle Q. Gregorio
Communications and Research Unit



Vianca Maria T. Fabian
Human Resource and Administrative Services Unit

RETIREES

The PEAC extends its appreciation to employees who retired during the year, recognizing their years of service and commitment to advancing private education.

23 YEARS OF SERVICES



Evangeline E. Domondon
Office of the Executive Director

10 YEARS OF SERVICES



Rhoda Nena Q. Razon
Certification Unit

REGIONAL SECRETARIATS



REGION I



Rev. Fr. Roderick G. Villamar CICM, PhD
President, Saint Louis College of San Fernando, La Union
PEAC Regional Program Director



Danilo D. Romero
PEAC Regional Program Coordinator

REGION II



Sr. Merceditas O. Ang, SPC
President, St. Paul University Philippines, Tuguegarao City
PEAC Regional Program Director



Janette T. Fermin, DME
PEAC Regional Program Coordinator



MIMAROPA



Brian L. Belen, PhD
President, First Asia Institute of Technology and Humanities, Tanauan City, Batangas
PEAC Regional Program Director



Arnold I. Catapang
PEAC Regional Program Coordinator



REGION III



Sr. Mary John Mananzan, OSB
Directress, St. Scholastica's Academy, San Fernando, Pampanga
PEAC Regional Program Director



Julieta M. Tayag
PEAC Regional Program Coordinator



REGION V



Fr. Aristotle C. Dy, SJ
President, Ateneo de Naga University, Naga City
PEAC Regional Program Director



Arnulfo Aaron R. Reganit, PhD
PEAC Regional Program Coordinator

REGION IV-A



Peter P. Laurel, PhD
President, Lyceum of the Philippines University-Laguna
PEAC Regional Program Director



Lerma Y. Calingasan, PhD
PEAC Regional Program Coordinator



NCR



Sr. Ma. Evangeline L. Anastacio, SPC
President, St. Paul University-Manila, City of Manila
PEAC Regional Program Director



Lalaine E. Gutierrez
PEAC Regional Program Coordinator





CAR



Rev. Fr. Gilbert B. Sales, CICM, PhD
President, Saint Louis University, Baguio City
PEAC Regional Program Director



Joselito C. Gutierrez, PhD
PEAC Regional Program Coordinator



REGION VIII



Sr. Cecille Marie L. Lim, RSM
President, Holy Infant College, Tacloban City
PEAC Regional Program Director



Sarah C. Co
PEAC Regional Program Coordinator

REGION VI



Msgr. Ely Rafael D. Fuentes
Chair, Commission on Catholic Schools, Archdiocese of Jaro, Iloilo City
PEAC Regional Program Director



Ma. Helena Desiree M. Terre, PhD
PEAC Regional Program Coordinator



REGION IX



Fr. Guillrey Anthony M. Andal, SJ
President, Ateneo de Zamboanga University, Zamboanga City
PEAC Regional Program Director



Annie G. Ebreo
PEAC Regional Program Coordinator



REGION VII



Rev. Fr. Eduardo S. Celiz, Jr. OAR
President, University of San Jose Recoletos, Cebu City
PEAC Regional Program Director



Perlita S. Quiñones, PhD
PEAC Regional Program Coordinator



REGION X



Sr. Maria Mirafior A. Bahan, RVM
President, Lourdes College, Cagayan de Oro City
PEAC Regional Program Director



Sr. Ma. Rufina B. Guillano, RVM
PEAC Regional Program Director
PEAC Term:
June 1, 2024 to December 31, 2024



Myrna M. Fantonalgo
PEAC Regional Program Coordinator



REGION XI



Sr. Ma. Marissa R. Viri, RVM
President, University of the Immaculate Conception, Davao City
PEAC Regional Program Director



Asuncion G. Ravago, PhD
PEAC Regional Program Coordinator



REGION XII AND BARM



Sr. Maria Fe D. Gerodias, RVM
President, Notre Dame Educational Association, Tacurong City
PEAC Regional Program Director



Evelyn V. Dollete, PhD
PEAC Regional Program Coordinator



REGION XIII



Rev. Fr. Randy Jasper C. Odchigue
President, Fr. Saturnino Urios University, Butuan City
PEAC Regional Program Director



Jeffrey A. Carin
PEAC Regional Program Coordinator



OUTGOING REGIONAL PROGRAM DIRECTORS

The PEAC acknowledges the contributions of Regional Program Directors (RPD) who completed their terms during the year and whose leadership supported effective regional operations and partnerships.



Sr. Ma. Rufina B. Guillano, RVM
Immediate Past President of Lourdes College
PEAC Regional Program Director for Region XI



Sr. Ma. Evangeline L. Anastacio, SPC
President of St. Paul University Manila
PEAC Regional Program Director for NCR

AUDITED FINANCIAL STATEMENTS



Independent Auditor's Report

To the Members of
Private Education Assistance Committee
 (Trustee of the Fund for Assistance to Private Education)
 Units 2505-2507, 25th Floor Philippine AXA Life Centre
 1286 Sen. Gil Puyat Avenue corner Tindalo St.,
 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, 2025 and 2024, and its financial performance and its cash flows for the years then ended in accordance with Philippine Financial Reporting Standards (PFRS) Accounting Standards.

What we have audited

The financial statements of the Committee comprise:

- the statements of assets, liabilities and fund balances as at May 31, 2025 and 2024;
- the statements of revenue, expenses and total comprehensive income for the years ended May 31, 2025 and 2024;
- the statements of changes in fund balances for the years ended May 31, 2025 and 2024;
- the statements of cash flows for the years ended May 31, 2025 and 2024; and
- the notes to the financial statements, including material accounting policy information and other explanatory information.



Independent Auditor's Report
 To the Members of
 Private Education Assistance Committee
 (Trustee of the Fund for Assistance to Private Education)
 Page 2

Basis for Opinion

We conducted our audits in accordance with Philippine Standards on Auditing (PSA). Our responsibilities under those standards are further described in *the Auditor's Responsibilities for the Audits 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.

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 Accounting Standards, 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.



Independent Auditor's Report
To the Members of
Private Education Assistance Committee
(Trustee of the Fund for Assistance to Private Education)
Page 3

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

Auditor's Responsibilities for the Audits of the Financial Statements

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

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

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



Independent Auditor's Report
To the Members of
Private Education Assistance Committee
(Trustee of the Fund for Assistance to Private Education)
Page 4

- 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.




Independent Auditor's Report
To the Members of
Private Education Assistance Committee
(Trustee of the Fund for Assistance to Private Education)
Page 5

Report on the Bureau of Internal Revenue (BIR) Requirement

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

Isla Lipana & Co.


Carlos Federico C. de Guzman
Partner

CPA Cert. No. 110973

P.T.R. No. 0011285, issued on January 8, 2026, Makati City

SEC A.N (Individual) as general auditors 110973-SEC, Category A;

valid to audit 2021 to 2025 financial statements

SEC A.N (firm) as general auditors 0142-SEC, Category A;

valid to audit 2020 to 2025 financial statements

TIN 229-481-265

BIR AN: 08-000745-141-2023, issued October 23, 2023; effective until October 22, 2026

BOA/PRC Reg. No. 0142, effective until November 14, 2028

Makati City
January 29, 2026

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

Statements of Assets, Liabilities and Fund Balances
As at May 31, 2025 and 2024
(All amounts in Philippine Peso)

	Notes	2025	2024
Assets			
Current assets			
Cash and cash equivalents	2	40,947,643	105,083,640
Receivables	3	127,768,802	73,749,179
Financial assets at fair value through profit or loss (FVTPL)	5	97,504,691	103,248,260
Investment securities at amortized cost	5	7,998,274	1,044,128
Other current assets	4	17,511,106	12,658,750
Total current assets		291,730,516	295,783,957
Non-current assets			
Property and equipment, net	6	59,411,850	63,993,983
Financial assets at fair value through other comprehensive income (FVOCI)	7	188,851,551	183,606,455
Investment securities at amortized cost	5	20,300,174	21,021,981
Total non-current assets		268,563,575	268,622,419
Total assets		560,294,091	564,406,376
Liabilities and Fund balances			
Current liabilities			
Accounts payable and accrued liabilities	8	28,761,353	40,859,715
Fund balances			
Reserves for remeasurements of financial assets at FVOCI	7,11	1,941,463	(7,205,858)
Unrestricted funds	11	360,374,063	330,429,855
Temporarily restricted funds	11	105,016,612	136,122,064
Permanently restricted funds	11	64,200,600	64,200,600
Total fund balances		531,532,738	523,546,661
Total liabilities and fund balances		560,294,091	564,406,376

(The notes on pages 1 to 26 are integral part of these financial statements)

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

Statements of Revenue and Expenses, and Total Comprehensive Income
For the years ended May 31, 2025 and 2024
(All amounts in Philippine Peso)

	Notes	2025		Total	2024		Total
		Unrestricted fund	Temporarily restricted funds		Unrestricted fund	Temporarily restricted funds	
Revenue and other supports							
Externally funded							
Program implementation fees		131,173,000	104,000,000	235,173,000	100,000,000	104,258,109	204,258,109
Registration fees		59,911,678	-	59,911,678	62,597,671	-	62,597,671
Other receipts		5,043,000	-	5,043,000	5,655,000	-	5,655,000
		196,127,678	104,000,000	300,127,678	168,252,671	104,258,109	272,510,780
Internally funded							
Seminar fees		14,407,340	20,568,750	34,976,090	16,278,098	34,019,757	50,297,855
Interest income	2,5,7	14,165,334	-	14,165,334	10,543,144	-	10,543,144
Sponsorship		-	20,000	20,000	-	1,030,000	1,030,000
Dividend income	5b	1,509,840	-	1,509,840	1,359,053	-	1,359,053
Others		(4,436,078)	-	(4,436,078)	5,862,121	-	5,862,121
		25,646,436	20,588,750	46,235,186	34,042,416	35,049,757	69,092,173
		221,774,114	124,588,750	346,362,864	202,295,087	139,307,866	341,602,953
Expenses							
Program operations - externally funded	9	(99,326,877)	(140,186,297)	(239,513,174)	(103,088,471)	(121,409,162)	(224,497,633)
Program operations - internally funded	9	(40,091,499)	(599,368)	(40,690,867)	(23,521,660)	(22,733,503)	(46,255,163)
General and administrative expenses	12	(52,411,530)	-	(52,411,530)	(38,540,751)	-	(38,540,751)
		(191,829,906)	(140,785,665)	(332,615,571)	(165,150,882)	(144,142,665)	(309,293,547)
Excess (Deficiency) of revenue over expenses		29,944,208	(16,196,915)	13,747,293	37,144,205	(4,834,799)	32,309,406
Other comprehensive income (loss) for the year							
<i>Item that may be reclassified to profit or loss</i>							
Net unrealized gain (loss) on financial assets at FVOCI	7	9,147,321	-	9,147,321	(585,741)	-	(585,741)
Total comprehensive income (loss) for the year		39,091,529	(16,196,915)	22,894,614	36,558,464	(4,834,799)	31,723,665

(The notes on pages 1 to 26 are integral part of these financial statements)

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

Statements of Changes in Fund Balances
For the years ended May 31, 2025 and 2024
(All amounts in Philippine Peso)

	Reserves for remeasurements of financial assets at FVOCI (Note 7)	Unrestricted funds (Note 11)	Temporarily restricted funds (Note 11)	Permanently restricted funds (Note 11)	Total
Balances at June 1, 2023	(6,620,117)	234,150,994	200,091,519	64,200,600	491,822,996
Comprehensive income					
Excess of revenue over expenses for the year	-	37,144,205	(4,834,799)	-	32,309,406
Other comprehensive loss for the year (Note 7)	(585,741)	-	-	-	(585,741)
Total comprehensive income for the year	(585,741)	37,144,205	(4,834,799)	-	31,723,665
Other movement					
Transfer of funds (Note 11)	-	59,134,656	(59,134,656)	-	-
Balances at May 31, 2024	(7,205,858)	330,429,855	136,122,064	64,200,600	523,546,661
Comprehensive income					
Excess of revenue over expenses for the year	-	29,944,208	(16,196,915)	-	13,747,293
Other comprehensive income for the year (Note 7)	9,147,321	-	-	-	9,147,321
Total comprehensive income for the year	9,147,321	29,944,208	(16,196,915)	-	22,894,614
Other movement					
Refund of unutilized program funds	-	-	(14,908,537)	-	(14,908,537)
Balances at May 31, 2025	1,941,463	360,374,063	105,016,612	64,200,600	531,532,738

(The notes on pages 1 to 26 are integral part of these financial statements)

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

Statements of Cash Flows
For the years ended May 31, 2025 and 2024
(All amounts in Philippine Peso)

	Notes	2025	2024
Cash flows from operating activities			
Excess of revenue over expenses		13,747,293	32,309,406
Adjustments for:			
Depreciation	6	5,423,012	5,136,327
Interest income	2,5,7	(14,165,334)	(10,543,144)
Dividend income	5b	(1,509,840)	(1,359,053)
Unrealized foreign exchange loss		19,605,760	3,395,262
Operating income before working capital changes		23,100,891	28,938,798
(Increase) Decrease in:			
Receivables		(59,724,955)	(2,133,294)
Other current assets		(4,852,356)	(793,229)
Increase (Decrease) in:			
Accounts payable and other accrued liabilities		(13,374,841)	355,090
Cash generated from (absorbed by) operations		(54,851,261)	26,367,365
Interest received	2,5	874,324	799,448
Refund of unutilized program funds	11	(14,908,537)	-
Net cash from (used in) operating activities		(68,885,474)	27,166,813
Cash flows from investing activities			
Dividend received	5b	1,544,569	1,271,205
Interest received		13,291,010	9,743,696
Proceeds (Purchase) of financial assets at FVOCI	7	3,902,225	(42,333,832)
Proceeds from withdrawal of investment in securities	5d	721,807	3,400,000
Purchase of financial assets at FVTPL	5b	(13,895,214)	(35,836,194)
Purchase for property and equipment	6	(840,879)	(658,610)
Net cash from (used in) investing activities		4,723,518	(64,413,735)
Net increase (decrease) in cash		(64,161,956)	(37,246,922)
Cash and cash equivalents at beginning of the year		105,083,640	142,242,715
Effect of exchange rate changes on cash		25,959	87,847
Cash and cash equivalents at end of the year	2	40,947,643	105,083,640

(The notes on pages 1 to 26 are integral part of these financial statements)

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

Notes to the Financial Statements
As at and for the years ended May 31, 2025 and 2024
(In the notes, all amounts are in Philippine Peso unless otherwise stated)

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 (FAPE or the "Fund") consisting of the grants from the US Government and from the Philippine National Government 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.

The Committee's principal office address is at Units 2505-2507 25th Floor, Philippine AXA Life Centre, 1286 Sen. Gil Puyat Avenue corner Tindalo St., Makati City.

1.2 Approval of financial statements

The financial statements of the Committee were approved and authorized for issue by its Members on January 27, 2026. There were no significant events that occurred from January 27, 2026 to January 29, 2026 requiring adjustment or disclosure in the financial statements.

2 Cash and cash equivalents

Cash and cash equivalents as at May 31 consist of:

	Note	2025	2024
Cash in banks		36,315,276	90,998,319
Cash in banks - trust fund	5	3,085,266	12,608,160
Short-term placements		1,267,101	1,217,161
Cash on hand		280,000	260,000
		40,947,643	105,083,640

Trust fund and short-term placements have an average term of 1 to 3 months and earn annual interest rate ranging from 0.05% to 12.50%.

Interest income earned from cash in banks and short-term placements for the year ended May 31, 2025 amounted to P49,139 (2024 - P286,827).

3 Receivables

Receivables as at May 31 consist of:

	Note	2025	2024
Receivables from DepEd		118,173,000	64,000,000
Receivables from CHED and UniFAST		3,700,000	3,700,000
Receivables - Trust Fund	5	2,940,886	3,569,819
Receivables from employees		963,320	980,767
Others		1,991,596	1,498,593
		127,768,802	73,749,179

Receivables billed to and collectable from Department of Education (DepEd) based on the memorandum of agreement to co-implement DepEd programs (note 9) for private education sector for school year 2024-2025.

From the outstanding receivables from DepEd as at May 31, 2025, P50,501,000 have been collected in August 2025.

Receivables billed to and collectable from 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 uncollected fee for the engagement of the services of the Committee in assisting UniFAST in the implementation and management of the Tertiary Education Subsidy (TES) for private higher education institutions nationwide.

Receivables from employees are short-term loans given to employees which are subject to salary deduction.

The carrying amounts of receivables as of each reporting period approximate their fair values.

4 Other current assets

Other current assets as at May 31 are as follows:

	2025	2024
Advances to officers and employees	11,180,181	6,482,308
Advances to Regional Program Coordinators	5,281,638	5,396,946
Prepaid expenses	1,049,287	779,496
	17,511,106	12,658,750

Advances to officers and employees represent cash advances provided by the Committee to its officers and employees for various projects, programs, activities and administrative expenses which are subject to liquidation within thirty (30) days.

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

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

5 Trust Funds

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

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

	Ref	2025	2024
Cash in banks	(a)	3,085,266	12,608,160
Financial assets at FVTPL	(b)	97,504,691	103,248,260
Receivables	(c)	2,940,886	3,569,819
Financial assets at FVOCI	Note 7	188,851,551	183,606,455
Investment securities at amortized cost	(d)	28,298,448	22,066,109
Liabilities	(e)	(403,864)	(20,853,795)
Total net assets		320,276,978	304,245,008

a. Cash in banks (Note 2)

Cash in banks are composed of time certificates and savings deposit in BDO, SBC and BPI. Interest income received from these cash in banks amounted to P825,185 (2024 - P512,621).

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). Dividends earned from investments in equity securities amounted to P1,509,840 (2024 - P1,359,053). As at May 31, 2025, outstanding dividend receivable amounted to P53,118 (2024 - P87,847).

For the year ended May 31, 2025, the net purchases within the fund classified as financial assets at FVPL amounted to P13,895,214 (2024 - P35,836,194).

c. Receivables (Note 3)

Receivables - trust fund 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.

The investment securities at amortized cost have an average of 5-year term and earn an average annual interest rate of 5%.

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:

	2025	2024
Current	7,998,274	1,044,128
Non-current	20,300,174	21,021,981
	28,298,448	22,066,109

The carrying amount of investments in debt instruments as at May 31, 2025 and 2024 approximates its fair value.

Interest income earned for the year ended May 31, 2025 amounted to P1,945,481 (2024 - P1,465,200).

Net proceeds from the fund classified as investment securities at amortized cost amounted to P721,807 (2024 - P3,400,000).

e. Liabilities (Note 8)

Accounts payable - trust fund pertain to payables to stockbrokers for the administration of the trust fund.

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, 2023					
Cost	13,704,198	19,029,921	7,562,885	63,445,950	103,742,954
Accumulated depreciation	(4,567,797)	(14,681,112)	(7,562,885)	(8,459,460)	(35,271,254)
Net carrying value	9,136,401	4,348,809	-	54,986,490	68,471,700
Year ended May 31, 2024					
Opening net carrying value	9,136,401	4,348,809	-	54,986,490	68,471,700
Additions	-	658,610	-	-	658,610
Depreciation (Note 12)	(1,370,420)	(1,228,069)	-	(2,537,838)	(5,136,327)
Closing net carrying value	7,765,981	3,779,350	-	52,448,652	63,993,983
At May 31, 2024					
Cost	13,704,198	19,688,531	7,562,885	63,445,950	104,401,564
Accumulated depreciation	(5,938,217)	(15,909,181)	(7,562,885)	(10,997,298)	(40,407,581)
Net carrying value	7,765,981	3,779,350	-	52,448,652	63,993,983
Year ended May 31, 2025					
Opening net carrying value	7,765,981	3,779,350	-	52,448,652	63,993,983
Additions	-	806,883	33,996	-	840,879
Depreciation (Note 12)	(1,370,419)	(1,510,222)	(4,533)	(2,537,838)	(5,423,012)
Closing net carrying value	6,395,562	3,076,011	29,463	49,910,814	59,411,850
At May 31, 2025					
Cost	13,704,198	20,495,414	7,596,881	63,445,950	105,242,443
Accumulated depreciation	(7,308,636)	(17,419,403)	(7,567,418)	(13,535,136)	(45,830,593)
Net carrying value	6,395,562	3,076,011	29,463	49,910,814	59,411,850

7 Financial assets at fair value through other comprehensive income (FVOCI)

The Committee's financial assets at FVOCI mainly pertain to investments in government securities with fixed coupons and maturities of more than one year.

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

	2025	2024
Beginning of the year	183,606,455	141,858,364
Additions	45,060,975	76,627,536
Disposals	(48,963,200)	(34,293,704)
Unrealized gain (loss) recognized in OCI	9,147,321	(585,741)
End of the year	188,851,551	183,606,455

Movements in the reserves for remeasurement of financial assets at FVOCI for the years ended May 31 are as follows:

	2025	2024
Beginning of the year	(7,205,858)	(6,620,117)
Unrealized (loss) gain recognized in OCI	9,147,321	(585,741)
End of the year	1,941,463	(7,205,858)

Interest income earned for the year ended May 31, 2025 amounted to P11,345,529 (2024 - P7,939,555).

As at May 31, 2025 and 2024, the financial assets at FVOCI are measured at fair value (Level 1) determined directly by reference to published prices quoted in an active market. These 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.

8 Accounts payable and accrued liabilities

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

	Note	2025	2024
Accounts payable		15,991,502	10,874,335
Accrued expenses		7,258,053	4,010,250
Advances from registrants		4,114,220	4,133,220
Accounts payable - Trust Fund	5	403,864	20,853,795
Others		993,714	988,115
		28,761,353	40,859,715

Accounts payable are settled in cash, unsecured, unguaranteed, non-interest bearing and are generally on 30 to 90-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.

Others pertain to contribution payable for supplemental insurance plans obtained for the employees.

9 Program operations

Program operations expenses mainly include honoraria for facilitators, professional fees, system development and maintenance, personnel cost, travel and hotel accommodation, and materials and supplies incurred in carrying out different programs of the Committee.

i. Externally funded program operations expenses for the years ended May 31 are as follows:

	2025	2024
INSET	99,326,877	120,534,162
GASTPE	140,186,297	103,088,471
Research project	-	875,000
	239,513,174	224,497,633

In-Service Training (INSET) is a program for private junior and senior high school teachers that aim to enable them to deliver competently the mandated curriculum of the Department of Education (DepEd).

Government Assistance to Students and Teachers in Private Education (GASTPE) consists of processes and activities conducted by the Committee in the co-implementation of the Educational Service Contracting (ESC), Teachers' Salary Subsidy (TSS), and the Senior High School Voucher Program (SHS VP) of the Department of Education (DepEd). The ESC and SHS VP aim to decongest the public schools by providing subsidies to students in private schools who, otherwise, would have gone to public schools. The TSS provides support to qualified private school teachers of ESC grantees to ensure that government-supported learners receive quality education.

Research is the administration of research studies approved and supported by the Department of Education (DepEd) that inform policy development and program improvement.

ii. Internally funded program operations expenses for the years ended May 31 are as follows:

	2025	2024
INSET for K-6 Teachers	8,758,155	1,114,191
ASPIRE	8,098,453	6,361,284
Masterclass in Digital Leadership	4,449,961	-
Edukampyon	2,821,223	1,915,812
Agility in Education	2,273,507	-
Research on CAI	1,204,760	1,027,887
CoRE	800,000	1,852,045
RSITE	680,000	1,120,000
Orientation Training on the 2024 JHS CAI	629,008	-
PhilEd	599,368	22,733,503
Empowering Edtech Educators (E3)	235,426	-
PERJ	78,210	49,289
MCLA	-	1,765,711
Teacher's Academy	-	1,506,162
Towards Standards Based Quality Assurance for SHS	-	358,985
Others	10,062,796	6,450,294
Total	40,690,867	46,255,163

The INSET for K-6 teachers aims to assist teachers in developing learning plans that subscribe to the principles of Science of Learning, which is the backbone of the suggested pedagogy of the Revised Curriculum and with activities aligned with the learning standards. This program runs on April to September for school year 2025 and May to October for school year 2024.

ASPIRE program provides assistance to private educational associations in support of the following activities: training and professional development; public policy development and advocacy; and institutional development. The ASPIRE program runs from June 2024 to May 2025.

The Masterclass in Digital Leadership: Transforming Learning with Generative AI & Innovative Pedagogies is a training course implemented by the Committee in partnership with Encyclopaedia Britannica Ltd. (Britannica Education). This is a two-day intensive program designed for educational leaders, administrators and instructional specialists seeking to revolutionize their institutions through Generative AI (GenAI). This program equips participants to lead in an AI-powered educational landscape by navigating the complexities of AI integration. The Masterclass in Digital Leadership runs from November 2024 to January 2025.

Edukampyon Iskolar para sa Kinabukasan (Edukampyon) is a collaborative initiative of the Committee and Rex Education that supports private senior high school students pursuing a bachelor's program on Teacher Education in identified areas of mathematics and the sciences (STEM).

Agility in Education is a program implemented by Committee in partnership with Marshall Cavendish Education (MCE). This training course deals with different aspects of change such as mental, people development, desired outcomes and self-awareness. These essential aspects need to be incorporated into the education system to ensure resilience, flexibility and nurturing of the joy of learning. Being agile encourages the educator and learner to have an open mindset by learning from experience and performing better in new situations - which helps put the learner's 21st century skills into practice.

The research on Certification Assessment Instruments (CAI) are researches commissioned by the Committee to revise and update the CAI to articulate new standards aligned with learning continuity, learning recovery, and learning delivery modalities.

Coaching for Results in Education (CoRE) is a program that supports ESC schools in their preparation for the recertification revisit through a partnership with the Phoenix Educational Foundation, which implements the Kaagapay Program. The Kaagapay Program assigns school coaches who are expert practitioners and leaders in education. It specifically assists the schools in the following: pursuance of data-based school improvement that impacts students' learning; on-track implementation of recommendations and the School Improvement Plan (SIP); results-based management in monitoring outcomes in key result areas; and cost-effective management of human and material resources.

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

Orientation Training on the Updated Junior High School Certification Assessment Instrument (2024 JHS CAI) provides an in-depth orientation on the 2024 JHS CAI, developed by the Committee. The course is designed to enhance understanding of the updated core and support areas standards, and how schools can utilize these standards for self-assessment, continuous improvement, and compliance as part of their efforts in quality assurance and continuous school improvement. Participants are trained on procedures for unpacking standards and self-assessment, formulating and critiquing Standards-based School Improvement Planning (SSIP), and familiarizing themselves with the updated school administrators' manual. By the end of the program, participants will have the necessary tools to implement and apply the 2024 JHS CAI in their respective institutions.

Philippine Education (PhilEd) conference is an educational conference organized by the Committee every other year.

- The purpose of the 2025 PhilEd conference is to foster collaborative discussion on education issues, reform initiatives, and trends that impact Philippine education, in particular the private education sector. It also focuses on strengthening the complementarity between private and public education to ensure that the private education sector and other stakeholders engage proactively and participate effectively to make education reforms work. The 2025 PhilEd conference was held on December 2-4, 2025.
- The purpose of the 2023 PhilEd conference is to provide school leaders and administrators with discussion on reform initiatives that have the potential to transform the Philippine education system. The 2023 PhilEd conference was held on December 5-7, 2023.

Empowering Edtech Educators: Building the Classroom of the Future with AI is a two-day professional development program designed to equip educators with the knowledge and skills to effectively integrate Khan Academy and Khanmigo AI into their teaching practices. This program provides hands-on experience and practical strategies to enhance instruction, personalize learning, and leverage AI for data-driven decision-making in the classroom. This program ran last April 2025.

Philippine Education Research Journal (PERJ) is an online, peer-reviewed, open access journal that is the official research publication of the Committee. Published twice a year, it serves as a platform for the dissemination of research of interest to decision makers, policy makers, and educational leaders and practitioners. Its focus is on Philippine education. The PERJ program ran last June 2024 to May 2025.

The PEAC-Marshall Cavendish Leadership Academy (MCLA) provided a professional development platform to equip educational leaders with the skills and perspectives needed to navigate the Volatile, Uncertain, Complex, and Ambiguous (VUCA) environment. The workshops aimed to enhance leaders' competencies as educational visionaries, instructional and organizational leaders, and community builders. Participants explored topics critical to their professional growth, including strategic planning, transforming learning organizations, curriculum innovation, and action management. The MCLA ran three modules last January to February 2024.

The PEAC-Marshall Cavendish Teachers' Academy (Teachers' Academy) is a program implemented by the Committee with MCE in Singapore which consists of online courses designed by Nanyang Technological University and Marshall Cavendish Institute made available to educators in private and public schools located in the Philippines and Philippine Schools Overseas. The four online courses in this program are generally self-paced and asynchronous in the e-learning portal of MCE with only two courses having a synchronous component via Zoom. Educators are given three months to complete the course and can earn e-certificates from the course provider. This program runs from February 2022 to March 2023.

The Towards Standards Based Quality Assurance for SHS which is a webinar-workshop, aims to first, orient school administrators on the importance and process of quality assurance as a vital mechanism for achieving school excellence. Second, the program introduces the participants to the proposed SHS Certification Assessment Instrument (CAI) as a tool for internal quality assurance. The program provides a walk-through of the key instrument components from unpacking look-fors in stated standards of compliance to self-rating and formulation of a Standards-based School Improvement Plan (SSIP). Throughout the program, participants will be examining the proposed SHS CAI, simulating the self-assessment process, drafting their SSIP and participating in critiquing sessions. With these activities, school administrators will benefit from experiencing a specific system of quality assurance that covers the different operations of the SHS program.

Others mainly pertain to calamity assistance, National Secretariat (NS) initiated activities, and other training programs initiated by the Committee which significantly increased.

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
	2025	2024	
a) Contributions to retirement plan CEAP Retirement Plan	787,194	272,937	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. As at May 31, 2025, P18,355 (2024 - P12,756) is still outstanding.
b) Key management compensation	13,927,819	12,436,622	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 provides for the estimated retirement benefits based on the higher of retirement due under Republic Act (RA) No. 7641, the Retirement Pay Law, and its formal plan based on the retirement plan established by the Committee (Committee's monthly contributions is equivalent to 4% of the employees' basic salary representing employer share). Under the Retirement Pay Law, the retirement benefit obligation is computed as one-half of monthly salary for every year of service, a fraction of six months being considered as one whole year. The term one-half of monthly salary shall mean 15 days plus the one-twelfth of the 13th month, and the cash equivalent of not more than five days service incentive leaves.

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, 2025 and 2024. There are no amounts due from or payable to key management personnel as at May 31, 2025 and 2024.

As at May 31, 2025, the Committee has assessed that the Retirement Fund is more than sufficient to cover the regulatory benefit under Republic Act No. 7641.

11 Fund balances

Unrestricted funds

General balances consist primarily of the cumulative balance of the Committee's result of operations and any unrestricted support received from donors.

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

	Note	2025	2024
Cumulative excess of revenue over expenses		360,374,063	330,429,855
Fair value reserves	7	1,941,463	(7,205,858)
		362,315,526	323,223,997

Cash flows arising from refunds from unutilized program funds were reclassified from investing activities to operating activities.

Temporarily restricted funds

Temporarily restricted funds as at May 31 consist of:

	2025	2024
INSET fund	60,698,296	100,351,875
RISE fund	2,558,938	1,683,938
Other temporarily restricted fund	41,759,378	34,086,251
	105,016,612	136,122,064

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.

Refunds from temporarily restricted fund are as follows:

	2025	2024
INSET for school year:		
2022-2023	3,707,795	-
2023-2024	11,200,742	-
	14,908,537	-

On May 31, 2024, the Committee transferred funds amounting to P59,134,656 from temporarily restricted to unrestricted funds.

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.

12 General and administrative expenses

General and administrative expenses for the years ended May 31 consist of:

	Note	2025	2024
Personnel costs		21,973,231	10,925,588
Professional fees		5,728,158	10,736,254
Depreciation	6	5,423,012	5,136,327
Repairs and maintenance		1,964,296	997,918
Outside services		1,895,258	1,273,519
Utilities		1,753,295	1,686,986
Dues and subscriptions		1,207,003	1,028,654
Transportation and travel		1,042,193	881,183
Meetings		1,034,896	1,061,665
Advertising		1,000,482	64,978
Rent		915,576	722,978
Sponsorship		699,000	319,800
Supplies		697,108	804,238
Representation		593,611	558,917
Insurance		607,951	415,434
Taxes and licenses		23,660	28,470
Others		5,852,800	1,897,842
		52,411,530	38,540,751

Others mainly pertains to bank charges, honoraria, accommodation and other administrative expenses.

13 Critical accounting estimates, assumptions and judgments

The preparation of the accompanying financial statements in compliance with PFRS Accounting Standards require 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

(a) 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.

(b) Estimated fair value of certain financial assets (Notes 5 and 7)

The fair value of financial instruments that are not traded in an active market is determined using valuation techniques. The Committee uses its judgment to select a variety of methods and make assumptions that are mainly based on market conditions existing at the end of each reporting period.

As at May 31, 2025 and 2024, the Committee assessed that the financial assets measured at Level 1 fair value with reference to published prices quoted in an active market (Notes 5 and 7) were recognized based on reliable inputs. The Committee did not use unobservable inputs that would materially affect fair values.

(c) Provision for retirement benefits

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

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

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

Critical accounting judgments

(a) Impairment of receivables (Note 3)

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

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

In determining the ECL of 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, 2025 and 2024, the Committee has assessed that 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.

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	2025	2024
Financial asset at amortized cost			
Cash and cash equivalents	2	40,947,643	105,083,640
Receivables	3	127,768,802	73,749,179
Investment securities	5	28,298,448	22,066,109
Financial asset at FVTPL	5	97,504,691	103,248,260
Financial asset at FVOCI	7	188,851,551	183,606,455
		483,371,135	487,753,643

The Committee's financial liabilities consisting of accounts payable and accrued liabilities, are carried and measured at amortized cost as at May 31, 2025, amounted to P28,761,353 (2024 - P40,859,715).

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.

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

The Committee applied the expected credit loss (ECL) model over these financial assets:

Class of financial assets	Gross carrying amount	Internal credit rating	Basis for recognition of ECL
<u>2025</u>			
Cash and cash equivalents	40,667,643	Performing	12-month ECL
Receivables	127,768,802	Performing	Lifetime ECL
Investment securities at amortized cost	28,298,448	Performing	12-month ECL
Financial asset at FVTPL	97,504,691	Performing	12-month ECL
Financial asset at FVOCI	188,851,551	Performing	12-month ECL
	483,091,135		
<u>2024</u>			
Cash and cash equivalents	104,823,640	Performing	12-month ECL
Receivables	73,749,179	Performing	Lifetime ECL
Investment securities at amortized cost	22,066,109	Performing	12-month ECL
Financial asset at FVTPL	103,248,260	Performing	12-month ECL
Financial asset at FVOCI	183,606,455	Performing	12-month ECL
	487,493,643		

Cash and cash equivalents exclude cash on hand as at May 31, 2025 amounting to P280,000 (2024 - P260,000) which is not subject to credit risk.

The maximum exposure to credit risk as at May 31, 2025 and 2024 is the carrying amount of each class of financial assets. There are no collaterals held as security or other credit enhancements attached to the Committee's financial assets.

The credit quality of the Committee's financial assets:

Cash and cash equivalents

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

Receivables

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

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

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

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
2025				
Accounts payable and accrued expenses	26,549,723	26,549,723	-	-
2024				
Accounts payable and accrued expenses	38,546,938	38,546,938	-	-

Accounts payable and accrued expenses exclude amounts payable to government agencies amounting to P2,211,630 as at May 31, 2025 (2024 - P2,312,777)

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.

14.2.4 Capital management

The primary objective of the Committee's capital management is to safeguard the Committee's ability to continue its operations on a going concern basis in order to maintain optimal capital structure to reduce cost of capital and lessen the need to obtain borrowings.

Total capital being managed by the Committee as at May 31 consists of:

	Note	2025	2024
Unrestricted funds	11	360,374,063	330,429,855
Temporarily restricted funds	11	105,016,612	136,122,064
Permanently restricted funds	11	64,200,600	64,200,600
		529,591,275	530,752,519

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

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 the Philippine Financial Reporting Standards (PFRS) Accounting Standards. PFRS Accounting Standards comprise the following authoritative literature:

- PFRS Accounting Standards,
- Philippine Accounting Standards (PAS) Accounting Standards, and
- Interpretations issued by the International Financial Reporting Interpretations Committee (IFRIC), Philippine Interpretations Committee (PIC), and Standing Interpretations Committee (SIC) as approved by the Financial and Sustainability Reporting Standards Council (FSRSC) and the Board of Accountancy, and adopted by the Securities and Exchange Commission (SEC).

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

The preparation of financial statements in conformity with PFRS Accounting Standards 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 Company has applied the following amendments for the first time for their annual reporting period beginning on June 1, 2024:

- *Amendments to PAS 1 - Classification of liabilities as current or non-current and non-current liabilities with covenants*

Amendments made to PAS 1 Presentation of Financial Statements in 2020 and 2022 clarify that liabilities are classified as either current or non-current, depending on the rights that exist at the end of the reporting period. Classification is unaffected by the entity's expectations or events after the reporting date (for example, the receipt of a waiver or a breach of covenant that an entity is required to comply with only after the reporting period).

Covenants of loan arrangements will not affect classification of a liability as current or non-current at the reporting date if the entity must only comply with the covenants after the reporting date. However, if the entity must comply with a covenant either on or before the reporting date, this needs to be considered in the classification as current or non-current even if the covenant is only tested for compliance after the reporting date.

The amendments require disclosures if an entity classifies a liability as non-current and that liability is subject to covenants with which the entity must comply within 12 months of the reporting date. The disclosures include:

- the carrying amount of the liability;
- information about the covenants (including the nature of the covenants and when the entity is required to comply with them); and
- facts and circumstances, if any, that indicate that the entity might have difficulty complying with the covenants.

The amendments also clarify what PAS 1 means when it refers to the 'settlement' of a liability. Terms of a liability that could, at the option of the counterparty, result in its settlement by the transfer of the entity's own equity instrument can only be ignored for the purpose of classifying the liability as current or non-current if the entity classifies the option as an equity instrument. However, conversion options that are classified as a liability must be considered when determining the current/non-current classification of a convertible note.

The amendment listed above did not have any material impact on the amounts recognized in prior periods and are not expected to significantly affect the current or future periods.

(b) New and amended standards not yet adopted by the Committee

Certain new accounting standards and amendments to accounting standards have been published that are not mandatory for March 31, 2025 reporting period and have not been early adopted by the Committee. The Committee assessment of the impact of relevant new standards and amendments is set out below:

- Amendments to PFRS 9 and PFRS 7 - Amendments to the classification and measurement of financial instruments (effective for annual periods beginning on or after January 1, 2026)

Targeted amendments to PFRS 9 and PFRS 7 were issued to respond to recent questions arising in practice, and to include new requirements not only for financial institutions but also for corporate entities. These amendments:

- clarify the date of recognition and derecognition of some financial assets and liabilities, with a new exception for some financial liabilities settled through an electronic cash transfer system;
- clarify and add further guidance for assessing whether a financial asset meets the solely payments of principal and interest (SPPI) criterion;
- add new disclosures for certain instruments with contractual terms that can change cash flows (such as some financial instruments with features linked to the achievement of environment, social and governance targets); and
- update the disclosures for equity instruments designated at fair value through other comprehensive income (FVOCI).

The Committee does not expect these amendments to have a material impact on its financial statements.

- *PFRS 18 Presentation and disclosure in financial statements (effective for annual periods beginning on or after January 1, 2027)*

PFRS 18 will replace PAS 1 Presentation of financial statements, introducing new requirements that will help to achieve comparability of the financial performance of similar entities and provide more relevant information and transparency to users. Even though PFRS 18 will not impact the recognition or measurement of items in the financial statements, its impacts on presentation and disclosure are expected to be pervasive, in particular those related to the statement of financial performance and providing management-defined performance measures within the financial statements. Management is currently assessing the detailed implications of applying the new standard on the Committee's financial statements.

From the high-level preliminary assessment performed, the following potential impacts have been identified:

- Although the adoption of PFRS 18 will have no impact on the Committee's net profit, the Committee expects that grouping items of income and expenses in the statement of total comprehensive income into the new categories will impact how operating profit is calculated and reported.
- The line items presented on the primary financial statements might change as a result of the application of the concept of 'useful structured summary' and the enhanced principles on aggregation and disaggregation.
- The Committee does not expect there to be a significant change in the information that is currently disclosed in the notes because the requirement to disclose material information remains unchanged; however, the way in which the information is grouped might change as a result of the aggregation/disaggregation principles. In addition, there will be significant new disclosures required for:
 - management-defined performance measures;
 - a break-down of the nature of expenses for line items presented by function in the operating category of the statement of total comprehensive income - this break-down is only required for certain nature expenses;
 - and for the first annual period of application of PFRS 18, a reconciliation for each line item in the statement of total comprehensive income between the restated amounts presented by applying PFRS 18 and the amounts previously presented applying PAS 1.
- From a cash flow statement perspective, there will be changes to how interest received is presented. Interest received will be presented as investing cash flows, which is a change from current presentation as part of operating cash flows.

The Committee will apply the new standard from its mandatory effective date of January 1, 2027. Retrospective application is required, and so the comparative information for the financial year ending May 31, 2026 will be restated in accordance with PFRS 18.

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:

- those to be measured subsequently at fair value (either through profit or loss or through OCI), and
- 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 FVTPL and 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, 2025 and 2024, 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 in banks consist 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 approximates fair value.

15.8 Receivables

Receivable 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 is 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:

Government grants

Government grants are recognized at fair value when there is reasonable assurance that the (i) the Committee will comply with the conditions attaching to the grants and (ii) the grants will be received. 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.

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 recognized as revenue when earned.

Trainings and seminar fees

Revenue is recognized upon the happening of the event.

Contract liabilities

If the total payments received to date exceed the performance obligation fulfilled, a contract liability is recognized and is presented as deferred revenue. Deferred revenue represents the amounts billed to customers for which the related revenue criteria are yet to be satisfied. Deferred revenue is recognized as income in the period when the services are rendered as governed by the conditions in the customer contracts. Deferred revenue is classified as current liabilities, except if the service is expected to be rendered greater than 12 months after the reporting period, which are then classified as non-current liabilities.

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.

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.

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 Committee maintains a defined contribution plan that covers all its regular full-time employees. Under its defined contribution plan, the Committee pays fixed contributions equivalent to 4% of the employees' basic salary representing employer share to form part of the CEAP retirement fund.

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

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

15.16 Leases (Committee as the lessee)

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

16 Supplementary information required by Bureau of Internal Revenue (BIR)

The following information required by the BIR is presented for purposes of filing with the BIR and is not a required part of the basic financial statements.

Revenue Regulations (RR) No. 15-2010**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, 2025.

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, 2025 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, 2025 which are presented under taxes and licenses account in the statement of revenue, expenses and total comprehensive income pertains to the following:

	Amount
Vehicle registration	10,700
Real property taxes	12,960
	23,660

vi. Withholding taxes

Withholding taxes paid and accrued for the year ended May 31, 2025 consist of:

	Paid	Accrued	Total
Withholding tax on compensation	4,580,223	709,294	5,289,517
Expanded withholding tax	1,747,597	428,099	2,175,696
	6,327,820	1,137,393	7,465,213

Withholding taxes payable is included as part of payable to regulatory agencies under accrued expenses and other liabilities in the statement of assets, liabilities, and fund balances.

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, 2025.

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, 2025.

RR 34-2020

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

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

DIRECTORIES

National Directory		
Unit	Mobile	Email
Office of the Executive Director	0917.773.5655	oed@peac.org.ph
Certification	0917.501.3669 0917.307.0071	certification@peac.org.ph (JHS) shs.certification@peac.org.ph (SHS) kto6.certification@peac.org.ph (K to 6)
Monitoring and Processing	0917.501.3273 (Processing)	mpu@peac.org.ph (Processing) monitoring@peac.org.ph (Monitoring)
Training and Development	0917.314.4460 (Monitoring)	tdu@peac.org.ph jhs.inset@peac.org.ph shs.inset@peac.org.ph k6.inset@peac.org.ph
Communications and Research	0917.700.9410 (JHS INSET) 0917.599.1103 (SHS INSET) 0917.772.5663 (K-6 INSET)	communications@peac.org.ph
Information Technology and Information Management	0917.163.1100	it.im@peac.org.ph shsvp.application@peac.org.ph (Application Process and Guidelines)
Finance	0917.702.4213	finance@peac.org.ph
Human Resource and Administrative Services	0917.595.1101 0917.701.8581	admin.unit@peac.org.ph hrqs@peac.org.ph
Organizational Planning and Quality Assurance	-	opqa@peac.org.ph

National Directory			
Unit	Mobile/Telephone	Email	Official Facebook
Region I	0917.1157.711 (072) 607 8319 (072) 242 5535 loc. 135, 103	rs.01@peac.org.ph	-
Region II	0905.954.1411	rs.02@peac.org.ph	facebook.com/peacrs2official
Region III	0917.890.0265; 0933.856.8877; 0917.322.4707	rs.03@peac.org.ph	facebook.com/peacrs3official
Region IV-A	0949.996.0898; 0917.895.9609; 0917.114.2804	rs.04a@peac.org.ph	facebook.com/peacrs4aofficial
Region V	0977.689.0429 0917.522.7894 (054) 881 4136 loc. 2086 (054) 881-2368 loc. 1040	rs.05@peac.org.ph	facebook.com/peacrs5official
Region VI	0927.684.7442 0910.871.8630 (033) 337.4654 loc. 307	rs.06@peac.org.ph	facebook.com/peacrs6official
Region VII	0917.7231.697 0917.1329.432 (032) 253.7900 loc. 343	rs.07@peac.org.ph theprincipal_sja@yahoo.com	-
Region VIII	0999.992.2055 (053) 839.2790	rs.08@peac.org.ph	-
Region IX	0936.407.4267 0951.722.3413 (062) 991.0871 loc. 1004	rs.09@peac.org.ph zbstas@yahoo.com.ph	-
Region X	0935.128.3229 (088) 857-1423 loc. 108	rs.10@peac.org.ph	-
Region XI	0995.170.4662 (082) 221.8090 loc. 130	rs.11@peac.org.ph	facebook.com/peacrs11official
Region XII and BARMM	0966.984.0332	rs.12@peac.org.ph rs.armm@peac.org.ph	-
Region XIII	0999.996.7066 0917.705.6597 (085) 975-9840 loc. 1661	rs.13@peac.org.ph	facebook.com/peacrs13official
NCR	0977.018.5569	rs.ncr@peac.org.ph	facebook.com/peacrsncrofficial
CAR	0999.3075.867 (074) 444.8246 loc. 290	rs.car@peac.org.ph jcgutierrez@slu.edu.ph	-
MIMAROPA	0921.585.1947	rs.04b@peac.org.ph	facebook.com/peacrs4bofficial
NIR	(035) 420-1901 loc. 233	rs.nir@peac.org.ph	-



Units 2505-2507, 25th Floor Philippine
AXA Life Centre 1286 Sen. Gil Puyat
Avenue corner Tindalo St., Makati City
peac.org.ph

Design by:
Drink Sustainability Communications
www.drinkph.com