



Republic of the Philippines
HOUSE OF REPRESENTATIVES
Quezon City, Metro Manila

TWENTIETH CONGRESS
First Regular Session



HOUSE BILL NO. 6304

Introduced by **Representative EDUARDO R. RAMA JR.**

EXPLANATORY NOTE

The persistent shortage of public-school classrooms in Metro Cebu constitutes an educational crisis which directly impacts the region's socio-economic and education sector. While Cebu City's population in 2020 is 964,169, the massive density and growth of its districts, combined with the surrounding Metro Cebu area, mean the student population is congested.

The Department of Education in Central Visayas (DepEd-7) has reported a critical deficit of over 3,000 classrooms in Cebu Province alone. This chronic lack of basic infrastructure forces schools to implement double-shift schedules and results in severely overcrowded classrooms. For instance, classes meant to hold 25 students are often forced to accommodate 35 to 40 learners¹.

Further, the crisis is exacerbated by damaged facilities as a result of natural calamities and over-enrollment. Cebu City alone recorded over 250,000 learners for School Year 2023-2024, achieving over 100% of its enrolment target².

Considering these issues, to secure the right to quality education for every child in the 2nd District of Cebu City and the entire region, an accelerated, and decentralized approach is urgently needed.

¹ Mitchell Palaubsanon, Jonnavie Villa. *Cebu lacks over 3,000 classrooms*, The Freeman (June 5, 2025 at 12:00am), <https://www.philstar.com/the-freeman/cebu-news/2025/06/05/2448258/cebu-lacks-over-3000-classrooms>

² Caecent No-ot Magsumbol. *Cebu City attains 101 percent of school enrollees*. The Freeman (October 3, 2023 at 12:00am), <https://www.philstar.com/the-freeman/cebu-news/2023/10/03/2300840/cebu-city-attains-101-percent-school-enrollees>

This proposed Classroom-Building Acceleration Program (CAP) Act seeks to mobilize local government units (LGUs) and private sector partners to fast-track the construction and repair of classrooms. By leveraging local capacity and directing the resources straight to LGUs and qualified NGOs, this measure aims to rapidly close the classroom gap, eliminate decades-old practices like night classes, and provide students with safe, conducive, and modern learning environments.

In view of the foregoing, approval of this bill is earnestly sought.



REP. EDUARDO R. RAMA JR.
2nd District, City of Cebu



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AN ACT
ESTABLISHING THE CLASSROOM-BUILDING ACCELERATION PROGRAM
(CAP), AUTHORIZING LOCAL GOVERNMENT UNITS AND PRIVATE SECTOR
ENTITIES TO UNDERTAKE CLASSROOM CONSTRUCTION PROJECTS, AND
APPROPRIATING FUNDS THEREFOR

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

CHAPTER 1
GENERAL PROVISIONS

SECTION 1. *Short Title.* - This Act shall be known as the "Classroom-Building Acceleration Program (CAP) Act"

SECTION 2. *Declaration of Policy.* – It is the policy of the State to promote quality education through adequate and accessible public school facilities. In recognition of the persistent classroom backlog across the country, the State shall adopt a whole-of-nation approach by enabling local governments units (LGUs) and the private sector to actively participate in the construction of school buildings, in coordination with the Department of Education (DepEd), and supported by national government funding, private sector participation, and technical assistance.

SECTION 3. *Creation of the Classroom-Building Acceleration Program (CAP).* There is hereby established a Classroom-Building Acceleration Program (CAP), which shall enable and authorize qualified LGUs and private sector entities to propose, plan, and access corresponding

government funds for the implementation of classroom construction projects in public schools within their respective jurisdictions, in accordance with national standards and in coordination with DepEd.

SECTION 4. *Eligibility of Local Government Units and Private Sector Entities.* – LGUs and private sector entities may participate in the CAP if they meet atleast one of the following criteria:

- a) Demonstrated technical capacity to implement infrastructure projects;
- b) Willingness to undergo technical assistance and capacity-building support; or
- c) Proven track record in the successful implementation of infrastructure or education-related projects, as may be determined by the Department of Education and relevant oversight agencies. LGUs and private sector entities shall submit project proposals, including cost estimates, site plans, implementation timelines, and compliance with DepEd classroom design standards.

SECTION 5. *Program Management.* – The Department of Education shall serve as the lead implementing agency of the CAP. A CAP Secretariat shall be established within the DepEd Central Office to coordinate with stakeholders and to evaluate proposals, recommend funding allocations, and monitor implementation.

SECTION 6. *Funding Sources.* Funds for the implementation of classroom projects under the CAP shall be drawn from:

- a) The annual appropriations of DepEd for Basic Education Facilities;
- b) Other national government sources, subject to budgetary rules.
- c) Contributions from the private sector through corporate donations, foundations, or Public-Private Partnership (PPP) modalities. Provided, That the CAP may also accept official development assistance (ODA) and other international grants and donations, subject to existing laws.

SECTION 7. *Downloading of Funds.* - Funds approved under the CAP may be released directly to LGUs and private entities upon compliance with documentary requirements and submission of approved project proposals. The use of funds shall be subject to auditing rules of the Commission on Audit (COA) and guidelines to be issued by DepEd and the Department of Budget and Management (DBM).

SECTION 8. *Public-Private Partnerships.* - LGUs may implement classroom construction projects under the CAP through PPP arrangements in accordance with the PPP Code of the

Philippines or other applicable laws, rules, and regulations. Technical assistance may be provided to LGUs to develop and manage PPPs for education infrastructure.

SECTION 9. *Capacity Building and Technical Assistance.* DepEd, in coordination with DILG, shall design and implement a capacity-building program for LGUs and private sector entities to:

- a) Ensure compliance with DepEd's classroom design standards;
- b) Strengthen planning, procurement, and project management capabilities;
- c) Enable LGUs and private sector entities to pursue PPPs for classroom building projects.

SECTION 10. *Monitoring and Reporting.* - All LGU-implemented projects under the CAP shall be subject to regular monitoring and evaluation. LGUs shall submit quarterly progress reports to DepEd. A consolidated national report shall be submitted annually by DepEd to Congress.

SECTION 11. *Appropriations.* The amount necessary to implement the initial phase of the CAP shall be charged against the current appropriations of the DepEd. Thereafter, such sums as may be necessary for the continued implementation of the program shall be included in the annual General Appropriations Act (GAA).

SECTION 12. *Implementing Rules and Regulations.* - Within ninety (90) days from the effectivity of this Act, DepEd, in coordination with DILG, DBM, and DPWH, shall promulgate the necessary rules and regulations for the effective implementation of this Act.

SECTION 13. *Separability Clause.* If any provision of this Act is declared unconstitutional or invalid, the remaining provisions not affected shall continue to be in full force and effect.

SECTION 14. *Repealing Clause.* All laws, decrees, orders, rules and regulations or parts thereof inconsistent with this Act are hereby repealed or amended accordingly.

SECTION 15. *Effectivity.* - This Act shall take effect fifteen (15) days after its publication in the Official Gazette or in a newspaper of general circulation.

Approved,