

Republic of the Philippines
HOUSE OF REPRESENTATIVES
Quezon City

EIGHTEENTH CONGRESS
First Regular Session

House Bill No. **5946**



Introduced by **Rep. LAWRENCE LEMUEL H. FORTUN**

EXPLANATORY NOTE

We live in a world today that bears much more challenges than decades ago. Sustained unbridled development and human greed have not only led to massive poverty, unconscionable inequality, and pitiful living conditions but also influenced and altered our climate system, which in turn is now causing widespread impact on natural and human systems and thus further burying us into a quandary.

Sustainability is the only definite way for mankind to continually pursue its development objectives to meet its present and future needs. This recognition has brought countries all over the world to adopt the Sustainable Development Goals in order to collectively address poverty, inequality, climate change, environmental degradation, peace, and justice.

One effective tool of realizing sustainable development is through education. It is vital to cultivate in the minds of people, especially our young ones, a sustainable lifestyle and resilient character that will allow them to reach their full potential while moderately using its resources and mitigating climate change.

In the Global Climate Risk Index 2019, the Philippines ranks 5th among the countries most affected by climate change in the last two decades.¹ As such, it is incumbent upon the State to be more active and assertive in increasing the resiliency of its citizens and transforming them to become its reliable partners and enablers for sustainable development.

It is for this reason that this bill seeks to mandate the incorporation of Sustainability and Resiliency Studies, or SRS, in the K to 12 Curriculum. The SRS shall be the fusion of sustainability, disaster resilience, and climate change education. This dedicated course shall help foster a culture of sustainability among the Filipino youth to empower them to be our agents in building sustainable and resilient communities all over the country.

For a sustainable, disaster-resilient, and climate change-adaptive Philippines, the immediate passing of this landmark bill is fervently sought.

LAWRENCE LEMUEL H. FORTUN
1st District of Agusan del Norte

¹ Eckstein, D., Hutfils, M., & Wings, M. (2018). *Global Climate Risk Index 2019: Who Suffers Most From Extreme Weather Events? Weather-related Loss Events in 2017 and 1998 to 2017*. Bonn: Germanwatch e.V.

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**AN ACT INTEGRATING SUSTAINABILITY AND RESILIENCY STUDIES
IN THE K TO 12 CURRICULUM**

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 “**Sustainability and Resiliency Studies Act.**”

SEC. 2. *Declaration of Policy.* – It is the policy of the State to pursue sustainability, disaster resilience, and climate change adaptation in its long-term development strategy. Towards this end, the State shall endeavor to transform the Filipino youth into advocates and enablers of sustainable development, disaster resilience, and climate change adaptation in their communities through proper, up-to-date, science-based, and comprehensive education on sustainability, disaster resilience, and climate change.

SEC. 3. *Definition of Terms.* – As used in this Act, the following terms are defined as follows:

- a) Department – refers to the Department of Education;
- b) Climate Change Education – learning that helps people understand and address the impact of global warming, increases climate literacy among young people, encourages changes in their attitudes and behaviour, and helps them adapt to climate change-related trends;
- c) Disaster Resilience Education – refers to learning about natural hazards in the local environment and ways to keep communities safe from harm before, during, and after an emergency or disaster;
- d) K to 12 Curriculum – refers to the subjects comprising the course of study in the K to 12 Program that encompasses at least one (1) year of kindergarten education, six (6) years of elementary education, and four (4) years of junior high school and two (2) years of senior high school;
- e) Sustainability Education – learning that develops the knowledge, skills, values, and world views necessary for people to act in ways that contribute to more sustainable patterns of living. It enables individuals and communities to reflect on ways of interpreting and engaging with the world. Sustainability education is futures-oriented, focusing on protecting environments, and creating a more ecologically- and socially-just world through informed action. Actions that support more sustainable patterns of living require consideration of environmental, social, cultural and economic systems and their interdependence; and,
- f) Sustainability and Resiliency Studies – hereinafter referred to as SRS, is the integration of the sustainability, disaster resilience, and climate change education.

SEC. 4. *Institutionalization of Sustainability and Resiliency Studies in the K to 12 Curriculum.* – It is hereby mandated that SRS shall be an integrated and essential part of the Department's K to 12 Curriculum. It shall be taught as modules within the Science, Social Studies, Values Education, and Health subjects and have an accumulated total student contact time allotment of at least one (1) hour a week, except for Kindergarten where SRS shall be integrated in the daily learning activities. SRS shall also be included in the training of student leaders and the student councils.

The Department, the National Economic Development Authority (NEDA), Climate Change Commission (CCC), the Office of Civil Defense (OCD), the University of the Philippines Resilience Institute (UPRI), and the Komisyon sa Wikang Filipino (KWF), together with academic and research institutions and civil society organizations, shall collaborate in developing the academic standards, curricula, and materials for the SRS.

SEC. 5. *Training and Development of SRS Teachers.* – The Department shall immediately develop and offer a professional development course for SRS teachers. It shall likewise require that all SRS teachers receive the professional development necessary to ensure that the intent and goals embodied in the provisions of this Act are carried out.

SEC. 6. *Whole-of-School Approach.* – The Department shall ensure that school premises are conducive to nurture a culture of sustainability through the implementation of appropriate school rules and regulations, holding of events and activities, and the provision of sustainable infrastructures. The DepEd shall work with the Department of Public Works and Highways (DPWH) for the formulation of design standards and construction of such infrastructures.

SEC. 7. *Implementing Rules and Regulations.* – Within ninety (90) days from the approval of this Act, the Department, in collaboration with the NEDA, CCC, OCD, UPRI, KWF, and DPWH shall formulate the rules and regulations implementing the provisions of this Act. The implementing rules and regulations issued pursuant to this section shall take effect thirty (30) days after its publication in a national newspaper of general circulation.

SEC. 8. *Appropriations.* – The amount necessary to carry out the provisions of this Act shall be charged against the current year's appropriations of the Department. Thereafter, such sums as may be necessary for the operation and maintenance of this Act shall be included in the annual General Appropriations Act.

SEC. 9. *Separability.* – If any provision or part of this Act is declared invalid or unconstitutional, the remaining parts or provisions not affected shall continue to be in full force and effect.

SEC. 10. *Repealing Clause.* – All laws, executive orders, and administrative orders or parts thereof inconsistent with any provision of this Act are hereby repealed or amended accordingly.

SEC. 11. *Effectivity Clause.* – This Act shall take effect fifteen (15) days after its publication in the *Official Gazette* or in a newspaper of general circulation.

Approved,