



SENATE
S. No. 1190

'19 NOV 25 P4:58

RECEIVED

Introduced by Senator Grace Poe

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

Explanatory Note

Education is the foundation of our nation. As enshrined in Article XIV, Section 1 of the 1987 Constitution, 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 an education accessible to all".

Of the estimated 68 million Filipino aged 10 years of old and over in 2008, 95.6 percent basically literate while functional literacy rate is at 86.4 percent.¹ The high literacy rate in the country was achieved through the campaign of the government, particularly DepEd, to bring more school-age children to school.²

However, it is not enough to just bring in students to school. We must ensure that learning actually happens once they are in school. Class size is one factor to consider when evaluating a school's effectiveness. Education researchers have found that class size reduction in the early grade helps students achieve because there is a greater opportunity for individual interaction between student and teacher in a small class. Based on a large number of studies, smaller classes have witnessed positive and sometimes enduring effects on student achievement, especially for ethnic minority students and students from socio-

¹ National Statistics Office 2008 Functional Literacy, Education and Mass Media Survey (FLEMMS). Basic literacy or simple literacy refers to the ability of a person to read and write with understanding a simple message in language or dialect. Functionally literate refers to a person who can | read, write and compute or one who can read, write, compute and comprehend.

² <https://www.literacyworldwide.org/blog/literacy-daily/2015/08/06/literacy-in-the-philippines- the-stories-behind-the-numbers>.

economic status groups.³ Studies have indeed shown that elementary schools with large classes were found to be detrimental to student learning.⁴

Unfortunately, limited resources resulted to a worsening shortage of teachers and classrooms. At the start of school year 2018, more or less 70% of the schools in Metro Manila are still implementing double shifts just to be able to accommodate the student population.⁵ In order to accommodate a growing school-age population, the Department of Education has coped with these shortages by allowing extremely large class sizes.

Classrooms in the Philippines are the most crowded in Asia. Some public schools including Navotas National High School and President Corazon Aquino Elementary School in Metro Manila, Gov DM Elementary School in Imus Cavite, and Malingao Elementary School in Midsayap, Cotabato are just glimpses of the class size problem. The country's public elementary school's average class size of 43.9 is far bigger than Malaysia's 31.7, Thailand's 22.9, Japan's 28.6 and India's 40. In public secondary schools, the country registered an average size of 56.1, higher than Malaysia's 34, Thailand's 41.5, Japan's 33.9 and India's 39.

Further, oversized public school classes not only deny Filipino school children quality education but also deny teachers just compensation and humane working conditions. In the current system, a teacher handling a class of 70 students is in fact taking on the workload of two teachers, but without receiving any additional compensation. This practice of assigning oversized classes to teachers without extra pay is one instance where they are "overworked yet unpaid".

This bill seeks to address these concerns by mandating the regulation of class size in public schools and prescribing additional compensation for teachers handling large classes.



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³ Folmer-Annevelink, Elvira, Simone Doolaard, Mayra Mascareño, and Roel J. Bosker. "Class Size Effects on The Number and Types of Student-Teacher Interactions in Primary Classrooms." *The Journal of Classroom Interaction* 45, no. 2 (2010): 30-38. <http://www.jstor.org/stable/23870349>.

⁴ Ready, Douglas D., and Valerie E. Lee. "Optimal Context Size in Elementary Schools; Disentangling the Effects of Class Size and School Size." *Brookings Papers on Education Policy*, no. 9 (2006): 99-135. <http://www.jstor.org/stable/20067279>.

⁵ <http://www.manilatimes.net/lack-of-classrooms-books-hound-june-4-school-opening/401388/>.



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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 Act".

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

6 Oversized classes in the country's public schools adversely affect the learning
7 experience provided to Filipino school children. To ensure access to quality
8 education, it is necessary to establish standards for class size.

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

11 Sec. 3. *Coverage.* – This Act shall apply to all classes in all public schools of
12 the Department of Education, and to all classroom teachers therein, whether paid by
13 the national or local government.

14 Sec. 4. *Standard Class Size.* – Each class to be handled by a single teacher
15 shall have a standard size of 35 students. For purposes of this Act, any class with
16 not more than 35 students be considered a standard class.

1 Sec. 5. *Large Class Size.* – Any class exceeding 35 students up to a maximum
2 of 50 students shall be considered a large class. In no case shall a class size in
3 excess of 50 students be permitted.

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

7 This formula shall apply to all classes assigned to the teacher during the
8 school year.

9 Sec. 7. *Implementing Rules and Regulations.* –The Department of Education
10 shall within a period of thirty (30) days from the effectivity of this Act, promulgate
11 the rules and regulations necessary for the implementation of this Act.

12 Sec. 8. *Appropriations.* –The amount of Five Billion Pesos (P5,000,000) is
13 hereby appropriated for the initial implementation of this Act. Thereafter, such sums
14 as may be necessary for the continued implementation of this Act shall be included
15 in the appropriations for the Department of Education in the annual General
16 Appropriations Act.

17 Sec. 9. *Separability Clause.* – If any portion or provision of this Act is held
18 unconstitutional, the remainder of this Act or any provisions not affected thereby shall
19 remain in force and effect.

20 Sec. 10. *Repealing Clause.* – Any law, presidential decree or issuance
21 executive order, letter of instruction, rule or regulation inconsistent with the
22 provisions of this Act is hereby repealed or modified accordingly.

23 Sec. 11. *Effectivity.* - This Act shall take effect after fifteen (15) days following
24 its complete publication in the Official Gazette or a newspaper of general circulation

25 Approved,