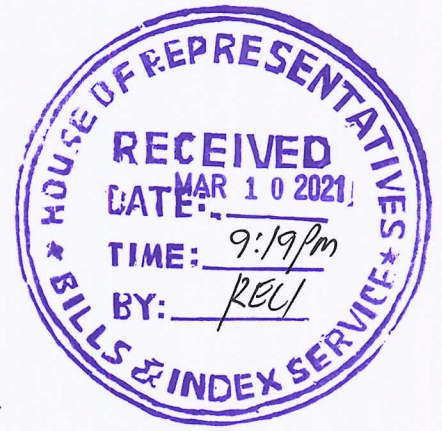


Republic of the Philippines
HOUSE OF REPRESENTATIVES
Quezon City, Metro Manila

EIGHTEENTH CONGRESS
Second Regular Session

HOUSE BILL NO. 8980



Introduced by **ANG PROBINSYANO**
Party-List Representative Alfred Delos Santos

EXPLANATORY NOTE

Education does not only include academic learning, but also other forms of technical knowledge. As provided in the Education provision of Article XIV of our Constitution:

“Section 1. 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 education accessible to all.**”

Section 2. The State shall:

(1) Establish, maintain, and support a complete, adequate, and integrated **system of education relevant to the needs of the people and society;**

xxx

Section 3. xxx

(2) They shall inculcate patriotism and nationalism, foster love of humanity, respect for human rights, appreciation of the role of national heroes in the historical development of the country, **teach the rights and duties of citizenship, strengthen ethical and spiritual values, develop moral character and personal discipline, encourage critical and creative thinking, broaden scientific and technological knowledge, and promote vocational efficiency.**”

(emphases supplied)

Capacities are needed at the individual, organizational, and institutional levels to withstand emergencies. This includes capacity to develop and implement contingency plans, such as alternative education pathways, to mitigate impacts. The capacities of education stakeholders often need to be strengthened to review and revise existing education sector plans and policies – to include adaptive responses for the emergencies. To this end, integrating data on risks and their impacts into education management and information systems facilitates the

design and implementation of crisis-sensitive educational policies and programs, including disaster preparedness plans.¹

In relation to the COVID-19 pandemic that we are facing now, there is a need to deepen the knowledge of our students regarding disaster and emergency response. While there are programs already set in place, there needs to be a further evaluation and take into account other forms of disaster and emergency response to be included in the curriculum.

The multitude of actors needed to respond to and mitigate the impact of crises can lead to duplication, inefficiency, and confusion, in the absence of strong leadership and coordination. National leadership of crisis planning and management is important for education resilience. National leadership ensures that humanitarian initiatives are sustainable, aligned with national priorities, and able to mitigate the impact of crises on learners and education communities. Strong coordination mechanisms are also needed to maximize the inputs of all stakeholders, building on complementarities, including local civil society, to serve the most marginalized.²

The State acknowledges its role in making a Filipino society aware of and capable of responding to various instances of emergency or crisis situations. This bill addresses the need for a more proactive approach in addressing disaster and emergency resiliency among our population. We should take this opportunity to strengthen our ability to withstand any unfortunate situation and create a culture of positive resilience, bridging the gap between the State's assistance and the readiness of the Filipinos.

In view of the foregoing, the passage of this Bill is immediately sought.


ALFRED C. DELOS SANTOS
Representative, Ang Probinsyano Partylist

¹ United Nations (August 2020). *Policy Brief: Education during COVID-19 and beyond*. Retrieved from Education during COVID-19 and beyond

² Ibid 1.

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HOUSE OF REPRESENTATIVES
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EIGHTEENTH CONGRESS
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HOUSE BILL NO. 8980

Introduced by **ANG PROBINSYANO**
Party-List Representative Alfred Delos Santos

**AN ACT INTEGRATING BASIC MEDICAL AND HEALTH TRAINING AND
RISK REDUCTION NATIONAL EMERGENCY OR DISASTER AWARENESS
PREPAREDNESS AND RESPONSE IN THE CURRICULUM OF SCHOOLS AND
INSTITUTIONS OF LEARNING**

*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 the “Crisis Education Act of 2020”.

SECTION 2. *Integration of Basic Medical Training and Disaster Awareness or Response.* – All institutions of learning, including but not limited to, schools, colleges, universities, vocational learning institutions, shall integrate into their respective curricula and make available to all its students relevant and updated subjects, units, and electives, or courses, regarding basic medical training, national emergency or disaster awareness, preparedness, and response.

SECTION 3. *Implementing Rules and Regulations.* – The Commission on Higher Education (CHED) and the Department of Education (DEPED), in coordination with the Department of Health (DOH), Department of Interior and Local Government (DILG), in the National Disaster Risk Reduction and Management Council (NDRMMC), shall promulgate the corresponding implementing rules and regulations of this act within sixty (60) days from the date of its effectivity.

SECTION 4. *Appropriations.* – The funds necessary to implement the provisions of this act shall be sourced and respected budgets of the CHED and the DEPED in the annual General Appropriations Act.

SECTION 5. *Separability Clause.* – If any provision or part of this Act is held invalid or unconstitutional, the remaining provisions or parts unaffected shall remain in full force and effect.

SECTION 6. *Repealing Clause.* – All laws, executive orders, presidential decrees or issuances, letters of instruction, administrative orders, rules, and regulations contrary to or inconsistent with the provisions of this Act are hereby repealed, amended, or modified accordingly.

SECTION 7. *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,