

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

'22 AUG -3 A11 :19

SENATE  
S. B. No. 1000

RECEIVED BY: \_\_\_\_\_



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Introduced by SENATOR SONNY ANGARA

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**AN ACT**  
**AMENDING SECTIONS 3 AND 7 OF REPUBLIC ACT NO. 9512, OTHERWISE**  
**KNOWN AS THE "NATIONAL ENVIRONMENTAL AWARENESS AND**  
**EDUCATION ACT OF 2008", AND FOR OTHER PURPOSES**

EXPLANATORY NOTE

The Southeast Asian region continues to suffer the brunt of climate change due to its geographical attributes. Among the most vulnerable countries affected by worsening climate conditions is the Philippines, which encounters erratic droughts, high-intensity typhoons, high sea levels, and storm surges, averaging about 20 typhoons a year. The aforementioned constraints have ultimately yielded annual losses in labor productivity and Gross Domestic Product (GDP), threats to biodiversity and food security, public health risks, and the endangerment of minority groups such as women and indigenous people.

Heeding the call made by the United Nations Educational Scientific and Cultural Organization's (UNESCO) Education for Sustainable Development (ESD) program, the National Environmental Awareness and Education Act of 2008 articulated the need to promote environmental awareness through environmental education by integrating it in the school curricula at all levels of education.

Since the implementation of K-12 Curriculum in 2013, as mandated under RA No. 10533, otherwise known as the Enhanced Basic Education Act, the Department of Education (DepEd) has developed programs to promote environmental awareness and education in the different subject areas across all grade levels both In public and private school including learning competencies related to the Climate Change

Adaptation and Mitigation (CCAM) and Disaster Risk Reduction and Management (DDRM).

This bill seeks to amend Section 3 of RA No. 9512 to institutionalize the inclusion of learning competencies related to the protection of the environment, climate change adaptation and mitigation, and disaster risk reduction and management in the curricula at all levels of education to prepare individuals, especially our learners and communities to undertake positive environmental action collaboratively. The bill mandates relevant agencies to initiate innovative practices, including the use of digital technology in the teaching of environmental education.

In addition, the absence of a provision for funding to implement RA No. 9512 has become one of the significant barriers to ensuring the continuity of environmental education in our education system. To alleviate this gap, this bill ensures the allotment of the budget to various government agencies mandated to implement the provision of the law. Ultimately, this measure shall provide our children and youth with information and educational experience in order to make knowledgeable and formative decisions regarding the environment.

In view of the foregoing, the immediate passage of this bill is earnestly sought to educate our learners and engage them in actions that would underscore and promote the protection and preservation of our Mother Earth.



**SONNY ANGARA**  
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**AMENDING SECTIONS 3 AND 7 OF REPUBLIC ACT NO. 9512, OTHERWISE KNOWN AS THE "NATIONAL ENVIRONMENTAL AWARENESS AND EDUCATION ACT OF 2008", AND FOR OTHER PURPOSES**

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

1       **SECTION 1.** Section 3 of Republic Act No. 9512 is hereby amended to read as  
2 follows:

3       **"Section 3. Scope of Environmental Education.** - The  
4 Department of Education (DepEd), the Commission on Higher  
5 Education (CHED), the Technical Education and Skills Development  
6 Authority (TESDA), **AND** the Department of Social Welfare and  
7 Development (DSWD), in coordination with the Department of  
8 Environment and Natural Resources (DENR), the Department of  
9 Science and Technology (DOST) and other relevant agencies, shall  
10 integrate environmental education **INCLUDING LAWS ON**  
11 **PROTECTION OF ENVIRONMENT, CLIMATE CHANGE**  
12 **ADAPTATION AND MITIGATION (CCAM), AND DISASTER**  
13 **RISK REDUCTION AND MANAGEMENT (DRRM)** in its school  
14 curricula at all levels, whether public or private, including in barangay  
15 daycare, preschool, non-formal, technical vocational, professional  
16 level, indigenous learning and out-of-school youth courses or  
17 programs. **TO PREPARE INDIVIDUALS, SPECIALLY LEARNERS**  
18 **AND COMMUNITIES TO COLLABORATIVELY UNDERTAKE**

1           **POSITIVE ENVIRONMENTAL ACTION**, [E] environmental  
2           education shall encompass environmental concepts and principles  
3           environmental laws **ON PROTECTION OF ENVIRONMENT,**  
4           **CLIMATE CHANGE ADAPTATION AND MITIGATION (CCAM),**  
5           **AND DISASTER RISK REDUCTION AND MANAGEMENT**  
6           **(DRRM)**, the state of international and local environment, local  
7           environmental best practices, the threats of environmental  
8           degradation and its impact on human well-being, the responsibility  
9           of the citizenry to the environment and the value of conservation,  
10          protection and rehabilitation of natural resources and the  
11          environment in the context of sustainable development. It shall cover  
12          both theoretical and practicum modules comprising activities,  
13          projects, programs including, but not limited to, tree planting; waste  
14          minimization, segregation, recycling and composting; freshwater and  
15          marine conservation; forest management and conservation; relevant  
16          livelihood opportunities and economic benefits and other such  
17          programs and undertakings to aid the implementation of the different  
18          environmental protection law.”

19          **SEC. 2.** Section 7 of Republic Act No. 9512 is hereby amended to read as  
20 follows:

21          **“Section 7. Capacity-Building.** - The DepEd, CHED and TESDA, in  
22          coordination with the DENR and other relevant agencies, shall  
23          undertake capacity-building programs nationwide such as trainings  
24          seminars, workshops on environmental education, development and  
25          production of environmental education materials, and teacher-  
26          education courses and related livelihood programs. **THE RELEVANT**  
27          **AGENCIES SHALL INTRODUCE INNOVATIVE PRACTICES**  
28          **AND DEVELOP DIGITAL TOOLS IN THE TEACHING OF**  
29          **ENVIRONMENTAL EDUCATION.”**

30          **SEC. 3.** A new Section 8 shall be inserted to read as follows, thereafter, the  
31 succeeding sections shall be renumbered accordingly:

32          **“SECTION 8. APPROPRIATIONS. – SUCH AMOUNTS NECESSARY TO**

1           **EFFECTIVELY IMPLEMENT THE PROVISIONS OF THIS ACT SHALL BE**  
2           **INCLUDED IN THE BUDGETS OF THE DEPED, CHED, TESDA AND**  
3           **DSWD IN THE ANNUAL GENERAL APPROPRIATIONS ACT.”**

4           **SEC. 4. *Repealing Clause.*** – All laws, Acts, parts of Acts, rules of court,  
5 executive orders, and administrative regulations which are inconsistent with this Code  
6 are hereby repealed.

7           **SEC. 5. *Separability Clause*** – If any provision of this Act or the application of  
8 such provision to any circumstances is held invalid, the remainder of the Act shall not  
9 be affected thereby.

10          **SEC. 6. *Effectivity*** – This Act shall take effect fifteen (15) days after its  
11 publication in the Official Gazette or in a newspaper of general circulation.

*Approved,*