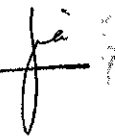




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SENATE  
S. No. 1207

RECEIVED BY: 

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Introduced by Senator Miriam Defensor Santiago

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#### EXPLANATORY NOTE

The Constitution, Article 2, Section 16 mandates that the State shall protect and advance the right of the people to a balanced and healthful ecology in accord with the rhythm and harmony of nature. In Section 13, the Constitution states that the State recognizes the vital role of the youth in nation-building and shall promote and protect their physical, moral, spiritual, intellectual and social well-being. It shall inculcate in the youth patriotism and nationalism and encourage their involvement in public and civic affairs. In Section 20 of the same article, the Constitution likewise mandates that the State recognizes the indispensable role of the private sector, encourages private enterprise and provides incentives to needed investments.

Environmental justice education is essential for the following:

- A. Producing students who are prepared to address not only the imminent climate change issues that effect them locally, but to be the driving force behind global environmental solutions that will be the stimulus of an emerging eco-efficient economy;
- B. Addressing the global and local environmental issues that are disproportionately affecting the impoverished sector; and
- C. Fostering a critical understanding of the environment within the context of human political and social actions.

Environmental justice education lends itself to the field of service learning with the call to move beyond the classroom and experience the earth in an experiential, embodied way which empowers students to confront global environmental justice. Environmental justice education

uses multiple strategies including experiential learning, integrated core subject study, analytical research, and project based learning.

Local educational agencies should create an integrated curriculum in which environmental justice education is incorporated throughout subject areas such as math, science, history, language arts, and all other core subject areas.

This bill seeks to promote the development of curricula which shall equip our youth with the knowledge, skills and opportunities to participate in the protection of the environment.\*

*Miriam Defensor Santiago*  
MIRIAM DEFENSOR SANTIAGO  
*our*

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\* This bill was originally filed in the Fourteenth Congress, Second Regular Session

SIXTEENTH CONGRESS OF THE REPUBLIC )  
OF THE PHILIPPINES )  
First Regular Session )



Senate  
Office of the Secretary

13 AUG -1 P5 01

SENATE  
S. No. 1207

RECEIVED BY: *je*

Introduced by Senator Miriam Defensor Santiago

1 AN ACT

2 TO ENHANCE ENVIRONMENTAL JUSTICE EDUCATION IN SECONDARY SCHOOLS  
3 THAT SERVE DISADVANTAGED STUDENTS

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

4 SECTION 1. *Short Title.* – This Act shall be known as the “Getting Youth Re-invested in  
5 Environmental Education Now Act;” or GREEN Act.

6 SECTION 2. *Declaration of Policy.* – It shall be the policy of the State to promote the  
7 environmental education of our youth and their participation in protecting the environment.

8 SECTION 3. *Grants Authorized.* – The Secretary of the Education shall, subject to the  
9 availability of appropriations, make grants on a competitive basis under this Act to local  
10 educational agencies that submit to the Secretary an application at such time and in such manner  
11 as the Secretary may require. The purpose of the grants is to assist eligible recipients to develop  
12 an environmental justice curriculum, and a co-op program, for students attending secondary  
13 schools that are located in an urban community that may be disproportionately affected by  
14 climate change, pollution, and other environmental issues.

15 SECTION 4. *Curriculum Development.* – An environmental justice curriculum  
16 developed with funds received under this Act shall satisfy the following objectives:

17 (A) Educating students, through experiential learning and otherwise, about topics relating  
18 to environmental justice, such as air pollution, lead paint poisoning, access to organic foods,

1 sustainable agriculture, proximity to landfills, toxic dumping, relative asthma rates, and the  
2 historical patterns of environmental impacts.

3 (B) Empowering students actively to address environmental issues in their local  
4 neighborhoods while also considering global environmental problems.

5 (C) Allowing students to explore careers that involve solving environmental problems  
6 and cultivating innovators to solve such problems.

7 (D) Enhancing life skills required for sound personal decision making, participation in  
8 civic and cultural affairs, and economic productivity, such as problem solving, critical thinking,  
9 and good stewardship.

10 (E) Establishing a nurturing environment that fosters democratic and socially just  
11 relationships among schools, families, and surrounding communities.

12 SECTION 5. *Co-op Program Development.* – A co-op program developed with funds  
13 received under this Act shall satisfy the following objectives:

14 (A) Linking students with career opportunities in the environmental field by building  
15 partnerships with the public and private sector.

16 (B) Providing students with an opportunity to earn secondary school course credits or  
17 credits towards the jurisdiction's service learning requirements during the summer through  
18 experiential learning such as internships and other types of field experience.

19 (C) Assisting students in building skills necessary for workforce success, such as  
20 development of a career path; resume, letter, and memoranda writing; and job interviewing.

21 (D) Providing students with mentors recruited through the partnerships described in  
22 paragraph (A) who are equipped to assist a mentee in the skill building described in paragraph

23 (C).

24 SECTION 6. *Appropriations.* – To carry out the provisions of this Act, such amount as  
25 hereby necessary is hereby authorized to be appropriated from the National Treasury. Thereafter,  
26 the amount necessary for the continuation of the program shall be included in the annual  
27 appropriation of the Department of Education.

1           SECTION 7. *Separability Clause.* – If any provision or part hereof is held invalid or  
2 unconstitutional, the remainder of the law or the provision not otherwise affected shall remain  
3 valid and subsisting.

4           SECTION 8. *Repealing Clause.* – Any law, presidential decree or issuance, executive  
5 order, letter of instruction, administrative order, rule, or regulation contrary to or is inconsistent  
6 with the provision of this Act is hereby repealed, modified, or amended accordingly.

7           SECTION 9. *Effectivity Clause.* – This Act shall take effect fifteen (15) days after its  
8 publication in at least two (2) newspapers of general circulation.

Approved,