

# **PAGCOR's Educational Grants to Civil Society Organizations Towards Systemic Change for Educational Equity**

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## **Abstract**

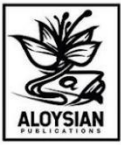
This study examines the role of PAGCOR's educational grants in promoting educational equity through Civil Society Organizations (CSOs) in the Philippines. Educational inequality persists, particularly in geographically isolated and disadvantaged areas (GIDAs), necessitating innovative funding and governance approaches. The study aimed to assess the profile of CSOs, the extent of program implementation, educational equity outcomes, and the challenges encountered in PAGCOR-funded initiatives.

A convergent mixed-methods research design was employed, involving 144 respondents from CSOs, schools, and communities across Luzon, Visayas, and Mindanao. Data were collected through surveys, interviews, and document analysis, and analyzed using descriptive statistics, inferential tests, and thematic analysis.

Results revealed that CSOs implemented diverse programs such as remedial classes, digital literacy initiatives, and community learning hubs. High levels of implementation were observed (Mean = 3.21–3.62), along with significant improvements in access to education (Mean = 3.61), learning outcomes (Mean = 3.46), and inclusivity (Mean = 3.43). However, challenges such as funding delays, logistical barriers, and limited monitoring systems were identified.

The study concludes that PAGCOR-CSO partnerships are effective in advancing educational equity and demonstrate a viable model for systemic change in education governance. Strengthening monitoring systems, inter-agency collaboration, and long-term funding is recommended to sustain and scale these initiatives.

**Keywords:** *PAGCOR, educational equity, civil society organizations, CSR, GIDAs*



## 1. Introduction

Educational inequality remains a major issue in the Philippines, particularly in marginalized and geographically isolated communities. While government agencies like the Department of Education (DepEd) lead educational initiatives, gaps in access, quality, and inclusivity persist.

The Philippine Amusement and Gaming Corporation (PAGCOR) has expanded its role beyond regulation into national development through corporate social responsibility (CSR), particularly in education. By funding Civil Society Organizations (CSOs), PAGCOR enables localized and community-based interventions that address educational disparities.

Existing literature highlights the importance of public-private and multi-sectoral collaboration in achieving educational equity. CSOs are uniquely positioned to deliver culturally relevant and responsive programs, especially in underserved areas. However, limited studies have explored PAGCOR's role as a non-traditional education funder.

This study aims to:

1. Describe the profile of CSOs implementing PAGCOR-funded programs
2. Assess the extent of program implementation
3. Evaluate educational equity outcomes
4. Determine relationships between funding and effectiveness
5. Identify challenges affecting implementation

The study is anchored in Social Justice Theory and Systems Theory, emphasizing equitable resource distribution and systemic transformation.

## 2. Materials and Methods

### Research Design

The study used a convergent mixed-methods design, integrating quantitative and qualitative data to analyze program implementation and outcomes.

### Participants

A total of 144 respondents participated, including:

- CSO representatives
- School heads and teachers
- Community stakeholders

Participants were selected through purposive sampling based on involvement in PAGCOR-funded programs from 2020–2025.



### Instruments

- Structured survey questionnaires (Likert-scale and factual items)
- Semi-structured interview guides
- Document analysis tools

### Procedure

Data collection involved:

1. Coordination with PAGCOR and CSOs
2. Distribution of surveys
3. Conduct of interviews and focus group discussions
4. Collection of program documents
5. Data triangulation

### Data Analysis

- Descriptive statistics (mean, frequency, percentage)
- Inferential statistics (t-test, ANOVA, regression)
- Thematic analysis for qualitative data

Reliability testing yielded a Cronbach's alpha of 0.87, indicating high consistency.

## 3. Results

The findings indicate that PAGCOR-funded CSO programs were implemented effectively and produced significant educational outcomes.

### Profile of CSOs

- Majority had small to medium staffing but strong volunteer support
- Most had moderate to extensive experience in education programs
- Programs covered multiple regions and both urban and rural communities

### Extent of Implementation

All indicators were implemented to a moderate to great extent:

- Types of programs: Mean = 3.62
- Beneficiary reach: Mean = 3.51



- Community participation: Mean = 3.48
- Inclusive strategies: Mean = 3.34
- Monitoring systems: Mean = 3.21

#### Educational Equity Outcomes

Significant improvements were observed:

- Access to education: Mean = 3.61
- Learning outcomes: Mean = 3.46
- Inclusivity: Mean = 3.43
- Teacher capacity: Mean = 3.27
- Stakeholder satisfaction: Mean = 3.51

#### Program Reach

- Average of 856 beneficiaries per program
- Served diverse learners: K–12, out-of-school youth, indigenous and differently-abled learners

#### Challenges

- Funding delays
- Logistical constraints
- Limited monitoring and evaluation systems

All results were statistically significant ( $p < 0.05$ ), confirming the effectiveness of interventions.

#### 4. Discussion

The findings demonstrate that PAGCOR-funded CSO initiatives significantly contribute to improving educational equity in the Philippines.

The high implementation scores indicate that CSOs effectively deliver diverse and community-responsive programs. Their grassroots presence enables them to address localized needs, particularly in GIDAs and marginalized communities.



The improvements in access, inclusivity, and learning outcomes support Social Justice Theory, emphasizing equitable distribution of resources. PAGCOR's use of gaming revenues for education reflects an innovative and impactful funding model.

From a Systems Theory perspective, the collaboration between PAGCOR, CSOs, and government agencies enhances the overall education system by improving coordination, resource allocation, and service delivery.

However, challenges in monitoring systems and funding consistency highlight the need for stronger institutional support. Enhancing data systems, strengthening partnerships, and ensuring long-term funding are critical for sustainability.

These findings align with global studies emphasizing the importance of multi-sectoral collaboration in achieving educational equity.

## 5. Conclusion

The study concludes that PAGCOR's educational grants, implemented through CSOs, are effective in promoting educational equity and systemic change in the Philippine education system.

CSO-led interventions improved access, inclusivity, and learning outcomes, particularly among marginalized populations. Despite operational challenges, the partnership model demonstrates strong potential for scalability and sustainability.

## Recommendations

- Strengthen monitoring and evaluation systems
- Enhance inter-agency collaboration
- Provide long-term and sustainable funding
- Support capacity-building for CSOs

This study contributes to the understanding of innovative education financing and highlights the critical role of CSOs in achieving inclusive and equitable education.

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