

# Updates from the PEAC: GASTPE Work Plan for 2024-2025

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**DORIS FERNANDEZ FERRER**

*Executive Director*

*Private Education Assistance Committee*

# PRESENTATION OVERVIEW

- About the PEAC
- Enrollment Data
- Performance Highlights for 2023-2024
- GASTPE Co-Implementation
- Current Initiatives of the PEAC Towards Increased Support for Private Education

# About the PEAC

# Fund for Assistance to Private Education

*FAPE is a perpetual trust fund for private education created by E.O. 156,s.1968 and amended by E.O. 150, s.1994*



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



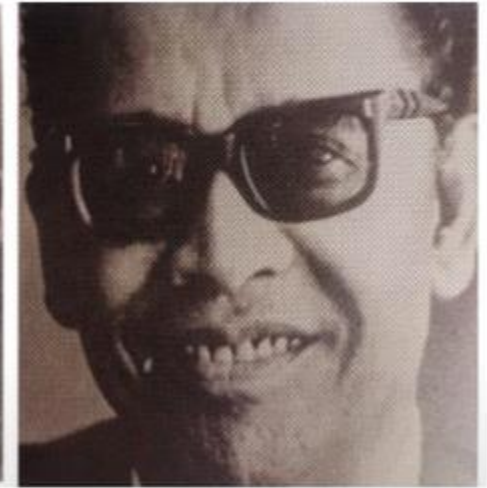
**ATTY. NICANOR Y. FUENTES**  
NEC (now NEDA)



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



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



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

# Private Education Assistance Committee

Trustee of the Fund for Assistance to Private Education

*FAPE is a perpetual trust fund for private education created by E.O. 156, s.1968 and amended by E.O. 150, s.1994*

Has auxiliary functions allowing it to manage and administer contributions, donations, grants, bequests, gifts, and/or loans from the Philippine government for programs of assistance to private education.



**Hon. Juan Edgardo M. Angara**  
PEAC Chair  
Secretary, Department of Education



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



**Fr. Albert N. Delvo, PhD**  
President, Catholic Educational  
Association of the Philippines (CEAP)



**Engr. Bernard Nicolas E. Villamor**  
President, Philippine Association of Colleges  
and Universities (PACU)



**Dr. Betty C. McCann**  
President, Association of Christian Schools,  
Colleges and Universities (ACSCU)

# REGIONAL PROGRAM DIRECTORS



REGION 1

**FR. RODERICK G. VILLAMAR, CICM**

President, Saint Louis College  
of San Fernando, La Union



REGION 2

**SR. MERCEDITAS O. ANG, SPC**

President,  
St. Paul University Philippines



REGION 3

**SR. MARY JOHN MANANZAN, OSB**

School Directress, St. Scholastica's Academy,  
San Fernando, Pampanga



REGION 4A

**DR. PETER P. LAUREL**

President, Lyceum of the Philippines  
University-Laguna



REGION 4B

**DR. BRIAN L. BELEN**

President, First Asia Institute  
of Technology and Humanities



REGION 5

**FR. ARISTOTLE C. DY, SJ**

President  
Ateneo de Naga University



REGION 6

**MSGR. ELY RAFAEL D. FUENTES**

Superintendent,  
Archdiocese of Jaro



REGION 7

**REV. FR. EDUARDO CELIZ JR., OAR**

President,  
University of San Jose Recoletos



REGION 8

**SR. CECILLE MARIE L. LIM, RSM**

President,  
Holy Infant College



REGION 9

**FR. GUILLREY ANTHONY M. ANDAL, S.J.**

President,  
Ateneo de Zamboanga University



REGION 10

**SR. MA. RUFINA B. GUILLANO, RVM**

President,  
Lourdes College



REGION 11

**SR. MA. MARISSA VIRI, RVM**

President  
University of the Immaculate Conception



REGION 12

**SR. MARIA FE D. GERODIAS, RVM**

President,  
Notre Dame Educational Association



CARAGA

**FR. RANDY JASPER C. ODCHIGUE**

President,  
Fr. Saturnino Urios University



CAR

**FR. GILBERT B. SALES, CICM**

President,  
Saint Louis University



NCR

**SR. MA. EVANGELINE L. ANASTACIO, SPC**

President,  
St. Paul University Manila

# REGIONAL PROGRAM COORDINATORS



DANILO D. ROMERO



DR. JANETTE T. FERMIN



JULIET M. TAYAG



DR. LERMA Y. CALINGASAN



ARNOLD I. CATAPANG



DR. ARNULFO R. REGANIT



DR. MA. HELENA M. TERRE



DR. PERLITA S. QUIÑONES



SARAH S. CO



ANNIE G. EBREO



MYRNA M. FANTONALGO



DR. ASUNCION G. RAVAGO



DR. EVELYN V. DOLLETE



JEFFREY A. CARIN



DR. JOSELITO C. GUTIERREZ



LALAIN E. GUTIERREZ

## VISION

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



## **MISSION**

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

## CORE VALUES

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

# Strategic Directions

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

May 2021

**SD1**

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

**SD2**

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

**SD3**

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

**SD4**

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

**SD5**

**Organizational identity strengthened**

**SD6**

**Organizational capacity and resources made robust.**

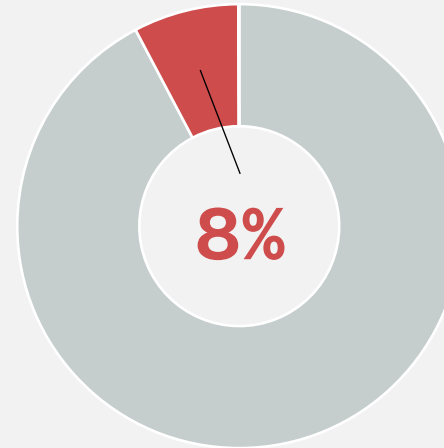
# Enrollment Data

# NATIONAL DATA FOR SY 2023-2024

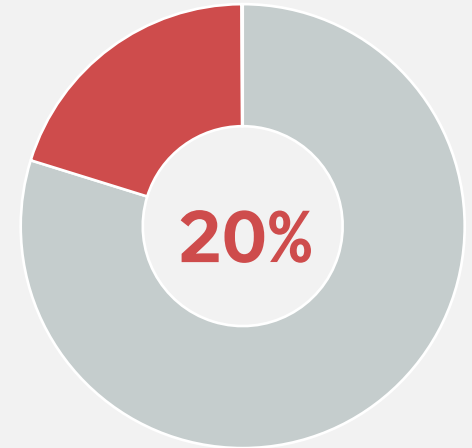
## Elementary

SECTOR	ENROLLMENT	SCHOOLS
Public	14,013,242	39,346
Private	1,164,739	9,924
SUCs/LUCs	10,066	40
<b>Total</b>	<b>15,188,047</b>	<b>49,310</b>

### Enrollment



### Schools



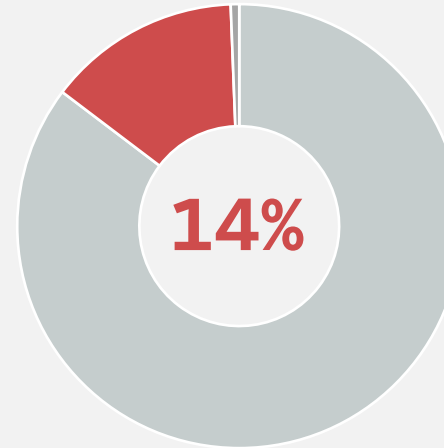
Source: Department of Education (as of January 10, 2024)  
Enrollment Data includes Learners with Disability (LWD)  
School Data includes Stand Alone Elementary and Elementary with Other Basic Education Levels

# NATIONAL DATA FOR SY 2023-2024

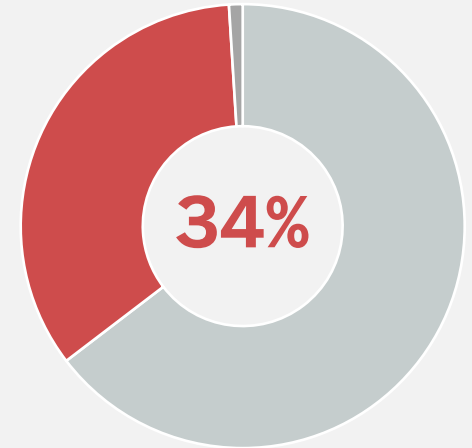
## Junior High School

SECTOR	ENROLLMENT	SCHOOLS
Public	6,605,539	10,561
Private	1,088,660	5,620
SUCs/LUCs	47,783	162
<b>Total</b>	<b>7,741,982</b>	<b>16,343</b>

Enrollment



Schools

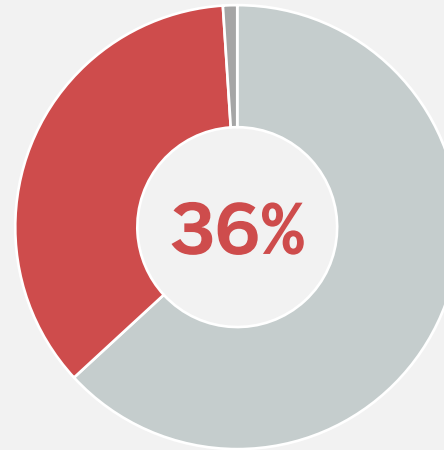


# NATIONAL DATA FOR SY 2023-2024

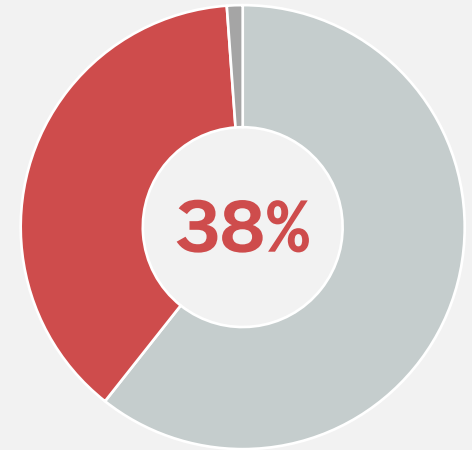
## Senior High School

SECTOR	ENROLLMENT	SCHOOLS
Public	2,606,646	7,743
Private	1,478,537	4,878
SUCs/LUCs	42,632	1146
<b>Total</b>	<b>4,127,815</b>	<b>12,767</b>

Enrollment



Schools



Source: Department of Education (as of January 10, 2024)  
Enrollment Data includes Learners with Disability (LWD)  
School Data includes Stand Alone Elementary and Elementary with Other Basic Education Levels

# **Performance Highlights for 2023-2024**



## 2023-2024 PERFORMANCE HIGHLIGHTS

**81,000+**  
**teacher engagement**

JHS-INSET*	14,927
SHS-INSET*	11,507
Teachers' Salary Subsidy**	55,635

Source: PEAC National Secretariat

\*Summer of 2023 In-Service Training Program (as of December 13, 2023)

\*\*GASTPE Data is based on total schools with billed ESC Grantees, TSS Recipients and VPBs (as of June 20, 2024)

## 2023-2024 PERFORMANCE HIGHLIGHTS

**2.2M+**  
**student grantees**

Education Service Contracting  
SHS Voucher Program

896,881  
1,332,779

**2023-2024 PERFORMANCE HIGHLIGHTS**

**3,652**

**ESC participating  
schools**

**SHS VP participating  
schools**

**4,515**

Source: PEAC National Secretariat  
GASTPE Data is based on total schools with billed ESC Grantees, TSS Recipients and VPBs (as of June 20, 2024)

## 2023-2024 PERFORMANCE HIGHLIGHTS

SY 2022-2023

# 1,151

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

SY 2023-2024

# 993

Certified	567   57.10%
Substantial Compliance	244   24.57%
Partial Compliance	97   9.77%
Others	85   8.56%

## 2023-2024 PERFORMANCE HIGHLIGHTS

# 6M+

### Online engagements

Website - views	1,743,842
Facebook – reach	4,531,228
YouTube – views	60,744

# 643K+

### Followers and subscribers

Website - users	473,000
Facebook – followers	159,498
YouTube – subscriber	10,909

## 2023-2024 PERFORMANCE HIGHLIGHTS

# 32B+

**subsidies billed**

ESC

8.62B

TSS

988.06M

SHS VP

23.34B

Source: PEAC National Secretariat

GASTPE Data is based on total schools with billed ESC Grantees, TSS Recipients and VPBs (as of June 20, 2024)



## Stakeholders' Satisfaction Rating for SY 2023-2024

National Secretariat

**4.62**

Regional Secretariat

**4.61**

*out of 5.0*

**SD1**

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

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# REPUBLIC ACT 8545

Expanded Government Assistance to Students and Teachers in Private Education Act (E-GASTPE)



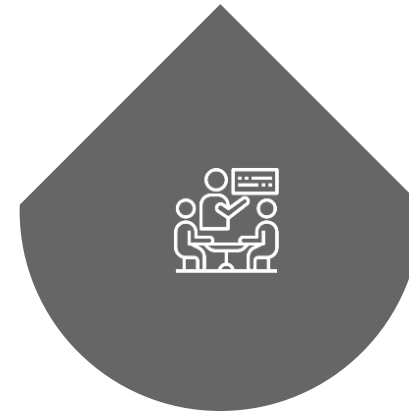
**Education Service Contracting (ESC)**



**Teachers' Salary Subsidy (TSS)**



**Senior High School Voucher Program**



**In-Service Training (INSET) for JHS and SHS Teachers in Private School**



**Research**

# GASTPE PROGRAM MANAGEMENT



Orientation



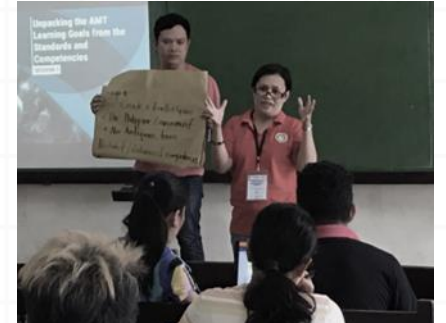
Certification



SHS Voucher Application



Processing of Billing Statements



In-Service Training



Monitoring



Resolving Cases of Schools with Adverse Findings



Regular Meetings and Consultations with Stakeholders



Research and Data Gathering

# DEPED REGIONAL DIRECTORS



DIR. TOLENTINO G. AQUINO



DIR. BENJAMIN D. PARAGAS



DIR. RONNIE S. MALLARI



ATTY. ALBERTO T. ESCOBARTE



DIR. NICOLAS T. CAPULONG



DIR. GILBERT T. SADSAD



DIR. RAMIR B. UYTICO



DIR. SALUSTIANO T. JIMENEZ



DIR. EVELYN R. FETALVERO



DIR. RUTH L. FUENTES



DIR. ARTURO B. BAYOCOT



DIR. ALLAN G. FARNAZO



DIR. CARLITO D. ROCAFORT



DIR. MARIA INES C. ASUNCION



DIR. ESTELA L. CARIÑO



DIR. JOCELYN D.R. ANDAYA



MINISTER MOHAGHER M. IQBAL

# Brief History of the GASTPE Program

1980

## PEAC PILOTED THE ESC PROGRAM

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

1986

## NATIONAL EXPANDED PILOT

- Started with 158 participating schools
- Php5M financed by DECS

1989

## RA 6728 (GASTPE LAW) ENACTED

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

1991

## MANAGEMENT WAS TRANSFERRED TO DECS

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

2013

## RA 10533 (K TO 12 LAW) PASSED

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

2004

## ESC CERTIFICATION PROGRAM

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

1998

## RA 8545 (EGASTPE LAW) ENACTED

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

1996

## ESC MANAGEMENT BACK TO PEAC

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

# Brief History of the GASTPE Program

**2018**

The JHS Certification was reviewed and updated to align with the K to 12 standards and new issuances from DepEd. The 2018 Certification Assessment Instrument (2018 CAI) was first used.

**2019-2020**

The Senior High School Certification Assessment Instrument (SHS CAI) was developed.

**2021-2022**

The Standards-based Quality Assurance Instrument for Elementary Schools (SQAIES) was developed.

**Forthcoming**

The JHS Certification is currently being reviewed and updated to "articulate new standards of compliance in line with learning continuity, learning recovery, and the delivery of instruction in varied modalities."

**2023**

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

# PEAC PARTNERS IN GASTPE IMPLEMENTATION



**308**

JHS ESC Certifiers



**150**

FAAP-Accredited schools and  
PEAC-Certified ESC schools



**236**

Monitors



**175**

GASTPE participating schools



**180**

JHS Trainers



**60**

Private institutions



**150**

SHS Trainers

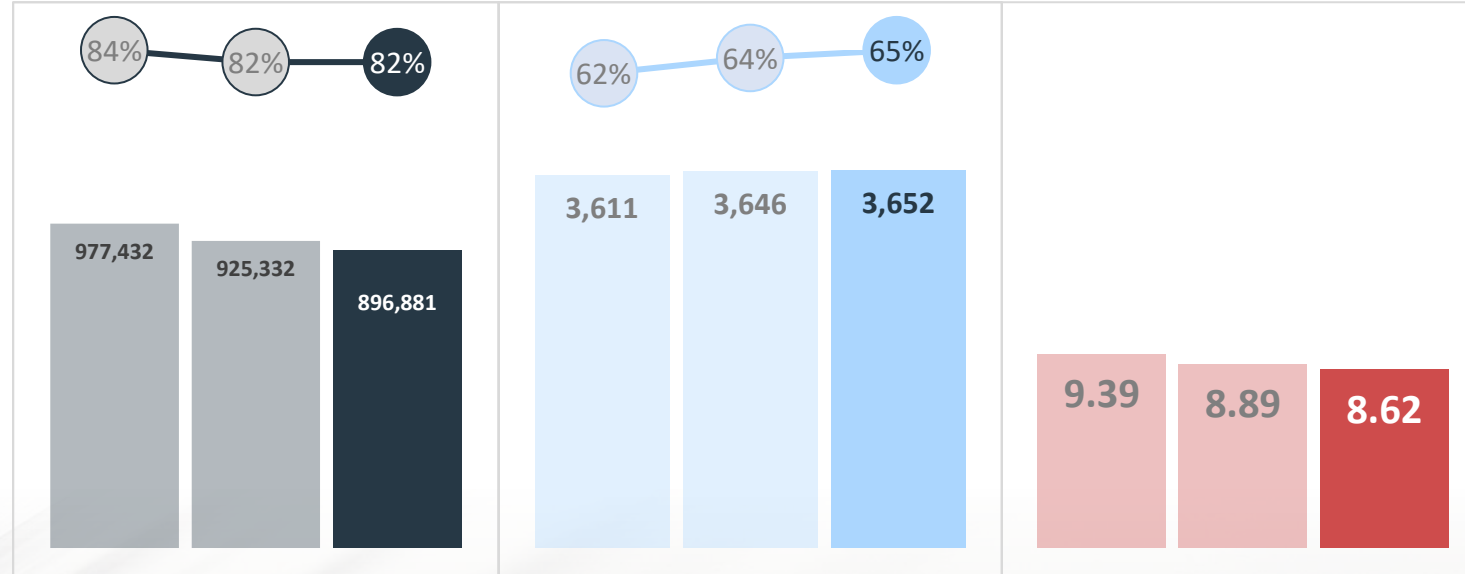


**39**

Private institutions

# THREE-YEAR GASTPE DATA

## ESC NATIONAL DATA



	Grantees	Schools	Amount (in billions)
<b>2021-2022</b>	977,432	3,611	9.39
<b>2022-2023</b>	925,332	3,646	8.89
<b>2023-2024</b>	896,881	3,652	8.62

Sources:

PEAC National Secretariat (as of June 20, 2024)

GASTPE Data is based on total schools with billed ESC Grantees, TSS Recipients and VPBs

Department of Education (as of January 15, 2022)<sup>a</sup>

Department of Education (as of January 10, 2023)<sup>b</sup>

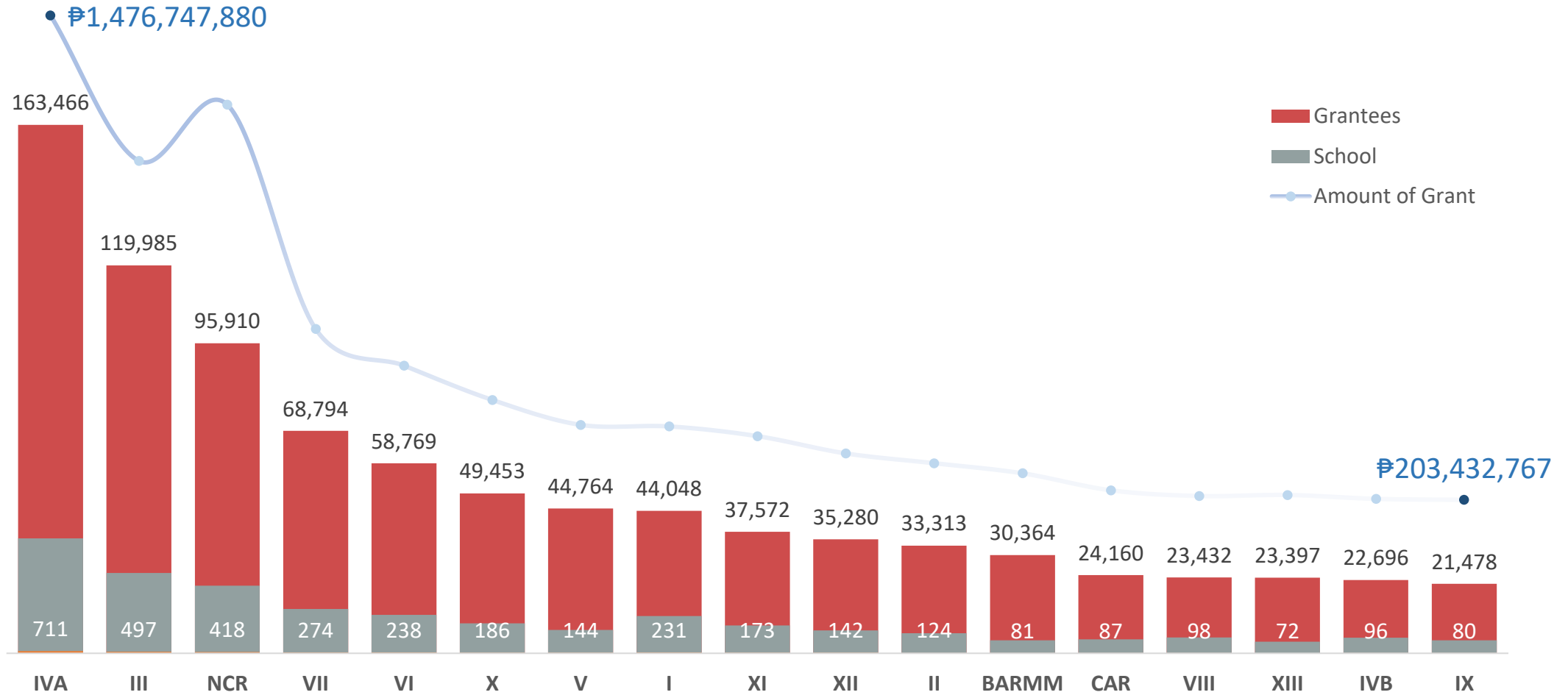
Department of Education (as of January 31, 2024)<sup>c</sup>

DepEd Enrollment data includes Learners with Special Education (ES) and/or Learners with Disability (LWD)

DepEd School Data includes Stand Alone JHS and JHS with Other Basic Education Levels

# EDUCATION SERVICE CONTRACTING (ESC)

## REGIONAL DATA 2023-2024

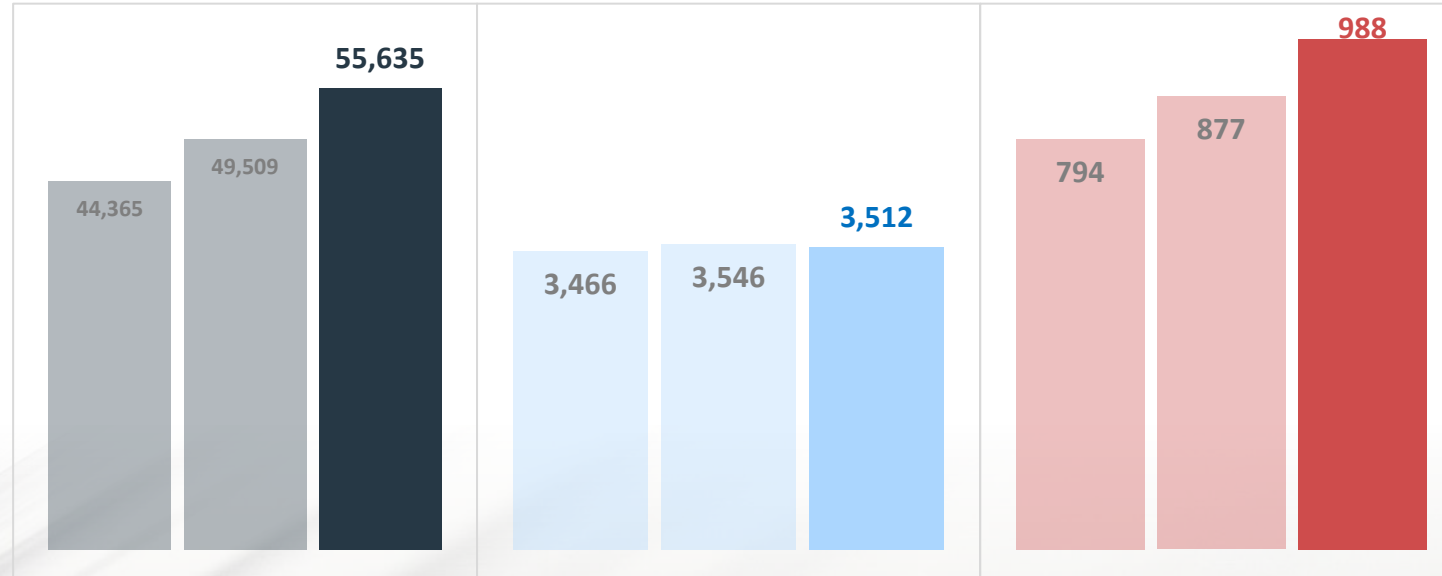


Source: PEAC National Secretariat  
GASTPE Data is based on total schools with billed ESC Grantees, TSS Recipients and VPBs (as of June 20, 2024)



# THREE-YEAR GASTPE DATA

## TSS NATIONAL DATA

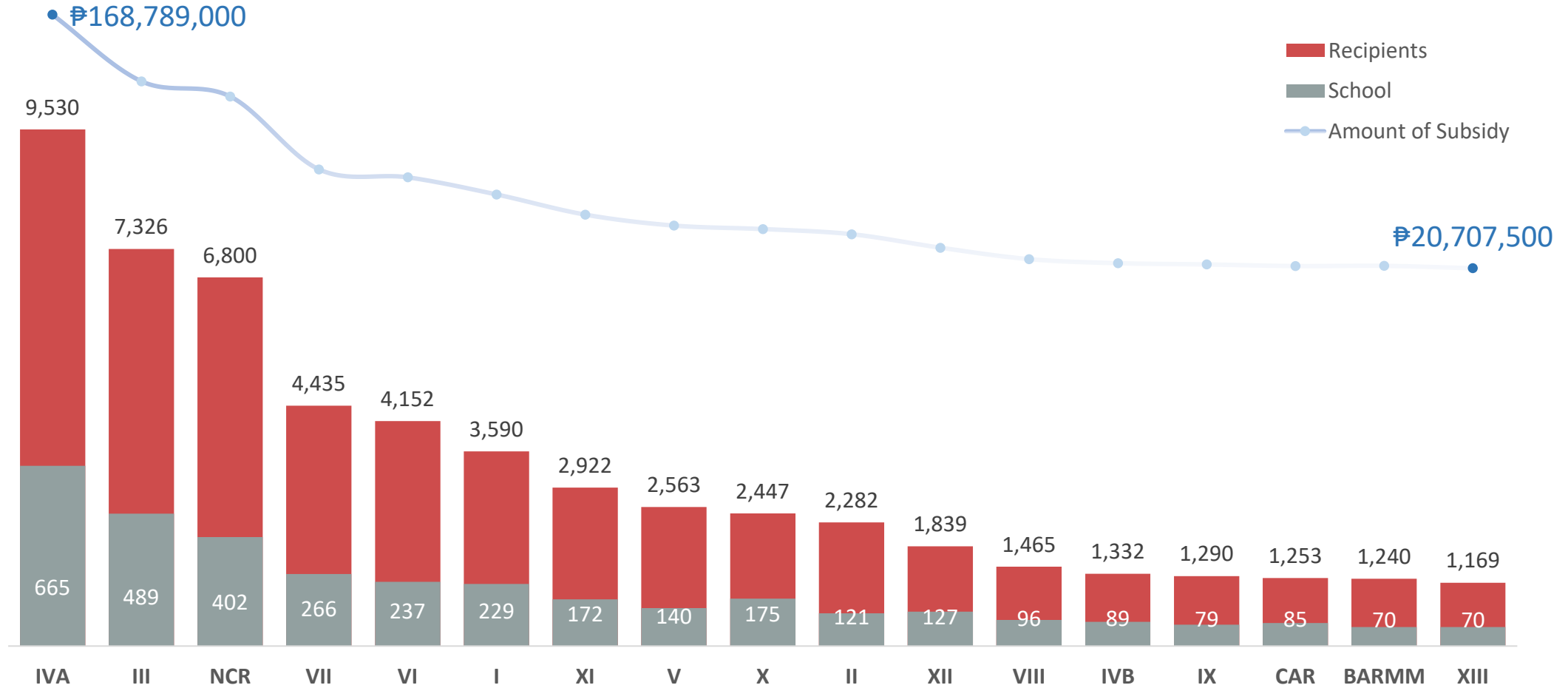


	TSS Recipients	Schools	Amount (in million)
2021-2022	44,365	3,466	794.53
2022-2023	49,509	3,546	877.07
2023-2024	55,635	3,512	988.06

Source: PEAC National Secretariat (as of June 20, 2024)  
GASTPE Data is based on total schools with billed ESC Grantees, TSS Recipients and VPBs

# TEACHERS' SALARY SUBSIDY (TSS)

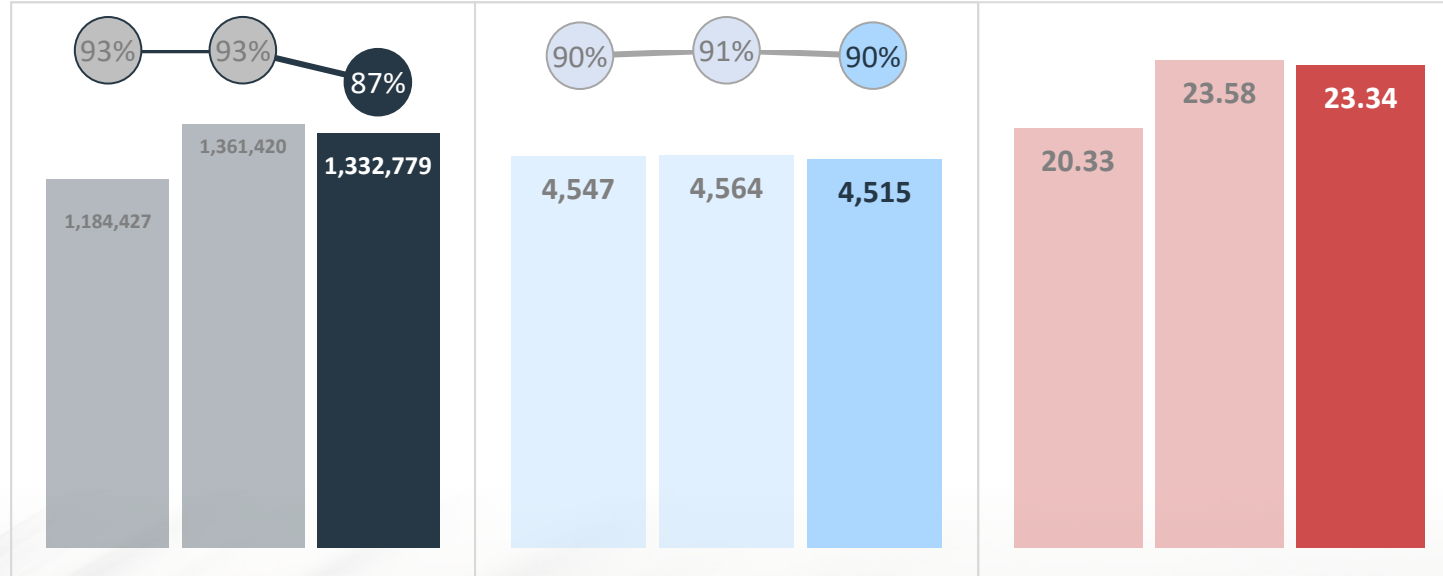
## REGIONAL DATA 2023-2024



Source: PEAC National Secretariat  
GASTPE Data is based on total schools with billed ESC Grantees, TSS Recipients and VPBs (as of June 20, 2024)

# THREE-YEAR GASTPE DATA

## SHS VP NATIONAL DATA

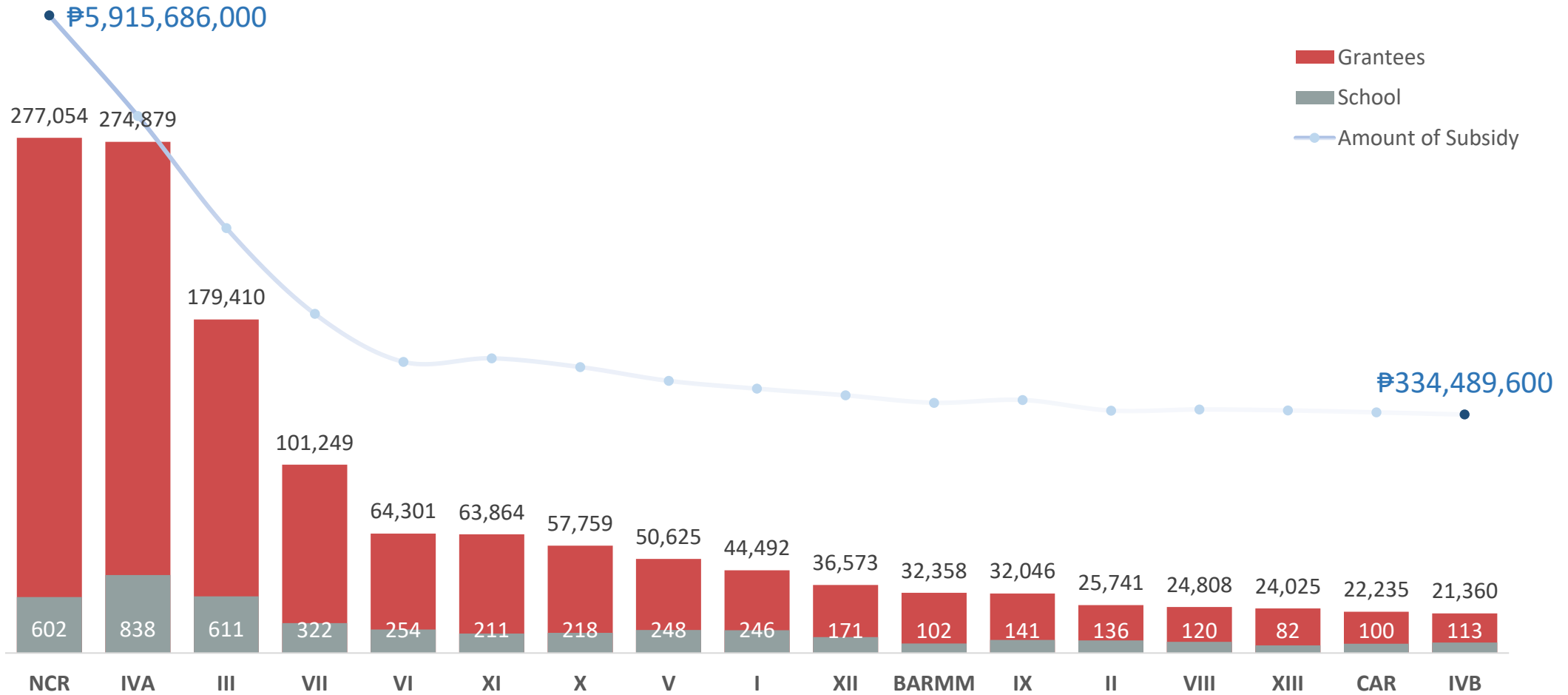


	Grantees	Schools	Amount (in billions)
<b>2021-2022<sup>a</sup></b>	1,184,427	4,547	20.33
<b>2022-2023<sup>b</sup></b>	1,361,420	4,564	23.58
<b>2023-2024<sup>c</sup></b>	1,332,779	4,515	23.34

Sources:  
 PEAC National Secretariat (as of June 3, 2024)  
 GASTPE Data is based on total schools with billed ESC Grantees, TSS Recipients and VPBs  
 Department of Education (as of January 15, 2022)<sup>a</sup>  
 Department of Education (as of January 10, 2023)<sup>b</sup>  
 Department of Education (as of January 31, 2024)<sup>c</sup>  
 DepEd Enrollment data includes Learners with Special Education (ES) and/or Learners with Disability (LWD)  
 DepEd School Data includes Stand Alone JHS and JHS with Other Basic Education Levels

# SHS VOUCHER PROGRAM (SHS VP)

## REGIONAL DATA 2023-2024



Source: PEAC National Secretariat  
 GASTPE Data is based on total schools with billed ESC Grantees, TSS Recipients and VPBs (as of June 20, 2024)



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## Regional Secretariat Operations Manual

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Document Code: PEAC-MN-003	Revision Number: 000	Date: June 1, 2024
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Approved:

Rhodora Angela F. Ferrer  
*Executive Director*

Internal Use

1.4.  
Processes and practices in the regional secretariats standardized.

**SD2**

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

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**In-Service Training for  
Junior High School and  
Senior High School Teachers**



**PEAC has been granted renewal  
as CPD Provider by the  
CPD Council for Professional Teachers  
of the Professional Regulation Commission.**





# In-Service Training for Junior High School and Senior High School Teachers

## Junior High School Subjects

### Regular Track

1. Araling Panlipunan
2. English
3. Filipino
4. Mathematics
5. Science

### Advanced Track

1. Araling Panlipunan
2. English
3. Filipino
4. Mathematics
5. Science

### Regular Track (Additional Subjects)

6. Music
7. Physical Education
8. Technology and Livelihood Education  
-Home Economics (TLE-HE)
9. Technology and Livelihood Education  
-Information and Communications Technology (TLE-ICT)
10. Values Education

## Senior High School Core Subjects

1. English (Oral Communication; Reading and Writing)
2. Filipino (Komunikasyon at Pananaliksik sa Wika at Kulturang Pilipino; Pagbasa at Pagsusuri ng Iba't Ibang Teksto Tungo sa Pananaliksik)
3. 21st Century Literature from the Philippines and the World
4. Media and Information Literacy
5. General Mathematics
6. Statistics and Probability
7. Earth and Life Science
8. Physical Science
9. Introduction to Philosophy of the Human Person
10. Physical Education and Health
11. Personal Development
12. Understanding Culture, Society and Politics

**SD3**

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

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# Certification Program

2022 SQA-ES			2018 JHS CAI			2020 SHS CAI		
AREAS	P	S	AREAS	P	S	AREAS	P	S
CORE			CORE			CORE		
A. School Philosophy, Vision, Mission, Goals and Objectives	5*	1	A. School Philosophy, Vision, Mission, Goals and Objectives	*5	0	A. School Philosophy, Vision, Mission, Goals and Objectives	3*	1
B. Curriculum, Assessment and Instruction	45	8	B. Curriculum, Assessment and Instruction	13	4	B. Curriculum, Assessment and Instruction	25	7
C. Instructional Leadership	11	5	C. Instructional Leadership	5	5	C. Work Immersion and Culminating Activity	11	5
D. Faculty	8	5	D. Faculty	5	3	D. Instructional Leadership	17	5
G. Administration and Governance	9	2	G. Administration and Governance	9	2	E. Faculty	10	6
						H. Administration and Governance	27	7
SUPPORT			SUPPORT			SUPPORT		
E. Academic Support and Student Development Services	29	10	E. Academic Support and Student Development Services	3	9	F. Academic Support and Student Development Services	21	9
F. Physical Plant and Instructional Support Facilities	11	1	F. Physical Plant and Instructional Support Facilities	13	1	G. Physical Plant and Instructional Support Facilities	27	9
H. School Budget and Finances	9	1	H. School Budget and Finances	9	3	I. School Budget and Finances	7	3
I. Institutional Planning and Development	5	3	I. Institutional Planning and Development	5	1	J. Institutional Planning and Development	7	4
TOTAL	129	36	TOTAL	95	26	TOTAL	155	56

**ACCOMPLISHMENT REPORT ON  
COMMISSIONED WORK FOR THE  
UPDATING OF THE 2024 PEAC  
JUNIOR HIGH SCHOOL  
CERTIFICATION ASSESSMENT INSTRUMENT**

**DR. MIGUEL Q. RAPATAN, DR. MA. HELENA D. TERRE,  
ALEJANDRO IBANEZ, AND ROMAN SANARES**

# DIMENSIONS OF PEAC 2024 JHS CAI STANDARDS OF COMPLIANCE

**VISION/MISSION-ORIENTED**



## **SCHOOL AREAS:**

- School Philosophy, Goals and Objectives
- Curriculum, Instruction, Assessment
- Instructional Leadership
- Faculty
- Administration and Governance
- Academic Support and Student Services
- Physical Plant and Instructional Support Facilities
- School Budget and Finance
- Institutional Planning and Development

**DEVELOPMENTALLY APPROPRIATE**



**STANDARDS-ALIGNED**



**OUTCOMES-DRIVEN**

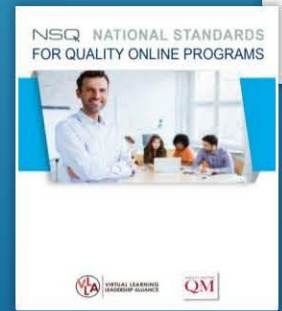
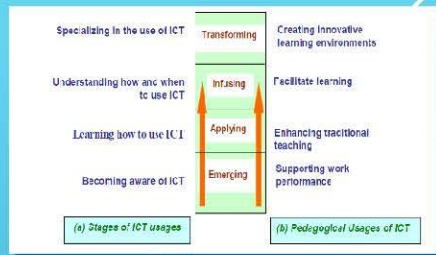
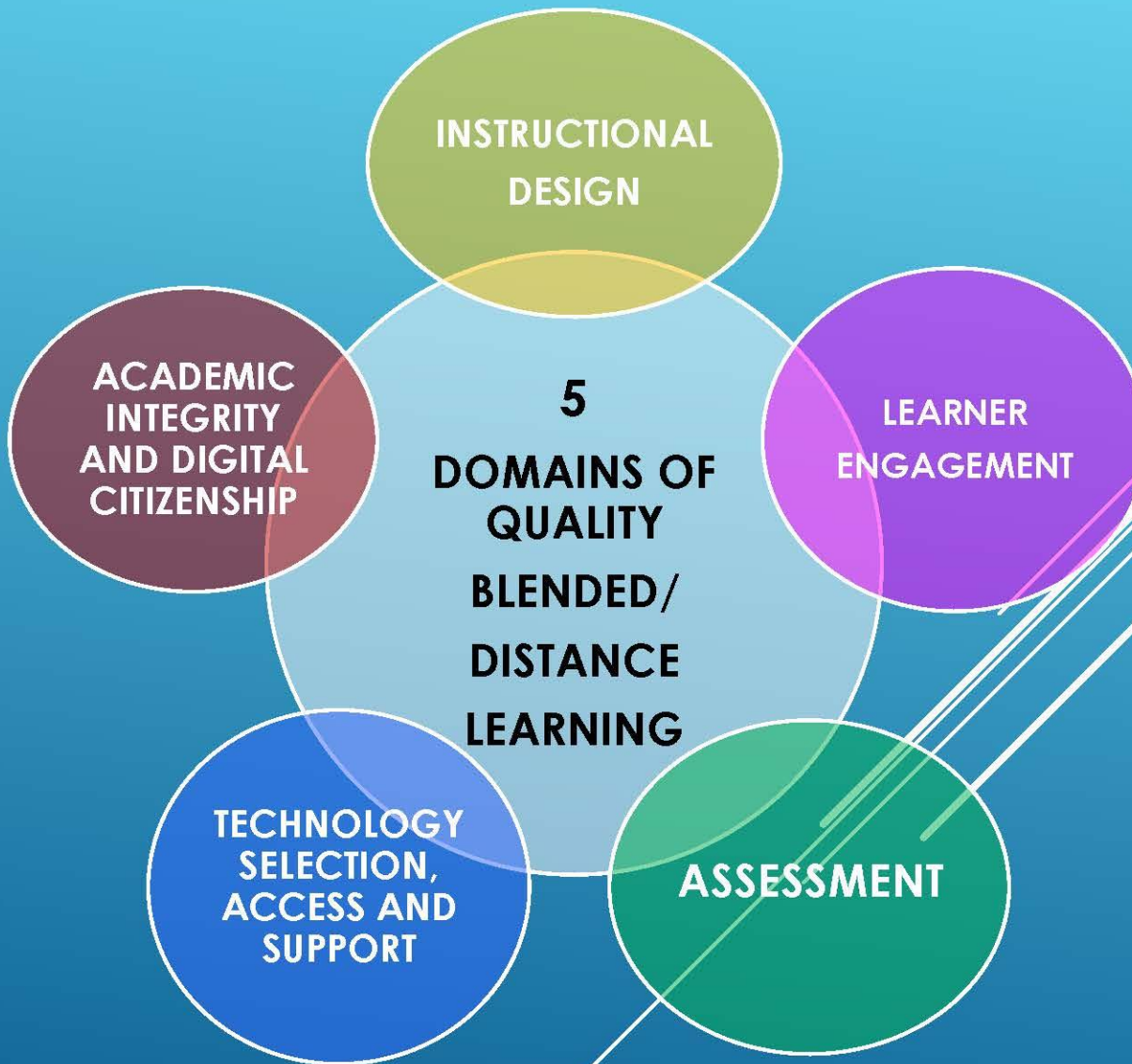
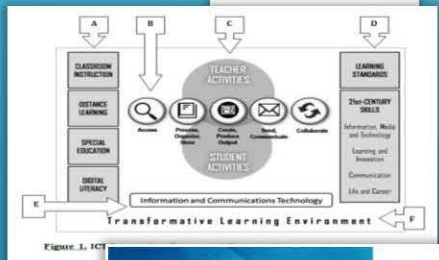
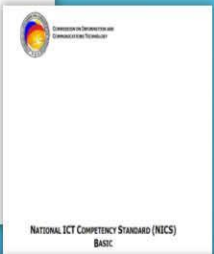
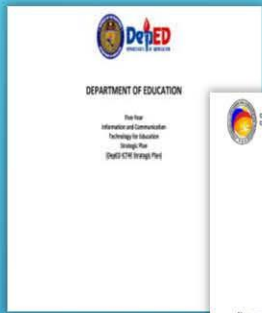


**EVIDENCE-BASED**



# SUMMARY OF REVISED/UPDATED AND NEW JHS CAI ITEMS

JHS CAI AREA	NUMBER OF ITEMS
A. Philosophy, Vision, Mission, Goals and Objectives	None
B. Curriculum, Assessment, Instruction	5 updated 1 new New Sub-Section: Appraisal of Blended/ Distance Learning (30 items)
C. Instructional Leadership	4 new
D. Faculty	1 new
E. Academic Support and Student Development Services	11 updated
F. Physical Plant and Instructional Facilities	1 new 3 updated
G. Administration and Governance	3 updated
H. School Budget and Finance	None
I. Institutional Planning and Development	1 new 1 updated
	<b>TOTAL: 23 updated; 38 new</b>







## **SHS VOLUNTARY CERTIFICATION**

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**As we conclude the recent Senior High School Voluntary Certification (SHS VC) for SY 2023-2024, PEAC would like to thank and congratulate the volunteer SHS providers that took a big step towards quality education.**

In preparation for School Year 2024-2025, we are pleased to announce that we are again conducting SHS VC by November 2024.

Interested parties may send a Letter of Intent (LOI) addressed to:  
**Ms. Rhodora Angela F. Ferrer**  
**Executive Director, PEAC National Secretariat**  
at **[shs.certification@peac.org.ph](mailto:shs.certification@peac.org.ph)**.

For more information on the SHS Voluntary Certification, please go to <https://peac.org.ph/shsvc/>.

# LIST OF SHS VOLUNTARY CERTIFICATION SCHOOLS FOR SY 2023-2024 (LUZON)

DepEd ID	School Name	Region	City/Municipality	Province	Date of Visit
406230	Easter College Incorporated	CAR	Baguio City	Benguet	March 14, 2024
406176	The Ifugao Academy Inc.	CAR	Kiangan	Ifugao	March 12, 2024
406367	Philippine Christian University	NCR	Manila	Metro Manila	April 24, 2024
410452	Philippine College of Advanced Arts and Technology	NCR	Manila	Metro Manila	February 7, 2024
409412	FEU Alabang	NCR	Muntinlupa City	Metro Manila	February 8, 2024
401455	CIIT SHS, Inc.	NCR	Quezon City	Metro Manila	February 6, 2024
406440	Villagers Montessori College	NCR	Quezon City	Metro Manila	March 1, 2024
401160	Emilio Aguinaldo College	NCR	Manila	Metro Manila	April 25, 2024
415527	University of Perpetual Help Isabela	II	Cauayan City	Isabela	March 11, 2024
400701	Dr. Yanga's Colleges, Inc.	III	Bocau	Bulacan	February 21, 2024
401518	University of the Assumption	III	City of San Fernando	Pampanga	February 20, 2024
400610	St. John's Academy Inc.	III	Dinalupihan	Bataan	February 19, 2024
400784	Mary the Queen School of Malolos, Inc.	III	Malolos City	Bulacan	February 29, 2024
401289	Santa Cruz Academy Inc	III	Sta. Cruz	Zambales	February 27, 2024
400704	Jesus Is Lord Colleges Foundation, Inc.	III	Bocau	Bulacan	February 22, 2024
401365	Wesleyan University-Philippines	III	Cabanatuan City	Nueva Ecija	February 28, 2024
403177	University of Batangas	IV-A	Batangas City	Batangas	April 4, 2024
402769	Casa del Niño Jesus De Lucban, Inc.	IV-A	Lucban	Quezon	April 3, 2024
405338	Philtech Senior High School	IV-A	Tanay	Rizal	April 5, 2024
408588	Marinduque Technical and Vocational Institute Inc	IV-B	Gasan	Marinduque	March 21, 2024
403466	Clarendon College Inc.	IV-B	Roxas	Oriental Mindoro	March 21, 2024
433545	King Thomas Learning Academy Inc.	V	Sipocot	Camarines Sur	April 1, 2024

# LIST OF SHS VOLUNTARY CERTIFICATION SCHOOLS FOR SY 2023-2024 (VISAYAS AND MINDANAO)

DepEd ID	School Name	Region	City/Municipality	Province	Date of Visit
404124	La Consolacion College Bacolod	VI	Bacolod City	Negros Occidental	March 5, 2024
404207	Colegio de Sto. Tomas-Recoletos, Inc.	VI	San Carlos City	Negros Occidental	March 6, 2024
447075	Patronage of Mary Development School Official	VII	Boljoon	Cebu	March 8, 2024
405751	Iligan Computer Institute - Iligan City	X	Iligan City	Lanao Del Norte	April 15, 2024
405104	Christ The King College De Maranding, Inc.	X	Lala	Lanao Del Norte	April 16, 2024
405477	Philippine Nikkei Jin Kai International School (PNJK-IS)	XI	Davao City	Davao del Sur	April 19, 2024
469530	Notre Dame University	BARMM	Cotabato City	Maguindanao del Norte	April 17, 2024

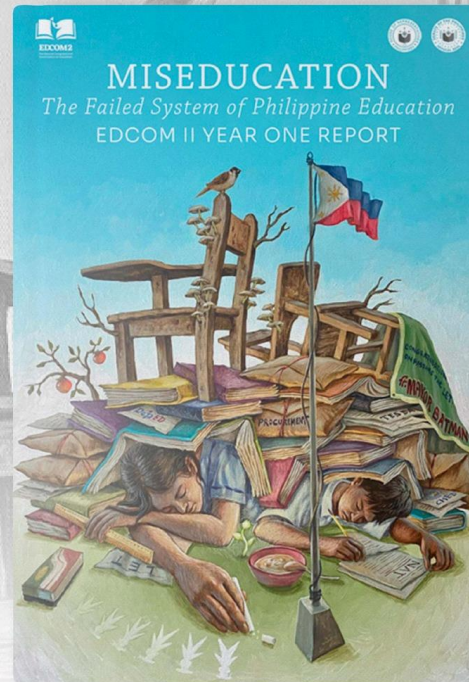


**EDCOM2**  
The Second Congressional  
Commission on Education



**#ItaasAngAntas #BangonEdukasyon**

   edcom2ph  [www.edcom2.gov.ph](http://www.edcom2.gov.ph)



**DOWNLOAD THE EDCOM 2 YEAR ONE REPORT HERE**

<http://bit.ly/edcom2report>



## EDCOM 2 and DepEd partner up to conduct nationwide mapping of private schools this July 2024

In a milestone partnership, the Second Congressional Commission on Education (EDCOM 2) and the Department of Education (DepEd) have joined hands to map all private schools all over the country. This initiative is meant to **inform government policies and programs related to the complementarity of public and private education institutions.**

#ItaasAngAntas #BangonEdukasyon

    @edcom2ph  [www.edcom2.gov.ph](http://www.edcom2.gov.ph)



**SD4**

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

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**Current Initiatives  
Towards Increased Support  
for Private Education**



# Policy Brief on Extending GASTPE to K-6

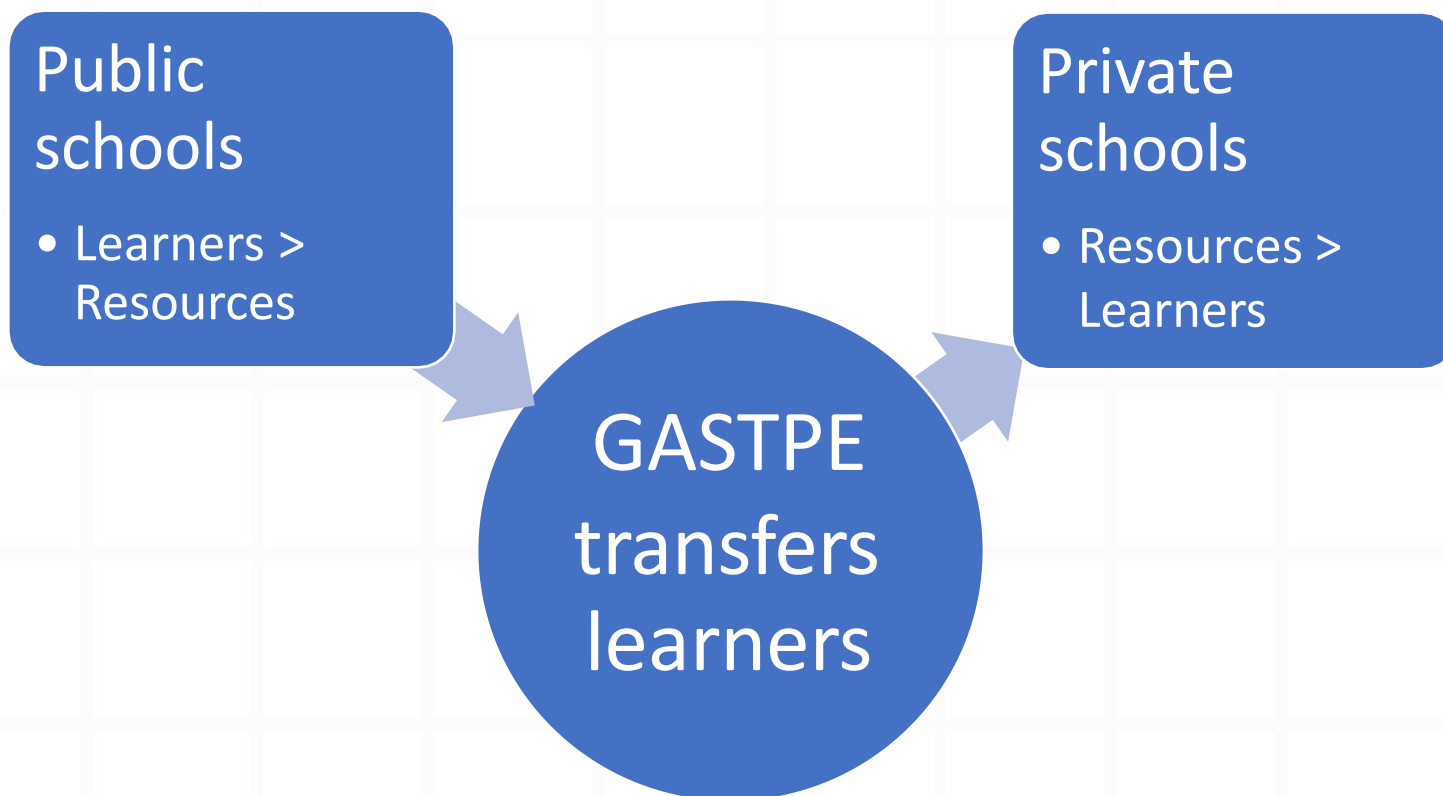
*Commissioned by the Private Education Assistance Committee and written in aid of legislation  
and EDCOM 2*



GASTPE: the problem of one school type is the other's solution

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- Happening now in JHS and SHS. Will it also be so in K-6?



# Increasing overall quality in K- 6

Filipino learners did poorly in international assessments

Filipino learners in private schools perform better than those in public schools (*PISA, SEA-PLM*)

The “private school effect” remains positive and significant after controlling for other variables (*WB 2011, WB 2020*)

GASTPE in K-6 can improve overall education quality and particularly for disadvantaged students (*WB 2011*)

# Absorptive Capacity Study of Basic Education in the Philippines

**A Study Commissioned by the  
Private Education Assistance Committee**



TAFTCONSULTINGGROUP

## Objective

Estimate the absorptive capacity (overcrowding) by school type and level at each DepEd division

## Significance

- Lead to a more targeted school-building program by DepEd
- Influence policy on public-private complementarity (e.g. GASTPE)
- Inform planning at a more granular/localized level.

# Research questions

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What is the extent of aisle learners/ excess capacity of public schools?

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What is the extent of aisle learners/ excess capacity of private schools?

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What is the extent of aisle learners/ excess capacity in GASTPE-participating schools? (ongoing)

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What is the extent by which private schools can accommodate learners from public schools? (absorptive capacity)

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How much more capacity is created if schools that offer multiple levels can use resources in all levels they offer?

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What school resource limits capacity? By how much can we increase this resource before another resource limits capacity?

# Scope

	K to 6	JHS	SHS	Totals
No. of public schools	39K	10K	8K	57K
No. of private schools	10K	6K	5K	21K
Total, schools	49K	16K	13K	78K

	#			
Public enrollment	14M	7M	3M	24M
Private enrollment	1M	1M	1M	4M
Total, learners	15M	8M	4M	28M

Source: DepEd EBEIS

# Key findings

- A. Public schools remain overcrowded and are even more so at higher levels of basic education. Across the three levels over 5.1M of the 24M learners in public schools are aisle learners.

Measures of overcrowding in public schools				
	Level	K to 6	JHS	SHS
# of divisions with overcrowded public schools		173 (77%)	191 (85%)	219 (97%)
# of aisle learners in public schools		2.5M	1.6M	1.0M
average # of aisle learners per grade		358K	392K	479K



# Key findings

B. Private schools have limited absorptive capacity and are even more so at higher levels of education.

Measures of absorptive capacity in private schools				
	Level	K to 6	JHS	SHS
# of divisions with spare capacity in private schools		119 (52%)	99 (44%)	99 (44%)
Absorptive capacity of private schools (# of		0.1M	0.1M	0.02M
Average absorptive capacity of private schools per grade (# of learners)		18K	18K	8K

Together, findings A and B suggest that private schools can absorb only 4.9% of aisele learners at the elementary level, 4.6% at the JHS level and 1.7% at the SHS level.

# DO 006, s. 2024

## Adoption of the Public and Private Basic Education Complementarity Framework



Republic of the Philippines  
Department of Education

DepEd ORDER  
No. 006, s. 2024

MAY 16 2024

### ADOPTION OF THE PUBLIC AND PRIVATE BASIC EDUCATION COMPLEMENTARITY FRAMEWORK

To: Undersecretaries  
Assistant Secretaries  
Minister, Basic, Higher and Technical Education, BARMM  
Bureau and Service Directors  
Regional Directors  
Schools Division Superintendents  
Public and Private Elementary and Secondary School Heads  
All Others Concerned

1. Pursuant to Section 4 (1), Article IV of the 1987 Philippine Constitution, the Department of Education (DepEd) adopts the enclosed **Public and Private Basic Education Complementarity Framework** which seeks to promote coherence in the development of the country's mixed education system and provides a basis for developing a shared understanding of the goals of public-private partnership programs and strengthening consensus among stakeholders in public-private education.

2. The Public and Private Basic Education Complementarity Framework is in cognizance with Section 4(1), Article XIV of the 1987 Philippine Constitution, which states that the State recognizes the complementarity roles of public and private institutions in the educational system and shall exercise reasonable supervision and regulation of all educational institutions. The Constitution further stipulates how the State must **protect and promote the right of all citizens to quality education at all levels**, through **appropriate steps to make such education accessible to all**.

3. The Public and Private Basic Education Complementarity Framework was developed through a series of consultative workshops participated by stakeholders of both public and private education institutions, and private school associations, guided by policy research, and ensure its alignment with the Basic Education Development Plan (BEDP) 2030 and the DepEd MATATAG Agenda. The following key principles and thrusts are provided to guide the application, exercise, and promotion of complementarity:

- a. Optimizing the roles of the public and private sectors in basic education,
- b. Mutual understanding by the public and private sectors of their complementary roles,
- c. Recognition of the inherent value of private education institutions in the education system,
- d. Reasonable supervision and regulation of private institutions,
- e. Participatory governance to nurture the complementary relationship between public and private institutions,
- f. Equal regard to the impact of education policies and resource allocation decisions on both the public and private sectors, and

**SD5**

**Organizational identity strengthened.**

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

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

Sir :

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

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

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

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

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

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

## DOJ Opinion No. 056, s. 1999

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**SD6**

**Organizational capacity and resources made robust.**

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*Congratulations!*



Congratulations to the PEAC National Secretariat for obtaining good results during the external audit held last June 27-28, 2024.

**ISO9001:2015**

Quality  
Management System



**RE-CERTIFIED**

**ISO27001:2013**

Information Security  
Management System



**CERTIFICATION  
MAINTAINED**

*Thank you!*



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