

UPDATES FROM THE **PEAC**: GASTPE WORKPLAN FOR 2025-2026

Rhodora Angela Fernandez Ferrer, PhD


Executive Director

Private Education Assistance Committee





PRESENTATION OVERVIEW

- About the PEAC
 - Performance Highlights for 2024-2025
 - Enrollment Data and GASTPE Co-Implementation
 - GASTPE Workplan for 2025-2026
 - Current Initiatives of the PEAC Towards Increased Support for Private Education
- 



About the PEAC

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, Department of Economy,
Planning and Development (DEPDev)



Fr. Karel S. San Juan, SJ
President, Catholic Educational
Association of the Philippines (CEAP)



Mr. Marco Alfredo M. Benitez
President, Philippine Association of Colleges
and Universities (PACU)



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

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



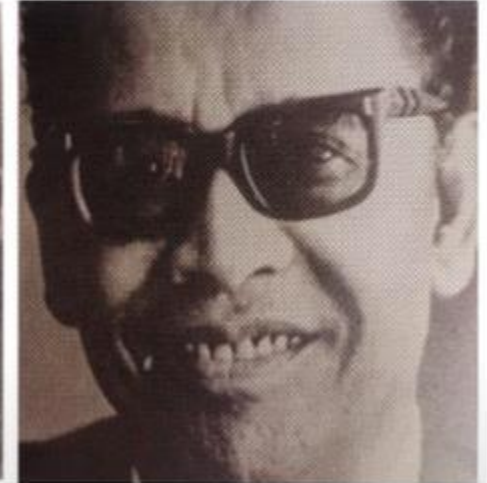
ATTY. NICANOR Y. FUENTES
NEC (now NEDA)



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)



DOJ Opinion No. 043, s. 2024

“After a careful review of relevant laws and jurisprudence, we reiterate our position that PEAC is a private entity.”

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Archdiocese of Jaro
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St. Paul University-Manila
City of Manila

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Dumaguete City

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Cebu City

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Holy Infant College
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Zamboanga City

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Cagayan de Oro City

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REGION 12 & BARMM



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Butuan City

CAR



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Saint Louis University
Baguio City

NCR



MS. CAMILLE M. GABRIEL

St. Paul University-Manila
City of Manila

VISION

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

MISSION

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

SD 1	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.



Performance Highlights for 2024-2025

Teacher Engagement

90,000+

JHS INSET

18,117

SHS INSET

12,701

TSS

59,643

Sources:

GASTPE data is based on total schools with billed ESC Grantees, TSS Recipients and VPBs (as of April 25, 2025)

INSET data as of December 2024 (Training and Development Unit)

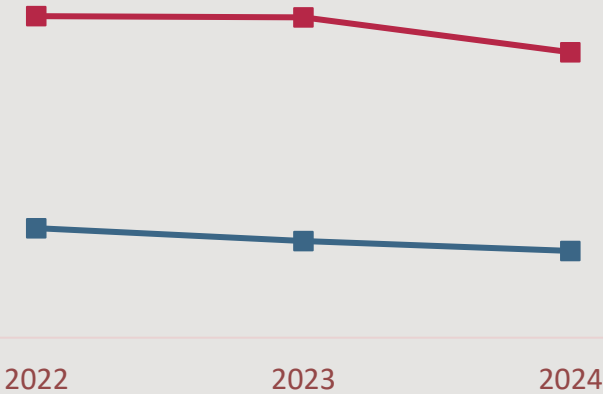
Student Grantees

2.2M

Source:

GASTPE data is based on total schools with billed ESC Grantees, TSS Recipients and VPBs (as of April 25, 2025)

3-year trend



ESC

878,544

SHS VP

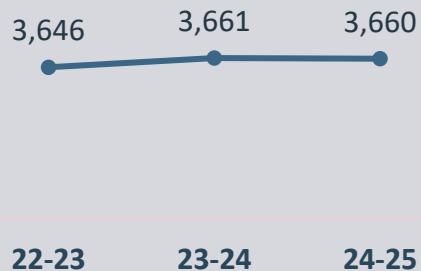
1,287,486

Participating Schools

Educational Service Contracting

3,660

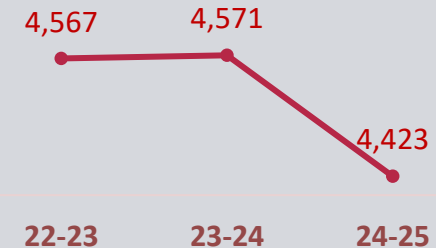
3-year trend



SHS Voucher Program

4,423

3-year trend



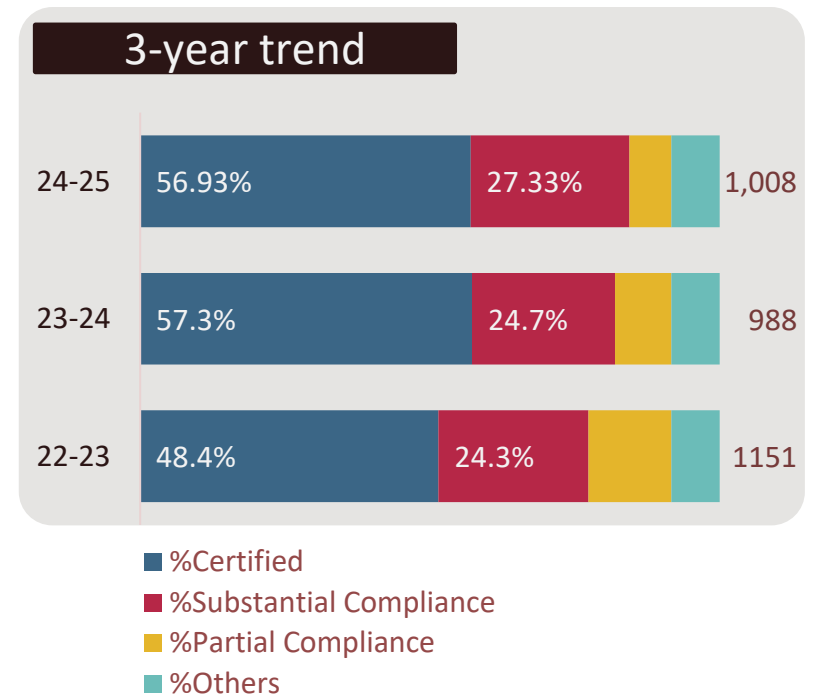
Source:

GASTPE data is based on total schools with billed ESC Grantees, TSS Recipients and VPBs (as of April 25, 2025)

Certification Activities Conducted

1,008

Source: Certification Unit
Data as of May 21, 2025



Online engagements

6.8M⁺



Website visits

2,425,537



Facebook reach

4,318,437



YouTube views

61,798

Followers and subscribers

466K⁺



Website users

314,384



Facebook followers

142,226



YouTube subscribers

10,029

32B⁺

Subsidies Processed

ESC	8.53B
TSS	1.1B
SHS Voucher	22.74B

Source:
GASTPE data is based on total schools with billed ESC Grantees, TSS Recipients and VPBs (as of April 25, 2025)



Stakeholders' Satisfaction Rating

4.78

NS

4.72

RS



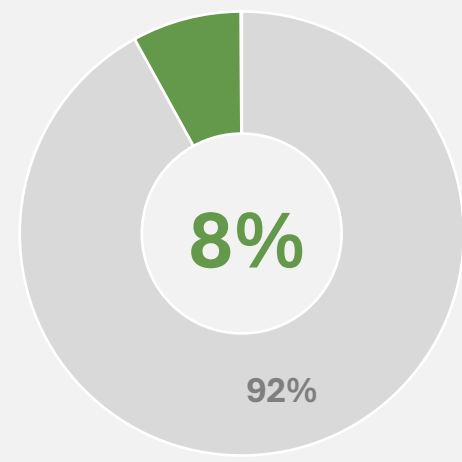
Enrollment Data and GASTPE Co-Implementation

NATIONAL DATA FOR SY 2024-2025: Elementary

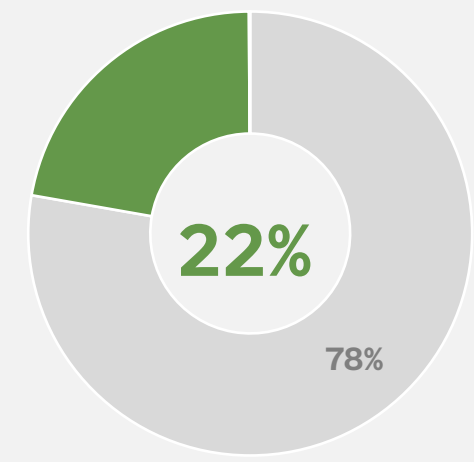


Public	13,537,957	34,409
Private	1,170,492	9,800
SUCs/LUCs	9,302	41
Total	14,717,751	44,250

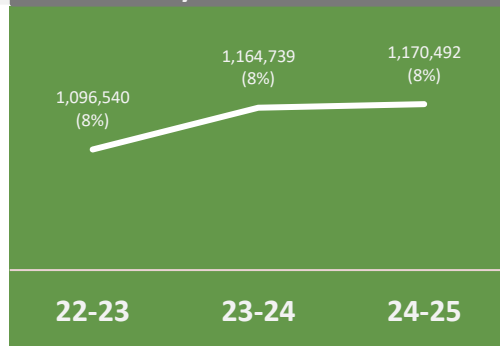
Enrollment



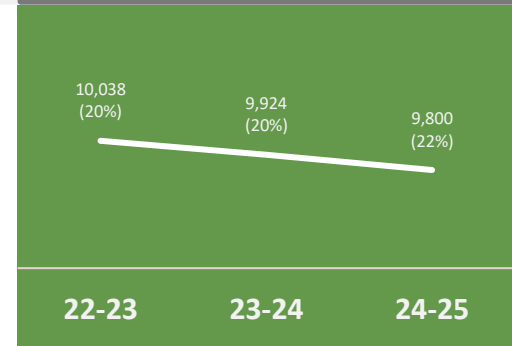
School



3-year trend



3-year trend



Source:
Department of Education
2022-2023 data as of January 10, 2023 (enrollment include Kindergarten and Learners with Disability/LWD)
2023-2024 data as of January 31, 2024 (enrollment includes Kindergarten and Special Needs Education/SNEd)
2024-2025 data as of December 31, 2024 (enrollment includes Kindergarten and Special Needs Education/SNEd)

NATIONAL DATA FOR SY 2024-2025: Junior High School



Public

6,487,459

10,830

Private

1,107,593

5,579

SUCs/LUCs

45,600

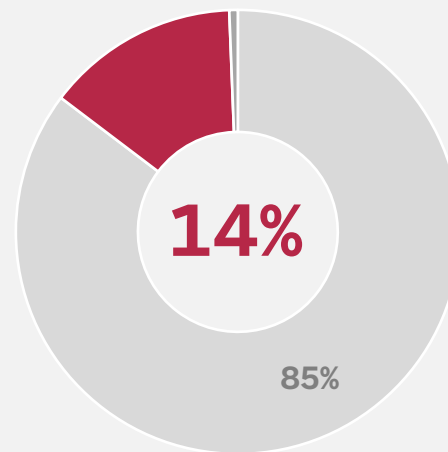
41

Total

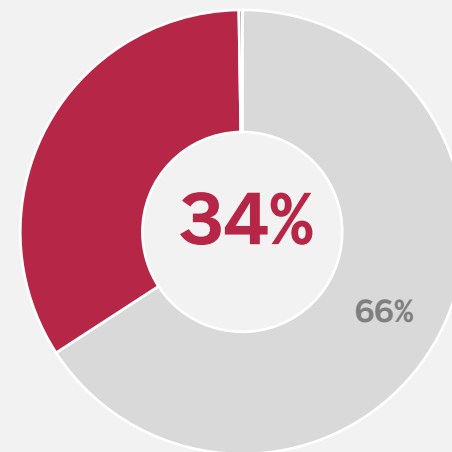
7,640,652

16,450

Enrollment



School



3-year trend

1,124,651
(13%)

1,088,660
(14%)

1,107,593
(14%)

22-23

23-24

24-25

3-year trend

5,693
(35%)

5,620
(34%)

5,579
(34%)

22-23

23-24

24-25

Source:

Department of Education

2022-2023 data as of January 10, 2023 (enrollment include Kindergarten and Learners with Disability/LWD)

2023-2024 data as of January 31, 2024 (enrollment includes Kindergarten and Special Needs Education/SNEd)

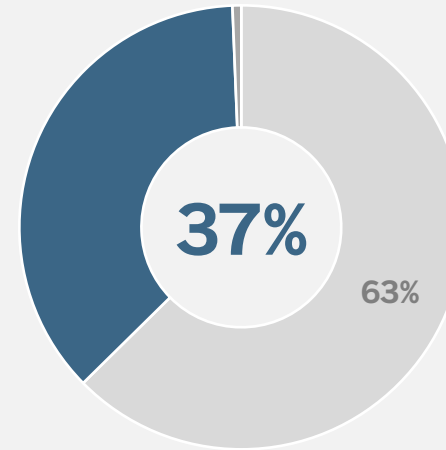
2024-2025 data as of December 31, 2024 (enrollment includes Kindergarten and Special Needs Education/SNEd)

NATIONAL DATA FOR SY 2024-2025: **Senior High School**

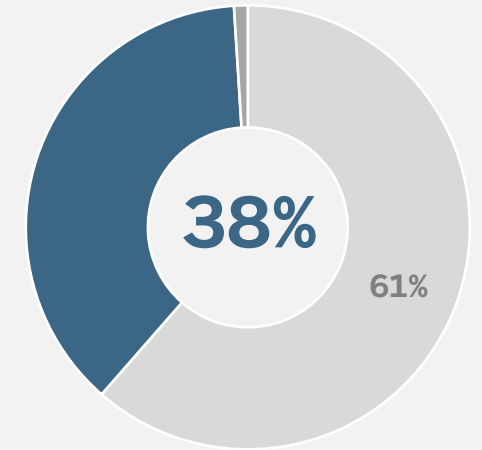


Public	2,485,400	7,903
Private	1,457,808	4,831
SUCs/LUCs	25,430	128
Total	3,968,638	12,862

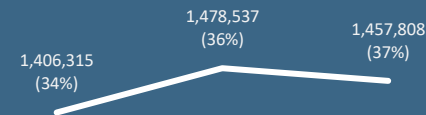
Enrollment



School



3-year trend



22-23

23-24

24-25

3-year trend



22-23

23-24

24-25

Source:
Department of Education
2022-2023 data as of January 10, 2023 (enrollment include Kindergarten and Learners with Disability/LWD)
2023-2024 data as of January 31, 2024 (enrollment includes Kindergarten and Special Needs Education/SNEd)
2024-2025 data as of December 31, 2024 (enrollment includes Kindergarten and Special Needs Education/SNEd)



Former Senate President
Edgardo J. Angara

Author, RA 6728
Government Assistance to
Students and Teachers in
Private Education (GASTPE) Act

...

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



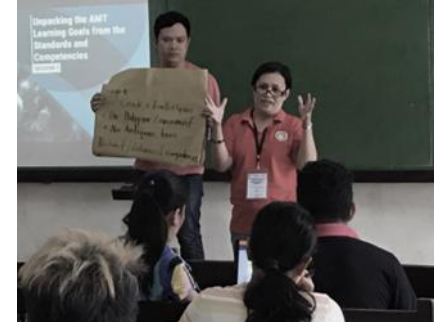
Certification



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

DEPARTMENT OF EDUCATION REGIONAL DIRECTORS

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REGION 2



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DIR. RONNIE S. MALLARI, PhD

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DIR. MARIA INES C. ASUNCION, PhD

CAR



DIR. ESTELA L. CARIÑO, PhD

NCR



DIR. JOCELYN D.R. ANDAYA, PhD

BARM



MINISTER MOHAGHER M. IQBAL

PEAC PARTNERS IN GASTPE IMPLEMENTATION

343

JHS and SHS Certifiers from
181 FAAP accredited schools
and PEAC certified ESC schools

209

Monitors from **163** GASTPE
participating schools

166

JHS Trainers from **63** private
institutions

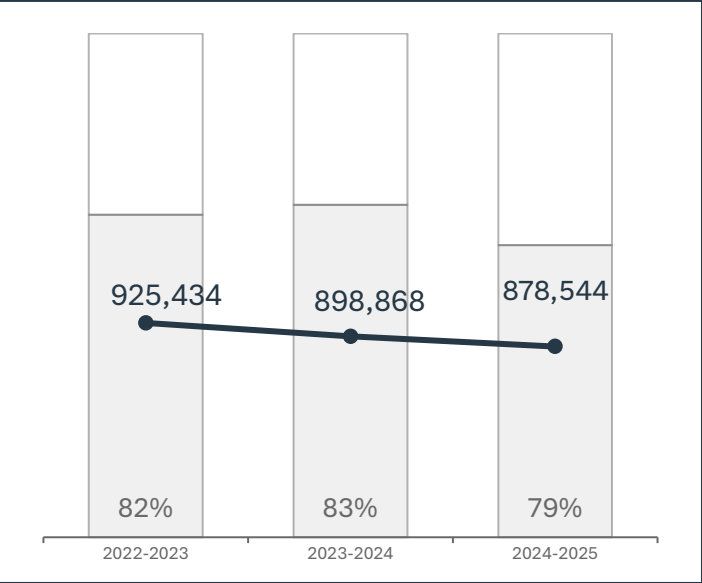
154

SHS Trainers from **44** private
institutions

THREE-YEAR GASTPE DATA: ESC National Data



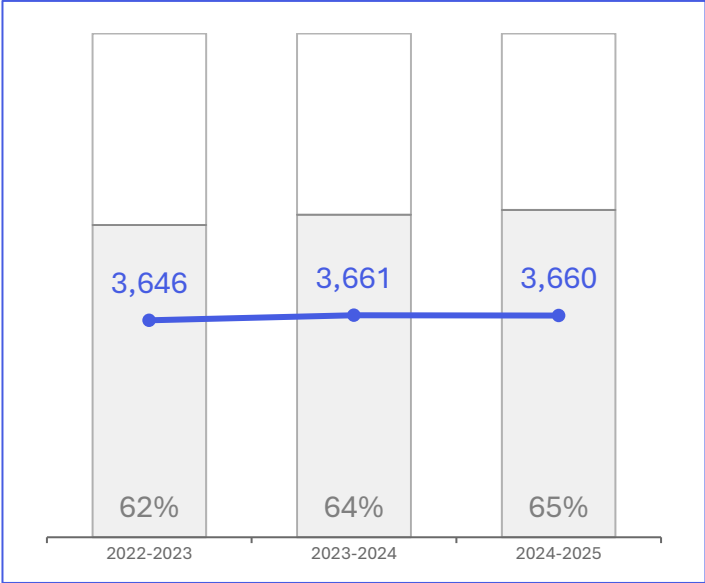
Grantees



2022-2023	925,434
2023-2024	898,868
2024-2025	878,544



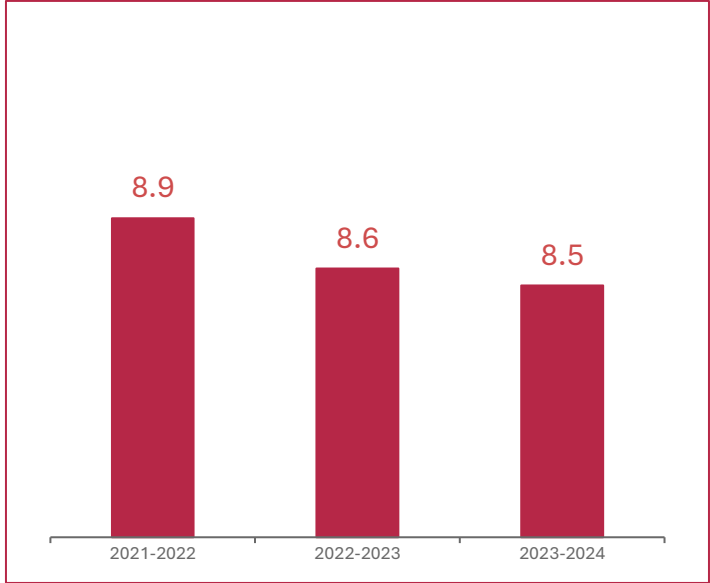
Schools



2022-2023	3,646
2023-2024	3,661
2024-2025	3,660



Amount (in billions)

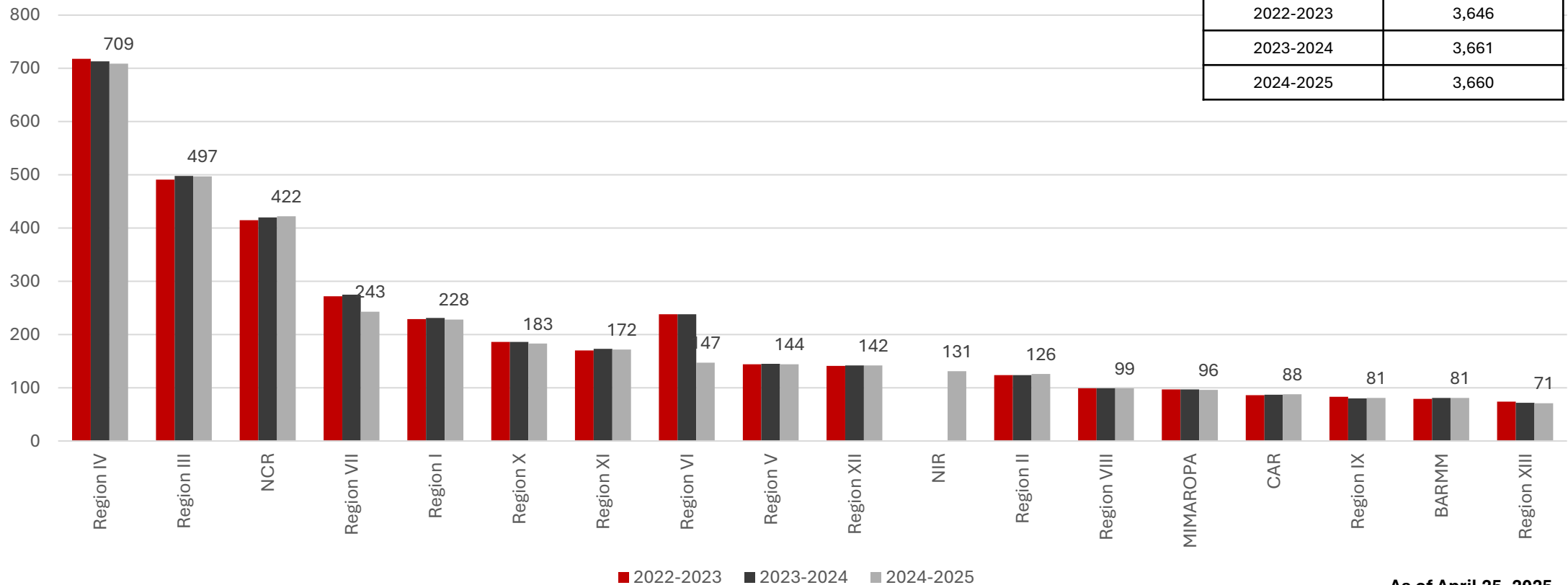


2022-2023	8.90
2023-2024	8.60
2024-2025	8.50

Sources:
GASTPE data is based on total schools with billed ESC Grantees, TSS Recipients and VPBs (as of April 25, 2025)
Private education data is from the Department of Education (as of January 10, 2023); (as of January 31, 2024); and (as of December 31, 2024)
DepEd enrollment data includes Special Needs Education and/or Learners with Disability (LWD)

ESC Participating Junior High Schools

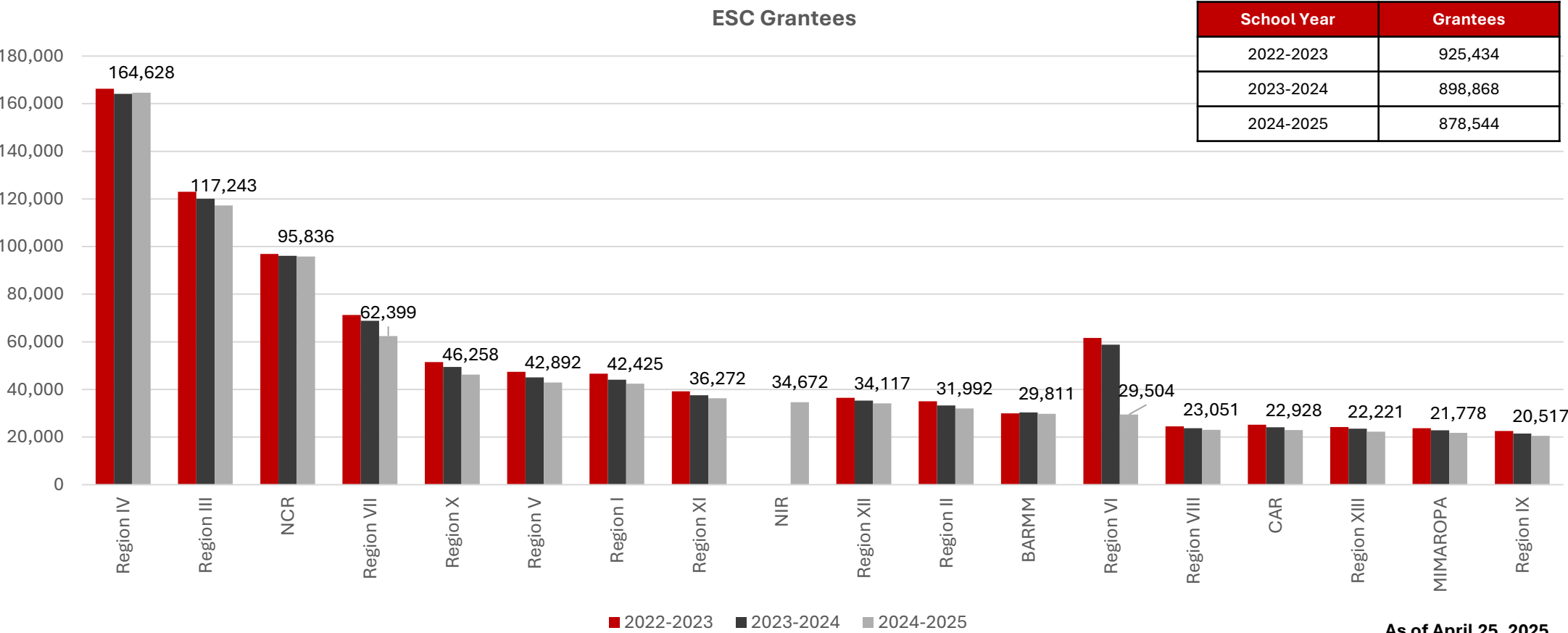
ESC Participating JHS



School Year	Schools
2022-2023	3,646
2023-2024	3,661
2024-2025	3,660

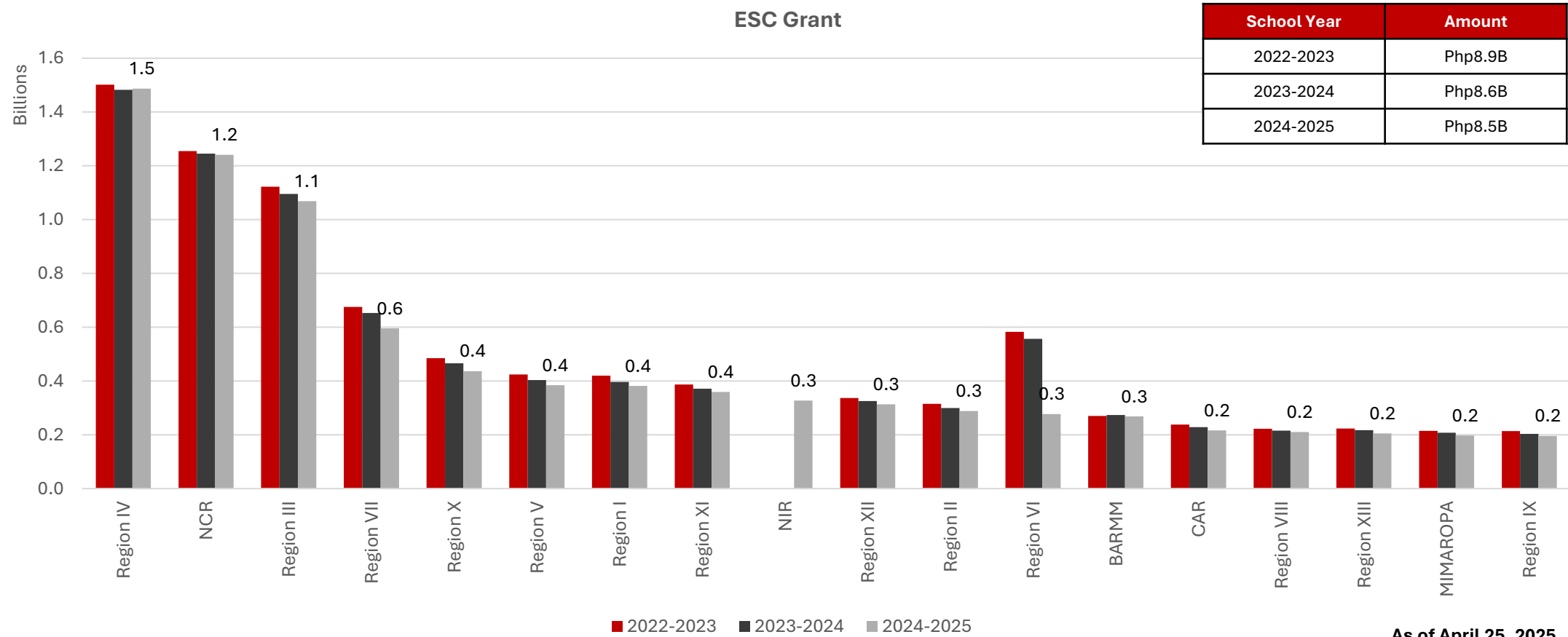
As of April 25, 2025

ESC Grantees



As of April 25, 2025

ESC Amount of Grants



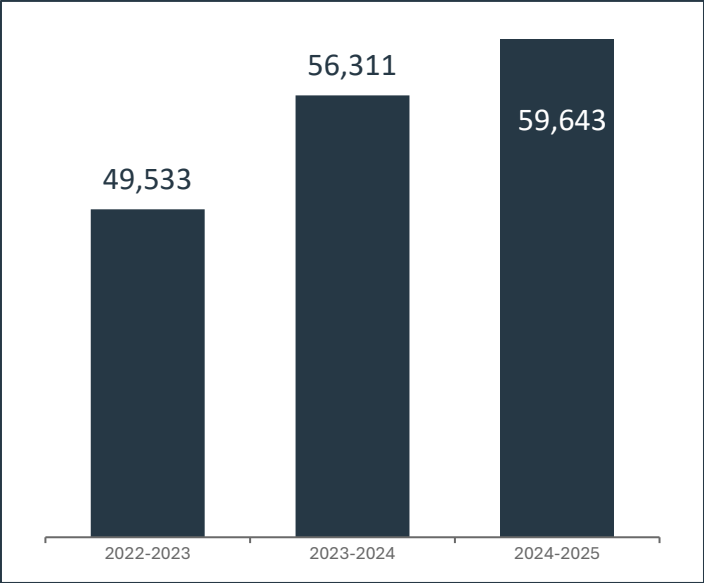
School Year	Amount
2022-2023	Php8.9B
2023-2024	Php8.6B
2024-2025	Php8.5B

As of April 25, 2025

THREE-YEAR GASTPE DATA: TSS National Data



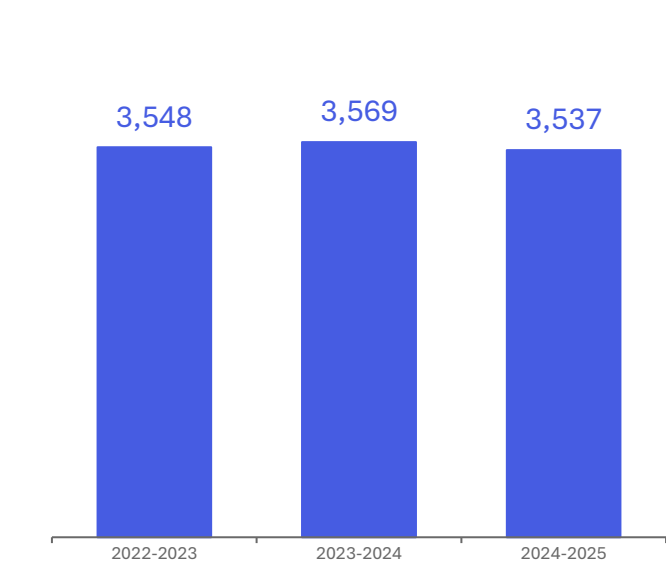
Recipients



2022-2023	49,533
2023-2024	56,311
2024-2025	59,643



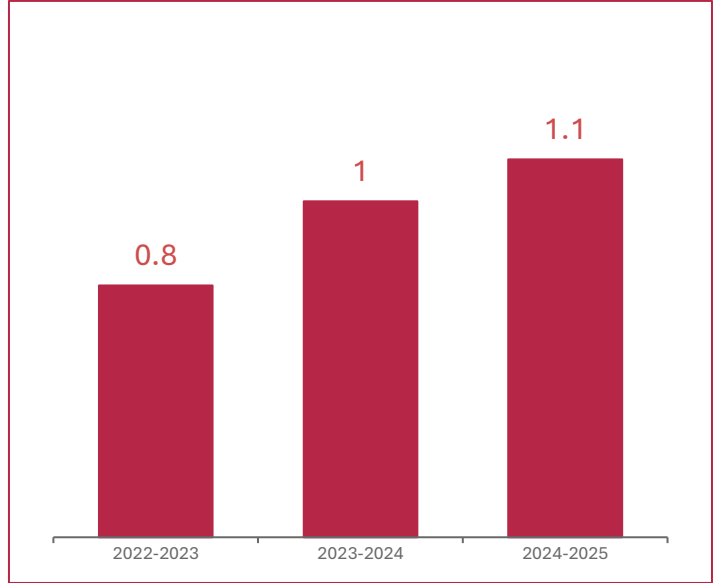
Schools



2022-2023	3,548
2023-2024	3,569
2024-2025	3,537



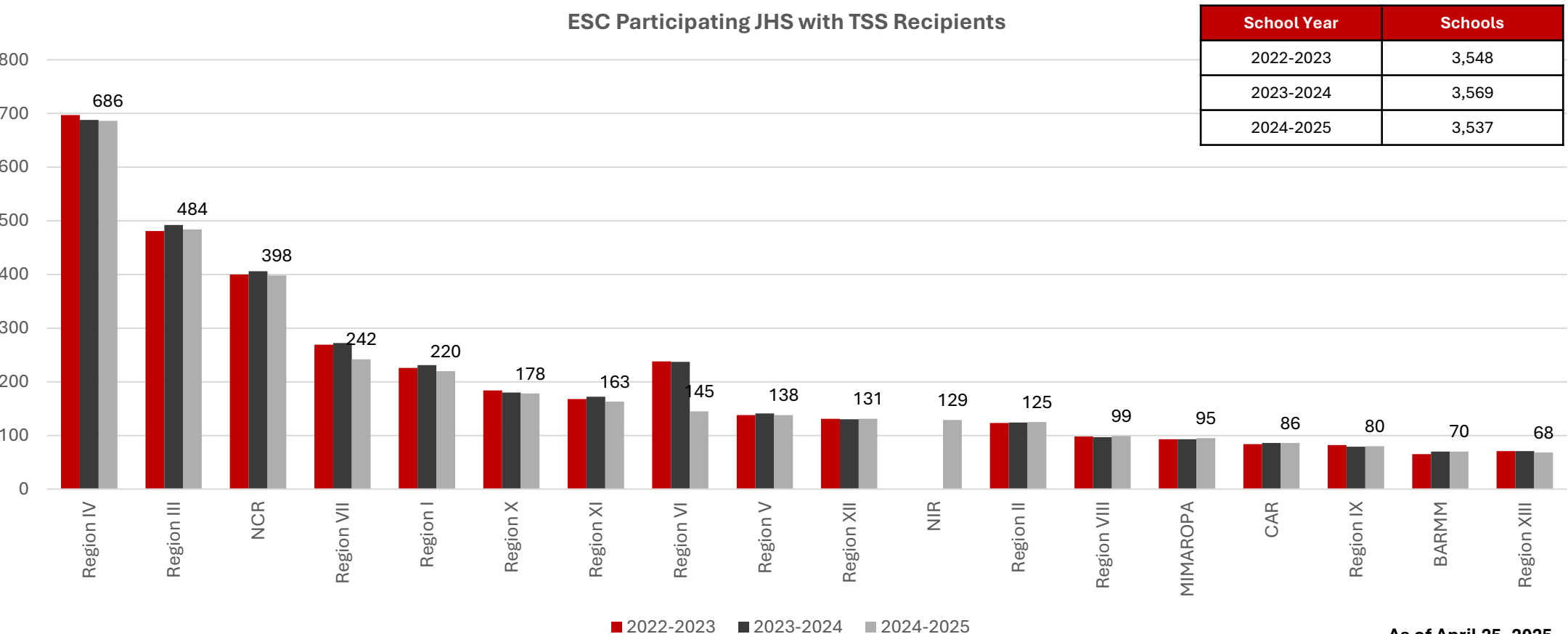
Amount



2022-2023	877.5M
2023-2024	1.0B
2024-2025	1.1B

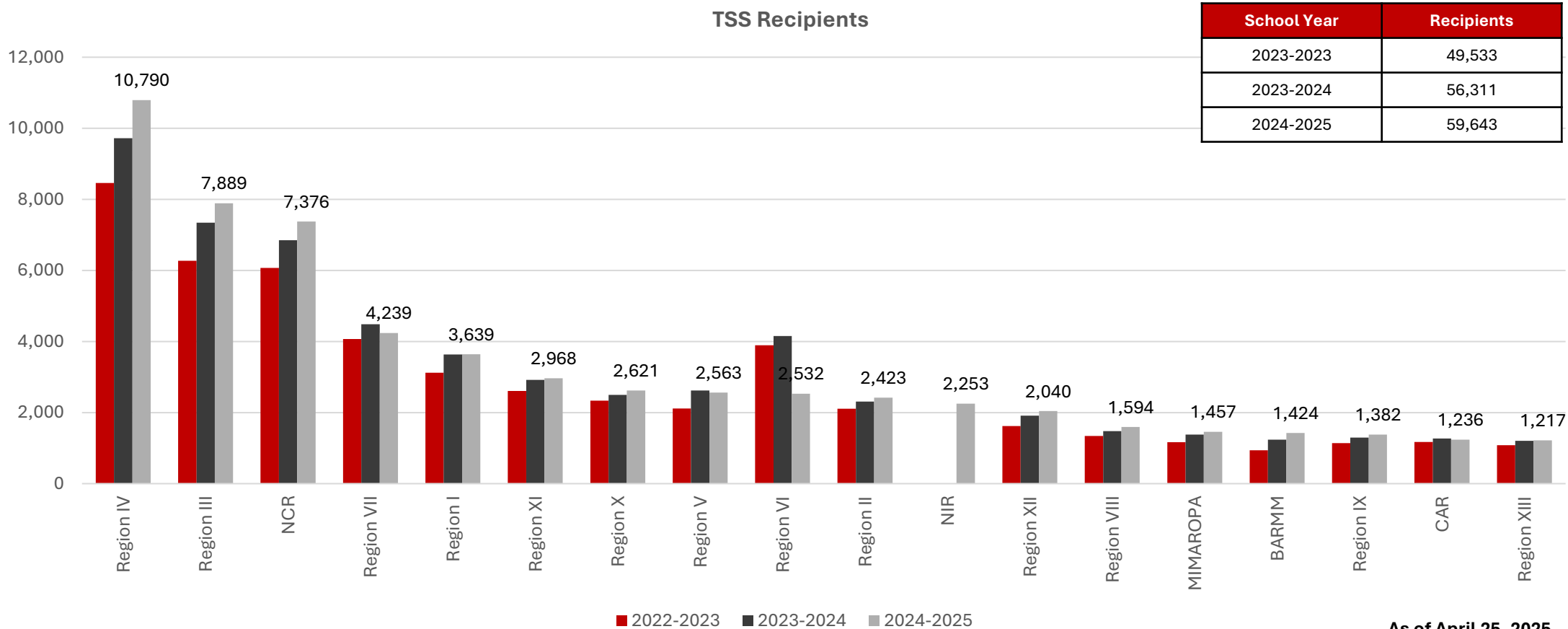
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ESC Participating JHS with TSS Recipients



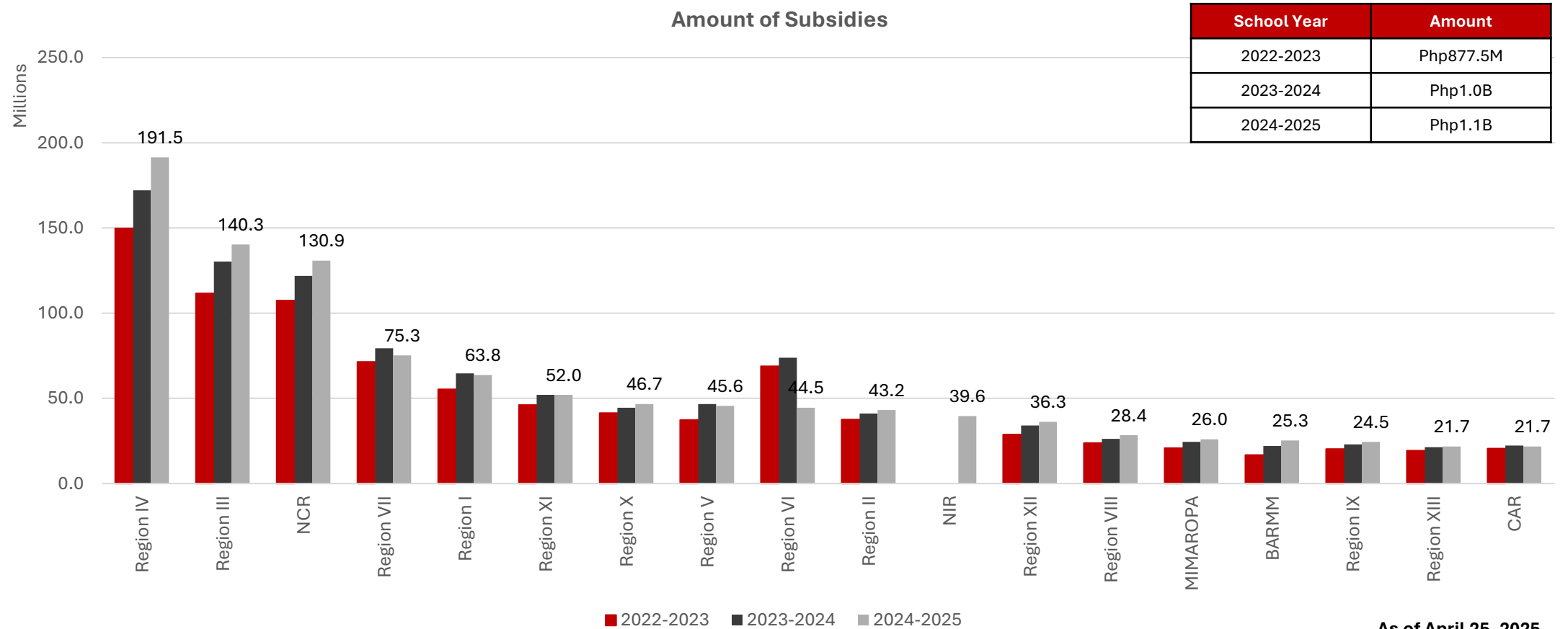
As of April 25, 2025

TSS Recipients



As of April 25, 2025

TSS Amount of Subsidies

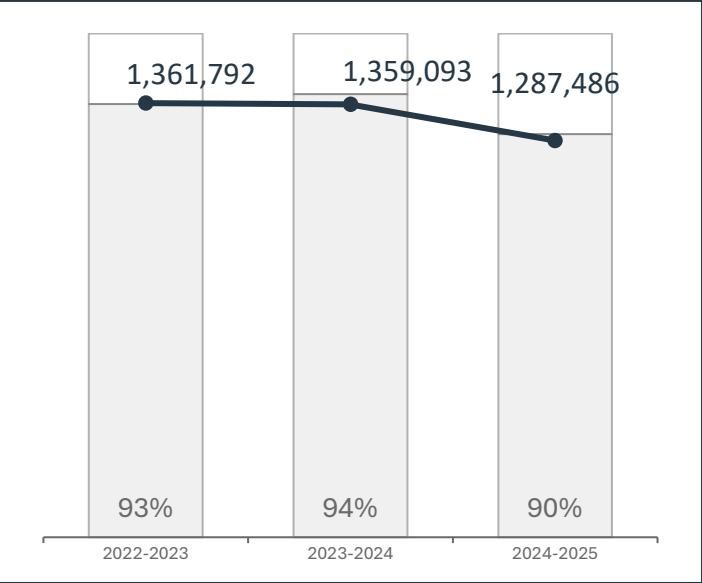


As of April 25, 2025

THREE-YEAR GASTPE DATA: SHS VP National Data



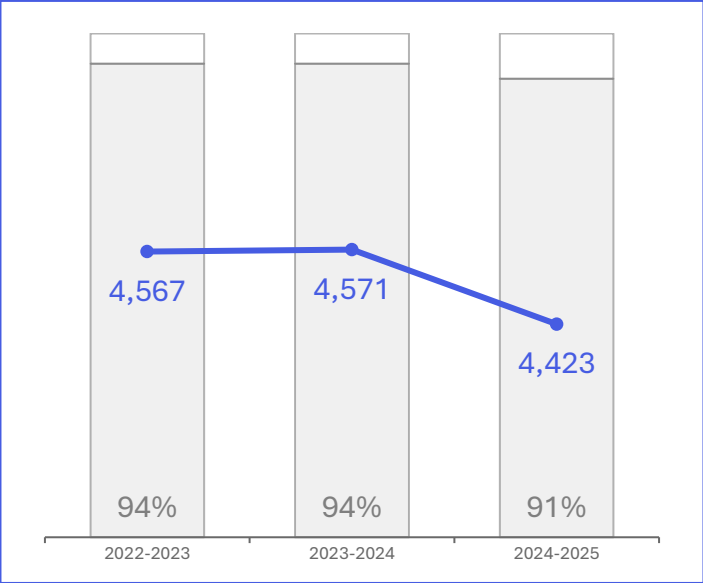
VPBs



2022-2023	1,361,792
2023-2024	1,359,093
2024-2025	1,287,486



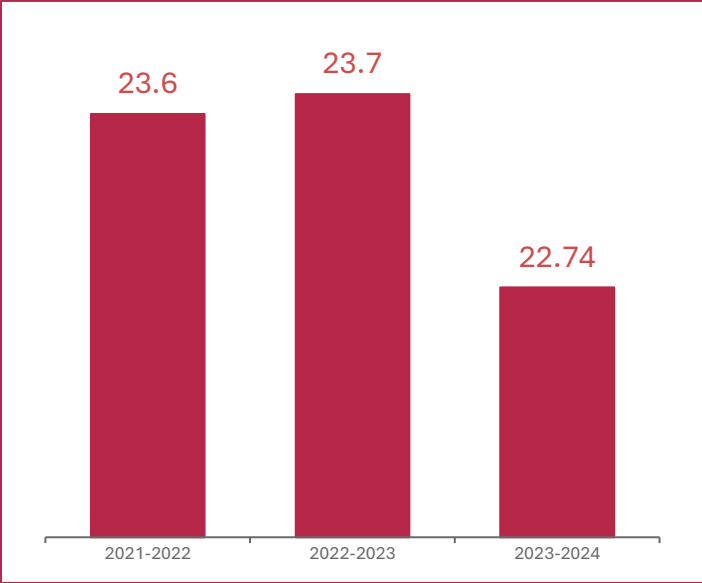
Schools



2022-2023	4,567
2023-2024	4,571
2024-2025	4,423



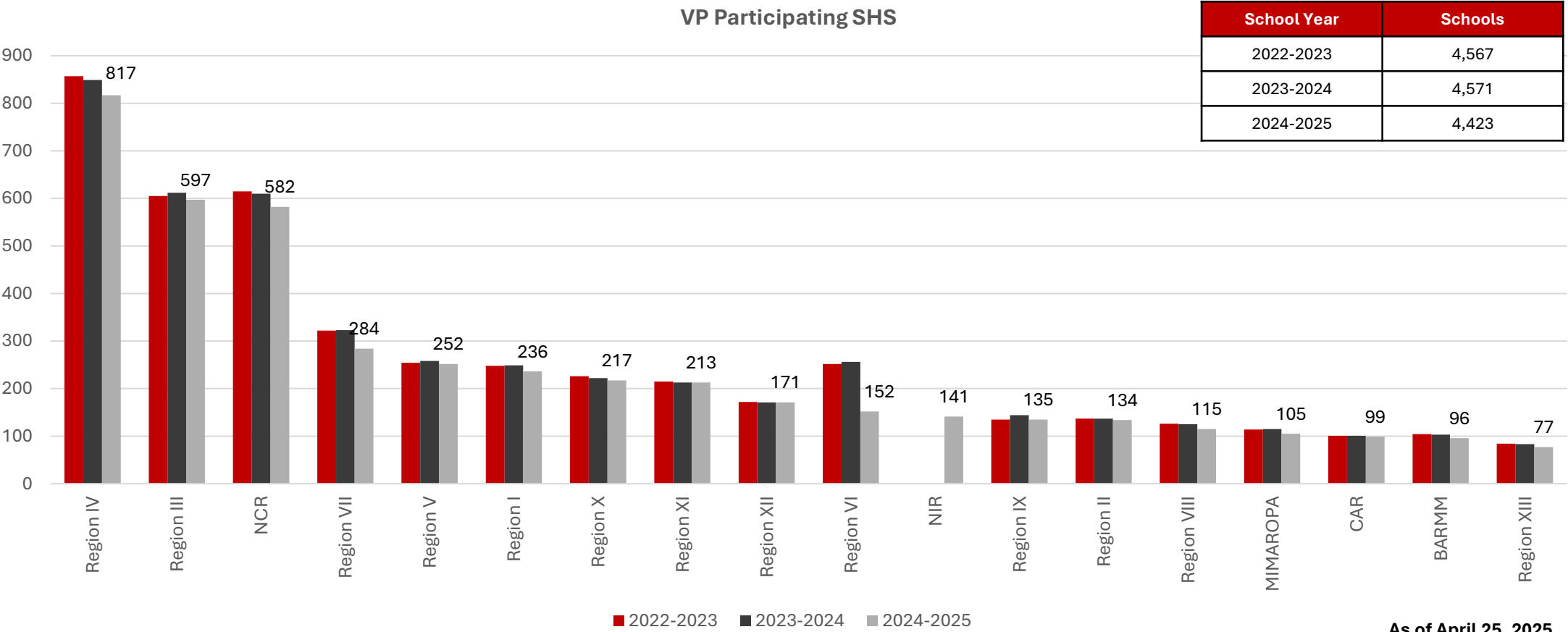
Amount (in billions)



2022-2023	23.60
2023-2024	23.70
2024-2025	22.74

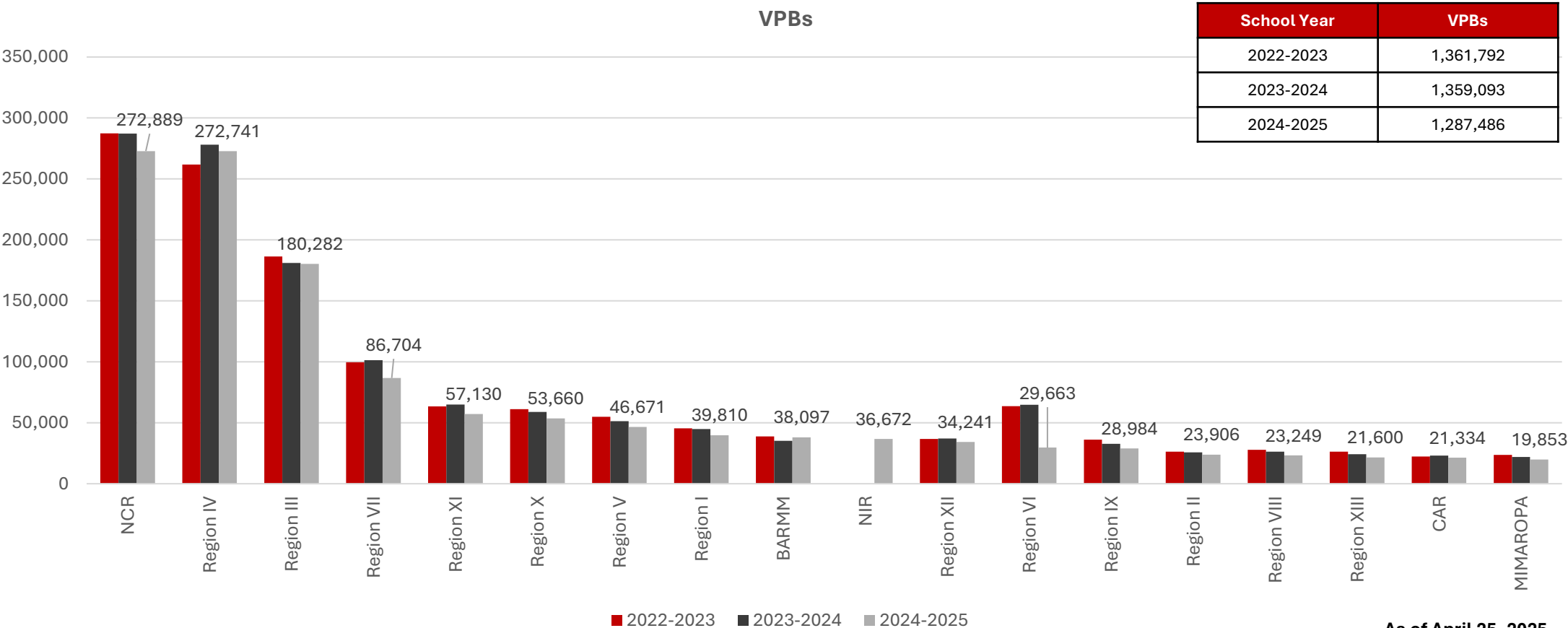
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VP Participating Senior High Schools



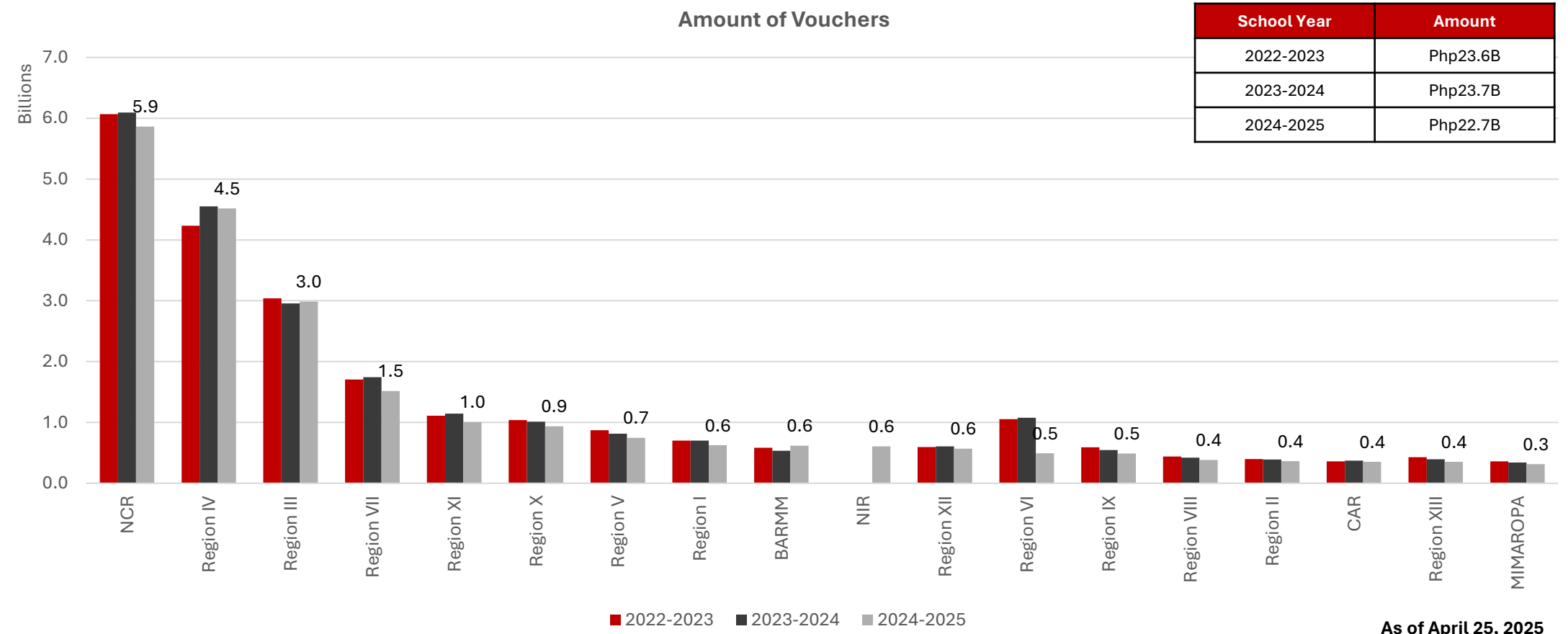
As of April 25, 2025

Voucher Program Beneficiaries (VPBs)



As of April 25, 2025


Amount of Vouchers



As of April 25, 2025

GENERAL APPROPRIATIONS ACT FY 2025

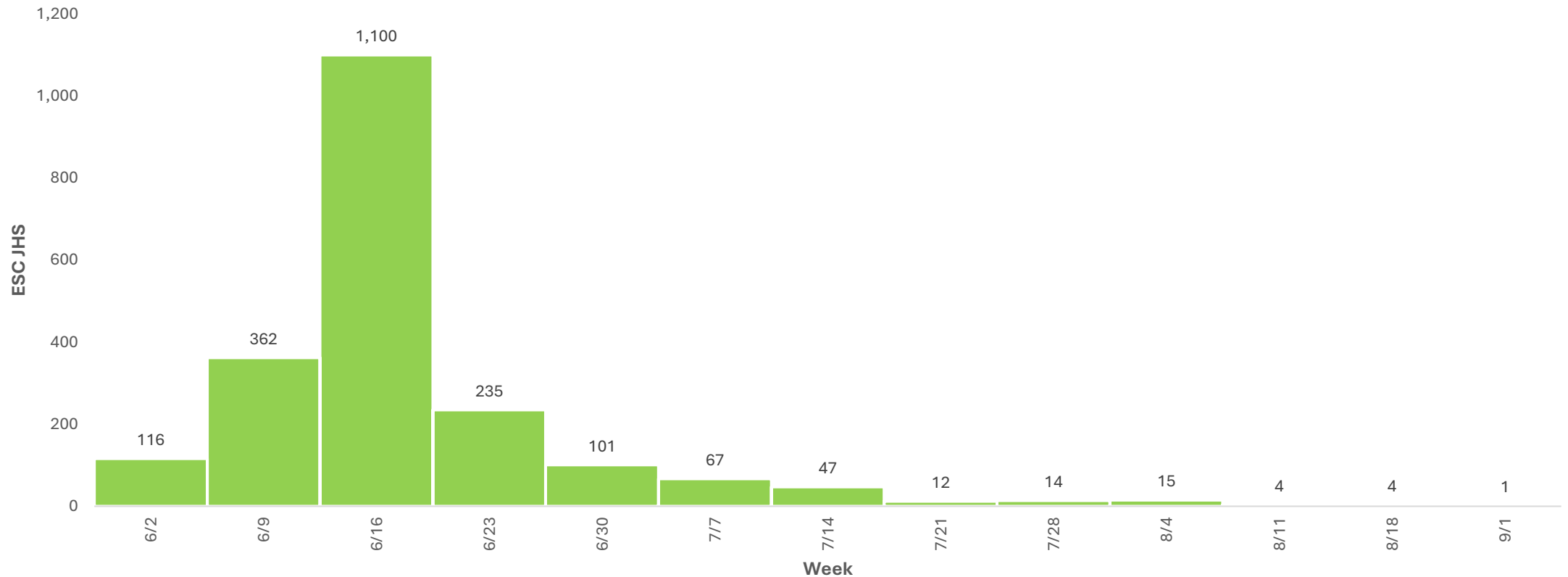
- The **implementation of the ESC and SHS Voucher Programs, as well as other programs of Government Assistance and Subsidies, including the conduct of research** toward the attainment of the objectives of government assistance to private education, shall be subject to the issuance of policies and guidelines by DepEd, and **shall be managed jointly by DepEd and the Private Education Assistance Committee (PEAC)**. Implementation of the above-mentioned programs with government agencies and other institutions such as TESDA may also be allowed.
 - **Twelve Billion Seventy Seven Million One Hundred Fifty Six Thousand Pesos (P12,077,156,000)** for the implementation of the **Educational Service Contracting (ESC) Program** in private junior high schools. In the selection of grantees, **priority shall be given to learners from congested public schools and learners who come from low-income households**. The ESC Program shall adopt a performance-based accreditation or certification for participating private junior high schools;
 - **Twenty Seven Billion Twenty Four Million Seven Hundred Twenty Four Thousand Pesos (P27,024,724,000)** for the implementation of the **Senior High School (SHS) Voucher Program** to enable qualified students, as determined by DepEd, to enroll in private secondary schools, private higher education institutions (HEIs), private technical vocational institutions (TVIs), and public TVIs authorized to offer the SHS Program. **Priority shall be given to students who come from low-income households**.
- The DepEd shall convene the SAC, and shall develop guidelines **to regularly update government assistance and voucher amounts that will sufficiently support the transfer of public school students to private schools**. For programs managed jointly with PEAC, the respective lists shall also be posted on the PEAC website.



GASTPE Workplan for 2025-2026

SY 2025-2026 Opening of Classes

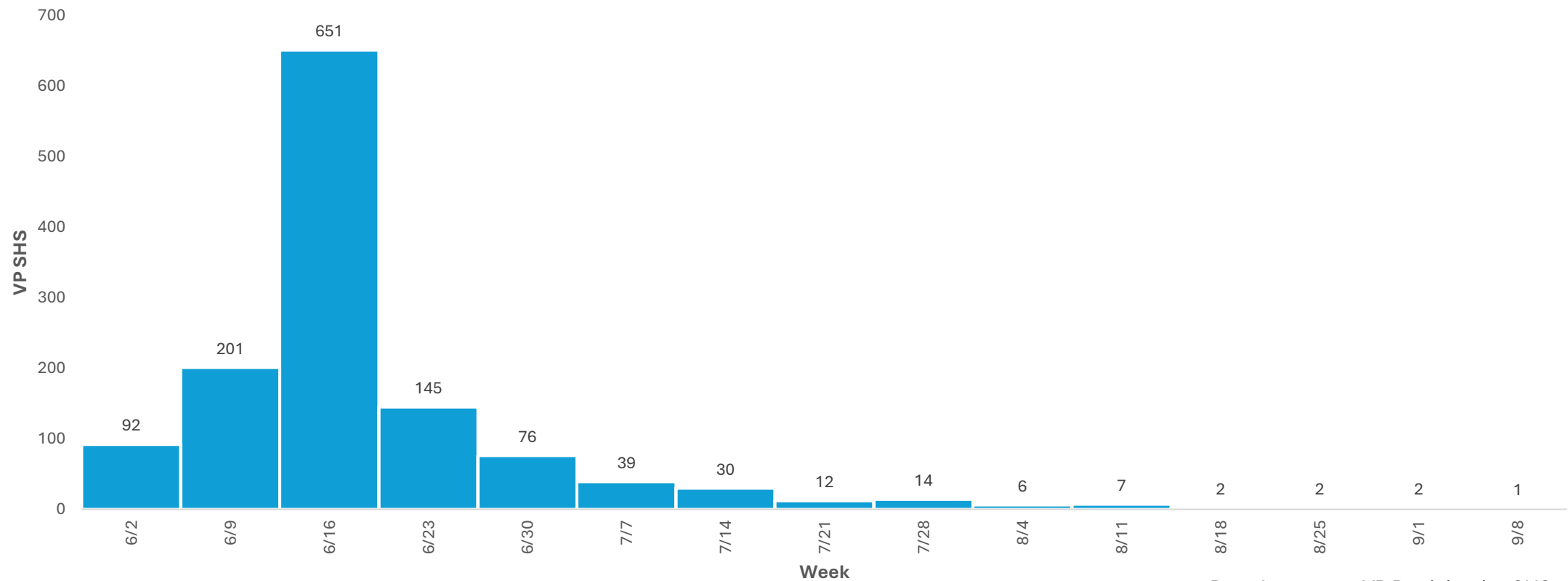
ESC JHS Opening Week in SY 2025-2026



Data from **2,078** ESC Participating JHS

SY 2025-2026 Opening of Classes

VP SHS Opening Week in SY 2025-2026



Data from **1,280** VP Participating SHS

2025 GASTPE Regional Orientation Conferences	-	June 19–August 28, 2025
Certification Readiness Training for ESC applicant schools	-	January 12, 2026 (via Zoom)
		Recertification: June 14, 16, 17, 21 and July 7, 2025 (via Zoom)
JHS Certification Readiness Training (CeRT)	-	Revisit: September 1, 2, 8 and 9
SHS Voluntary Certification Readiness Training (SHS VCeRT)	-	November 4, 2025 (via Zoom)
K to 6 Voluntary Certification Readiness Training (K to 6 VCeRT)	-	September 26, 2025
SQAI-ES Orientation	-	September 16–17, 2025 (via Zoom)
Bootcamp for JHS Certifiers	-	June 27–28, June 30–July 1, and 14–15, 2025
Bootcamp for SHS Certifiers	-	November 25–26, 2025
Bootcamp for K to 6 Certifiers	-	November 18–19, 2025
JHS Certification Activities	-	August 2025–April 2026
SHS Voluntary Certification (SHS VC)	-	January–March 2026
K to 6 Voluntary Certification (K to 6 VC)	-	January–March 2026
Training for PEAC Monitors	-	First Week of October (Online)
Training for School Registrars	-	September 8–10, 2025 (via Zoom)
SHS Voucher Applications for SY 2025–2026	-	April 2–May 16, 2025
Training for Regional Program Associates	-	April 24 to 25, 2025
Training of DepEd Personnel on GASTPE Systems and Admin Panel	-	First Week of September 2025
Billing Period	-	September 1, 2025 to November 7, 2025
Monitoring Period	-	January to May 2026
2024 In-Service Training for Junior and Senior High School Teachers	-	April 28–August 28, 2025

GASTPE WORKPLAN FOR 2025–2026



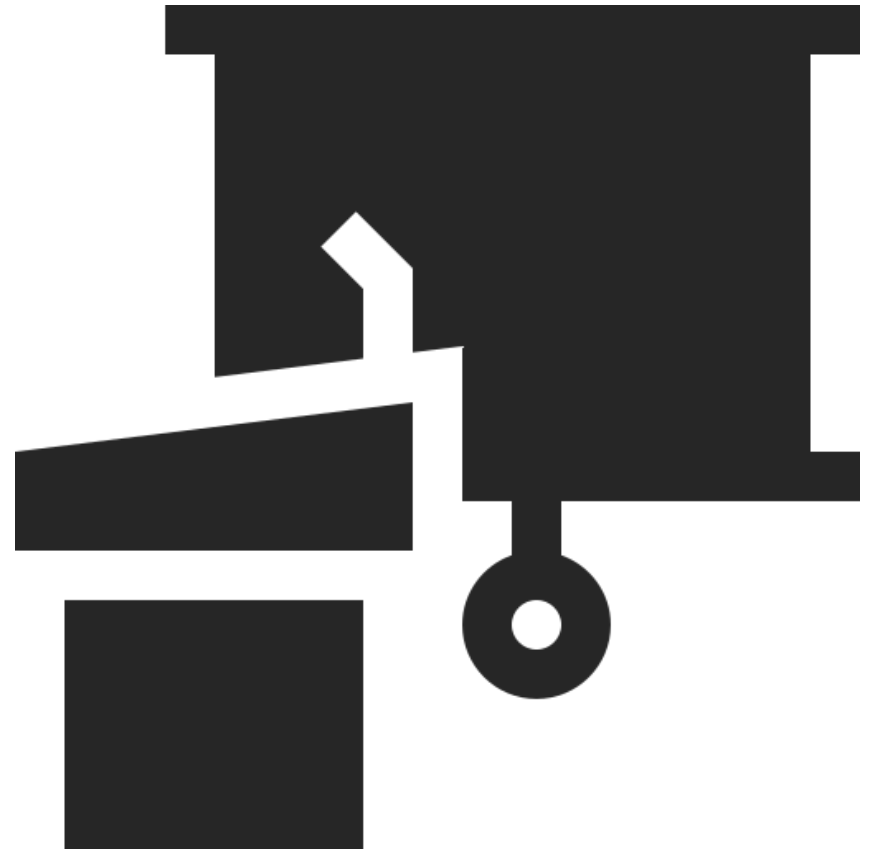
Current Initiatives of the PEAC Towards Increased Support for Private Education

Quality Assurance



2022 SQA-ES			2024 JHS CAI			2025 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	14	5	B. Curriculum, Assessment and Instruction	25	9
C. Instructional Leadership	11	5	C. Instructional Leadership	8	5	C. Work Immersion and Culminating Activity	21	5
D. Faculty	8	5	D. Faculty	5	4	D. Instructional Leadership	16	7
G. Administration and Governance	9	2	G. Administration and Governance	9	3	E. Faculty	11	6
						H. Administration and Governance	27	8
SUPPORT			SUPPORT			SUPPORT		
E. Academic Support and Student Development Services	29	10	E. Academic Support and Student Development Services	32	10	F. Academic Support and Student Development Services	26	9
F. Physical Plant and Instructional Support Facilities	11	1	F. Physical Plant and Instructional Support Facilities	14	4	G. Physical Plant and Instructional Support Facilities	27	8
H. School Budget and Finances	9	1	H. School Budget and Finances	9	3	I. School Budget and Finances	7	2
I. Institutional Planning and Development	5	3	I. Institutional Planning and Development	5	2	J. Institutional Planning and Development	7	4
TOTAL	129	36	TOTAL	101	36	TOTAL	170	59

Capacity- Building Initiatives





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



No. of Runs	Region	Dates		Venue
		JHS INSET	SHS INSET	
1	III	April 28-30	May 2-4	St. Scholastica's Academy, San Fernando, Pampanga
2	XI & BARMM	May 5-7	May 9-11	University of the Immaculate Conception, Bajada Campus, Davao City
3	X & BARMM	May 5-7	May 9-11	Lourdes College, Cagayan de Oro City
4	IV-A Batch 1	May 13-15	May 16-18	Lyceum of the Philippines University-Laguna, Calamba City
5	II	May 19-21	May 23-25	St. Paul University Philippines, Tuguegarao City
6	IV-A Batch 2	May 26-28	May 30-June 1	Lyceum of the Philippines University-Laguna, Calamba City
7	V	June 2-4	June 6-8	Ateneo de Naga University, Ateneo Avenue, Naga City
8	VI	June 2-4	June 6-8	University of San Agustin, Iloilo City
9	IX & BARMM	June 9-11	June 13-15	Ateneo de Zamboanga University, Salvador Campus, Zamboanga City
10	XIII & BARMM	June 9-11	June 13-15	Father Saturnino Urios University, Basic Education, Morelos Campus, Libertad, Butuan City
11	IV-B	June 16-18	June 20-22	First Asia Institute of Technology and Humanities, Tanauan City, Batangas
12	CAR	June 23-25	June 27-29	Saint Louis University Laboratory High School, Senior High School Building, Navy Base Campus, Baguio City
13	NCR	June 30-July 2	July 4-6	Adamson University, Ermita, Manila
14	XII & BARMM	July 7-9	July 11-13	Notre Dame of Tacurong College, Lapulapu St., Brgy. Poblacion, City of Tacurong, Sultan Kudarat
15	I	July 7-9	July 11-13	Saint Louis College, City of San Fernando, La Union
16	VIII	July 14-16	July 18-20	Holy Infant College of Tacloban City, Inc., Tacloban City
17	VII	July 21-23	July 25-27	University of San Jose-Recoletos, Main Campus, Cebu City
18	All Regions	Aug 14-16	Aug 11-13	Online Via Zoom
19	All Regions	Aug 21-23	Aug 18-20	Online Via Zoom
20	All Regions	Aug 25-27	Aug 28-30	Online Via Zoom

Training for School Administrators on the Strengthened SHS Curriculum

September 18-19, 2025

**University of San Jose-Recoletos
Basak Campus**

Cebu City

September 22-23, 2025

**Saint Louis University
Main Campus**

Baguio City

September 26-27, 2025

Colegio San Agustin-Biñan

Biñan City

October 9-10, 2025

University of San Agustin

Iloilo City

October 16-17, 2025

**Ateneo de Davao University
Main Campus**

Davao City

October 23-24, 2025

St. Paul College Pasig, Inc.

Pasig City

October 27-28, 2025

**Lyceum of the Philippines
University-Laguna**

Calamba City

January 26-27, 2026

**Ateneo de Naga University
Main Campus**

Naga City

Registration starts on

August 5, 2025

at

register.peac.org.ph

Registration fee:

Php 2,800/participant

Gina L. Montalan, PhD

Consultant for SHS INSET, PEAC
Vice President for Basic Education,
Ateneo de Davao University



2025 PHILED CONFERENCE

Changing *the* Narrative of Philippine Education
By Making Reforms Work



December 3-4, 2025 | **SMX Convention Center, Pasay City**

Opening *of* 2025 PhilEd Expo *and*
Pre-Conference Events Organized *by* Sponsors: **December 2, 2025**

Register at **philed.peac.org.ph**



Research



PEAC Internally Funded Research

**Updating of the 2018 Junior High School Certification
Assessment Instrument (2024)**

**Absorptive Capacity Study of Basic Education in the
Philippines (2024)**

Policy Brief on Extending GASTPE to K-6 (2023)

RESEARCH ON COMPLEMENTARITY

Externally Funded

Strengthening the Complementarity of Private and Public Education Towards Greater Inclusion, Efficiency, and Freedom of Choice (2019)

Making Public and Private Sectors Work Complementarity in Education: A Strategic Framework (2022)

PEAC Externally Funded Research on GASTPE for FY 2024-2025

Subsidy Amounts, and Targeting in the ESC and the SHS VP

**Examining the Feasibility of the Private Management of
Public Schools**

**The Role of Vouchers, Subsidies, and Grants in Shaping
Private Education in Southeast Asia**

DO 006, s. 2024

Adoption of the Public and Private Basic Education Complementarity Framework

Principle 1: Optimizing the roles of the public and private sectors in basic education

Principle 2: Mutual understanding by the public and private sectors of their complementary roles

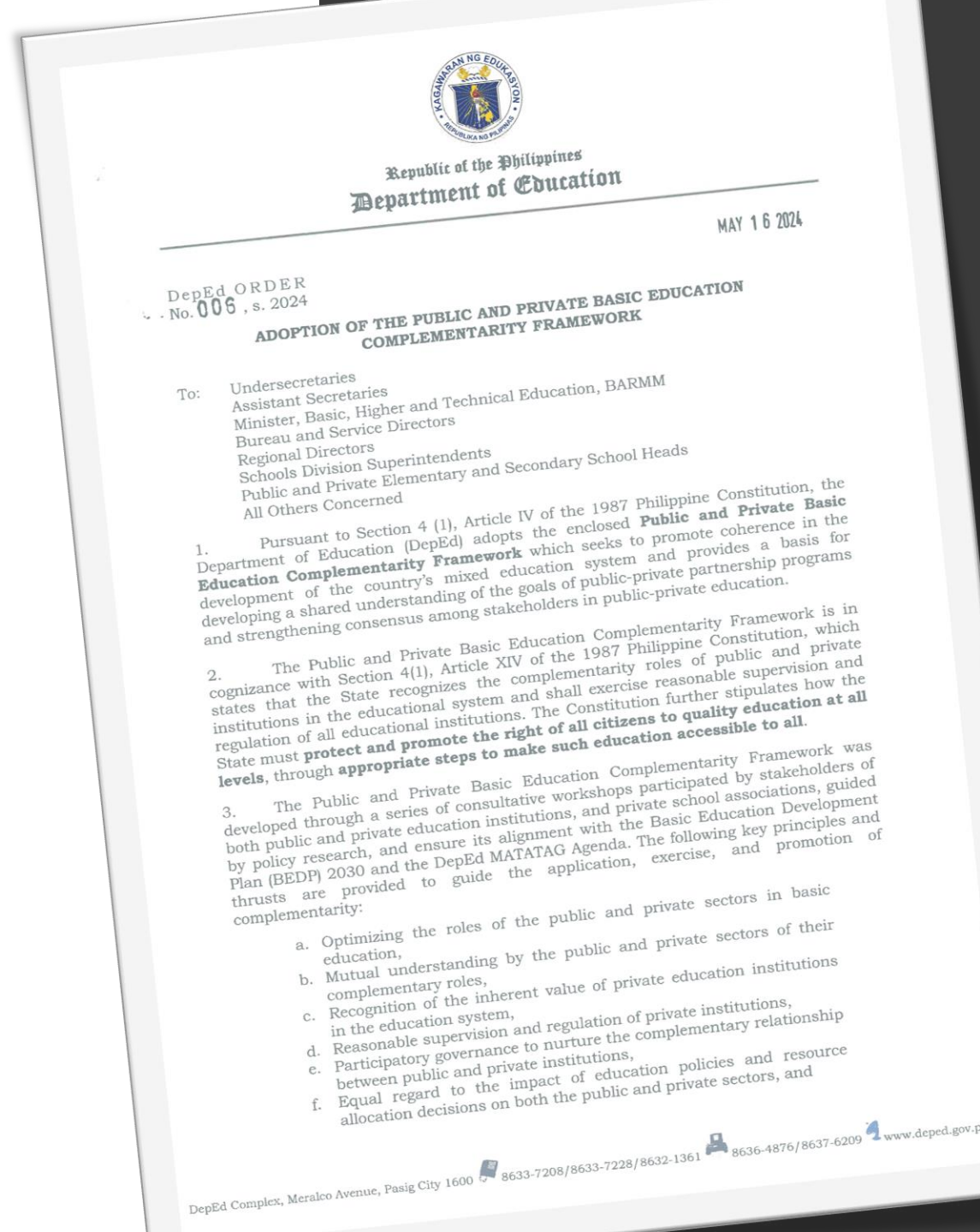
Principle 3: Recognition of the inherent value of private education institutions in the education system

Principle 4: Reasonable supervision and regulation of private institutions

Principle 5: Participatory governance to nurture the complementary relationship between public and private institutions.

Principle 6: Equal regard to the impact of education policies and resource allocation decisions on both the public and private sectors.

Principle 7: Partnership and collaboration in achieving national education goals





The **DepEd** with support from the **PEAC** conducted a **workshop** on **Operationalizing the Public and Private Basic Education Complementarity Framework** on February 17-18, 2025



A system where the public and private sectors are partners for progress

THE PUBLIC-PRIVATE COMPLEMENTARITY WORKSHOP



DepED



”

We are no longer just regulators and stakeholders—we are co-authors of the education system we want to build.”

Secretary Sonny Angara

Consultative Workshop on the Draft DepEd Manual of Regulations for Private Schools in Basic Education on January 7-8, 2025



Advocacy





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

The PEAC Executive Director sits in the advisory council of EDCOM II.





Priority Areas and Issues



EARLY CHILDHOOD CARE AND DEVELOPMENT (ECCD)

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



BASIC EDUCATION

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



HIGHER EDUCATION

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



Priority Areas and Issues



TEACHER EDUCATION AND DEVELOPMENT

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



TECHNICAL VOCATIONAL EDUCATION & TRAINING (TVET) AND LIFELONG LEARNING

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



GOVERNANCE AND FINANCE

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



CROSS-CUTTING

- | | |
|----|--|
| 28 | Connectedness of learner pathways throughout the system |
|----|--|

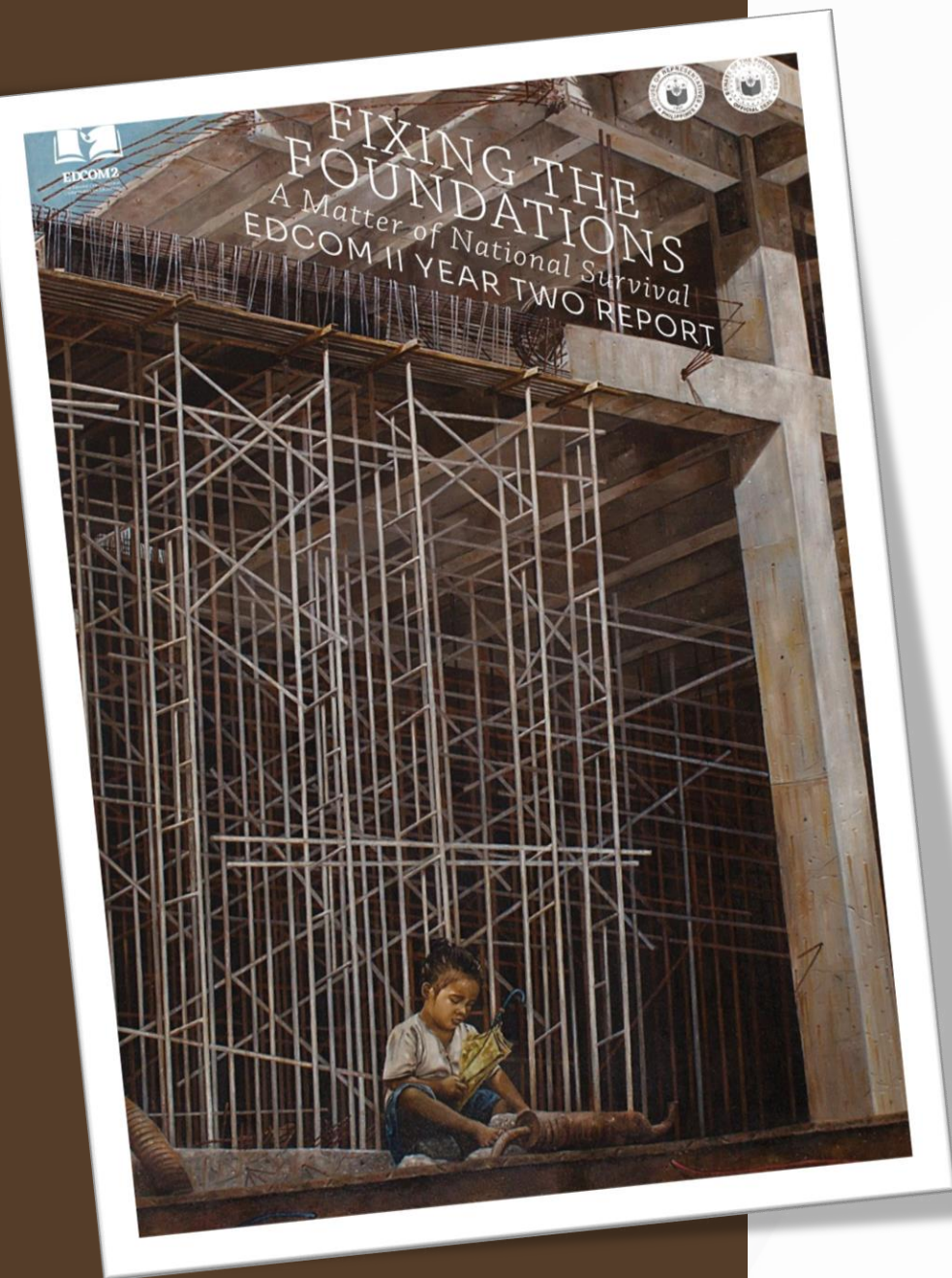
MISEDUCATION

The Failed System of the Philippine Education EDCOM II Year One Report

Next Steps for Year 2

The complementarity of public and private education will continue to be studied through a partnership with PIDS and the World Bank. Research from the University of the Philippines President Edgardo J. Angara Fellowship (UP PEJA) will deepen this understanding of public and private partnerships, focusing on regulatory models, capacity, and funding and financing. The standing committee will proceed with the work with the ILO-Ph and the Delivery Associates in benchmarking existing performance and accountability practices in the Philippines against global "best practices." Once completed, policy recommendations for strengthening performance and accountability in the Philippine education system will be developed.





FIXING THE FOUNDATIONS

A Matter of National Survival **EDCOM II Year Two Report**

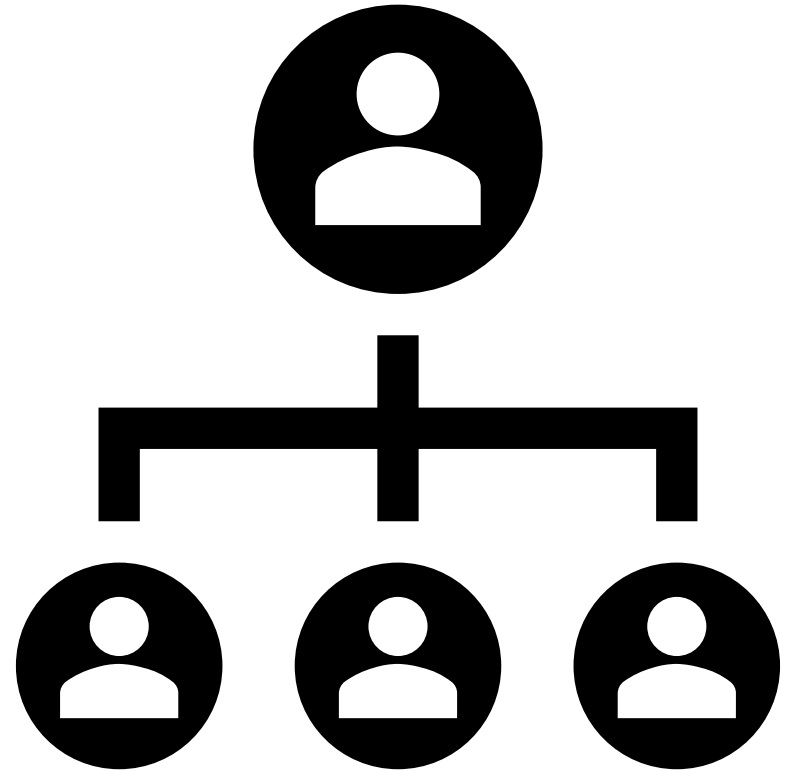
Private school enrollment drops by 20% as public-private complementarity remains unclear. The lack of clear operationalization of the Constitutional provision on "complementarity" between public and private education has led to inefficiencies and confusion within the education system. This situation is underscored by a concerning decline in private enrollment, which dropped from 68% in 2000 to 48% in 2015.

Recommendation

Priority Area 24: Complementarity Between Public and Private Education

- Explore policy tools and best practices that would enable the government to strategically engage private education while ensuring access to quality education and supporting student choice.

Strengthened Organizational Capacity



CONGRATULATIONS!

to the PEAC National Secretariat for obtaining good results
in the recently concluded surveillance audit conducted on May 19-20, 2025.

CERTIFICATION MAINTAINED

ISO 9001:2015

Quality Management System



CERTIFICATION UPGRADED

ISO 27001:2022

Information Security
Management System



NATIONAL SECRETARIAT DIRECTORY

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

REGIONAL SECRETARIAT DIRECTORY

RS	MOBILE NUMBER	EMAIL ADDRESS & FB PAGE	RS	MOBILE NUMBER	EMAIL ADDRESS & FB PAGE
Region 1	0917.1157.711 (072) 607 8319 (072) 242 5535 loc. 135, 103	rs.01@peac.org.ph	Region 8	0999.992.2055 (053) 832.5544	rs.08@peac.org.ph
Region 2	0905.954.1411	rs.02@peac.org.ph facebook.com/peacrs2official	Region 9	0936.407.4267 0920.381.6989 (062) 991.0871 loc. 1004	rs.09@peac.org.ph zbstas@yahoo.com.ph
Region 3	0933.856.8877 0917.890.0265 0917.322.4707	rs.03@peac.org.ph facebook.com/peacrs3official	Region 10	0935.128.3229 0960.902.1204 (088) 857-1423 local 108	rs.10@peac.org.ph
Region 4A	0949.996.0898 0917.895.9609 0917.114.2804	rs.04a@peac.org.ph facebook.com/peacrs4aofficial	Region 11	0995.170.4662 (082) 221.8090 (082) 221.8181	rs.11@peac.org.ph facebook.com/peacrs11official
Region 4B	0921.585.1947	rs.04b@peac.org.ph facebook.com/peacrs4bofficial	Region 12 and BARMM	0966.984.0332 (064) 562.0019	rs.12@peac.org.ph rs.armm@peac.org.ph
Region 5	0977.689.0429 0917.522.7894 (054) 881 4136 loc. 2086 (054) 881-2368 loc. 1040	rs.05@peac.org.ph facebook.com/peacrs5official	Region 13	0999.996.7066 0917.705.6597 (085) 342.1830 loc. 1661	rs.13@peac.org.ph facebook.com/peacrs13official
Region 6	0927.684.7442 0910.871.8630 (033) 336.9408	rs.06@peac.org.ph facebook.com/peacrs6official	CAR	0999.3075.867 (074) 444.8246 loc. 290	rs.car@peac.org.ph jcgutierrez@slu.edu.ph
Region 7	0917.7231.697 0917.1329.432 (032) 253.7900 loc. 343	rs.07@peac.org.ph theprincipal_sja@yahoo.com	NCR	0977.018.5569	rs.ncr@peac.org.ph



Thank you!

 peac.org.ph

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 Private Education
Assistance Committee