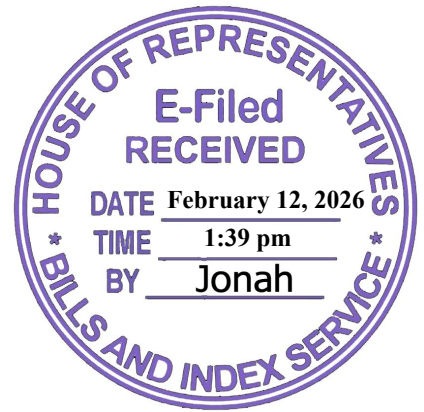


Republic of the Philippines
HOUSE OF REPRESENTATIVES
Quezon City, Metro Manila

TWENTIETH CONGRESS
First Regular Session



HOUSE BILL NO. 7798

**Introduced by REPRESENTATIVES LANI MERCADO-REVILLA,
BRYAN B. REVILLA AND RAMON JOLO REVILLA III**

**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**

EXPLANATORY NOTE

Classroom congestion continues to undermine basic education in the country. In some public schools, a single classroom accommodates more than sixty (60) students, or more than three times the typical class size in industrialized nations. This overcrowding strains both learners and teachers and limits meaningful instruction.

Efforts of the government to expand public school infrastructure have not kept pace with demand. Based on 2021 enrollment data and the current supply of classrooms, studies estimate that the country still needs 108,000 additional classrooms. The bulk of this shortage is in elementary schools, which require 70,187 classrooms, followed by junior high school with 30,724, and senior high schools with 7,425.

As of 2025, the classroom backlog is at 165,000. This persistent gap has forced schools to rely on stopgap measures, such as partitioning classrooms, running multiple shifts, or moving students to distance learning simply because there is no physical space.

These arrangements have taken a toll on education quality. In 2024, the World Bank reported that the Philippines had a 91 percent learning poverty rate, meaning nine

out of ten children aged ten are unable to read and understand a simple, age-appropriate text.

At the Second Congressional Commission on Education (EdCom II), two long-standing problems in classroom construction were identified: 1) The absence of standardized costing; and 2) The lengthy timelines of projects implemented by national government agencies. The hearing also highlighted the continued underuse of the Basic Education Facilities Fund, which has delayed the delivery of much-needed classrooms. Commission on Audit data showed that only 192 of 6,379 classrooms targeted in 2023 were finished, with just 847 finished in 2024.

This proposed measure seeks to break these delays by allowing local government units and private entities to take a more direct role in classroom construction. It is a LEDAC bill and has been certified as urgent.

The classroom shortage has gone on for far too long. It is time to move beyond temporary fixes and address the problem at its root.

For these reasons, the immediate passage of this measure is earnestly sought.

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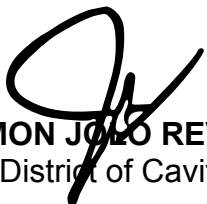
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ESTABLISHING THE CLASSROOM-BUILDING ACCELERATION PROGRAM
(CAP), AUTHORIZING LOCAL GOVERNMENT UNITS AND PRIVATE SECTOR
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APPROPRIATING FUNDS THEREFOR

Be it enacted by the Senate and 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.”

SEC 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.

SEC 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.

SEC 4. Eligibility of 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.

SEC 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.

SEC 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.

SEC 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).

SEC 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.

SEC 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.

SEC 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.

SEC 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).

SEC 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.

SEC 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.

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

SEC 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,