

Republic of the Philippines
HOUSE OF REPRESENTATIVES
Quezon City

TWENTIETH CONGRESS
First Regular Session

HOUSE BILL NO. 6315



Introduced by **HON. MIGUEL LUIS R. VILLAFUERTE, HON. VINCENZO RENATO LUIGI R. VILLAFUERTE, HON. TSUYOSHI ANTHONY G. HORIBATA, AND HON. TERRY L. RIDON**

EXPLANATORY NOTE

Article XIV, Section 1 of the 1987 Constitution provides: “The State shall protect and promote the right of all citizens to quality education at all levels, and shall take appropriate steps to make such education accessible to all.” Section 2 further mandates the State to “Establish, maintain, and support a complete, adequate, and integrated system of education relevant to the needs of the people and society.” These constitutional provisions impose upon the government the duty not only to expand access to education but also to guarantee that learners are provided with sufficient and conducive learning environments.

Despite this clear mandate, the country continues to grapple with a critical shortage of classrooms. As of 2025, the Department of Education (DepEd) estimates a nationwide classroom shortage of approximately 165,000 classrooms,¹ a backlog that has more than tripled from the recorded 55,000 shortage twelve years prior.² At current levels of funding and construction pace, DepEd notes that it may take up to 55 years to fully eliminate this deficit.³ Compounding the problem is the slow pace of national classroom construction. The Department of Public Works and Highways targeted the completion of 1,700 classrooms nationwide but had completed only 22 as of October.⁴ Many proposed projects have yet to begin construction, and recent reports show that only a fraction of targeted classrooms under the Basic Education Facilities Fund are completed annually. Meanwhile, the projected 27.6 million enrollees for School Year 2025–2026 are expected to further strain already limited facilities.

These realities demonstrate a critical need for innovative, decentralized, and scalable solutions. It has become increasingly clear that the national government, acting alone, cannot close the classroom gap at the speed and scale required. There is an urgent need to harness the capacities of local government units (LGUs), private sector entities, and communities through an institutionalized whole-of-nation approach.

The Classroom-Building Acceleration Program empowers capable LGUs and willing private sector entities to participate directly in the planning, construction, and delivery of much-

¹ Ombay, Giselle. (2025, May 26). *DepEd: Classroom shortage still at 165,000*. gmanetwork.com. <https://www.gmanetwork.com/news/topstories/nation/947396/dep-ed-classroom-shortage-still-at-165-000/story/>

² Zamora, Francis. (2025, November 7). *Classrooms first: Building the future our children deserve*. mb.com. <https://mb.com.ph/2025/11/07/classrooms-first-building-the-future-our-children-deserve>

³ Untalan, Sherilyn. (2025, June 13). *DepEd: 165K classroom shortage could take 55 years to solve*. gmanetwork.com. <https://www.gmanetwork.com/news/topstories/nation/949303/dep-ed-165k-classroom-shortage-could-take-55-years-to-solve/story/>

⁴ Servillos, Neil Jayson. (2025, October 21). *Only 22 of 1,700 target classrooms completed*. philstar.com. <https://www.philstar.com/headlines/2025/10/21/2481387/only-22-1700-target-classrooms-completed>

needed classrooms, while ensuring adherence to DepEd's design standards and quality controls.

By adopting a whole-of-nation strategy, this bill accelerates the delivery of safe, resilient, and conducive learning spaces across the country to overcome infrastructure gaps that have long constrained the basic education sector.

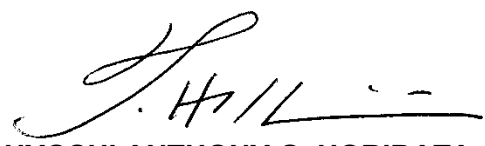
In view of the foregoing, the immediate approval of this bill is earnestly sought.



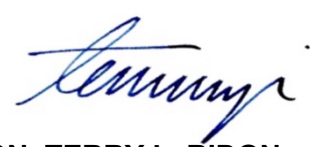
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**AN ACT ESTABLISHING THE CLASSROOM-BUILDING ACCELERATION PROGRAM,
AUTHORIZING LOCAL GOVERNMENT UNITS AND PRIVATE SECTOR ENTITIES TO
UNDERTAKE CLASSROOM CONSTRUCTION PROJECTS, AND APPROPRIATING
FUNDS THEREFOR**

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

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 government 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 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 at least 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 DepEd 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; and
- (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 Department of the Interior and Local Government (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; and
- (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 Department of Public Works and Highways (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,