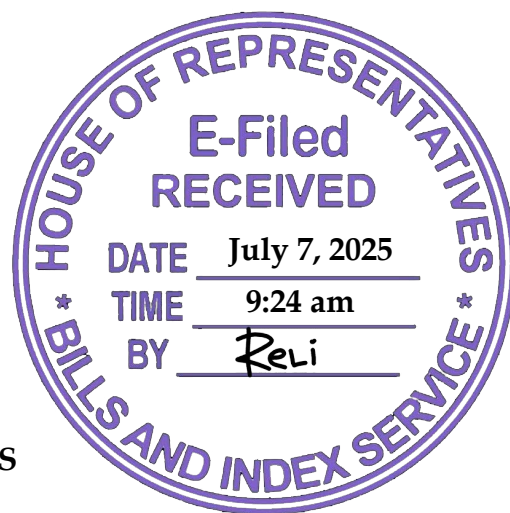




Republic of the Philippines
HOUSE OF REPRESENTATIVES
Batasan Hills, Quezon City

TWENTIETH CONGRESS
First Regular Session

HOUSE BILL NO. 1352



Introduced by 4Ps Partylist Representative
JC M. ABALOS

EXPLANATORY NOTE

Republic Act No. 10627, otherwise known as the Anti-Bullying Act of 2013, is a landmark piece of legislation that mandates elementary and secondary schools to establish policies and mechanisms to prevent and address incidents of bullying. It aims to foster a safe and conducive learning environment for students and emphasizes the importance of educational awareness for both students and parents on this critical issue. However, despite the enactment of this significant law, challenges in its implementation persist.

Data from the 2022 Programme for International Student Assessment (PISA), conducted by the Organisation for Economic Co-operation and Development (OECD), reveal concerning figures. According to the report, 8% of Filipino students reported not feeling safe in their classrooms, while 19% felt unsafe in other areas of the school premises.¹ These percentages are significantly higher than the OECD international averages of 7% for classroom safety and 10% for other school areas.² While these figures may partly reflect the physical environment and ambiance of schools, the OECD highlights that perceptions of safety are also influenced by exposure to risks such as threats and fights on school grounds.

¹ Francesco Avvisati and Rodolfo Ilizaliturri, "PISA 2022 Results (Volume I and II) - Country Notes: Philippines," OECD, December 5, 2023, https://www.oecd.org/en/publications/pisa-2022-results-volume-i-and-ii-country-notes_ed6fbcc5-en/philippines_a0882a2d-en.html.

² Ibid.

The percentage of Filipino students who reported being bullied at least a few times a month in their school is also significantly higher than the OECD international average. In the Philippines, 43% of girls and 53% of boys reported being victims of bullying acts, compared to the OECD international averages of 20% for girls and 21% for boys.³ While these figures have improved since the 2018 PISA assessment, they remain far below the desired standards.

In addition, a study from the Philippine Institute for Development Studies (PIDS) shows that disadvantaged students, specifically those who have experienced hunger and those who have repeated grade levels, have higher risk of bullying in school.⁴ This finding is especially pertinent to the Pantawid Pamilyang Pilipino Program (4Ps) Students, whose vulnerability aligns with these risk factors. In fact, during the Department of Social Welfare and Development's National Children's Congress in November 2024, children of the Pantawid Pamilyang Pilipino Program (4Ps) expressed concerns about bullying. Among the policy suggestions that came up in the delegates' workshops is increasing awareness among students by holding orientations on anti-bullying policies on the first day of the academic year. Ensuring that students are promptly informed about these critical policies and, at the onset, equipping them with strategies to prevent bullying incidents.

Studies consistently support this notion, highlighting that raising awareness about bullying among students and other stakeholders is a crucial step. One study on bullying awareness and incidence in a Philippine public high school, found that school-based anti-bullying programs encourage active participation from administrators, teachers, and students, ultimately reducing bullying incidents.⁵ As further emphasized in the 2022 PISA report, creating a safe learning environment where students feel secure and are free from bullying contributes to a stronger sense of belonging in school, greater confidence in self-directed learning, and higher overall life satisfaction.⁶

This only highlights that strict implementation and enforcement of anti-bullying policies significantly contribute to fostering an environment free from bullying and shaping students' attitudes and behaviors toward this issue.

³ Ibid.

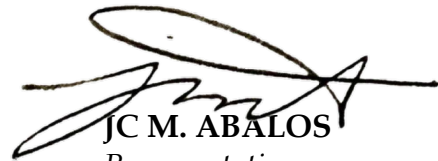
⁴ Michael R.M. Abrigo, Edmar E. Lingatong, and Charlotte Marjorie L. Relos, *School Bullying Contributes to Lower PISA Achievement among Filipino Students: Who Gets Bullied? Why Does It Matter?* PIDS Discussion Paper Series No. 2024-45 (Quezon City: Philippine Institute for Development Studies, December 2024), <https://pidswebs.pids.gov.ph/CDN/document/pidsdps2445.pdf>.

⁵ Janice L. Gonzales and Dennis V. Madrigal, "Awareness and Incidence of Bullying among Public High School Students in Antique," *Philippine Social Science Journal* 3, no. 2 (November 12, 2020): 55-56, <https://philssj.org/index.php/main/article/view/240>.

⁶ Avvisati and Ilizaliturri, "PISA 2022 Results (Volume I and II)."

Therefore, this proposed bill seeks to amend the Anti-Bullying Act of 2013 to reflect a more proactive approach in its implementation by mandating schools to conduct student orientations on anti-bullying policies on the first day of each academic year for students. Additionally, it shall require schools to hold mandatory orientations or seminars for parents on anti-bullying policies during the first Parent-Teacher Association (PTA) meeting of the year. Furthermore, it aims to strengthen information dissemination efforts to ensure that all stakeholders are well-informed about anti-bullying policies and measures.

In light of the foregoing, the immediate passage of this measure is earnestly sought.



JC M. ABALOS
Representative
4Ps Partylist



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AN ACT
STRENGTHENING THE PREVENTION OF BULLYING IN ELEMENTARY AND
SECONDARY SCHOOLS BY MANDATING FIRST-DAY ORIENTATIONS ON
ANTI-BULLYING POLICIES, AMENDING FOR THE PURPOSE REPUBLIC ACT
NO. 10627, OTHERWISE KNOWN AS THE “ANTI-BULLYING ACT OF 2013”

Be it enacted by the Senate and House of Representatives of the Philippines in Congress assembled:

SECTION 1. Section 3 of Republic Act No. 10627 shall be amended to read as follows:

“SECTION 3. *Adoption of Anti-Bullying Policies.* – All elementary and secondary schools are hereby directed to adopt policies to address the existence of bullying in their respective institutions. Such policies shall be regularly updated and, at a minimum, shall include provisions which:

XXX

f) Educate students on the dynamics of bullying, the anti-bullying policies of the school as well as the mechanisms of such school for the anonymous reporting of acts of bullying or retaliation DURING THE FIRST-DAY ORIENTATION OF EVERY ACADEMIC YEAR, AND ENSURE INFORMATION DISSEMINATION AND REINFORCEMENT OF SUCH POLICIES THROUGHOUT THE ACADEMIC YEAR;

(g) Educate parents and guardians about the dynamics of bullying, the anti-bullying policies of the school and how parents and guardians can provide support and reinforce such policies at home DURING THE FIRST PARENTS-TEACHERS ASSOCIATION MEETINGS, AND ENSURE INFORMATION DISSEMINATION AND REINFORCEMENT OF SUCH POLICIES THROUGHOUT THE ACADEMIC YEAR; and

h) XXX.”

SEC. 2. *Separability Clause.* — If any provision or part hereof is held unconstitutional, the remainder of this Act or any provision not affected shall remain in full force and effect.

SEC. 3. *Repealing Clause.* — All laws, presidential decrees, executive orders, rules and regulations or parts thereof inconsistent with the provisions of this Act are hereby repealed, amended or modified accordingly.

SEC. 4. *Effectivity.* — This Act shall take effect fifteen (15) days after its publication in the Official Gazette or in any newspaper of general circulation.

Approved,