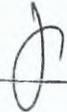


NINETEENTH CONGRESS OF THE )  
REPUBLIC OF THE PHILIPPINES )  
*First Regular Session* )

 **Senate**  
Office of the Secretary

'22 JUL 13 P4:37

**SENATE**  
S. No. 541

RECEIVED BY: 

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Introduced by Senator Grace Poe

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**AN ACT**  
**REGULATING CLASS SIZE AND CONDITIONS IN ALL PUBLIC SCHOOLS**  
**AND APPROPRIATING FUNDS THEREFOR**

EXPLANATORY NOTE

It is a known fact that class size has a considerable impact on students' learning. Students in smaller classes tend to perform better in all subjects and all assessments when compared to those in larger classes.<sup>1</sup> Students also talk and participate more in smaller classes, and are much more likely to interact with their teachers rather than passively listen.<sup>2</sup> Teachers are likewise able to diagnose and track student learning in smaller classes.<sup>3</sup> On the other hand, overcrowded classrooms make it difficult for students to concentrate on lessons and also limit the amount of time teachers can spend on other teaching methods such as cooperative learning and group work.<sup>4</sup> Teachers in congested classrooms are also generally over-stretched, more likely to suffer from burnout, or have a more strained relationship with their pupils.<sup>5</sup>

During the pre-pandemic era, Philippine classrooms are notoriously known as among the most crowded in Asia.<sup>6</sup> For example, in the early 2000s, the Philippine public elementary schools had a ratio of 43.9 students per classroom, compared to Malaysia's classroom ratio of 31.7, Thailand's 22.9 ratio, Japan's 28.6, and India's 40

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<sup>1</sup> National Council of Teachers of English. (01 April 2014). "Why Class Size Matters Today". Accessed from: <https://ncte.org/statement/why-class-size-matters/>

<sup>2</sup> Ibid.

<sup>3</sup> Ibid.

<sup>4</sup> Jones, Nicholas. (05 April 2017). "School Congestion in the Philippines: A Breakthrough Solution". The Asia Foundation. Accessed from: <https://asiafoundation.org/2017/04/05/school-congestion-philippines-breakthrough-solution/>

<sup>5</sup> Ibid.

<sup>6</sup> Araneta, Sandy & Porcalla, Delon. (01 June 2006). "Classrooms in RP Asia's Most Crowded". The Philippine Star. Accessed from: <https://www.philstar.com/headlines/2006/06/01/339641/classrooms-rp-asia146s-most-crowded>

students per classroom.<sup>7</sup> On the same note, a Philippine average high school class size had 56.1 students per classroom, compared to Malaysia's 34, Thailand's 41.5, Japan's 33.9, and India's 39.<sup>8</sup> These figures have since improved throughout the years, particularly in cities. As of School Year 2017-2018, the teacher-student ratio is 1:31 for elementary; 1:36 for junior high school; and 1:31 for senior high school.<sup>9</sup>

The COVID-19 pandemic, however, has invariably changed the educational landscape of the country. Physical classrooms became e-classrooms as the physical restrictions and lockdowns forced both learners and teachers to adapt to a remote type of learning. This had been the overarching set-up for the past two years.

With restrictions slowly easing, the educational sector is once again in transition. It is now slowly adjusting to a *new normal*—a set-up that fully adjusts the pre-pandemic setting with the reality of the pandemic. Part of this new normal is once again the use of physical classrooms, but with added restrictions such as limitations on the number of students, ventilation requirements, hours of classes, etc. And while the number of students per classroom is being monitored and controlled by relevant government agencies, there is still a clear imperative to ensure that the pre-pandemic overcrowding will not come to pass ever again. As we usher in the *new normal* for our students, there has to be a corresponding mandate that the ills of the pre-pandemic are not repeated, and that the development, health and well-being of our learners are placed at the forefront of our concerns.

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



GRACE POE

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<sup>7</sup> Ibid.

<sup>8</sup> Ibid.

<sup>9</sup> Montemayor, Ma. Teresa. (19 March 2018). "Class-Size Affects Students' Learning: DepEd". Philippine News Agency. Accessed from: <https://www.pna.gov.ph/articles/1029281>

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**AN ACT**  
**REGULATING CLASS SIZE AND CONDITIONS IN ALL PUBLIC SCHOOLS**  
**AND APPROPRIATING FUNDS THEREFOR**

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

1 Section 1. *Title.* — This Act shall be known as the "Class Size and Conditions  
2 Act".

3 Sec. 2. *Declaration of Policy.* — It is declared policy of the State to protect and  
4 promote the right of all citizens to quality education. It is likewise declared that the  
5 State shall provide just compensation and humane working conditions for public  
6 school teachers.

7 Oversized classes in the country's public schools adversely affect the learning  
8 experience provided to Filipino school children, and serve as a hazard to their health  
9 and well-being. To ensure access to quality education as well as to secure their  
10 safety, it is necessary to establish standards for class size and condition that are  
11 compliant with the health standards set by relevant government agencies.

12 For their part, teachers are entitled to protection from unregulated increases  
13 in class size as well as to compensation commensurate to their actual workload.

14 Sec. 3. *Coverage.* — This Act shall apply to all public primary and secondary  
15 educational institutions and the assigned teachers therein, whether paid by the  
16 national or local government.

1           Sec. 4. *Class Size and Conditions.* – The number of students for each class to  
2 be handled by a single teacher shall be set by the Department of Education (DepEd),  
3 in consultation with the Department of Health (DOH). For purposes of this Act, any  
4 class with not more than 35 students shall be considered a standard class.

5           Classrooms shall strictly comply with the ventilation requirements, social  
6 distancing measures, and other guidelines already released or to be promulgated by  
7 DepEd, in coordination with DOH and other relevant government agencies.

8           Sec. 5. *Large Class Size.* – Any class exceeding 35 students up to a maximum  
9 of 45 students shall be considered a large class. In no case shall a class size in  
10 excess of 45 students be permitted.

11          Sec. 6. *Large Class Honorarium.* – A teacher handling a large class shall be  
12 entitled to a large honorarium equivalent to one percent (1.0%) of her daily rate for  
13 every student in excess of the standard class size of 35.

14          This formula shall apply to all classes assigned to the teacher during the  
15 school year.

16          Sec. 7. *Implementing Rules and Regulations.* – DepEd shall, within a period of  
17 thirty (30) days from the effectivity of this Act, promulgate the rules and regulations  
18 necessary for the implementation of this Act.

19          Sec. 8. *Appropriations.* –The initial amount necessary to implement the  
20 provisions of this Act shall be charged against the current appropriation of DepEd.  
21 Thereafter, such sums as may be necessary for the continued implementation of this  
22 Act shall be included in the appropriations for the DepEd in the annual General  
23 Appropriations Act.

24          Sec. 9. *Separability Clause.* – If for any reason, any portion or provision of this  
25 Act is held unconstitutional, the other sections or provisions hereof which are not  
26 affected thereby shall continue to be in force and effect.

27          Sec. 10. *Repealing Clause.* – All laws, decrees, orders, rules and regulations,  
28 or other issuances which are inconsistent with the provisions of this Act are hereby  
29 repealed, amended, or modified accordingly.

1           Sec. 11. *Effectivity.* - This Act shall take effect fifteen (15) days after its  
2 complete publication in the Official Gazette or in at least two (2) national newspapers  
3 of general circulation.

Approved,