



PEAC

PRIVATE EDUCATION ASSISTANCE COMMITTEE

Trustee of the Fund for Assistance to Private Education

BIENNIAL REPORT

SCHOOL YEAR 17 - 18 | SCHOOL YEAR 18 - 19

Enabling Public - Private
Partnerships in Philippine
Education

Table of Contents

Introduction.....	5
The Private Education Assistance Committee: It's Constitution and Composition.....	9
Members of the PEAC.....	11
PEAC National and Regional Secretariats.....	12
PEAC National Secretariat Management Team.....	12
PEAC Regional Secretariats.....	12
Fund for Assistance to Private Education: A Perpetual Trust Fund....	15
Internally-funded Programs of Assistance.....	21
Assistance to Programs and Initiatives to Reform Education.....	22
Research for School Improvement Towards Excellence.....	26
Dissemination Assistance for Research in Education.....	28
Leading for Educational Achievement Program.....	29
Advocacy and Linkages.....	31
PEAC as an Accredited as a Continuing Professional Development (CPD) Provider.....	32
2017 Philippine Education Conference.....	33
ReTEACH.....	35
Partnership with Lee Kuan Yew School of Public Policy, National University of Singapore.....	38
Externally-funded Programs of Assistance.....	41
RA 8545: Expanded Government Assistance to Students and Teachers in Private Education... Role of the PEAC.....	42
GASTPE Regional Program Committees.....	43
Education Service Contracting Program.....	44
Certification of Schools.....	45
Processing of Billing Statements and Monitoring of Payments.....	50
Monitoring for Program Compliance.....	51
Teacher Salary Subsidy.....	52
In-Service Training.....	55
INSET for Junior High School Teachers.....	57
INSET for Senior High School Trainers.....	60
Institute for Private Junior High School Administrators (IPJHSA).....	63
Executive Course for Educational Leaders in Senior High School.....	66
Research.....	70
RA 10153: Enhanced Basic Education Act of 2013 and the Senior High School Voucher Program.....	76
Role of the PEAC.....	77
Senior High School Voucher Program Application.....	78
Processing of Billing Statements.....	79
Monitoring for Program Compliance.....	80

FAPE 50.....	83
SY 2017-2018 Audited Financial Statement.....	89
SY 2018-2019 Audited Financial Statement.....	97



INTRODUCTION

The Private Education Assistance Committee (PEAC) is pleased to present its accomplishments and updates for School Years 2017-2018 and 2018-2019, relative to the management of the Fund for Assistance to Private Education (Trust Fund), and its management and implementation of programs of assistance to private school administrators, teachers, and students. The report contextualizes what the PEAC is and its roles and responsibilities. It describes the internally-funded programs of assistance that it had developed and implemented since its inception. It likewise gives an update of the programs that it co-manages and implements for the government. The report also includes the Audited Financial Statements for the two school years. The PEAC extends its profound gratitude to its numerous partners, from both the Government and the private sectors, for acknowledging it as a key player in the ongoing conversations and developments in the private education landscape.

**THE PRIVATE
EDUCATION
ASSISTANCE
COMMITTEE:
ITS CONSTITUTION
AND COMPOSITION**

To better appreciate and understand the role and operations of the Private Education Assistance Committee (PEAC), its constitution, and composition, it is necessary to present it in the context of the establishment of the Fund for Assistance to Private Education (FAPE)—a perpetual trust fund that had been intended to finance programs of assistance to private education.

FAPE was established in 1968 through Executive Order No. 156 issued by then President Ferdinand E. Marcos. The trust fund was part of the Special Fund for Education set aside by the American government in 1963 from the surplus funds authorized by the War Damage Act of 1962. In order to assure the enduring character of the trust fund, the governments of the United States of America and the Republic of the Philippines had mutually agreed that the trust fund specified shall be operated strictly as a capital fund for investment and re-investment, and that the same shall be maintained intact, with only the net earnings of the Fund as defined and authorized by the Executive Order to be utilized for financing programs of assistance to private education.

To administer, manage, and supervise the “irrevocable trust fund,” Executive Order No. 156 created and constituted the Private Education Assistance Committee (PEAC) to act as the Trustee of the Fund. The PEAC is composed of:

- a. The Secretary of Education or his/her representative, as Chairman;
- b. A representative from the National Economic Council, as member;
- c. A representative of the Catholic Educational Association of the Philippines, as member;
- d. A representative of the Association of Christian Schools and Colleges, as member; and
- e. A representative of the Philippine Association of Colleges and Universities, as member.

Functions and Responsibilities of the PEAC

Since its creation, the PEAC had been given the following functions and responsibilities:

- a. Set the investment policy of the Fund;
- b. Establish priorities, which shall be reviewed periodically and revised as necessary in accordance with changing conditions, among the various possible project areas defined by the guidelines [hereinafter set forth in Section 10 hereof;]
- c. Provide for the receiving and processing of projects sought to be financed by the Fund;
- d. Make all decisions on the use of the Fund’s income and capital gains, including final action on individual applications for grants and/or loans;
- e. Avail of professional counsel and services by retaining an investment and financial manager, if desired;
- f. Ensure that materials descriptive of the origin of the Fund for Assistance to Private Education, projects undertaken through grants from the Fund, and buildings financed in whole or in part through grants from the Fund shall appropriately identify the contribution of the Special Fund for Education made available by the people of the United States of America in recognition of the common efforts of the Philippines and the United States during World War II; and
- g. Perform such other acts and things as may be necessary, proper or conducive to the purposes and objectives of the Fund and of its programs.

In 1994, President Fidel V. Ramos signed EO No. 150 amending EO 156. EO 150 strengthened and the structure and the powers of the PEAC to independently fulfill its functions and responsibilities as the trustee, manager, and administrator of the Fund. It granted the PEAC the express authority to: accept, manage, and administer contributions, donations, grants, bequests, gifts, and/or loans from the Philippine government for programs of assistance to private education.

Members of the PEAC

SY 2017-2018, 2018-2019



Hon. Leonor M. Briones
Secretary, Department of Education



Hon. Ernesto Pernia
Secretary, National Economic
Development Authority



Fr. Joel E. Tabora, S.J.
President, Catholic Educational
Association of the Philippines



Dr. Danna Kerina B. Rodas
President, Philippine Association
of Colleges and Universities



Dr. Pio Baconga
President, Association of Christian Schools,
Colleges and Universities

PEAC National and Regional Secretariats

Providing support and assistance to the PEAC are the PEAC National Secretariat (PEACNS) and the 16 Regional Secretariats (PEACRS) that report to the PEAC Executive Director. The PEAC NS and the PEAC RS implement the decisions, policies, and program initiatives of the Committee.

The PEAC NS is the PEAC's arm in program implementation and resource management. It particularly performs the following functions:

- development and management of programs of assistance to private education institutions;
- participation in initiatives affecting the Philippine education system, particularly the private education sector; and
- administration and management of programs of assistance from external agencies.

The PEAC NS has six (6) functional units grouped under the following three (3) clusters:

- Program Management Services
- Information and Communications Services
- Finance Services.

PEAC National Secretariat Management Team

Leading the PEAC NS is a management team composed of its key officers. For SYs 2017-2018 and 2018-2019, the PEAC NS management team is comprised of the following:

Rhodora Angela F. Ferrer
Executive Director

Precy L. Labao
Training and Development Officer

Luzviminda D. Evangelista
Director for Finance

Eimann P. Evarola
IT and Information Management Officer
Data Privacy Officer

Grace P. Camesa
Director for Administration

Denise M. Adriano
Communication and Research Officer

Josephine I. Bernardino
Certification Officer

Bernadeth M. Jose
Human Resource and General Services
Officer

Rodrick Edsel B. Malonzo
Monitoring and Processing Officer

Each PEAC RS is headed by a Regional Program Director (RPD) who is supported by a Regional Program Coordinator (RPC), Regional Program Associates (RPAs), and Office Assistants. The following table shows the composition of each PEAC RS for SYs 2017-2018 and 2018-2019.

Region	Regional Program Director	Regional Program Coordinator
I	Fr. Gilbert B. Sales, CICM Saint Louis College City of San Fernando, La Union (SY 2017-2018)	Dr. Marina O. Abella Lyceum Northwestern University Dagupan City, Pangasinan
	Fr. Ramon R. Caluza, CICM Saint Louis College City of San Fernando, La Union (SY 2018-2019)	

Region	Regional Program Director	Regional Program Coordinator
II	Sr. Meredith O. Ang, SPC St. Paul University Philippines Tuguegarao City, Cagayan	Sr. Carmelita Villanueva, SPC St. Paul University Philippines Tuguegarao City, Cagayan
III	Sr. Ma. Rebecca O. Maglalang, OSB St. Scholastica's Academy, San Fernando San Fernando City, Pampanga	Ms. Julieta M. Tayag St. Scholastica's Academy, San Fernando San Fernando City, Pampanga
IV-A	Dr. Peter P. Laurel Lyceum of the Philippines University-Laguna Calamba City, Laguna	Ms. Lerma Y. Calingasan Lyceum of the Philippines University-Laguna Calamba City, Laguna
IV-B	Mr. Saturnino G. Belen, Jr. First Asia Institute of Technology and Humanities Tanauan City, Batangas	Dr. Evelia S. Orbeta First Asia Institute of Technology and Humanities Tanauan City, Batangas
V	Fr. Roberto Exequiel E.N. Rivera Ateneo de Naga University Naga City, Camarines Sur	Dr. Arnulfo Aaron R. Reganit Ateneo de Naga University Naga City, Camarines Sur
VI	Msgr. Ely Rafael D. Fuentes Archdiocese of Iloilo School System Iloilo City	Dr. Ma. Helena Desiree M. Terre Colegio del Sagrado Corazon De Jesus Iloilo City
VII	Fr. Christopher C. Maspara, OAR University of San Jose-Recoletos Cebu City	Dr. Perlita S. Quinones University of San Jose-Recoletos Cebu City
VIII	Sr. Carmela N. Cabactulan, RSM Holy Infant College Tacloban City, Leyte	Ms. Sarah C. Co Holy Infant College Tacloban City, Leyte
IX	Fr. Karel S. San Juan, SJ Ateneo de Zamboanga University Zamboanga City, Zamboanga del Sur	Ms. Annie G. Ebreo Ateneo de Zamboanga University Zamboanga City, Zamboanga del Sur
X	Sr. Ma. Rufina B. Guillano, RVM Lourdes College Cagayan de Oro City, Misamis Oriental	Dr. Myrna M. Fantonalgo Lourdes College Cagayan de Oro City, Misamis Oriental
XI	Sr. Ma. Marissa R. Viri, RVM University of Immaculate Conception Davao City	Dr. Asuncion G. Ravago University of Immaculate Conception Davao City, Davao del Sur
XII, ARMM	Br. Wilfredo E. Lubrico, FMS Notre Dame of Marbel University Koronadal City, South Cotabato	Dr. Evelyn Dollete Notre Dame of Marbel University Koronadal City, South Cotabato
XIII	Fr. John Christian U. Young Father Saturnino Urios University Butuan City, Agusan Del Norte	Mr. Jeffrey A. Carin Father Saturnino Urios University Butuan City, Agusan Del Norte
CAR	Dr. Reynaldo C. Bautista University of Baguio Baguio City	Dr. Corazon B. Dacawi University of Baguio Baguio City
NCR	Sr. Ma. Evangeline L. Anastacio, SPC St. Paul University, Manila	Ms. Joy C. Velarde St. Paul University, Manila



**FUND FOR
ASSISTANCE TO
PRIVATE EDUCATION:
A PERPETUAL
TRUST FUND**

Fund for Assistance to Private Education: A Perpetual Trust Fund

As mentioned in the preceding section, the FAPE is a “perpetual trust fund for private education.” It was created on November 5, 1968 by virtue of EO No.156, s.1968 to implement a “project agreement entered into on June 11, 1968, between the Government of the Republic of the Philippines and the United States of America, executed in accordance with the ‘Exchange of Notes’ between said Governments, the sum of Six Million One Hundred Fifty-Four Thousand Dollars (\$6,154,000), U.S. currency, from the Special Fund for Education authorized by U.S. Public Law 88-94.” Thus, said amount was made available as a “Fund for Assistance to Private Education” for the purpose of providing a permanent trust fund to finance various programs of assistance to private education.

FAPE’s “Founding Fathers” were: Dr. Onofre D. Corpuz, Atty. Nicanor Y. Fuentes, Mr. Armand V. Febella, Dr. Arturo M. Guerrero, and Dr. Waldo S. Perfecto who comprised the PEAC at that time. Over the years, the management of the Fund had evolved to cover new programs of assistance to the private education sector, and also led to the constitution of the PEAC NS that had been directed to manage and develop programs of assistance to private education, and participate in initiatives affecting the sector.

PEAC Investment Advisory Group

Assisting the PEAC in efficiently and effectively managing the Fund is the Investment Advisory Group (IAG). The IAG was formed in 2016 and was tasked to:

- a. Establish investment guidelines
- b. Perform periodic reviews of investment agreements and decisions
- c. Assess and monitor performance of external fund managers
- d. Recommend investment directions

The members of the IAG for SYs 2017-2018 and 2018-2019 are Mr. Vic Gamo (Consultant, De La Salle Brothers, Inc.), Ms. Caroline R. Labrador (Head, Investments Unit, De La Salle Brothers, Inc.), Mr. Omar Cruz (former National Treasurer of the Philippines), and the PEAC Executive Director as ex-officio member.

Based on the recommendations of the IAG, the trust fund has been invested with the Bank of Philippine Islands (BPI), Banco de Oro (BDO), and Security Bank Corporation (SBC) to maximize gains and return on investment.

The status of the Fund and the Portfolio Mix as of May 2019 are presented in the following tables.

Portfolio Mix as of May 2019

	BPI	BDO	SBC	Total	Percentage of Portfolio
Fixed Income	54.77	61.77	45.42	161.76	80%
Equities	8.76	12.57	7.07	28.39	14%
Cash and Money and Market	2.60	10.33	0.00	12.93	6%
Total	66.13	84.46	52.49	202.08	100%

As a strategy to grow the funds, multi-currency investment with BDO and BPI was started in June 2019. The new portfolio mix includes up to 20% international Fixed Income and up to 10% International Equities.

Fund Movement from June 2018 to May 2019

	BPI	BDO	SBC	Total (in millions, Php)
Fund Value, Beginning	47.10	50.00	32.93	130.03
Contributions	62.60	60.31	17.71	140.62
Withdrawals	(46.00)	(30.00)	0.00	(76.00)
Net Gain (Realized)	2.42	4.15	1086	8.43
Fund Value, Ending	66.13	84.46	52.49	203.08
Net Gain (Unrealized)	0.56	1.10	1.24	2.90
Fund Value Ending (MTM)	66.50	85.57	53.10	205.17
Return of Investment	3.38%	6.74%	5.53%	



INTERNALLY- FUNDED PROGRAMS OF ASSISTANCE

Internally-funded Programs of Assistance

Internally-funded programs of assistance are PEAC initiatives that aim to enhance the capacities and competencies of private educational institutions, faculty and administrators in the areas of school governance and leadership, educational management and systems development, curriculum development, effective teaching and learning, technology in education, assessment and evaluation, and school-based professional development, among others.

Assistance to Programs and Initiatives to Reform Education

The Assistance to Programs and Initiatives to Reform Education (ASPIRE) is a PEAC program of assistance for projects and activities of private educational associations that have been operating for at least three (3) years in the areas of Training and Professional Development, Public Policy Development and Advocacy, and Institutional Development that are expected to benefit the private education sector. Eligible beneficiaries of this program are private educational associations/school systems. Those that intend to apply for assistance under the ASPIRE program must possess a proven track record in pursuing improvement in the area of responding to the educational needs of its members, thereby contributing to raising the quality of Philippine education. The expense items covered by the ASPIRE assistance are honoraria, transportation, board and lodging, and reproduction of materials.

For SY 2017-2018, 32 projects from 10 proponents received grants amounting to a total of Php12,442,600. The following table lists the details of the projects.

ASPIRE List of Funded Projects for School Year 2017-2018

Proponent	Project Title	Approved Amount (Php)
Association of Catholic Universities of the Philippines (ACUP)	ACUP National Conference 2018	100,000
Association of Christian Schools, Colleges, and Universities (ACSCU)	Strategies in Learner-Centered Teaching and Performance-Based Assessment - Seminar-Workshop on Treading on the Continually Shifting Sands of Methodology (Learner-Centered Teaching Strategies and Performance-Based Assessment and CMO 20, s. 2013) - Seminar-Workshop on K-12 Capacity-Building for Teachers (Learner-Centered Teaching Strategies and Performance-Based Assessment: DepEd Updates, Research Methodology, and TLE/TVL) Building a Culture of Research Through Faculty Initiatives Taxation Issues and Concerns for Private Schools; Financial Management in Educational Institutions - 1st ACSCU Research Congress: Landscaping global Competency Education in the 21st Century 57th ACSCU National Convention	2,005,000
Catholic Educational Association of the Philippines (CEAP)	2017 CEAP National Convention CEAP JEEPGY National Congress Revitalizing Teaching and Learning for a Highly Effective K to 6 Classroom (RETEACH) Phase 2 Continuation Engagement with DepEd ARMM	2,526,000

Proponent	Project Title	Approved Amount (Php)
Coordinating Council of Private Educational Associations (COCOPEA)	Public Policy and Advocacy Initiatives Philippine Association of State Universities and Colleges (PASUC)-COCOPEA Conversations on Complementarity 7th COCOPEA Congress Benchmarking with ASEAN Schools	3,000,000
Davao Association of Catholic Schools (DACS)	Training for School Principals and Subject Area Coordinators on Curriculum Planning and Supervision	518,000
National Alliance of Private Schools Philippines (NAPSPPhil)	NAPSPPhil General Assembly	100,000
Philippine Association of Colleges and Universities (PACU)	Academic Management Seminar Series IX HR Management, Manpower Plans and Job Fitness Identifying and Sourcing Vice Presidents Seminar on the Art and the Practice of Dean-ship Succession Planning for Deans and Subject Heads Quality Assurance in Higher Education Industry-Academe Linkage Management Association of the Philippines (MAP) - Asian Institution of Management (AIM) - (PACU) Management Educators Workshop 2017 General Assembly and 85th Anniversary National Conference Tuition Fee Survey	1,963,000
Tech Voc Schools Association of the Phils., Inc. (TEVSAPhil)	Technical and Vocational Education and Training (TVET) Planning, Supervision and Development TVET Curriculum Leadership and Management for Diploma and Programs Not Covered by Training Regulations (NTR) 2017 TVET Quality Forum and Membership Meeting	900,600
Tarlac Diocesan Schools Association	Modular Instructional Materials for Grade 12	50,000
TOTAL		12,442,600

Meanwhile, for SY 2018-2019, 44 projects from 15 proponents-institutions received a total fund support amounting to Php12,371,087. The details of the grants are indicated in the following table.

Proponent	Project Title	Approved Amount (Php)
Antipolo Christian School Administrators Club (ACSAC)	First Regional Seminar-Workshop for School Administrators and Teachers in Region IV	100,000
Association of Catholic Universities of the Philippines (ACUP)	2019 ACUP National Conference	100,000
Association of Christian Schools, Colleges, and Universities (ACSCU)	Comprehensive Taxation Seminar-Workshop and Financial Internal Control Seminar-Workshop on Qualitative Case Study Research Method 2nd ACSCU Research Congress: Landscaping global Competency Education in the 21st Century Kindergarten Matters: Hows and Whys in Teaching and Learning in Kindergarten Librarians: Innovate and Collaborate 58th ACSCU National Convention	1,600,000
Association of Private Schools, Colleges and Universities (APSCU)	2019 Biennial Convention	100,000
Catholic Educational Association of the Philippines (CEAP)	CEAP National JEEPGY Conference 2018 CEAP National Convention 2019 National Higher Education Commission (NHEC) Higher Education Institution (HEI) Summit	1,200,000
CEAP-National Basic Education Commission	In-Service Training/Continuing Professional Development (CPD) for Librarians, Guidance Counselors, Registrars, and Data Privacy Officers Exploring Issues and Concerns in the Implementation of Gr. 9-12 in the K-12 Reform Program	850,000
Coordinating Council of Private Educational Associations (COCOPEA)	Public Policy and Advocacy Initiatives 4th PASUC-COCOPEA Conversations Strategic Communications Benchmarking	3,000,000
Dioceses of Imus Catholic Educational System, Inc., and Diocesan Catholic School System	CEAP 4 Regional Assembly	200,000
Philippine Association for Teachers and Educators (PAFTE)	PAFTE National Convention 2018	332,000
Philippine Association of Colleges and Universities (PACU)	Academic Management Seminar Series X -K-12 Transition Assessment -The Art and the Practice of Deanship -Emerging Leadership Training -Philippine Qualifications Framework and ASEAN Qualifications Reference Framework -Seminar on Quality Assurance and Accreditation -Forum on Critical Thinking Research in the Philippines: How Far Have We Come? 2018 General Assembly and National Conference Tuition Fee Survey for Metro Manila for SY 2017-2019	1,300,000

Proponent	Project Title	Approved Amount (Php)
Philippine Association of Collegiate Schools of Business (PACSB)	Mid-Year Research Conference Annual National Conference	229,087
Philippine Association of Private Schools, Colleges, and Universities (PAPSCU)	PEARL Project 2018: Enhancing Research Capability Through Mentoring and Monitoring in Selected PAPSCU HEIs PAPSCU General Assembly Legal Research and Draft Legislation Lifelong Learning in the Digital Future Interdisciplinary and Multidisciplinary Approach to Lifelong Learning Creating a Culture of Service Excellence: Maximizing Supervisory Potential Creating Inclusive Classrooms: Exploring Inclusive Teaching Persons	1,900,000
Private School Association of Batangas and Private School Administrators of Laguna	Education Advocacy Summit 2019	200,000
Tech Voc Schools Association of the Phils., Inc. (TEVSAPhil)	2nd Phil TVET Conference and General Membership Meeting Training in Research Writing in TVET Training on Trainer's Methodology Two-Day Training Program on Philippine Qualifications Framework (PQF) Level 5 TVET Diploma Program	1,100,000
United Lyceum of the Philippines University (LPU)	12th Eureka Conference: Partnership Between United LPU and Taylor's University in Malaysia	160,000
TOTAL APPROVED AMOUNT		12,371,087

Research for School Improvement Towards Excellence

The Research for School Improvement Towards Excellence (RSITE) is a program of assistance developed and implemented by the PEAC. It encourages the development of the private education sector by providing support to school administrators and teachers who are writing their thesis or dissertation that address the school's needs, and thereby contribute to toward improving educational delivery. It helps build a community of education practitioners who are endowed with the necessary motivation and knowledge to work towards an innovation-driven improvement of private schools in the country.

Favorably reviewed RSITE applications for master's theses and doctoral dissertations are awarded Php40,000, and Php80,000, respectively. The period of writing should not exceed 12 months.

RSITE research topics are expected to be education-related and should preferably, but not exclusively, focus on any of these areas: school governance and leadership, educational management and systems development, curriculum development, effective teaching and learning, technology in education, assessment and evaluation, and school-based professional development, among others.

For SY 2017-2018 and SY 2018-2019, 52 administrators and teachers (26 per school year) from 36 educational institutions were grantees of the RSITE assistance. The grants per school year were for 12 Master's theses writing, and 14 dissertation writing. The following table presents the number of grantees by region, province and institutional affiliation per school year.

Region	Institution	2017 - 2018		2018 - 2019	
		MASTERS	PHD	MASTERS	PHD
I	Pangasinan Universal Institute			1	
II	St. Paul University Philippines				1
	St. Mary's University		2		
	St. Teresita's Academy of Aritao, Inc.				1
III	OLM Institute and Skills Training Center for Allied Courses, Inc.		1		
	Arayat Institute			1	
	St. Joseph College - Olongapo	2			
IV-A	De La Salle Lipa	1	1		
	New Era University -Lipa Branch			2	
	First Asia Institute of Technology and Humanities		1		
	St. Bridget College of Alitagtag			1	
	De La Salle University Dasmariñas				1
	Our Lady of the Holy Rosary				1
	Colegio de Monterei de Pila Child Development, Inc.			1	
	Upper Villages Christian Academy	1			
IV-B	Divine Word College of San Jose	2		1	
	Guardian Angel Academy			1	
V	Ateneo de Naga University	1			
VI	Ateneo de Iloilo - Santa Maria Catholic School			1	1
X	Xavier University Junior High School – Ateneo de Cagayan	1			

Region	Institution	2017 - 2018		2018 - 2019	
		MASTERS	PHD	MASTERS	PHD
XI	Holy Cross College of SASA		1		
	University of the Immaculate Conception				1
XII	STI College- Koronadal			1	
XIII	Philsaga High School Foundation, Inc			1	
CAR	University of Baguio		2		2
	University of the Cordilleras				1
NCR	Dr. Rosita B. Britanico Academy	1			
	University of Perpetual Help System DALTA		3		1
	Don Bosco Technical Institute of Makati	1			
	Lourdes School	1			
	Centro Escolar University		2		1
	Perpetual Help College of Manila				1
	St. Scholastica's College			1	
	The Nazareth Catholic School	1			
	MFI Foundation, Inc.		1		
	Ateneo de Manila University				2
TOTAL		12	14	12	14

Dissemination Assistance for Research in Education

The PEAC recognizes the importance of disseminating and communicating research findings to relevant groups of decision- and policy-makers, and other stakeholders. The dissemination process is expected to lead to the consideration and use of the findings in improving and making efficient programs, systems, and knowledge delivery, as well as enhance the effectiveness of the educational institution, and the Philippine education system. In educational policy and practice, the dissemination of research findings is crucial in ensuring the uptake of vital inputs particularly those that will ultimately contribute to the improvement of Philippine education.

Therefore, to build, nurture, and encourage a culture of research dissemination in Philippine education, the PEAC had established the Dissemination Assistance for Research in Education (DARE) program. Through the program's Paper Presentation Grant, full-time regular faculty members of private educational institutions who intend to present their research papers in international conferences abroad can avail of paper presentation assistance. Presenting a paper in an international conference abroad accords the faculty professional development opportunity to share insights, be exposed to the cross-pollination of ideas, and contribute to knowledge building in a particular field or area by interacting with counterparts from other institutions/countries. Fundable items include registration fee, and economy airfare or accommodation, subject to fund availability.

As in RSITE, research topics should be education-related. Priority would be given to researches that focus on any of the following: school governance and leadership, educational management and systems development, curriculum development, effective teaching and learning, technology in education, assessment and evaluation, and school-based professional development, among others.

The following table shows that for SY 2017-2018 there were 20 grantees under this program, while for SY 2018-2019, there were only six who availed of the grant.

DARE Program Grantees by Region and Province/City

Region	Grantee's Institution Affiliation	School Year	
		17-18	18-19
I	Sain Agnes School	1	
II	Saint Mary's University	1	
	St. Paul University of the Philippines	1	
IV-A	St. Bridget College	2	1
	First Asia Institute of Technology and Humanities	2	
	De La Salle Lipa	1	
	Lyceum of the Philippines University		1
	San Beda College, Rizal		1
VII	Sacred Heart School - Ateneo De Cebu	1	
X	La Salle Academy	1	
XI	Assumption College of Nabunturan	1	
	Ateneo De Davao University	1	
NCR	Angeli Dei School	1	
	Angelicum College	1	
	Ateneo De Manila University		1
	Technological Institute of the Philippines	2	
	St. Scholastica's College	2	
	University of Asia and the Pacific	2	2
TOTAL		20	6

Leading for Educational Achievement Program

Quality education is delivered by effective schools. Students acquire knowledge and skills, and achieve, through a number of school-based factors that positively influence learning outcomes. These factors include a clear and focused mission; a strong instructional leadership; and a safe, and orderly learning environment. Cognizant of this, the PEAC conceived of a program of assistance to private schools that would support improvement efforts through a mechanism of partnership with experts who will guide the schools in introducing and sustaining initiatives that will contribute to improving student learning outcomes.

Toward this end, the PEAC had forged a partnership with the Lasallian Schools Supervision Services Association, Inc. (LASSSAI) to embark on an initiative dubbed "Leading for Educational Achievement Program" (LEAP) that is envisioned to provide supervision and other services in the areas of administration and governance, instruction program <program of instruction?>, and school personnel <human resource?>.

In SY 2018-2019, the first batch of 10 LEAP schools received assistance in the form of a one-year engagement with LASSSAI. The cost of the engagement is Php156,300 per school, for a total assistance of Php1,563,000 for the 10 schools. The cost of the second and third year of engagement would be shouldered by the schools as stipulated in the signed MOAs.

LEAP Grantees by Region and Province

Region	School
I	St. Lawrence Deacon Academy
	Reverview High School
	Panpacific University
II	Northeastern Integrated School of San Agustin
III	Divine Word School of Marilao
IV-A	Atheneum School
VI	Fortress College
	Magballo Catholic High School
VIII	Albuera Private High School
CAR	Baguio City Science Foundation



ADVOCACY AND LINKAGES

PEAC as an Accredited as a Continuing Professional Development (CPD) Provider

Republic Act 10912, known as the Continuing Professional Development Act (CPD) of 2016, was enacted to promote and upgrade the practice of the professions in the country, including the Teaching profession. Under the law, CPD is a mandatory requirement in the renewal of the Professional Identification Card (PIC), issued by the Professional Regulation Commission (PRC).

On January 30, 2017, the PRC Continuing Professional Development Council for Professional Teachers had approved the accreditation of the PEAC as a CPD Provider. Professional Teachers who complete any of the PEAC INSET programs earn CPD units required to renew their PRC license. During this transition period, Licensed Professional Teachers must earn 15 CPD credit units to make them eligible to renew their teaching licenses. A CPD credit unit refers to the value of an amount of learning achieved from formal, informal, or non-formal learning, including professional work experience.

During this transition period, Licensed Professional Teachers must earn 15 CPD credit units to make them eligible to renew their teaching licenses. A CPD credit unit refers to the value of an amount of learning achieved from formal, informal, or non-formal learning, including professional work experience.

The table below shows the CPD credit units that the PRC had granted to the teacher training programs implemented by the PEAC. Licensed teachers earn these CPD credit units when they attended the trainings and completed the requirements of each training.

Training Program	CPF Credit Units
2017 Philippine Education Conference	12
2018 Junior High School In-Service Training	19
2018 Senior High School INSET	21
2018 PEAC-CEAP Summer In-Service Training for Elementary Private School Teachers - ReTEACH	16.5
2018 DepEd-PEAC's Executive Course for Education Leaders (ExCEL) in Senior High School	15
2018 DepEd-PEAC's Executive Course for Education Leaders (ExCEL) in Senior High School (additional run)	15
2018 Institute for Private Junior High School Administrators	15
2018 Institute for Private Junior High School Administrators (additional run)	15
2019 Junior High School In-Service Training	15
2019 Senior High School INSET	15
2019 PEAC-CEAP Summer In-Service Training for Elementary Private School Teachers - ReTEACH	15
Training on Trainers for Summer 2019 In-Service Training (INSET) for Private Junior High School Teachers (Phase 1-3)	15 (for each phase)
Training on Trainers for Summer 2019 In-Service Training (INSET) for Senior High School Teachers	15 (for each phase)
ReTEACH Training of Trainers for 2019 Summer INSET for Elementary Private Schools Teachers	15


ROSITA L. NAVARRO
 Chairperson

2017 Philippine Education Conference

In 2017, with the objective of engaging education leaders and administrators on the current developments and timely issues confronting Philippine education, particularly on the implementation of the Senior High School (SHS) program, and the preparations for delivering the new curricula for contemporary needs, the PEAC organized and presented the 2017 Philippine Education Conference on November 28-29, 2017, at the SMX Convention Center in Pasay City. The Philippine Education Conference is a biennial educational conference organized by the PEAC.

The conference, which earned attendees who completed two plenary sessions and three concurrent sessions CPD units/credits from the PRC, registered more than 3,500 participants.

Anchored on the theme “Achieving the Promise of K to 12,” the conference focused on educational policies and practices that help support learners in the pursuit of their preferred curriculum (i.e., college, employment, entrepreneurship, or middle level skills development). It also provided the participants who were specifically composed of education policymakers and decision-makers, school leaders and administrators, and practitioners and implementers, with an opportunity to translate the educational trends, models, and innovations presented by education experts and implementers so that they could better contribute toward the attainment of the goals of K to 12.

Pre-conference workshops were held on November 27, which delved on: “Strategic School Leadership in the Era of Standards in the Light of the Implementation of the K to 12 Program”; “The Future of Higher Education”; “Genyo Innovation Summit 2017: Education for the Creative Workplace of the Future”; and “The Power and Promise of ‘Real’ Outcomes-Based Education (OBE)” by Dr. William Spady international expert on OBE. The opening of the Philippine Education Expo was also held on that day. It featured 22 sponsors’ booths.

The conference proper was ushered in by the Welcome Remarks of concurrent CEAP and Ateneo de Davao University President, Fr. Joel E. Tabora, S.J. It was followed by a presentation of an overview of the conference by the PEAC Executive Director Rhodora Angela F. Ferrer. To set the tone for the subsequent discussions were: DepEd Undersecretary for Curriculum and Instruction, Dr. Lorna Dig-Dino (representing DepEd Secretary Leonor M. Briones) who talked on the “The State of Philippine Basic Education: DepEd at a Glance;” CHED Deputy Executive Director, Mr. Napoleon B. Imperial (representing CHED Chairperson Patricia B. Licuanan) who presented “The State of Philippine Higher Education;” and TESDA Director General, Hon. Guiling A. Mamondiong who discussed “The State of TVET.”

A panel composed of stakeholders and education officials was constituted to address the theme, “Achieving the Promise of K to 12.” Fr. Tabora initiated the discussion by sharing some insights through his talk on “The K-12 Reform: Staying the Course.” The other members of the panel who are icons of education leadership were: Dr. Edilberto C. De Jesus, former Education Secretary, and Professor Emeritus of the Asian Institute of Management; Mr. George T. Barcelon, President of the Philippine Chamber of Commerce and Industry (PCCI); Undersecretary Jesus Lorenzo R. Mateo of the Office of Planning and Field Operation, DepEd; Dr. Dino, Dr. Imperial, and Director Marissa G. Legazpi, Executive Director of the TESDA Planning Office.

Three concurrent sessions were held during the conference. The first set of concurrent sessions focused on the Senior High School (SHS) Program implementation. DepEd Director of the Bureau of Curriculum Development, Dr. Jocelyn DR Andaya, talked about curriculum. School administrators of the CEAP National Basic Education Commission, namely: Sr. Felicitas V. Bernardo, SPC SHS Principal at St. Paul University Manila; Ms. Romina Gracia C. Cortez, Integrated School Principal at DLSU; and D.r Richard R. Jugat, Basic Education Director at the University of San Carlo, discussed how they implemented the Work Immersion Program in their respective school.

The session also focused on two curricular exits that K to 12 graduates may pursue college, and middle level skills development. Relative to these, Ateneo de Davao University Academic Vice President, Dr. Gina L. Montalan discussed the college readiness of Grade 12 learners, and the challenges faced by higher education institutions; while TESDA Deputy Director General Rosanna A. Urdaneta tackled, “Developing Higher Level Qualifications for Technical-Vocational Education.”

As schools prepare to accept the Grade 12 graduates, there were also separate discussions on the qualification frameworks with Dr. Cynthia B. Bautista, former CHED Commissioner, and current Academic Vice President at the University of the Philippines; and Prof. Zita Mohd Fahmi from the Malaysia Qualifications Agency.

The second set of concurrent sessions featured Centro Escolar University President, Dr. Cristina D. Padolina who discussed the General Education Curriculum. There were also relevant presentations on “Developing the Filipino Professionals” with a focus on the professional teacher by PRC Commissioner Dean Yolanda D. Reyes and PRC Chairperson of the Board of Professional Teachers Dr. Rosita L. Navarro. Meanwhile, Dr. Purita P. Bilbao, Chairperson of the CHED Technical Panel for Teacher Education, and Dr. Ester B. Ogena, President of the Philippine Normal University, presented “Teacher Education and the K to 12.”

The plenary session on Day 2 of the Conference featured the presentations of: Dr. Thomas Hoerr, author of “the Formative Five: Fostering Gift, Empathy and Other Success Skills Every Student Needs;” Dr. Jennifer Bain and Dr. Juliet Sprake from Goldsmiths, University of London on “Design in Education;” Dr. Spady on OBE; and Prof. Rupert Maclean on the “Vocationalization of Secondary Education.” They also conducted workshops to guide the school administrators on how to implement their big ideas toward improving how schools prepare their learners.

The Conference also featured sponsored sessions: “2017K to 12 STEM Immersion Workshop: STEM with Robotics and Computer Science,” presented by First Eduspec, Inc.; and “360@60: The 21st Century Classroom in Focus,” by C&E Publishing, Inc.

PEAC’s conference partners were COCOPEA, ACSCU, CEAP, PACU, PAPSCU, TVSA, PAFTE, TEVSAPhil, NAPSPPhil, and CEM. Meanwhile, its institutional partners were: Adamson University, CEAP, De La Salle-College of Saint Benilde, De La Salle University, Emilio Aguinaldo College, Lyceum of the Philippines—Laguna and Batangas, MAPSA, Miriam College, Siena College of Quezon City, St. Michael’s College of Laguna, St. Paul University Manila, St. Paul University Quezon City, The Manila Times Collee, Trinity University of Asia, and the University of Santo Tomas.

ReTEACH

In School Years 2017-2018 and 2018-2019, the PEAC partnered with the Catholic Educational Association of the Philippines (CEAP) to respond to the need to provide teacher training for private elementary school teachers. The collaboration produced the “PEAC-CEAP ReTEACH In-Service Training (INSET) Program.” ReTEACH stands for “Revitalizing Teaching and Learning for Highly Effective K to 6 Classrooms.”

ReTEACH is a three-day training program, which is held during the summer months, in several venues throughout the country.

ReTEACH is a three-day training program, which is held during the summer months, in several venues throughout the country.

It had been designed to enhance the essential skills of K to 6 teachers in practicing systematic approaches to curriculum mapping, and in designing effective learner-centered units. The in-service training for kindergarten and elementary school teachers specifically guided them in:

- contextualizing the curriculum prescribed by the DepEd,
- enhancing their classroom practices through the adoption of a student-centered curricular framework, and
- planning for assessment reforms and designing appropriate learning interventions to increase student achievements.

ReTEACH was held in 15 venues in 2018 and 12 in 2019. The venues were widely spread in all the regions of the country for participants’ greater accessibility.

The 2018 trainings had a total of 3,444 participants coming from 927 schools nationwide. Of the 3,444 participants, around 2,500 (72.62%) were licensed teachers.

School Year	Core Trainers	Trainers
2017-2018	5	93
2018-2019	10	59

SUMMER 2018 PEAC-CEAP ReTEACH In-Service Training (INSET) Program

Schools:	927
Teachers:	3,444
Licensed Teachers:	72.62%

Date	Venue	No. of Participants
April 12-14	St. Paul COLlege of Ilocos Sur, Bantay, Ilocos Sur	157
April 17-19	Ateneo De Davao University, Davao City	85
April 23-25	St. Mary's University, Bayombong, Nueva Vizcaya	129
April 30 - May 2	Holy Angel University, Angeles City, Pampanga	467
May 4 -6	Notre Dame of Marbel University, Koronadal City, South Cotabato	166
May 9 -11	Rogationist College, Silang, Cavite	642
May 15 - 17	Holy Infant College, Tacloban City	210
May 21 - 23	St. Paul University Surigao, Surigao City	112
May 28 - 30	Claret School of Quezon City, Quezon City	234
June 1 -3	Sacred Heart - Ateneo de Cebu, Mandaue City, Cebu	303
June 5 -7	Claret School of Zamboanga City, Zamboanga City	137
June 11 -13	University of Santo Tomas, Legaspi City	120
June 15 - 17	Colegio de Sta. Rosa-Makati, Makati City	499
June 21 -23	University of Negros Occidental – Recoletos, Bacolod City	201
Total		3,444

In 2019, the PEAC-CEAP ReTEACH sessions had 2,960 participants who hailed from 732 schools across the country. Of the 2,960, around 2,118 (71.55%) were licensed teachers.

SUMMER 2019 PEAC-CEAP ReTEACH In-Service Training (INSET) Program

Schools:	732
Teachers:	2,960
Licensed Teachers:	71.55%

Date	Venue	No. of Participants
April 12-14	University of Santo Tomas-Legazpi, Legazpi City	57
April 22-24	Claret School of Quezon City, Quezon City	285
April 26-28	Notre Dame of Marbel University, South Cotabato	179
April 8-10	Holy Angel University, Angeles City, Pampanga	259
June 10-12	University of San Jose-Recoletos, Cebu City	340
June 20-22	University of Saint Louis Tuguegarao, Tuguegarao City	163
June 5-7	Holy Infant College, Tacloban City	210
May 21 - 23	Saint Louis University Laboratory High School, Baguio City	340
May 1-3	Ateneo de Zamboanga University, Zamboanga City	170
May 10-12	De La Salle Lipa, Lipa City	528
May 15-17	Assumption Iloilo, Iloilo City	182
May 29-31	Holy Infant College, Tacloban City	191
May 6-8	Lourdes College, Cagayan de Oro City	266
Total		2,960

Evaluation. After each training, ReTEACH participants were requested to rate training in terms of the following areas:

- a. the course content i.e., relevance of the topics to the participants' work situation, logical and systematic arrangement of topics, the seminar's ability to provide new insights and meet the participants' expectations, and satisfactory discussion of topics listed;
- b. the training materials (including audio-visuals), i.e., their relevance to the topics discussed, their usefulness in learning the concepts better, readily available supplies (e.g., pencils, papers);
- c. the coordinators'/secretariat's thoroughness in providing the necessary information about the seminar and their willingness to address the participants' questions/concerns, including their helpfulness, attentiveness and efficiency; and
- d. seminar schedule and facilities i.e., length of course, time allocation per topic, food quality and adequacy, ventilation, physical arrangement, lighting, and sound system.

In a scale of 1 to 5, with 5 being the highest, the overall average ratings per area were as follows:

AREA	OVERALL RATING
Course Content	4.69
Training Materials	4.71
Coordinators / Secretariat	4.60
Training Schedule and Facilities	4.35

Partnership with Lee Kuan Yew School of Public Policy, National University of Singapore

In partnership with the Lee Kuan Yew School of Public Policy (LKYSPP) of the National University of Singapore (NUS), the PEAC organized an executive program dubbed “Transforming Education Leaders Through Effective Policy Reforms.” The program, which was held at the Bukit Timah Campus, NUS, Singapore, catered to education leaders, school heads and administrators, executives and advocates.

The program design included site visits, and discussions, and lectures that were delivered by highly experienced NUS faculty and practitioners. It addressed the following objectives:

- To learn about the key principles that underpin relevant and effective education policy development and implementation;
- To understand the demands of the evolving and competitive education sector, and how institutions of learning could best adapt to the increasing demands of the economy and the country;
- To explore solutions to make higher education remain relevant for all students, by devising strategies to develop lifelong learning opportunities; and
- To obtain an understanding of the different frameworks developed and implemented in Singapore to nurture its talents and become “future-ready.”

A total of 81 participants from 65 institutions throughout the country had participated in the executive program, which were held in three batches. The first batch was held in July 2018 with 32 participants; the second batch in October 2018, with 28 participants; and the third batch was held in May 2019, with 21 participants.





EXTERNALLY- FUNDED PROGRAMS OF ASSISTANCE

RA 8545: Expanded Government Assistance to Students and Teachers in Private Education

The PEAC piloted the implementation of the Education Service Contracting (ESC) program in 1980s. The ESC was seen then as an alternative to public school expansion in the government's effort to accommodate learners in basic education and to address the problems related to congestion in public schools. From its initial implementation involving only a handful of schools Regions 8 and 12, the ESC program was institutionalized into a law in 1989 through Republic Act 6728, which was later on expanded to include the In-Service Training Program for Teachers (INSET) and the Teacher Salary Subsidy (TSS) through Republic Act 8545. The law provides the legal basis for state-funded programs of financial assistance to stakeholders in private education.

Section 2 of the E-GASTPE Act states, "It is a declared policy of the State in conformity with the mandate of the Constitution, to promote and make quality education accessible to all Filipino citizens. The State also hereby recognizes the complementary roles of public and private educational institutions in the educational system and the invaluable contribution that the private schools have made and will make to education. For these purposes, the State shall provide the mechanisms to improve quality in private education by maximizing the use of existing resources of private education, recognizing in the process the government's responsibility to provide education as having priority over its other functions."

Role of the PEAC

The Private Education Assistance Committee (PEAC) has been contracted by the Department of Education (DepEd) to administer the ESC and Teacher Salary Subsidy (TSS) programs. The PEAC National Secretariat has the following responsibilities:

- Provide the infrastructure, systems, coordination and controls required for the smooth implementation of the ESC and TSS programs
- Provide in-service training of teachers in ESC-participating JHSs and conduct pertinent research.

Specifically, the following are the responsibilities of the PEAC in the GASTPE program:

- Orientation of participating schools
- Certification of schools
- Processing of billing statements
- Monitoring of schools for compliance to program guidelines
- Resolving cases of schools with adverse findings
- Regular meetings and consultations with stakeholders
- Research and data gathering
- In-Service Training

The PEAC Regional Secretariats are the first line of program support to ESC-participating schools. Specifically, the PEAC RS has the following responsibilities:

- Manage day-to-day implementation and coordinate its efforts with the Regional Program Committee (RPCComm) and the PEAC NS
- Advise, guide and/or assist schools in complying with the guidelines
- Conduct field audits and training and mentoring sessions as may be needed in their regions.

GASTPE Regional Program Committees

Regional Program Committees (RPCComs) have been organized in the 16 regions of the country. Each RPCCom is composed of the following:

Chair:	DepEd Regional Director
Co-chair:	PEAC Regional Program Director
Members:	DepEd Regional Chief of Quality Assurance and Accountability Division DepEd Regional Chief of Policy Research and Development Division PEAC Regional Program Coordinator

Under the guidelines for the implementation of the GASTPE programs, RPCComs are tasked to:

- Oversee compliance of participating public and private schools in their regions with the policies and guidelines of the GASTPE programs of assistance
- Resolve problems that may occur and recommend measures to improve program implementation Their main tasks are

Every year, all RPCComs are gathered for a general assembly to update themselves on the status of the different programs and on current DepEd policy and directions.

Education Service Contracting Program

To fulfill the goals of RA 8545, the Education Service Contracting (ESC) Program is governed by the following policies:

- ESC aims to make quality junior high school education accessible by providing financial assistance to deserving elementary school graduates who wish to study junior high school in private schools. By this mechanism, ESC also helps to decongest public junior high schools.
- ESC grantees are assured of financial assistance throughout junior high school as long as they meet the requirements for regular promotion in each grade level.
- The ESC is a concrete demonstration of public-private partnership in education and this partnership is sought in all levels of the program's operations.

Under the existing guidelines, DepEd DO 20, s. 2017, the ESC grant covers four years of junior high school starting from Grade 7. ESC-participating schools are given slot allocations representing the maximum number of grantees that the school can accept in Grade 7 for a particular school year. Schools are given the leeway to select grantees but preference is given to incoming Grade 7 students from public elementary schools. The school profiles and assess the students considered for ESC grants and select them based on need, given the limited slots allocated to the school.

And in 2018, DepEd through Order No. 1, s. 2018 approved the increase in the ESC grant for Grade 7 based on a tiered subsidy depending on the location of the school. Thus, starting SY 2017-2018, the amounts of the grant given in the table below.

Grade Level	Schools in the National Capital Region (NCR)	Schools outside NCR
Grade 7	Php 11,000	Php 8,500
Grade 8	Php 11,000	Php 8,500
Grade 9	Php 11,000	Php 8,500
Grade 10	Php 10,000	Php 7,000

Regional Orientation of ESC-participating and Applicant Schools

One of the PEAC's responsibilities relative to the GASTPE program implementation is the conduct of orientation conferences on the ESC, TSS and SHS VP Guidelines and related processes for participating schools and other program stakeholders.

Each day-long program featured a morning session devoted to the discussion of updates for ESC-participating schools on the GASTPE, ESC and TSS Guidelines, and the Information Management System (IMS). The afternoon sessions were devoted to the discussion of updates SHS VP participating schools, which featured GASTPE Updates, SHS VP Guidelines, and the Voucher management System (VMS).

Only schools which participated in the regional orientation were given access to the ESC IMS and the SHS VMS portals.

Certification of Schools

The PEAC ESC Certification Program was instituted in response to DepEd's call for a system of quality assurance of service providers through the continuous certification of ESC-participating schools. The PEAC designed a certification process and implemented it through its Certification Unit beginning SY 2004-2005.

The PEAC Certification Program has regularly assesses the extent of the ESC-participating schools' compliance with the DepEd's minimum standards. This is done through a three-step evaluation process that involves:

1. A self-study, which is conducted by the school, along with the preparation of the documents and exhibits;
2. A visit by a team of Certifiers, which comes after the self-study; and
3. A follow-up procedure, which is carried out by the school to implement the recommendations from its own self-study and those made by the visiting team of Certifiers.

The evaluation covers the following areas:

- a. School Philosophy, Vision, Mission, Goals and Objectives
- b. Instructional Program
- c. School Personnel Faculty Non-teaching Personnel
- d. Student Services
- e. Administration and Governance
- f. School Budget and Finances
- g. Institutional Planning and Development

These areas are using a scale of "0" (Missing the Required Minimum Standard/Provision or condition is missing but necessary) to "4" (Approaching Excellence in Practicing the Standard/Provision or condition is very extensive and functioning excellently).

After rating the areas, the schools are issued their Final Re/Certification Status. The school is Recommended for Certification when its Overall Mean rating is 2.0 or higher. The validity of the recertification of schools that receive a rating of 3.0 or higher is five (5) years from the last Recertification visit. Schools that receive a rating of below 2.0 are scheduled for a Revisit.

The Certification visit is the first step towards becoming an ESC-participating school while the Recertification visit is a recurring periodic visit to ESC-participating schools to ensure that an ESC-participating school remains compliant with the ESC program's objectives. The ESC Certification Program encourages participating schools to continually upgrade the quality of their services and curriculum by continually improving and strengthening the certification process.

The PEAC had achieved its objectives by undertaking annual visits to schools to assess them for purposes of:

- Certification - for applicant schools offering four (4) grade levels in the JHS and which have been granted government recognition;
- Recertification - for ESC-participating schools with an overall rating of at least 2.0.; or
- Revisit - for applicant schools or ESC-participating schools with a below 2.0 rating.

Certifiers

Assisting the PEAC in conducting the Re/Certification visits are members of its pool of Certifiers who come from accredited schools. They are school administrators (principals, academic or subject area coordinators) who are experienced in implementing the JHS component of the K to 12 program.

In SY 2017-2018, the PEAC was assisted by a total of 290 Certifiers who conducted the visits to various schools nationwide (please refer to table b. Most of them (110) were principals/assistant principals in their respective schools. The rest were program coordinators (49), directors/assistant directors (26), faculty members (25), and presidents/vice presidents (12) in their institutions. The remaining 68 serve in various administrative capacities in their schools.

Position in the School	Number
President/ Vice President	12
Principal/ Assistant Principal	110
Director/ Assistant Director	26
Program Coordinator	49
Faculty Member	25
Other Admin Positions	68
TOTAL	290

In SY 2018-2019, a total of 227 Certifiers assisted the PEAC in the certification process. Most (100) of them were principals/assistant principals in their respective institutions. The rest were program coordinators (57), directors/assistant directors (14), faculty members (8), or presidents/vice presidents in their respective schools. The remaining 42 served in various administrative capacities in their schools.

Position in the School	Number
President/ Vice President	6
Principal/ Assistant Principal	100
Director/ Assistant Director	14
Program Coordinator	57
Faculty Member	8
Other Admin Positions	42
TOTAL	227

Review and Revision of Certification Instruments

For SY 2017-2018, a modified Certification Assessment Instrument (CAI) was adapted for schools with alternative mode of delivery of instruction. Sometime in June 2017, the Certification Unit formed a Technical Working Group (TWG) to discuss the modification of the CAI and the process of certification of schools that offer programs other than the regular junior high school program such as the Modified Work Study Program (MWSP), Open High School Program (OHSP), IP Education, Dynamic Learning Program, and the Night High School Program. A follow-up meeting to finalize the modified instrument, and certification process was held on September 9, 2017 at the PEAC NS Office.

Certification of Applicant Schools

For SY 2017-2018, 237 schools sent their letters of intent to participate in the ESC Program. The certification of the applicant schools was undertaken from October to December 2017. Excluded from the 237 are four applicant schools that were visited but were unable to provide Government Recognition by the end of the school year. Of the 237 applicant schools, 204 (86%) passed, 29 (12%) failed, while 4 (1%) were failure of visit, meaning that the school had failed to notify the certification team ahead of time that they were not ready for the visit. The 204 that passed the certification process were rendered eligible to participate in the ESC Program effective SY 2018-2019. The following table indicates the number of schools by region.

The same table shows that in SY 2018-2019, a total of 155 schools applied for certification, but only 23 (15%) passed. This low passing rate was due to the schools' failure to comply with the minimum requirements set by the DepEd

Region	Applicant Schools					
	SY 2017-2018			SY 2018-2019		
	Applicant	Passed	Passing%	Applicant	Passed	Passing%
I	13	12	92.31	2	1	50
II	3	3	100.00	2	1	50
III	44	38	86.36	17	4	23.52
IV-A	57	47	82.46	46	2	4.34
IV-B	5	5	100.00	3	0	0
V	8	7	87.50	3	1	33.33
VI	6	6	100.00	5	1	20
VII	18	17	94.44	10	2	20
VIII	3	3	100.00	1	0	0
IX	3	3	100.00	1	1	100
X	12	12	100.00	8	0	0
XI	14	7	50.00	7	0	0
XIII	-	-	-	1	1	100
ARMM	2	2	100.00	5	0	0
CAR	1	1	100.00	1	0	0
NCR	35	31	85.57	41	7	17.07
TOTAL				155	23	14.8

Recertification of ESC-participating Schools

For SY 2017-2018, 632 ESC-participating schools were due for recertification (please refer to the following table). The recertification of these schools was conducted from July 31, 2017 to March 18, 2018. Of the 632, 625 schools were visited, while seven (7) schools were either closed or stopped participation.

Of the 625 schools that were visited, 580 passed the criteria for recertification, 28 schools failed, and 17 failed the recertification revisit. The schools that failed recertification would be revisited next SY to determine if they can still continue to participate in the ESC Program.

Schools that underwent re/certification and obtained a rating of at least 2.00 received a formal document evidencing re/certification. These documents, which were in the form of certifications, were distributed during the 2018 Regional Orientation on the GASTPE Program.

The same table shows that in SY 2018-2019, 384 (93%) of the 412 ESC-participating schools that were due for recertification received a passing rate.

Region	No. of ESC-Participating School					
	SY 2017-2018			SY 2018-2019		
	Due for Recertification	Passed	Passing%	Due for Recertification	Passed	Passing%
I	77	68	88.31	28	23	82.14
II	2	2	100.00	47	45	95.74
III	76	70	92.11	82	77	93.90
IV-A	127	117	92.13	86	82	95.34
IV-B	28	27	96.43	8	7	87.5
V	18	14	77.78	3	3	100
VI	42	41	97.62	27	25	92.59
VII	32	29	90.63	42	37	88.09
VIII	33	31	93.94	2	2	100
IX	47	42	89.36	5	5	100
X	29	27	93.10	37	34	91.89
XI	14	11	78.57	0	0	0
XII	12	12	100.00	1	1	100
XIII	22	22	100.00	12	12	100
ARMM	27	27	100.00	2	2	100
CAR	15	14	93.33	5	5	100
NCR	31	26	83.87	25	24	96
TOTAL	632	580	91.77	412	384	93.20

Several schools that adopt the MWSP and the OHSP also underwent the recertification process. In SY 2017-2018, 15 (83%) of the 18 MWSP schools that were due for recertification passed the recertification process. Meanwhile, the two (2) schools that were due for recertification in SY 2018-2019 both passed the recertification process.

The MWSP caters to individuals who are unable to attend classes during weekdays due to work. This program follows the DepEd prescribed curriculum but differs from the regular junior high school in that classes are held even on Sundays when the working students are usually free. Meanwhile, under the OHSP, the junior high school curriculum of the DepEd follows an “anytime, anywhere” principle because of the online delivery of lessons, as well as the conduct of assessments.

Region	No. of ESC-Participating School, offering MWSP					
	SY 2017-2018			SY 2018-2019		
	Due for Recertification	Passed	Passing%	Due for Recertification	Passed	Passing%
XI	16	13	81.25	2	2	100
XII	2	2	100.00	0	0	0
TOTAL	18	15	83.33	2	2	100

As regards the recertification of OHSP schools, in SY 2017-2018, 9 of the 11 that were scheduled for recertification obtained a passing mark. On the other hand, in SY 2018-2019, of the 11 schools that were due for recertification, 10 schools passed.

Region	No. of ESC-Participating School, offering OHSP					
	SY 2017-2018			SY 2018-2019		
	Due for Recertification	Passed	Passing%	Due for Recertification	Passed	Passing%
III	1	1	100.00	1	1	100.00
IV-A	2	2	100.00	-	-	-
VII	1	1	100.00	1	1	100.00
X	2	1	50.00	4	4	100.00
XI	1	0	0.00	2	2	100.00
XII	3	3	100.00	2	1	50.00
XIII	-	-	-	1	1	100.00
NCR	1	1	100.00	-	-	-
TOTAL	11	9	81.82	11	10	90.91

Accredited Schools

Schools accredited by any of the member-agencies of the Federation of Accrediting Agencies of the Philippines (FAAP) may participate in the ESC program by providing the PEAC with their FAAP Certificate and the same set of documents required from non-FAAP accredited schools. FAAP member-agencies include the: Philippine Accrediting Association of Schools, Colleges, and Universities (PAASCU), Philippine Association of Colleges and Universities Commission on Accreditation (PACUCOA), and the Association of Christian Schools, Colleges and Universities – Accrediting Agency, Inc. (ACSCU-AAI). As of SY 2018-2019, a total of 335 accredited schools participated in the ESC program:

Accrediting Agency	Number of ESC-Participants
PAASCU	235
PACUCOA	44
ACSCU-AAI	51
TOTAL	330

Processing of Billing Statements and Monitoring of Payments

The PEAC created the ESC Information Management System (ESC IMS) to facilitate efficient processing of billing statements and monitoring of payments. It has been in use since SY 2009-2010. ESC-participating schools use the ESC IMS to carry out the following processes to create billing statements for its ESC grantees.

1. Encoding and/or updating of the school profile information
2. Registering new grantees in Grade 7
3. Updating the information and status of its ESC grantees in Grades 8 to 10
4. Processing of transferees (only for the receiving schools)
5. Creating ESC billing statements
6. Preparing the billing statement package

Processing of billing statements for payment starts upon submission of the billing statement package to the PEAC Regional Secretariat. The PEAC RS verifies if the billing statement packages received are in order and the billing statements exist in the ESC IMS. The PEAC Regional Program Director (PEAC RPD) signs the billing statements and forwards the documents to the DepEd Regional Director (DepEd RD) for his signature. The PEAC RS retrieves the billing statements from the DepEd RD and forwards the documents to the PEAC National Secretariat where additional validation and verification are done. After processing, the billing packages are sent to the DepEd Central Office Accounting Division for payment processing. DepEd pays the ESC-participating schools through their accounts with Landbank of the Philippines (LBP). Schools monitor the status of their billing statements through the ESC IMS. The real-time status of the billing processing and the office that handles the billing statement package are reflected on the school account. In recent years, there has been a steady increase in the number of ESC-participating schools and, consequently, in the number of ESC grantees. The tables that follow show the number of ESC-participating schools, no. of ESC grantees, and the subsidy paid by the government.

Billing data based on billing statements submitted by ESC - Participating Schools

No. of billing statements submitted	SY 2017-2018	SY 2018-2019
No. of grantees	975,229	1,044,399
No. of schools	3,320	3,481
Subsidy amount	Php 8,303,753,555.47	Php 9,633,756,972.30

ESC-participating JHS with Open High School Program that submitted billing statements

No. of billing statements submitted	SY 2017-2018	SY 2018-2019
No. of grantees	2,920	2,451
No. of schools	31	26
Subsidy amount	Php 24,379,500.00	Php 22,469,000.00

Monitoring for Program Compliance

The PEAC monitors all ESC-participating schools and report its findings to DepEd. Through the Monitoring Process, the PEAC verifies the program beneficiaries and the schools' compliance with the program guidelines.

Monitoring is done through unannounced visits by a monitoring team. During a monitoring visit, the school is required to gather its program beneficiaries for a roll call and present the following documents for inspection:

- Class record
- DepEd School Form 1
- DepEd School Form 2
- Form 137 and Form 138
- Parents and students' Orientation attendance sheet

The results of the monitoring visits are given to DepEd on a quarterly basis. The report includes the list of those found violating the program guidelines; and the processing of adverse findings with a recommendation on the sanctions to be given, consistent with existing guidelines.

PEAC Monitors

The members of the PEAC Monitoring Teams come from the accredited schools. Invitations are sent to accredited schools requesting them to send experienced school officials, preferably their Registrar, or Finance Officer, to undergo a training. As PEAC Monitors, they serve either as leaders or as members of the monitoring teams that are deployed to schools that are prioritized for a monitoring visit. In SYs 2017-2018 and 2018-2019, the PEAC deployed 85 monitors to various schools nationwide. The profile of the monitors, in terms of their designations in their respective schools, is presented in the following table. Slightly over one-half of them (43) are principals/assistant principals, 11 are program coordinators, 10 are registrars, while 8 are directors/assistant directors in their respective institutions. The remaining 13 serve in various administrative/teaching capacities in their schools.

PEAC Monitors for SY 2017-2018 and 2018-2019

Position in the School	
Principal/ Assistant Principal	43
Finance Director/ Assistant Director	8
Program Coordinator	11
Registrar	10
Others	13
TOTAL	85

Schools with Unaccounted ESC Grantees in SY 2017-2018

In SY 2017-2018, of the 308 ESC-participating schools visited, 34 were reported as having unaccounted grantees. The 34 schools were categorized based on the severity of unaccounted ESC grantees, following a decision made by the PEAC at its 319th Regular Meeting held on March 13, 2018, to raise the threshold for schools to be issued warning from five (5) to 10 unaccounted grantees. There were 27 schools with less than 10, and seven (7) schools with 10 or more unaccounted ESC grantees. The 27 were required to refund the ESC payments received for their unaccounted grantees. They were issued warning letters by the PEAC NS upon receipt of the refund. Meanwhile, the seven (7) schools with 10 or more unaccounted grantees were served termination letters and were required to refund the ESC payment for their unaccounted grantees. All the 34 schools had submitted their refund to the PEAC NS in the form of either a check or an Authority to Deduct Form (ADF). The total refund amounted to Php2,221,000.

Raising the threshold of unaccounted ESC grantees had reduced the number of schools that were scheduled to be dropped from the ESC Program. In SY 2017-2018, from the original 12, the number went down to seven (7). Of the seven (7) schools, five (5) had submitted their refund through a check, or via an ADF, which would allow the DepEd to deduct the refund for the unaccounted ESC grantees from the ESC payments that the concerned schools would receive in SY 2018-2019. These five schools have also submitted their request for reinstatement. They shall be included for ESC Certification in the subsequent school year.

As of September 2019, out of the 328 ESC-participating schools visited in SY 2018-2019, 60 schools were reported to have adverse findings—59 with unaccounted grantees, and one (1) was reported to have an unqualified TSS recipient. Of the 59 schools, 53 had less than 10 unaccounted grantees, Forty-four (44) of these 53 schools had submitted their refund amounting to P997,000. Of the 44, 43 were issued warning letters by the PEAC, while one (1) was suspended from participating in the ESC program for twice having less than 10 accounted grantees.

During the same SY, six (6) schools had 10 or more unaccounted grantees. Of the six (6), three (3) had submitted their refund amounting to Php797,500, together with their proof of reforms for the offense they were sanctioned by the PEAC. These schools may apply for reinstatement should they be interested to continue participating in the program.

Schools not Complying with the ESC and TSS Guidelines

On April 16, 2018, the PEAC NS issued warning letters to 204 (out of 307) ESC-participating schools monitored in SY 2017-2018 for their failure to implement, and ensure completeness of the following program requirements: placing of the ESC logo on the grantee's ID; submission of Attendance Report of Parents and Grantees in the ESC orientation, Minutes of Meetings of the ESC School Committee, and ESC Selection Process/Profiling of Grantees for incoming ESC grantees.

As of June 18, 2018, 15 schools had sent their response, and promised to comply with the requirements of the ESC, and TSS Programs to avoid future sanctions.

Schools with Adverse Findings Prior to SYs 2017-2018

Of the 24 terminated schools that underwent the reinstatement process, 18 have passed the ESC Certification which would allow them to participate in the ESC Program in SY 2018-2019. These schools shall be allotted 50 ESC slots in Grade 7.

Of the remaining six (6) schools, two (2) had requested deferment of their ESC Certification Visit, while four (4) failed the ESC Certification.

Teacher Salary Subsidy

The Teacher Salary Subsidy (TSS) aims to improve the quality of private junior high schools by providing a salary subsidy to teachers in ESC-participating junior high schools. Teachers in ESC-participating schools who meet the following conditions shall qualify for the TSS:

- Is a Licensed Professional Teacher, or must have passed the Licensure Examination for Teachers on or before August 15 of the current school year,
- Has been employed in the school on a full-time basis on or before August 15 of the current school year,
- Is handling classes with ESC grantees, with at least 180 teaching minutes a week, and
- Is teaching a subject that is in the DepEd curriculum, or enhancements thereof.

The subsidy given to TSS recipients is Php 18,000 per year. As in the case of the ESC, the TSS payments are remitted to the ESC-participating school, which in turn, pays its TSS recipients.

The ESC-participating schools use the ESC IMS to create billing statements for their TSS recipients in the same manner that they create billing statements and monitor payments for their ESC grantees.

For SY 2017-2018, 3,240 ESC-participating schools nationwide had created TSS billing statements for 39,160 recipients for a total billed subsidy of Php704.9M. As of February 26, 2018, the PEAC had processed and submitted to the DepEd Accounting Division the billing statements of 3,197 ESC-participating schools, for 38,780 TSS recipients for a total subsidy of Php698M.

Meanwhile, in SY 2018-2019, 3,118 ESC-participating schools from all over the country created TSS billing statements for 46,376 recipients for a total billed subsidy of Php827.4M. As of February 19, 2019, the PEAC had processed and submitted to the DepEd Accounting Division the billing statements of 405 ESC-participating schools for 6,190 TSS recipients for a total subsidy of Php110.8M.

	SY 2017-2018	SY 2018-2019
No. of billing statements processed by PEAC	3,414	3,729
No. of ESC Schools whose billing statements were processed	3,250	3,423
No. of TSS recipients for processed billing statements	39,266	51,064
Amount of Subsidy processed	Php 691,794,000.00	Php 897,280,500.00

In-Service Training

The provision of an In-Service Training (INSET) is mandated by the EGASTPE Law (Republic Act No. 8545). It is a professional development program that addresses the need of private school administrators and teachers to strengthen and continually upgrade the quality of their schools' instructional programs.

For SY 2017-2018 and SY 2018-2019, the PEAC had conducted the following INSET Programs for private school teachers and administrators:

- INSET for Junior High School Teachers
- INSET for Senior High School Teachers
- Institute for Private Junior High School Administrators (IPJHSA)
- Executive Course for Educational Leaders in Senior High School (ExCEL)

The PEAC enlists the support of accredited private schools in the country in designing, developing, and conducting these programs. These partner schools send their experienced and highly competent teachers and administrators to help the PEAC conduct these training programs. INSET Trainers undergo at least two training, called Training of Trainers, during the school year, to ensure that they are ready to deliver the training programs as intended.

In SY 2017-2018, the INSET for JHS Teachers and INSET for SHS Teachers had 196 and 122 participants, respectively. In SY 2018-2019, the INSET for JHS teachers had 190 participants, while its counterpart for SHS teachers had 135 participants.

PROGRAM	NO. OF TRAINERS		CONSULTANT FOR PROGRAM DESIGN
	SY 2017-2018	SY 2018-2019	
INSET for JHS Teachers	196	190	Dr. Miguel Q. Rapatan
INSET for SHS Teachers	122	135	Dr. Gina L. Montalan

PROGRAM	NO. OF RESOURCE SPEAKERS/COACHES	CONSULTANT FOR PROGRAM DESIGN
IPJHSA	25	Dr. Miguel Q. Rapatan Dr. Ma. Helena Desiree M. Terre
ExCEL	46	Dr. Edizon Fermin
Training of Senior High School Administrators on Instructional Leadership Through An Alignment Framework	1	Dr. Gina L. Montalan

Consultants' Profiles

Dr. Miguel Q. Rapatan graduated with an AB Communication-Arts degree (magna cum laude) at De La Salle University, Manila. He then obtained his MA Communication (Documentary Film) on a Fulbright grant from Stanford University. Through a second Fulbright award, he finished his Master's and Doctorate degrees in Education major in Communication, Computing, and Technology in Education from the Teachers' College in Columbia University, New York. He has lectured in numerous national and international conferences and has published papers on topics dealing with pedagogy, curriculum, technology integration, blended learning, multimedia design, Web-based professional development and film criticism, and media literacy. He is currently a member of the CHED Technical Working Group for Teacher Training and Instructional Program, and a consultant to De La Salle Philippines, and the CEAP Technical Working Group for the Philippine Catholic School Standards (PCSS) for Basic Education. He was recently appointed Chairperson of the CEAP-PCSS Technical Working Group for Higher Education.

Dr. Gina Montalan is the Academic Vice President of the Ateneo de Davao University (AddU). She is a specialist in Curriculum Development, Education Management and Administration, Research and Data Analysis, Monitoring, Evaluation, and Facilitation. She earned her Bachelor of Secondary Education major in Mathematics, and her PhD in Educational Management at the AddU and her Master of Arts in Teaching Mathematics at the University of the Philippines in Diliman. She had served as an accreditor of the PAASCU since 2015.

Dr. Ma. Helena Desiree M. Terre had served as the PEAC Regional Program Coordinator for Region VI since 2012. She graduated Valedictorian from grade school and high school at the Colegio del Sagrado Corazon de Jesus, Iloilo City. She holds a degree in Bachelor of Science in Chemistry, a Master in Education degree major in Administration and Supervision, and a Doctor of Philosophy degree in Management. She had completed the academic requirements for a degree in Master of Arts in Teaching Physical Sciences. She is a recipient of the following national awards: PAASCU Service Award, 2000 Outstanding PERAA Member Award (administrator category), 2004 DepEd-Avon Teodora Alonso Educators' Award for the Most Outstanding Female Secondary School Principal, 2005 Women's Journal Women Icon for Education, and the 2012 ABS-CBN-JCI Regatta Pinoy Icon Apolinario Mabini Award for Education. She had been a PEAC Certifier since 2003, a PAASCU accreditor since 1983, and a CEAP-PCSS pilot school manager and trainer. She redesigned the PEAC Certification Instrument for IP Education.

Dr. Edizon A. Fermin is the first male Principal of the High School Unit of Miriam College, where he earlier served as Assistant Principal for Academic Affairs, and as Subject Area Coordinator for English. He was also the Director for Basic Education and Director for Innovation Development of the institution. The nature of leadership and innovation in outcomes-oriented and standards-based language and literacy education is one of his primary interests as a holder of an undergraduate degree in secondary education major in English (magna cum laude), a master's degree in language education, and a doctoral degree in language planning and policy, all from the University of the Philippines in Diliman. He was a recipient of the 2000 UP Gawad Tsanselor bilang Pinakamahasay na Di-gradwadong Mag-aaral ng Sektor ng Batas at Agham Panlipunan, and the Miriam College President's Award for Research in 2005, and 2010. He co-chairs the CHED Technical Panel in Teacher Education, which is responsible for migrating the current teacher education programs to an outcomes-based configuration.

INSET for Junior High School Teachers

The JHS INSET is a three-day, two-track (Regular and Advanced) training program that is designed for Grade 7-10 teachers in private schools. This three-day extensive training was designed such that the teacher participants will be able to:

- prepare a curriculum map that unpacks the requirements of the K-12 subject curriculum guide;
- present a unit learning plan that is aligned with K-12 standards and develops students' 21st century skills for global competitiveness; and
- align the curriculum map and learning plan and classroom teaching with PEAC Certification requirements.

As a culminating output at the end of the training, participants were asked to prepare and present a Unit Learning Plan.

The following subject areas and tracks were offered:

Regular and Advanced Tracks

- Araling Panlipunan
- English
- Filipino
- Mathematics
- Science

Regular Track

- Music
- Physical Education and Health
- Technology and Livelihood Education - Home Economics
- Technology and Livelihood Education - ICT
- Values Education

In the Summer 2018 JHS INSET, 2,723 private schools nationwide sent a total of 14,667 teachers to attend that trainings. Of the 14,667 teachers who attended the training sessions that were held in 18 different venues across the country, 67.40% were licensed teachers.

Schools:	2,723
Teachers:	14,667
Licensed Teachers:	67.40%

JHS INSET 2018		
DATE	VENUE	NO. OF PARTICIPANTS
April 16-18	Ateneo de Zamboanga University, Zamboanga City	512
April 16-18	University of the Immaculate Conception, Davao City	493
April 23-25	Lyceum Northwestern University Dagupan City, Pangasinan	948
April 23-25	Father Saturnino Urios University, Butuan City	449
April 30 - May 2	St. Paul University of the Philippines, Tuguegarao City	612
April 30 - May 2	Colegio del Sagrado Corazon de Jesus, Iloilo City	976
May 7-9	Lourdes College, Cagayan de Oro City	907
May 7-9	St. Scholastica's Academy, San Fernando, Pampanga	847
May 14-16	First Asia Institute of Technology and Humanities, Tanauan City, Batangas	467
May 14-16	Notre Dame of Marbel University, Koronadal City, South Cotabato	871
May 21-23	Lyceum of the Philippines University-Laguna, Calamba City	1,236
May 21-23	Ateneo de Naga University Naga City	737
May 28-30	St. Scholastica's Academy, San Fernando, Pampanga	928
May 28-30	Holy Infant College, Tacloban City, Leyte	616
June 4-6	University of San Jose-Recoletos, Cebu City	1,228
June 4-6	St. Paul University-Manila	1,008
June 11-13	Saint Louis University Laboratory High School, Baguio City	565
June 11-13	Lyceum of the Philippines University-Laguna, Calamba City	1,267
TOTAL		14,667

During the Summer of 2019, despite a resource constraint for the INSET trainings, the PEAC was able to conduct 13 raining sessions in 13 different venues across the country. A total of 2,531 private schools sent 12,760 teachers to the training. Of the 12,760 teachers who trained, about 68.28% were licensed teachers who earned their CPD credit units.

Schools:	2,523
Teachers:	12,760
Licensed Teachers:	68.28%

JHS INSET 2019		
DATE	VENUE	NO. OF PARTICIPANTS
April 8-10	Notre Dame of Marbel University, Koronadal City, South Cotabato	877
April 8-10	Ateneo de Zamboanga University, Zamboanga City	608
April 22-24	University of the Immaculate Conception, Davao City	702
April 22-24	Lourdes College Cagayan de Oro City	1,009
April 29 - May 1	St. Scholastica's Academy City of San Fernando, Pampanga	1,240
May 6-8	Colegio del Sagrado Corazon de Jesus, Iloilo City	1,026
May 20-22	Ateneo de Naga University, Naga City	659
May 24-26	First Asia Institute of Technology and Humanities, Tanauan City, Batangas	1,100
May 27-29	Saint Louis University Laboratory High School, Baguio City	1,238
June 3-5	St. Paul University-Manila, Ermita, Manila	1,065
June 3-5	Lyceum of the Philippines University-Laguna, Calamba City	1,288
June 10-12	St. Paul University of the Philippines Tuguegarao City	629
June 17-19	University of San Jose-Recoletos, Cebu City	1,319
TOTAL		12,760

Evaluation. After each training, ReTEACH participants were requested to rate training in terms of the following areas:

- the course content i.e., relevance of the topics to the participants' work situation, logical and systematic arrangement of topics, the seminar's ability to provide new insights and meet the participants' expectations, and satisfactory discussion of topics listed;
- the training materials (including audio-visuals), i.e., their relevance to the topics discussed, their usefulness in learning the concepts better, readily available supplies (e.g., pencils, papers);
- the coordinators'/secretariat's thoroughness in providing the necessary information about the seminar and their willingness to address the participants' questions/concerns, including their helpfulness, attentiveness and efficiency; and
- seminar schedule and facilities i.e., length of course, time allocation per topic, food quality and adequacy, ventilation, physical arrangement, lighting, and sound system.

In a scale of 1 to 5, with 5 being the highest, the overall average ratings per area were as follows:

AREA	OVERALL RATING	
	JHS INSET 2018	JHS INSET 2019
Course Content	4.56	4.53
Training Materials	4.64	4.64
Coordinators/ Secretariat	5.57	4.52
Training Schedule and Facilities	4.20	4.18

INSET for Senior High School Trainers

The three-day SHS INSET program focuses on the role of SHS core subjects in the learners' preparation for the four (4) exits of the K to 12 Curriculum. It aims to coach the SHS teachers in teaching effectively their subjects by:

- comprehending the importance of an Aligned Classroom Instruction Delivery (ACID) plan in teaching a subject that ensures preparation of learners for the four (4) exits of the K to 12 curriculum; and
- articulating an instructional process in teaching the contents of a subject that ensures the alignment of both teacher and learner activities (reflected in the Classroom Instruction Delivery Alignment Map and Teaching Guide), and the development of learners' 21st century skills necessary for the four (4) exits of the K to 12 curriculum

The SHS INSET offering has the following SHS core subjects:

- English (Oral Communication; Reading and Writing)
- Filipino (Komunikasyon at Pananaliksik sa Wika at Kulturang Pilipino; Pagbasa at Pagsusuri ng Iba't ibang Teksto Tungo sa Pananaliksik)
- Earth and Life Science
- Physical Science
- 21st Century Literature from the Philippines and the World
- General Mathematics
- Statistics and Probability
- Media and Information Literacy
- Understanding Culture, Society and Politics
- Personal Development
- Introduction to Philosophy of the Human Person
- Physical Education and Health

The 2018 SHS INSET trainings, which were held within the period April to June 2018, was attended by 11,481 teachers from 2,416 schools nationwide. More than half (65.77%) of the 11,481 participants were licensed teachers. The 18 SHS INSET trainings were held in 16 venues around the country.

Schools:	2,416
Teachers:	11,481
Licensed Teachers:	65.77%

SHS INSET 2018		
DATE	VENUE	NO. OF PARTICIPANTS
April 20-22	Ateneo de Zamboanga University, Zamboanga City	454
April 20-22	University of the Immaculate Conception, Davao City	454
April 27-29	Lyceum Northwestern University Dagupan City, Pangasinan	680
April 27-29	Father Saturnino Urios University, Butuan City	359
May 4-6	St. Paul University of the Philippines, Tuguegarao City	517
May 4-6	Colegio del Sagrado Corazon de Jesus, Iloilo City	711
May 11-13	Lourdes College, Cagayan de Oro City	735
May 11-13	Holy Angel University, Angeles City, Pampanga	696
May 18-20	First Asia Institute of Technology and Humanities, Tanauan City, Batangas	341
May 18-20	Notre Dame of Marbel University, Koronadal City, South Cotabato	629
May 25-27	Lyceum of the Philippines University-Laguna, Calamba City	1159
May 25-27	Ateneo de Naga University Naga City	562
June 1-3	Holy Angel University, Angeles City, Pampanga	653
June 1-3	Holy Infant College, Tacloban City, Leyte	517
June 8-10	University of San Jose-Recoletos, Cebu City	1077
June 8-10	St. Paul University-Manila	644
June 15-17	Saint Louis University Laboratory High School, Baguio City	366
June 15-17	Lyceum of the Philippines University-Laguna, Calamba City	927
	TOTAL	11,481

The 2019 SHS INSET trainings were held within the period April to June 2019 in 13 different venues around the country. It was attended by 9,905 teachers from 2,277 schools nationwide. Of the 9,905 participants, 65.75% were licensed teachers.

Schools:	2,227
Teachers:	9,905
Licensed Teachers:	65.75%

SHS INSET 2019		
DATE	VENUE	NO. OF PARTICIPANTS
April 12-14	Notre Dame of Marbel University, Koronadal City, South Cotabato	561
April 12-14	Ateneo de Zamboanga University, Zamboanga City	591
April 26-28	University of the Immaculate Conception, Davao City	623
April 26-28	Lourdes College Cagayan de Oro City	768
May 3-5	Holy Angel University, Angeles City, Pampanga	1,079
May 10-12	Colegio del Sagrado Corazon de Jesus, Iloilo City	675
May 20-22	First Asia Institute of Technology and Humanities, Tanauan, Batangas	929
May 24-26	Ateneo de Naga University, Naga City	482
May 31 - June 2	Saint Louis University Laboratory High School, Baguio City	917
June 7-9	St. Paul University-Manila, Ermita, Manila	653
June 7-9	Lyceum of the Philippines University-Laguna, Calamba City	1,017
June 14-16	St. Paul University of the Philippines Tuguegarao City	485
June 21-23	University of San Jose-Recoletos, Cebu City	1,125
	TOTAL	9,905

Evaluation. After each training, ReTEACH participants were requested to rate training in terms of the following areas:

- the course content i.e., relevance of the topics to the participants' work situation, logical and systematic arrangement of topics, the seminar's ability to provide new insights and meet the participants' expectations, and satisfactory discussion of topics listed;
- the training materials (including audio-visuals), i.e., their relevance to the topics discussed, their usefulness in learning the concepts better, readily available supplies (e.g., pencils, papers);
- the coordinators'/secretariat's thoroughness in providing the necessary information about the seminar and their willingness to address the participants' questions/concerns, including their helpfulness, attentiveness and efficiency; and
- seminar schedule and facilities i.e., length of course, time allocation per topic, food quality and adequacy, ventilation, physical arrangement, lighting, and sound system.

In a scale of 1 to 5, with 5 being the highest, the overall average ratings per area were as follows:

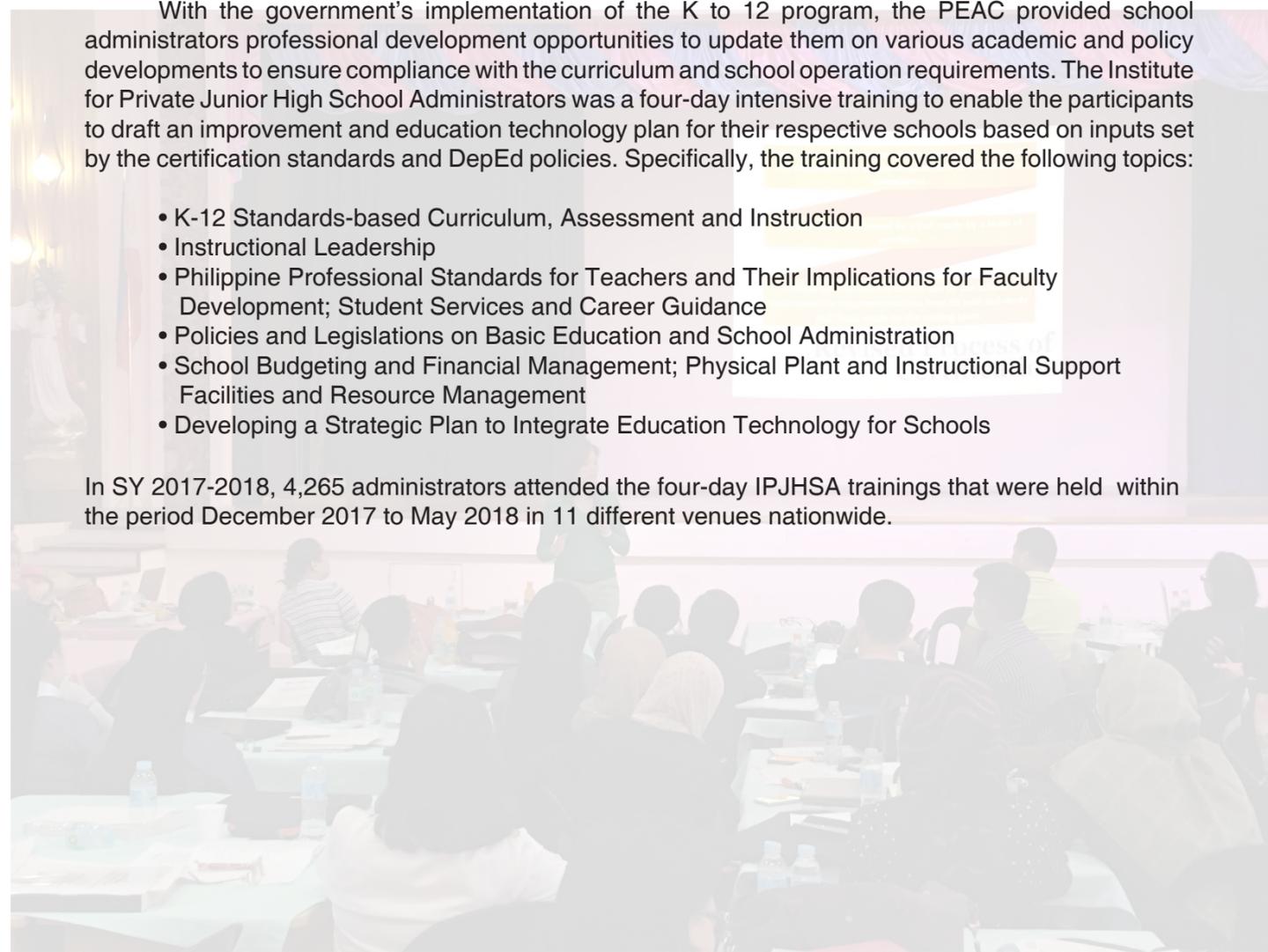
AREA	OVERALL RATING	
	JHS INSET 2018	JHS INSET 2019
Course Content	4.54	4.65
Training Materials	4.42	4.67
Coordinators/ Secretariat	4.49	4.63
Training Schedule and Facilities	4.22	4.23

Institute for Private Junior High School Administrators

With the government's implementation of the K to 12 program, the PEAC provided school administrators professional development opportunities to update them on various academic and policy developments to ensure compliance with the curriculum and school operation requirements. The Institute for Private Junior High School Administrators was a four-day intensive training to enable the participants to draft an improvement and education technology plan for their respective schools based on inputs set by the certification standards and DepEd policies. Specifically, the training covered the following topics:

- K-12 Standards-based Curriculum, Assessment and Instruction
- Instructional Leadership
- Philippine Professional Standards for Teachers and Their Implications for Faculty Development; Student Services and Career Guidance
- Policies and Legislations on Basic Education and School Administration
- School Budgeting and Financial Management; Physical Plant and Instructional Support Facilities and Resource Management
- Developing a Strategic Plan to Integrate Education Technology for Schools

In SY 2017-2018, 4,265 administrators attended the four-day IPJHSA trainings that were held within the period December 2017 to May 2018 in 11 different venues nationwide.



INSTITUTE FOR PRIVATE JHS ADMINISTRATORS		
DATE	VENUE	NO. OF PARTICIPANTS
December 7-10, 2017	St. Paul University-Manila Malate, Manila	157
January 17-20, 2018	Lyceum of the Philippines University-Laguna Makiling, Calamba City	492
January 24-27, 2018	Silliman University Dumaguete City	144
January 31 - February 3, 2018	Colegio del Sagrado Corazon de Jesus Iloilo City	319
February 14-17, 2018	Ateneo de Naga University Naga City	213
February 28 - March 3, 2018	Lyceum of the Philippines University-Laguna Makiling, Calamba City	471
March 8-11, 2018	University of San Jose-Recoletos Cebu City	427
April 11-14, 2018	St. Louis University, Basic Education Campus, Baguio City	509
April 18-21, 2018	St. Scholastica's Academy San Fernando, Pampanga	482
April 25-28, 2018	Lourdes College Cagayan de Oro City	257
May 2-5, 2018	St. Paul University-Manila Malate, Manila	293
May 9-12, 2018	Notre Dame of Marbel University City of Koronadal, South Cotabato	204
May 16-19, 2018	University of the Immaculate Conception Bajada Campus, Davao City	297
TOTAL		4,265

Due to the favorable feedback from the private school administrators who had attended the IPJHSA, and the requests from other administrators to run the program again to benefit more schools, the PEAC conducted additional program runs in SY 2018-2019. The second run was held within the period August to September 2018 in five (5) different venues in Luzon. It was attended by 1,105 administrators.

INSTITUTE FOR PRIVATE JHS ADMINISTRATORS (2nd roll out)		
DATE	VENUE	NO. OF PARTICIPANTS
August 8-11, 2018	St. Louis University, Basic Education Campus, Baguio City	205
August 15-18, 2018	The Grand Convention Center of Cebu, Cebu City	220
August 22-25, 2018	Lima Park Hotel, Malvar, Batangas	186
August 29 - September 1, 2018	Lourdes College, Cagayan de Oro City	147
September 5-8, 2018	St. Scholastica's College, Manila	347
TOTAL		1,105

Evaluation. After each training, ReTEACH participants were requested to rate training in terms of the following areas:

- the course content i.e., relevance of the topics to the participants' work situation, logical and systematic arrangement of topics, the seminar's ability to provide new insights and meet the participants' expectations, and satisfactory discussion of topics listed;
- the training materials (including audio-visuals), i.e., their relevance to the topics discussed, their usefulness in learning the concepts better, readily available supplies (e.g., pencils, papers);
- the coordinators'/secretariat's thoroughness in providing the necessary information about the seminar and their willingness to address the participants' questions/concerns, including their helpfulness, attentiveness and efficiency; and
- seminar schedule and facilities i.e., length of course, time allocation per topic, food quality and adequacy, ventilation, physical arrangement, lighting, and sound system.

In a scale of 1 to 5, with 5 being the highest, the overall average ratings per area were as follows:

AREA	OVERALL RATING
Course Content	4.68
Training Materials	4.70
Coordinators/ Secretariat	4.62
Training Schedule and Facilities	4.31

Executive Course for Educational Leaders in Senior High School

The Executive Course for Education Leaders (ExCEL) in Private Senior High Schools is a three-day training program that is fundamentally anchored on educational change management principles. It is envisioned to complement the training of teachers that the PEAC had already initiated. Each three-day training session aims to:

- to contemplate individual and collective field-based evidences and experiences relative to the implementation of the SHS program within the context of a private school;
- to comprehend the demands of the SHS Program through the lens of transformative educational leadership and school-based knowledge and innovation managements; and
- to create relevant, adaptive, programmatic, integrative, and deliverable school-based innovation plans (SIPs) in developing and delivering the SHS program.

The PEAC gathered a team of SHS Administrators from the leading private schools to form part of the team of ExCEL coaches and facilitators who are Licensed Professional Teachers, and with educational management expertise.

The SHS administrators are enjoined to send a maximum of three (3) participants per school (superintendent, director/directress, principal, and academic coordinators) to ExCEL.

The first roll-out of the ExCEL was held within the period December 2017 to April 2018 in 10 venues nationwide with 3,307 SHS administrators from various schools around the country as participants (please refer to table below).

EXECUTIVE COURSE FOR EDUCATIONAL LEADERS IN SENIOR HIGH SCHOOL			
REGION	DATE	VENUE	NO. OF PARTICIPANTS
V	December 8-10, 2017	Ateneo de Naga University Naga City	193
I, II, CAR	January 8-10, 2017	St. Louis University, Basic Education Campus, Baguio City	361
IX, XI, ARMM, ARMM	January 25-27, 2018	University of the Immaculate Conception, Davao City	266
IV-A, IV-B	February 1-3, 2018	Lyceum of the Philippines University- Laguna, Calamba City	484
XII, ARMM	February 16-18, 2018	Notre Dame of Marbel University Koronadal City, South Cotabato	211
VII, VIII	March 1-3, 2018	University of San Jose-Recoletos, Cebu City	398
VI	March 9-11, 2018	Colegio del Sagrado Corazon de Jesus, Iloilo City	338
NCR	April 12-14, 2018	St. Paul University- Manila, Manila	276
IX, X, XIII, ARMM	April 19-21, 2018	Lourdes College, Cagayan de Oro City	292
III	April 26-28, 2018	St. Scholastica's Academy San Fernando City, Pampanga	487
		TOTAL	3,307

To accommodate SHS administrators who were not able to attend the first run of the ExCEL that was held in the previous school year, the PEAC conducted limited additional runs.

The 2nd roll-out was held in six (6) different venues within the last quarter of 2018. It trained 1,357 administrators who came from various points in Luzon.

EXECUTIVE COURSE FOR EDUCATIONAL LEADERS IN SENIOR HIGH SCHOOL (2nd roll out)		
DATE	VENUE	NO. OF PARTICIPANTS
October 10-13, 2018	Lyceum of the Philippines University-Laguna, Calamba City	182
November 7-10, 2018	Holy Angel University, Angeles City, Pampanga	249
November 14-17, 2018	University of San Jose-Recoletos, Cebu City	221
November 21-24, 2018	Ateneo de Davao University, Davao City	276
December 5-8, 2018	Claret School of Quezon City, Diliman, Quezon City	241
December 10-13, 2018	Lyceum Northwestern University, Dagupan	188
	TOTAL	1,357

Apart from the ExCEL program, the SHS administrators had the opportunity to attend an additional one-day training on “Instructional Leadership Through An Alignment Framework.” The training aimed to orient school leaders on the

1. Alignment Framework that served as the theoretical basis, and methodological tool in the during the Summer INSET for SHS teachers;
2. importance, and use of the Aligned Classroom Instruction Delivery (ACID) Plan in carrying out their instructional leadership role;
3. Classroom Instruction Delivery Alignment Map (CIDAM) as a translation of the Curriculum Guide for an Aligned Classroom Instruction Delivery Plan; and
4. Articulation of the CIDAM vis-a-vis the parts of the Teaching Guide.

At the end of the training, the Senior High School administrators developed a Classroom Monitoring Plan based on the CIDAM.

This additional one-day training on “Instructional Leadership Through An Alignment Framework,” which as held on six (6) different dates in six (6) venues within Luzon had 2,505 participants who were administrators from 1,545 schools nationwide. Of the 2,505, 67% were licensed teachers.

SHS INSTRUCTIONAL LEADERSHIP THROUGH AN ALIGNMENT FRAMEWORK		
DATE	VENUE	NO. OF ADMINISTRATORS TRAINED
October 13, 2018	Lyceum of the Philippines University-Laguna, Calamba City	437
November 10, 2018	Holy Angel University, Angeles City	444
November 17, 2018	University of San Jose Recoletos Main Campus, Magallanes Street, Cebu City	409
November 24, 2019	Ateneo de Davao University-Main Campus, E. Jacinto St., Davao City	498
December 8, 2018	Claret School of Quezon City, Diliman, Quezon City	347
December 13, 2018	Lyceum Northwestern University, Dagupan City	370
Total		2,505

Schools:	1,545
Teachers:	2,505
Licensed Teachers:	67.07%

Evaluation. After each training, ReTEACH participants were requested to rate training in terms of the following areas:

- a. the course content i.e., relevance of the topics to the participants' work situation, logical and systematic arrangement of topics, the seminar's ability to provide new insights and meet the participants' expectations, and satisfactory discussion of topics listed;
- b. the training materials (including audio-visuals), i.e., their relevance to the topics discussed, their usefulness in learning the concepts better, readily available supplies (e.g., pencils, papers);
- c. the coordinators'/secretariat's thoroughness in providing the necessary information about the seminar and their willingness to address the participants' questions/concerns, including their helpfulness, attentiveness and efficiency; and
- d. seminar schedule and facilities i.e., length of course, time allocation per topic, food quality and adequacy, ventilation, physical arrangement, lighting, and sound system.

In a scale of 1 to 5, with 5 being the highest, the overall average ratings per area were as follows:

AREA	OVERALL RATING
Course Content	4.68
Training Materials	4.64
Coordinators/ Secretariat	4.52
Training Schedule and Facilities	4.26

Research

The PEAC commissioned and/or funded 10 research projects for SY 2017-2018 and SY 2018-2019. Of this figure, four (4) were commissioned studies, while six (6) were conducted by other research institutions. Below is a brief description of these projects.

Commissioned Studies

The Implementation of the Teacher Salary Subsidy Program of the Department of Education: A National Evaluation

Core Research Team:

Dr. Maria Antonia C. Capili, Trinity University of Asia
Dr. Mary Ann M. Temprosa, Silliman University
Dr. Dahlia D. Busiños, Pilgrim Christian College
Dr. Patricio C. Dionio, Association of Christian Schools, Colleges and Universities

The study evaluated the implementation of the DepEd's TSS from the perspective of the principals, and the teachers of private JHS in the Philippines. It involved 32 ACSCU-member schools, and one non-ACSCU school from the 16 regions of the country—an average of two (2) schools per region. It particularly determined if the TSS had been implemented according to the guidelines set by the DepEd, through the PEAC, and if it had any effect on the teachers' performance and retention, and quality of instruction. The study documented the challenges encountered by the teachers and principals during the implementation and their recommendations to address them. The results of the focus group discussion and document analysis, generally, revealed that despite the accompanying challenges, all the schools observed the DepEd guidelines. The data also showed that although the TSS had no direct effect on teachers' performance and retention, and quality of instruction, it allegedly had unintended consequences, and indirect impacts: it helped the teachers meet their personal, family, and teaching needs. The document analysis, in particular, showed that the teachers' performance improved after availing of the TSS. The younger teachers (those who had taught for less than two years), however, expressed that the TSS cannot prevent them from leaving and seeking better economic opportunities in public schools. Overall, the teachers were happy and grateful for the TSS. They expressed hope that it would continue with higher allocations, especially for schools with no top-ups, which are solely dependent on the ESC and the TSS for their continued operation. The research team concluded that the findings of the study could serve as bases to further improve the TSS implementation to enable it to fully contribute toward making quality education accessible to all Filipino learners.

Estimating the Cost of Providing Senior High School Principal Investigator: Taft Consulting Group

The Philippines' Senior High School Voucher Program (SHSVP), and senior high school (SHS) were launched concurrently in SY 2016-2017. After three years of implementation, some private schools claim that the voucher values are insufficient to cover the cost of providing quality education. The study examines the long-term, annual, and per student cost of SHS provision to influence decisions on voucher values, granting that the cost of the provision is only one among several factors that influence voucher design. Among the major findings of the study are: a) despite an overall rise, participation was seen as uneven across regions, student types, school types, and over time; the program was deemed regressive in that the more well-off students and regions are currently the main beneficiaries; b) comparing the cost estimates obtained using the DepEd's budget with those obtained using the DepEd's prescribed standards for school inputs show differences that cannot be easily explained; it appears that the prescribed standards are not followed by the DepEd schools; c) not-for-profit schools price their offerings according to market, not according to cost; the fees for the academic track were found higher than those for the TVL track, and the fees seem to follow affluence levels; possible cross-subsidies between tracks and schools in a system muddle the true cost of SHS provision in private schools; d) the cost patterns and the coverage of the voucher values hinge on the cost of land, making it a critical component in the cost of public SHS provision; e) the added cost of a TVL track or specialization is substantial and varies widely; current support programs for TVL specialization are open to gaming; and f) the cost of SHSs located in existing junior high schools is representative of the current situation; however, stopgap measures such as shared campuses are expected to dissipate over time or have adverse effects on education quality; all things considered, the approach using standard inputs for stand-alone SHSs produce estimates that best approximate the long-term cost of SHS provision; the maximum applicable voucher value covers, at best, 67% of the cost estimates obtained for stand-alone SHSs. The study offered recommendations that would increase government spending in the program, but would still save the government more than if it were to provide SHS through its public schools.

Modelling the Effects of Recommendations on the Teacher Salary

Subsidy

Principal Investigator: Taft Consulting Group

Due to the concerns regarding program design and implementation, this study was undertaken to propose recommendations that would generally advocate for stricter implementation. This study operationalizes the recommendations, and quantifies their effects through a modeling procedure. It estimated the effects of the recommendations in terms of the number of teachers affected, the savings that would result, the increase in the TSS amount that the savings can afford, and other viable options. Of the eight recommendations and five combinations of recommendations that were subjected to the modeling procedure, four were found to have the most significant effects: a) Recommendation 1 – Recipients must have passed the board examination for secondary school teachers; b) Recommendation 5 – Recipients must earn Php20,000 or less per month; c) Recommendation 6 -Recipients must teach at least 300 minutes per week; and d) Recommendation 8 – Delaying the TSS payments to around May for the SY just ended to simplify the processing. The results of the modelling procedure were used to assess the likelihood of achieving some short- and medium-term goals, which include: increasing the TSS amount for teachers who qualify without increasing total program spend, adherence to the e-GASTPE Law, adherence to the recommendations of the policy note, and expanding program coverage to teachers in SHS. It was found that expanding coverage to teachers in SHS is better regarded as a separate initiative independent of the recommendations. The study also concluded that the other goals would best be achieved with the joint implementation of Recommendations 5, 6, and 8, as are the program goals of quality education and migration prevention.

Review and Revision of the PEAC Certification Manuals for the Department of Education's Educational Service Contracting (ESC) Program

Principal Investigator: Dr. Miguel Q. Rapatan

Co-Investigator: Dr. Ma. Helena Desiree M. Terre and Roman C. Sanares

The project will review and update the pertinent sections and provisions of the Institutional Self-Evaluation and Certifiers manuals to reflect the new concepts, practices, and requirements of the K to 12 Program. These manuals outline the principles, components, and mechanisms of the PEAC Certification System for the ESC Program that were written prior to the passage of Republic Act 10533 (An Act Enhancing the Philippine Basic Education System by Strengthening Its Curriculum and Increasing the Number of Years for Basic Education, Appropriating Funds Therefor). They will also be re-examined in terms of their operational effectiveness, and actual use in the field. The project outputs will include the following: a revised manual for certifiers; a revised certification assessment instrument; a revised manual for school leaders on institutional self-evaluation and school improvement planning; a training program for certifiers; and a training program for school leaders on the use of the Institutional Self-Evaluation Manual and school improvement planning.

Other Studies

Preferences in SHS: Analyzing Enrolment Patterns by Track, Strand, and School Type

Principal Investigator: Don Brodeth, Baliuag University

Using enrollment data that were aggregated at the school-level, this study determined the a) national preferences in school type, tracks and strands; b) tracks and strands preferred per school type; and c) regional differences in such preferences. The study also determined if school fees influenced the choice of track or strand within a school. The findings show that the lack of variance in costs of tuition and fees for varying strands and tracks did not cause differences in preferences across the tracks and strands. The larger subscription to academic programs in private schools seems to support the view that private schools are better able to prepare students bound for college, which may be an outcome of the transition years where higher education institutions participated in Grade 11, and later opted to accommodate SHS students. The study also found that gender differences were also manifested in track and strand preferences among SHS students—a finding that was not initially intended as part of the research.

Critical Thinking Research in the Philippines: A Scoping Review on Research Gaps

Principal Investigator: Marcos Y. Lopez, Centro Escolar University

This paper mapped the literature on critical thinking studies done in the Philippines by Filipino scholars from 1971 to 2017. It examined the extent and nature of research activity to identify research gaps in the existing literature. Of the 142 documents gathered, 128 studies were included in the research. The 128 studies were then classified under the following major research areas: curriculum and instruction, materials development, assessment, the relationship of critical thinking to others, test development, and critical thinking and culture. It was found that critical thinking and culture is an area which is the least explored. The studies during the period were largely focused on critical thinking ability, with very limited investigations on critical thinking and disposition. The majority of the studies were designed for students in the tertiary and secondary levels. There was a limited study focusing on elementary pupils. The findings also suggest the need to do research on the disposition aspect of critical thinking, and on learners in kindergarten and the elementary. Inasmuch as the immersion approach had been the predominant method used in teaching critical thinking, and in materials development, the study posits that Filipino scholars may explore these other approaches to teaching critical thinking: general, infusion, and mixed regarding enhancement of students' critical thinking, and the application of the infusion approach in embedding it in instructional materials in different academic disciplines.

Helping Teachers Understand the Realities of Cyberbullying: An e-Learning Module on Cyberbullying

Principal Investigator: Maria Antonia Crudo-Capili, Trinity University of Asia

The proposed study seeks to address the theme of Child Protection, which is indicated in the Basic Research agenda found in the DepEd Order No. 38, series of 2016. The study aims to determine the perception of teachers on cyberbullying in terms of awareness, knowledge, attitude, and experiences. It intends to formulate intervention measures to address cyberbullying, and come up with an e-learning module on cyberbullying for the use of teachers. The e-learning module will be developed using the instructional system design (ISD), specifically the Analysis, Design, Development, Implementation, and Evaluation (ADDIE) model.

Strengthening the Complementarity of Private and Public Education: Towards Greater Inclusion, Efficiency, and Freedom of Choice

Principal Investigator: Dr. Vicente B. Paqueo, Philippine Association of Colleges and Universities

The Philippine Constitution specifically mandates the government to develop an integrated national education system consisting of public and private institutions that should complement each other. Recognizing that both play important roles in optimizing the education of Filipinos, the country had maintained a national education system derive by both the government and the education market. Laws and other measures had been instituted to develop the Philippine education system to make it compliant with the Constitutional mandate and aspirations. Although much progress has been achieved in this regard, the country's education system continues to face difficult challenges that point to the urgent need to expand the access of all Filipinos to quality education that is responsive to the rapidly changing market and social conditions. Thus, the imperative to have greater clarity about the meaning and policy implications of public-private education complementarity. This study determined how the public and private education sectors can be made to work together following the principle of complementarity, to maximize the number of young Filipinos educated in good quality schools. It proposed an analytically coherent principles framework—a tool to guide the conceptualization and application of the principle of complementarity for the development of a high performing inclusive education system that could harness better the benefits of public-private education complementarity. The framework will be useful in determining the measures that the country could adopt and implement to optimize its investment in education and societal well-being, specifically in raising the education system to the next level.

The Effect of Intrinsic and Extrinsic Motivation in Sustaining the Commitment, Work Engagement, and Job Satisfaction of Public and Private Secondary School Teachers: A Comparative Analysis

Principal Investigator: Dr. Belinda V. de Castro, University of Santo Tomas

The study aims to determine the motivational factors (monetary and non-monetary) that significantly affect the commitment, work engagement, and job satisfaction of public and private secondary school teachers. It will compare the motivational factors provided to both the public and private secondary school teachers to formulate a more effective strategy for promoting teachers' welfare. The study will assess the teachers' satisfaction regarding the different intrinsic and extrinsic motivations provided by the institution (government/schools) for promoting their welfare. It will determine: the teachers' level of commitment, work engagement, and job satisfaction; if their profile are significantly related to, and if motivation has any effect on these. It will likewise determine any significant difference between the private and public school teachers': motivation, commitment, work engagement, and job satisfaction. It will identify the most appropriate mechanisms to a) promote the welfare of teacher in the public and private secondary schools, and b) reduce the possible gaps between the intrinsic and extrinsic motivations provided. The results of the study would help school administrators to become more aware of the different non-monetary factors that secondary school teachers deem satisfying and would, therefore, provide valuable input to their respective faculty development programs. The validated instruments measuring teachers' commitment, work engagement, and job satisfaction could be adapted by education institutions and used alongside the evaluation instruments of teachers. Data that could be gathered with the use of the instruments may provide valuable information to school officials regarding factors that affect teachers' performance. The study will also produce a publishable paper.

Academic Self-Concept, Career Adaptability, and the Contextual Influences in Career Decisions of Senior High School Students: A Basis for Career Planning Program

Principal Investigator: Dr. Jennifer Reyes, De La Salle Araneta University

The primary aim of this study is to gather important information to support the goal of the recently implemented K to 12 Program in the Philippines. It will collect pertinent information to come up with a description of a) the students' profile in terms of age, gender, school, and ideal career choice; b) a career influence inventory, including factors such as parental influence, teacher influence, peer influence, gender expectations, self-efficacy, and negative social events; c) an Academic Self-Concept based on the following domains: self-regulation, general intellectual abilities, motivation, and creativity; d) a Career Adaptability that would measure concern, control, curiosity, and confidence as psychosocial resources for managing occupational transitions, developmental risks, and work traumas. From the students' responses, the study will also establish the associations between academic self-concept and career adaptability. Career adaptability will be considered in this study, as this would ultimately describe how the first batch of students had adjusted to the SHS program, while academic self-concept will be considered because of its evident effects on learning and cognitive functioning of students. The study will measure how academic self-concept predicts career adaptability. The specific outputs of this study are: an instrument on Career Choice Progress Evaluation that can be used as an extension of the SHS Career Guidance Program; infographic materials; a baseline for continuation study designed to monitor academic, and career advancement of students from their chosen strand; bases for succeeding years' career planning, and a baseline for a tracer study; and a research manuscript for publication.

RA 10153: Enhanced Basic Education Act of 2013 and the Senior High School Voucher Program

Through Republic Act No. 10533 (RA 10533), the Philippines' enhanced basic education program encompasses at least one (1) year of kindergarten education, six (6) years of elementary education, and six (6) years of secondary education. Secondary education includes four (4) years of junior high school and two (2) years of senior high school education. Grade 11 was introduced in SY 2016-2017 and Grade 12 was introduced in SY 2017-2018.

RA 10533, which supports Article XIV Section 2.3 of the Philippine Constitution of 1987, explicitly expands the Government Assistance to Students and Teachers in Private Education (E-GASTPE) to include Grades 11 and 12 and mandates the DepEd to formulate programs to implement the provisions of the aforementioned laws based on the principles of public-private partnership. As a result, DepEd Order No. 11, s. of 2015 introduced the SHS Voucher Program (SHS VP), a GASTPE program that serves as a channel for providing financial support to qualified students in SHS. Through the SHS VP tuition subsidy is extended to qualified public and private Grade 10 completers enabling them to enroll for SHS in private and non-DepEd public schools.

The SHS VP aims to:

- uphold the right to quality basic education by increasing access to SHS;
- increase the diversity of SHS providers beyond the current configuration; and
- provide greater choice to students and their families in deciding the SHS program that caters to their needs and career goals. DepEd Order No. 11, s. of 2015 also provides clear and detailed guidelines to schools in processing vouchers.

Only Grade 10 students from DepEd recognized schools in are eligible for the SHS VP. For brevity, these students are termed Grade 10 completers. Grade 10 completers are subdivided into (1) automatically qualified students and (2) voucher applicants.

1. Automatically Qualified Students

Students falling under the categories below automatically qualify for vouchers and are considered qualified voucher recipients (QVRs). They do not need to apply for vouchers.

- Category A: All Grade 10 completers in Public JHSs
- Category B: All Grade 10 completers in State/Local Universities and Colleges
- Category C: All Grade 10 completers in private schools that are Educational Service Contracting (ESC) grantees

2. Voucher Applicants (VAs)

Only students in this category need to apply for vouchers and are thus termed voucher applicants (VAs).

- Category D: All Grade 10 completers in private schools who are not ESC grantees and wish to avail of the voucher subsidy in order to enroll in a non-DepEd SHS.
- Category E: Students who took the Alternative Learning System (ALS) Accreditation and Equivalency (A&E) Test and the Philippine Education Placement Test (PEPT) and passed and have been certified for admission to Grade 11

The following students are not eligible for the SHS VP:

- Incoming Grade 11 students who completed Grade 10 not in the immediately preceding school year
- Incoming Grade 12 students who were not part of the voucher program in Grade 11
- Non-Filipino students

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

Participation in the SHS VP

Any non-DepEd Senior High School is eligible to participate in the SHS VP as long as the school has been issued a permit by DepEd. A SHS becomes a SHS VP-participating school by accepting Qualified Voucher Recipients in Grade 11 and/or Voucher Program Beneficiaries in Grade 12. Every SHS VP-participating school is required to attend the annual orientation on the SHS VP Guidelines and the Senior High School Voucher Management System (SHS VMS) conducted by the PEAC every summer.

Role of the PEAC

The DepEd contracted the PEAC to administer the SHS VP. The PEAC provides the required infrastructure, systems, coordination, and controls for the smooth implementation of the SHS VP. It also commissions pertinent research projects that are in aid of policy. Relative to the SHS VP, the PEAC is specifically tasked to:

- orient the SHS VP-participating schools;
- manage the SHS VP Applications for students in Categories D, E, and F;
- process billing statements;
- monitor the participating schools for compliance with program guidelines;
- resolve cases of schools with adverse findings;
- conduct regular meetings and consultations with the stakeholders;
- undertake research and data gathering; and
- provide In-Service Training.

Serving as the first line of program support to SHS VP-participating schools in the regions are the PEAC Regional Secretariats (PEAC RSs) that manage the program's daily implementation, and coordinate their effort with those of the RPComs, and the PEAC. The PEAC RSs provide advice and guidance, assist schools in complying with the guidelines, and conduct field audits and training, and mentoring sessions, as may be needed in their respective regions.

Senior High School Voucher Program Application

Applications may be done manually or online and are free of charge.

Manual applications entail filling up the application form and submitting it together with supporting documents to the PEAC office in Makati City. On the other hand, online applications are accepted via the Online Voucher Application Portal (OVAP) that the PEAC had developed specifically for SHS VP applications. The OVAP may be accessed at <http://ovap.peac.org.ph>.

The supporting documents include the following:

- one (1) recent 2x2 colored ID photo;
- proof of financial means of both parents or guardian/s, and the other person/s helping send the applicant to school, if any;
- a signed Parent Consent Form for applicants below 18 years old at the time of the submission of the application; and
- Certificate of Financial Assistance received from the Junior High School where the applicant is enrolled in Grade 10, if applicable

The PEAC processes all and only complete applications that are submitted on or before the deadline. It forwards the results to DepEd for approval.

Automatically disqualified from the SHS VP are applications:

- submitted after the deadline,
- with incomplete information,
- with incomplete required documents,
- that contain false information, and
- submitted by learners who are not eligible under the SHS VP; they are:
 - Grade 10 completers who completed Grade 10 before the immediately preceding school year;
 - learners who graduated from high school in March 2015, or earlier;
 - incoming Grade 12 learners who were not part of the SHS VP in Grade 11;
 - non-Filipino learners.

The detailed guidelines on the SHS VP applications are contained in the DepEd Order No. 10, s. 2019. These guidelines undergo a periodic review by the DepEd and the PEAC to further enhance the provisions contained therein, and to ensure the effectiveness of the application process.

The following table presents the number of voucher program applications that the PEAC processed and the number of QVAs, for the last two school years.

Category	SHS VP APPLICATION			
	Applications Received	Qualified Voucher Applicants (QVAs)	Applications Received	Qualified Voucher Applicants (QVAs)
Category D	86,147	60,133	89,333	43,978
Category E,F	7,789	2,798	1,486	256
Total	93,936	62,931	90,819	52,019

Processing of Billing Statements

The PEAC created the ESC Information Management System (ESC IMS) to facilitate the efficient processing of billing statements and monitoring of payments. The system has been in use since SY 2009-2010. The ESC-participating schools use the ESC IMS to carry out the following processes to create billing statements for their ESC grantees.

1. encoding and/or updating of the school profile in DepEd's EBEEIS,
2. encoding and/or updating SHS student information in DepEd's Learner Information System,
3. registering Voucher Program Beneficiaries in the SHS VMS,
4. creating ESC billing statements,
5. preparing the billing statement package.

The processing of billing statements for payment starts upon submission of the billing statement package to the PEAC Regional Secretariat (PEAC RS). The PEAC RS verifies if the billing statement packages received are in order, and if the billing statements exist in the SHS VMS. The PEAC Regional Program Director (PEAC RPD) signs the billing statements and forwards the documents to the DepEd Regional Director (DepEd RD) for his/her signature. The PEAC RS retrieves the billing statements from the DepEd RD, and forwards these to the PEAC NS where further validation and verification are done. From the PEAC NS, the billing packages are sent to the DepEd Central Office Accounting Division for payment processing. The DepEd pays the ESC-participating schools through their respective accounts with the Landbank of the Philippines (LBP).

The schools monitor the status of their billing statements through the ESC IMS. The real-time status of the billing processing and the office that handles the billing statement package are reflected on the school's account. The following table indicates the billing statements processed by the PEAC NS based on the billing data submitted by the SHS VP-participating schools.

Billing data based on billing statements submitted by SHS VP-participating schools

	SY 2017-2018	SY 2018-2019
No. of billing statements submitted	12,248	21,763
No. of VPBs	1,274,620	1,322,428
Category A,B	819,860	870,442
Category C	324,080	328,403
Category D,E,F	130,680	123,583
No. of schools	4,536	4,567
Subsidy amount	Php 21,291,428,751.83	Php 22,822,406,463.00

Monitoring for Program Compliance

In SY 2017-2018, the PEAC continued to monitor the SHS VP-participating schools relative to their compliance with the requirements, guidelines, and minimum standards prescribed by the DepEd. School participation in the SHS VP program is dependent on the school permits issued by the DepEd. The sanctions for violations of the SHS VP guidelines are within the authority of the DepEd.

Unaccounted SHS VP Beneficiaries. In SY 2017-2018, 74 SHS VP-participating schools were reported to have adverse findings. The PEAC had served written notices to the schools concerned to demand refund for the voucher payments that they had received for the unaccounted Voucher Program Beneficiaries (VPBs). As of September 2019, 57 schools have submitted their refund amounting to Php2,920,591.

Of the remaining 17 schools: 14 had submitted documents to confirm the adverse findings, while three (3) have not submitted their refund amounting to Php985,000. In view of this, the SY 2018-2019 SHS VP billing statements of these three (3) schools, had been placed on hold pending payment of their refund.

In SY 2018-2019, 108 SHS VP-participating schools were reported to have adverse findings (as of September 2019). Of this figure, 64 schools had submitted their refund for the unaccounted VPBs amounting to P3,277,250. Thirty-nine (39) schools have not submitted their refund amounting to Php12,920,500. This being the case, the SY 2019-2020 SHS VP billing statements of the 39 schools were put on hold pending settlement of the refund. The remaining five (5) schools had submitted documents confirming the adverse findings.



FAPE 50

The PEAC celebrated the 50th year anniversary of the establishment of the Fund for Assistance to Private Education (FAPE) with a gala dinner at the EDSA Shangri-La Manila, Mandaluyong City, last November 5, 2018. The occasion significantly marked the day in 1968 when the FAPE was established under a Project Agreement between the US Government, the Philippine Government, and the private schools. The Project Agreement also required the Philippine government simultaneously create the PEAC, and to constitute the FAPE as a “permanent trust fund.” The event started with a thanksgiving Mass, which was officiated by Rev. Fr. Renato de Guzman, SDB with concelebrants: Rev. Fr. Roberto Exequiel N. Rivera, S.J., President of the Ateneo De Naga University, and PEAC Regional Program Director (RPD) for Region 5; Msgr. Ely Rafael D. Fuentes, Regional Trustee of CEAP, and PEAC RPD for Region 6; and Rev. Fr. John Christian U. Young, President of Father Saturnino Urios University, and PEAC RPD for CARAGA.

The program commenced after cocktails with an invocation led by the UST Singers. PACU President, Dr. Caroline Marian S. Enriquez, delivered the welcome message, while DepEd Undersecretary for Finance, Victoria M. Catibog, read the message of Secretary Leonor M. Briones, PEAC ex-officio Chair of PEAC. Usec. Catibog cited PEAC’s “commitment to the advancement of complementarity between the public and the private education systems, highlighting the Committee’s imperative role in national development.”

Capping the evening’s event was the conferment of a special award on the late former Senate President Edgardo J. Angara who authored RA 6728, which provides for the ESC, the TSS, and the SHSVP. In his response, Senator Sonny M. Angara who received the award on behalf of his father, promised to honor his father’s legacy by continuing the work he had begun.

The program also featured performances by Arman Ferrer, Shiela Valderrama-Martinez, and the UST Singers. The celebration ended with Dr. Pio D. Bacong, ACSCU President, leading the anniversary toast together with the rest of the members of the PEAC, namely Usec. Catibog, Dr. Enriquez, Fr. Joel E. Tabora, S.J. (CEAP), and Dir. MaryAnne ER Darauay (NEDA) as well as Executive Director Doris F. Ferrer.

Highlighting FAPE’s and PEAC’s 50-Year Journey

Through a video presentation, the audience was ushered in a journey tracing FAPE’s and PEAC’s history and achievements. As earlier mentioned, the FAPE (also known as the Trust Fund), was part of the Special Fund for Education that had been set aside by the Government of the United States of America in 1963 from the Surplus Fund authorized by the War Damage Act of 1962. Recognizing the potential uses of the Special Fund, then President Ferdinand E. Marcos pursued negotiations with the Government of the United States of America in this regard. Thereafter, he created the Education Assistance Committee (EAC) that would establish the guidelines, review project proposals, and consult the representatives of the United States Government on the projects that could be supported by the Fund.

At the onset, the Coordinating Council of Private Educational Associations of the Philippines (COCOPEA) took the initiative to submit project proposals on the possible uses of the Special Fund. It was the revised proposal entitled “A National Program for Upgrading Private Education in the Philippines” that the Council submitted in 1966, which was finally endorsed and recommended for approval by the Secretariat of the EAC. In 1967, the DepEd project proposal entitled “Government Assistance to Private Education,” that put forward the idea of utilizing Php24M as a revolving Trust Fund for the private schools was submitted to the US panel. After a series of negotiations and consultations between the two governments and the representatives of the private schools, the FAPE Project Agreement was signed on June 11, 1968. The Project Agreement required the Philippine government to create the PEAC, and simultaneously constitute the Fund as a “permanent trust.”

Prior to the issuance of the required Executive Order (EO), the COCOPEA leaders expressed that it would be in greater harmony with the flexible intent of the Project Agreement to leave the choice of investment, and financial management consultant to the discretion of the PEAC, and to make the PEAC the Trustee of the Fund. The EO was refined to incorporate most of COCOPEA’s comments and suggestions, as had been done in the case of the Project Agreement. President Marcos issued EO No. 156 on November 5, 1968; the PEAC was formally constituted at its first meeting on November 20, 1968.

The PEAC conducted a feasibility study, and undertook the pilot implementation of the ESC, with the help of the Eastern Visayas Association of Private Schools in Region VIII, and the Notre Dame Educational association in Region XII.

In 1986, the Philippine government recognized the PEAC as a cost-effective means for delivering education, and at the same time, a mechanism to support private education. The program was cited in the 1987 to 1992 Philippine Development Plan as one of the strategies to pursue a policy of providing Filipinos access to education.

In 1994, then President Fidel V. Ramos signed EO No. 150 that granted authority to the PEAC to manage programs of assistance for private education. EO No. 150 amended EO No. 156 and granted the PEAC the express authority to accept, manage, and administer contributions, donations, grants, bequests, gifts, and/or loan from the Philippine Government for programs of assistance to private education.

Over the years, the PEAC had fulfilled its mandate by serving as a “funder.” It has continually been responsive to the evolving needs of the Philippine private education sector through the various programs of assistance it had launched.

Professional Development

- Graduate Education Program
- Theses and Dissertation Assistance Program
- Management Development Program
- Private Schools Reorientation Program on the New Elementary School Curriculum
- In-Service Training Program on the Secondary Education Development Program
- CHed's Post-Graduate Scholarship Program
- PBSP's Master Teacher Training Program

Quality Assurance

- CHED Evaluation of Graduate Education Program – in recognition of the PEAC's earlier initiative, the Graduate Education Committee, and the capability to manage the program
- Support given to the accreditation efforts of private schools, and the setting up of the FAAP

Institutional Development

- Graduate Center Program
- Institutional Development Assistance Program
- Madrasah Development Project

Special Projects

- Guidance and Testing Project –led to the establishment of the Center for Educational Measurement
- PERAA Project – supported a program to augment the benefits of private school teachers and personnel; PERAA is currently an agency independent of the PEAC

Other Programs of Assistance

- Library Development Program
- Assistance to Educational Associations, and Professional Organizations
- Support for Regional Education Planning, and Educational Policy Formulation

The PEAC programs of assistance had contributed to the professional development of teachers and school administrators, quality assurance in education, and institutional development. Apart from these, the PEAC had embarked in special projects in the past that have led to the establishment of the Center for Educational Measurement, and the establishment of the PERAA Project that augments the benefits of private school teachers and personnel, and has now become an agency independent of the PEAC,

Through the 50 years of FAPE and PEAC existence, the Philippines had proven the viability of having a distinct private-public partnership (PPP) in education through the GASTPE. The efficiency and effectiveness of the PPP in education had been proven in the ESC and the TSS. The GASTPE system, which the PEAC oversees had been highlighted in the World Bank and in development journals. The program was cited in the 1987-1992 Philippine Development Plan as one of the strategies to pursue a policy of providing Filipinos access to education. Today, there are laws in place that encourage complementarity that enable the private and the public sectors to co-exist to deliver quality education that the country most needs.

The PEAC had consistently voiced the need for government support to private schools for fulfilling a public function. Its work in this area led to the enactment of RA No. 6728 (also known as the 'Expanded Government Assistance to Students and Teachers in Private Education (eGASTPE) Act), which had provided for the expansion of ESC as one form of government assistance to private education.



SY 2017-2018 AUDITED FINANCIAL STATEMENT



Independent Auditor's Report

To the Board of Trustees and Members of
Private Education Assistance Committee
5th Floor Salamin Building,
Salcedo Street, Legaspi Village,
Makati City

Report on the Audits of the Financial Statements

Our Opinion

In our opinion, the accompanying financial statements present fairly, in all material respects, the financial position of Private Education Assistance Committee (the "Committee") as at April 30, 2018 and 2017, and its financial performance and its cash flows for the years then ended in accordance with Philippine Financial Reporting Standards (PFRS).

What we have audited

The financial statements of the Committee comprise:

- the statements of assets, liabilities and fund balances as at April 30, 2018 and 2017;
- the statements of total comprehensive income for the years ended April 30, 2018 and 2017;
- the statements of changes in fund balances for the years ended April 30, 2018 and 2017;
- the statements of cash flows for the years ended April 30, 2018 and 2017; and
- the notes to the financial statements, which include a summary of significant accounting policies.

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 Audit of the Financial Statements section of our report.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Independence

We are independent of the Committee in accordance with the Code of Ethics for Professional Accountants in the Philippines (Code of Ethics), together with the ethical requirements that are relevant to our audit of the financial statements in the Philippines, and we have fulfilled our other ethical responsibilities in accordance with these requirements and the Code of Ethics.

Isla Lipana & Co., 29th Floor, Philamlife Tower, 8767 Paseo de Roxas, 1226 Makati City, Philippines
T: +63 (2) 845 2728, F: +63 (2) 845 2806, www.pwc.com/ph

Isla Lipana & Co. is the Philippine member firm of the PwC network. PwC refers to the Philippine member firm, and may sometimes refer to the PwC network. Each member firm is a separate legal entity. Please see www.pwc.com/structure for further details.



Independent Auditor's Report
To the Board of Trustees and Members of
Private Education Assistance Committee
Page 2

Responsibilities of Management and Those Charged with Governance for the Financial Statements

The Committee is responsible for the preparation and fair presentation of the financial statements in accordance with PFRS, and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, the Committee is responsible for assessing its ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless the Committee either intends to liquidate or to cease operations, or has no realistic alternative but to do so.

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

Auditor's Responsibilities for the Audit of the Financial Statements

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

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

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- 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.



Isla Lipana & Co.

Independent Auditor's Report
To the Board of Trustees and Members of
Private Education Assistance Committee
Page 3

- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.
- Conclude on the appropriateness of management's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Committee's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the Committee to cease to continue as a going concern.
- Evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

We communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.



Isla Lipana & Co.

Independent Auditor's Report
To the Board of Trustees and Members of
Private Education Assistance Committee
Page 4

Report on the Bureau of Internal Revenue Requirement

Our audits were conducted for the purpose of forming an opinion on the basic financial statements taken as a whole. The supplementary information in Note 17 to the financial statements is presented for purposes of filing with the Bureau of Internal Revenue and is not a required part of the basic financial statements. Such supplementary information is the responsibility of the Committee and has been subjected to the auditing procedures applied in our audits of the basic financial statements. In our opinion, the supplementary information is fairly stated in all material respects in relation to the basic financial statements taken as a whole.

Isla Lipana & Co.


Jan Michael L. Reyes
Partner

CPA Cert. No. 104972

PTR No. 0011393, issued on January 10, 2018, Makati City

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

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

TIN 215-692-059

BIR A.N. 08-000745-122-2016, issued on October 4, 2016; effective until October 3, 2019

BOA/PRC Reg. No. 0142, effective until September 30, 2020

Makati City
December 14, 2018

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

Statements of Assets, Liabilities and Fund Balances
As at April 30, 2018 and 2017
(All amounts in Philippine Peso)

	Notes	2018	2017
ASSETS			
Current assets			
Cash and cash equivalents	2	250,586,115	221,174,645
Receivables	3	790,975	8,998,934
Short term investments	5	35,408,831	31,992,596
Other current assets	4	11,218,091	11,150,917
Asset held for sale	7	16,687,564	16,687,564
Total current assets		314,691,576	290,004,656
Non-current assets			
Property and equipment, net	6	3,909,479	2,961,916
Available-for-sale investments	8	144,897,254	138,908,621
Held-to-maturity investments	5	9,700,000	9,700,000
Total non-current assets		158,506,733	151,570,537
Total assets		473,198,309	441,575,193
LIABILITIES AND FUND BALANCES			
Current liabilities			
Accounts payables and accrued liabilities	9	77,615,385	20,271,924
Fund balances			
Unrestricted fund	12	284,897,249	295,287,100
Temporarily restricted fund	12	46,485,075	61,815,569
Permanently restricted fund	12	64,200,600	64,200,600
Total fund balances		395,582,924	421,303,269
Total liabilities and fund balances		473,198,309	441,575,193

(The notes on pages 1 to 27 are integral part of these financial statements)

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

Statements of Total Comprehensive Income
For the years ended April 30, 2018 and 2017
(All amounts in Philippine Peso)

	Notes	2018		2017	
		Unrestricted	Temporarily restricted	Total	Total
Revenue receipts and other supports					
Administrative fee	16.16	57,000,000	-	57,000,000	51,000,000
Government grants	16.16	63,000,000	70,000,000	133,000,000	119,000,000
Seminars	16.16	8,125,046	73,616,025	81,741,071	36,470,765
Dividend income	5	465,040	-	465,040	470,200
Interest income	16.16	4,433,921	-	4,433,921	7,085,896
Others	16.16	3,483,363	-	3,483,363	3,015,002
		136,507,370	143,616,025	280,123,395	217,041,863
Expenses					
Program operations - externally funded	10	91,836,726	158,564,624	250,401,350	165,381,212
Program operations - internally funded	10	21,247,737	381,895	21,629,632	15,287,066
Personnel costs		8,556,584	-	8,556,584	7,432,625
Rent expense	13	3,858,848	-	3,858,848	3,218,880
Professional fees		3,309,061	-	3,309,061	1,395,694
Utilities		2,703,604	-	2,703,604	2,520,607
Meetings		1,909,100	-	1,909,100	1,492,849
Representation		1,544,691	-	1,544,691	1,210,555
Association dues and subscriptions		1,371,507	-	1,371,507	3,251,820
Repairs and maintenance		1,271,600	-	1,271,600	780,644
Depreciation	6	911,785	-	911,785	3,760,062
Transportation and travel expenses		765,383	-	765,383	369,163
Outside services		566,786	-	566,786	548,995
Supplies		522,060	-	522,060	332,537
Insurance		222,214	-	222,214	509,546
Taxes and licenses		92,710	-	92,710	265,962
Others		1,466,086	-	1,466,086	659,824
		142,156,482	158,946,519	301,103,001	208,418,041
(Deficit) excess of revenues over expenses for the year		(5,649,112)	(15,330,494)	(20,979,606)	8,623,822
Other comprehensive loss					
Items that may be subsequently reclassified to profit or loss					
Net unrealized loss on available-for-sale	8	(4,941,825)	-	(4,941,825)	(3,872,569)
Total comprehensive (loss) income for the year		(10,590,937)	(15,330,494)	(25,921,431)	4,751,253

(The notes on pages 1 to 27 are integral part of these financial statements)



SY 2018-2019 AUDITED FINANCIAL STATEMENT



Independent Auditor's Report

To the Board of Trustees and Members of
Private Education Assistance Committee
5th Floor Salamin Building,
Salcedo Street, Legaspi Village,
Makati City

Report on the Audits of the Financial Statements

Our Opinion

In our opinion, the accompanying financial statements present fairly, in all material respects, the financial position of Private Education Assistance Committee (the "Committee") as at April 30, 2019 and 2018, and its financial performance and its cash flows for the years then ended in accordance with Philippine Financial Reporting Standards (PFRS).

What we have audited

The financial statements of the Committee comprise:

- the statements of assets, liabilities and fund balances as at April 30, 2019 and 2018;
- the statements of total receipts and expenses for the years ended April 30, 2019 and 2018;
- the statements of changes in fund balances for the years ended April 30, 2019 and 2018;
- the statements of cash flows for the years ended April 30, 2019 and 2018; and
- the notes to the financial statements, which include a summary of significant accounting policies.

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 Audit of the Financial Statements section of our report.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Independence

We are independent of the Committee in accordance with the Code of Ethics for Professional Accountants in the Philippines (Code of Ethics), together with the ethical requirements that are relevant to our audit of the financial statements in the Philippines, and we have fulfilled our other ethical responsibilities in accordance with these requirements and the Code of Ethics.

Isla Lipana & Co., 29th Floor, Philamlife Tower, 8767 Paseo de Roxas, 1226 Makati City, Philippines
T: +63 (2) 8845 2728, F: +63 (2) 8845 2806, www.pwc.com/ph

Isla Lipana & Co. is the Philippine member firm of the PwC network. PwC refers to the Philippine member firm, and may sometimes refer to the PwC network. Each member firm is a separate legal entity. Please see www.pwc.com/structure for further details.



Independent Auditor's Report
To the Board of Trustees and Members of
Private Education Assistance Committee
Page 2

Responsibilities of Management and Those Charged with Governance for the Financial Statements

The Committee is responsible for the preparation and fair presentation of the financial statements in accordance with PFRS, and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, the Committee is responsible for assessing its ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless the Committee either intends to liquidate or to cease operations, or has no realistic alternative but to do so.

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

Auditor's Responsibilities for the Audit of the Financial Statements

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

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

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- 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.



Independent Auditor's Report
To the Board of Trustees and Members of
Private Education Assistance Committee
Page 3

- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.
- Conclude on the appropriateness of management's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Committee's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the Committee to cease to continue as a going concern.
- Evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

We communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.



Independent Auditor's Report
To the Board of Trustees and Members of
Private Education Assistance Committee
Page 4

Report on the Bureau of Internal Revenue Requirement

Our audits were conducted for the purpose of forming an opinion on the basic financial statements taken as a whole. The supplementary information in Note 17 to the financial statements is presented for purposes of filing with the Bureau of Internal Revenue and is not a required part of the basic financial statements. Such supplementary information is the responsibility of the Committee and has been subjected to the auditing procedures applied in our audits of the basic financial statements. In our opinion, the supplementary information is fairly stated in all material respects in relation to the basic financial statements taken as a whole.

Isla Lipana & Co.

Jan Michael L. Reyes
Partner

CPA Cert. No. 104972
PTR No. 0011393, issued on January 8, 2019, Makati City
SEC A.N. (individual) as general auditors 1484-AR-1, Category A; effective until July 4, 2021
SEC A.N. (firm) as general auditors 0009-FR-5, Category A; effective until June 20, 2021
TIN 215-692-059
BIR A.N. 08-000745-127-2019, issued on September 18, 2019; effective until September 17, 2022
BOA/PRC Reg. No. 0142, effective until September 30, 2020

Makati City
November 22, 2019

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

Statements of Assets, Liabilities and Fund Balances
As at April 30, 2019 and 2018
(All amounts in Philippine Peso)

	Notes	2019	2018
ASSETS			
Current assets			
Cash and cash equivalents	2	118,591,170	250,586,115
Receivables	3	54,468,218	790,975
Financial asset at fair value through profit or loss (FVTPL)	5	28,396,702	-
Short term investments	5	-	35,408,831
Investment securities at amortized cost	5	11,987,618	-
Other current assets	4	13,845,889	11,218,091
Asset held for sale	7	-	16,687,564
Total current assets		227,289,597	314,691,576
Non-current assets			
Property and equipment, net	6	67,781,160	3,909,479
Financial asset at fair value through other comprehensive income (FVOCI)	8	111,959,342	-
Available-for-sale investments	8	-	144,897,254
Investment securities at amortized cost	5	35,900,211	-
Held-to-maturity investments	5	-	9,700,000
Total non-current assets		215,640,713	158,506,733
Total assets		442,930,310	473,198,309
LIABILITIES AND FUND BALANCES			
Current liabilities			
Accounts payables and accrued liabilities	9	59,697,596	77,615,385
Fund balances			
Unrestricted fund	12	289,295,312	284,897,249
Temporarily restricted fund	12	29,736,802	46,485,075
Permanently restricted fund	12	64,200,600	64,200,600
Total fund balances		383,232,714	395,582,924
Total liabilities and fund balances		442,930,310	473,198,309

(The notes on pages 1 to 31 are integral part of these financial statements)

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

Statements of Total Receipts and Expenses
For the years ended April 30, 2019 and 2018
(All amounts in Philippine Peso)

	Notes	2019			2018
		Unrestricted	Temporarily restricted	Total	Total
Receipts and other supports					
Government grants	16.15	63,000,000	56,000,000	119,000,000	133,000,000
Administrative fee	16.15	51,000,000	-	51,000,000	57,000,000
Gain on sale of asset	7	33,747,435	-	33,747,435	-
Seminars	16.15	7,500,072	84,791,970	92,292,042	81,741,071
Dividend income	5	646,148	-	646,148	465,040
Interest income	2,5,8	4,713,670	-	4,713,670	4,433,921
Others	16.15	4,787,945	-	4,787,945	3,483,363
		165,395,270	140,791,970	306,187,240	280,123,395
Expenses					
Program operations - externally funded	10	81,947,552	155,310,173	237,257,725	250,401,350
Program operations - internally funded	10	28,220,977	2,230,070	30,451,047	21,629,632
Personnel costs		17,725,122	-	17,725,122	8,556,584
Professional fees		6,630,092	-	6,630,092	3,309,061
Taxes and licenses		5,211,568	-	5,211,568	92,710
Rent expense	13	4,752,512	-	4,752,512	3,858,848
Utilities		2,950,825	-	2,950,825	2,703,604
Representation		2,220,669	-	2,220,669	1,544,691
Repairs and maintenance		2,189,734	-	2,189,734	1,271,600
Meetings		1,684,369	-	1,684,369	1,909,100
Depreciation	6	1,278,183	-	1,278,183	911,785
Transportation and travel expenses		885,017	-	885,017	765,383
Association dues and subscriptions		695,430	-	695,430	1,371,507
Supplies		525,909	-	525,909	522,060
Insurance		484,928	-	484,928	222,214
Outside services		374,194	-	374,194	566,786
Others		4,189,907	-	4,189,907	1,466,086
		161,966,988	157,540,243	319,507,231	301,103,001
Excess (deficit) of receipts over expenses before other comprehensive gain (loss)		3,428,282	(16,748,273)	(13,319,991)	(20,979,606)
Other comprehensive gain (loss) for the year					
<i>Item that may be subsequently reclassified to profit or loss</i>					
Net unrealized loss on available-for-sale financial assets	8	-	-	-	(4,941,825)
<i>Item that may not be subsequently reclassified to profit or loss</i>					
Net unrealized gain on financial assets at FVOCI	8	969,781	-	969,781	-
Total receipts and expenses for the year		4,398,063	(16,748,273)	(12,350,210)	(25,921,431)

(The notes on pages 1 to 31 are integral part of these financial statements)

PEAC.ORG.PH



SCAN ME