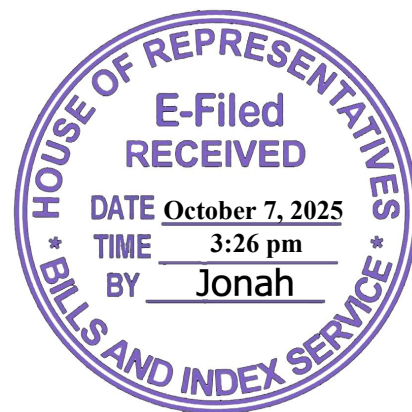




Republic of the Philippines
HOUSE OF REPRESENTATIVES
Quezon City, Metro Manila

TWENTIETH CONGRESS
First Regular Session

HOUSE BILL NO. 5251



Introduced by **Representative EDUARDO R. RAMA JR.**

EXPLANATORY NOTE

As the Philippines continues to grapple with rapid urbanization and development, it faces challenges in waste management, particularly with plastics. Studies show that the Philippines ranks third globally in plastic pollution, primarily due to single-use plastics¹, with an estimated 0.75 million metric tonnes of mismanaged plastic waste entering and leaving the ocean every year².

Evidently, the present state of our environment is a result of decades of unsustainable practices and improper waste management, leaving the country vulnerable to the adverse effects of climate change, which impacts both present and future generations.

To break this cycle and in keeping with the Philippines' international commitments and the 1987 Constitution, this bill aims to empower the younger generation as environmental stewards by mandating that educational institutions incorporate lessons on recycling, reducing, and reusing waste, as well as best practices in solid waste management, into their curricula and implement the corresponding policies.

Commendably, students in Marikina are being taught to become "eco-savers," learning about recycling and gathering recyclable items which they trade for school supplies and staple food items³. Similarly, last 22 April 2024, the Department of Natural Resources launched an inter-school plastic collection competition for students as part of its Earth Day project, which advocates

¹ Fernandez, Hannah (10 June 2020). *Why the plastic-clogged Philippines must face up to dearth of waste disposal and recycling*. Eco-Business. <https://www.eco-business.com/news/why-plastic-clogged-philippines-must-face-up-to-dearth-of-waste-disposal-and-recycling/>

² World Bank Group 2021. Market Study for the Philippines: Plastics Circularity Opportunities and Barriers. Marine Plastics Series, East Asia, and Pacific Region. Washington DC.

³ Seeds of Anthropocenes (03 May 2017). Students activating recycling awareness: Eco-savers in Marikina City, Philippines. <https://goodanthropocenes.net/students-activating-recycling-awareness-eco-savers-in-marikina-city-philippines/>

for feasible methods to reduce waste and foster a culture of sustainability among the youth⁴. These initiatives inspired the creation of this bill, which intends to empower more students to become environmental advocates who put into practice lessons on environmental sustainability.

Given the necessity of this Bill, its enactment is highly suggested.

A stylized, handwritten signature in black ink, consisting of a large, sweeping 'E' followed by a horizontal line.

REP. EDUARDO R. RAMA JR.

2nd District, City of Cebu

⁴ Philippine Daily Inquirer (22 April 2024). *Students, schools compete to collect plastics for reuse, recycling*.
<https://newsinfo.inquirer.net/1932059/students-schools-compete-to-collect-plastics-for-reuse-recycling>.



Republic of the Philippines
HOUSE OF REPRESENTATIVES
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TWENTIETH CONGRESS
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House Bill No. 5251

Introduced by **HON. EDUARDO R. RAMA JR.**
2nd DISTRICT, CEBU CITY

**AN ACT MANDATING EDUCATIONAL INSTITUTIONS IN THE PHILIPPINES
TO IMPLEMENT PRACTICES ON RECYCLING AND THOSE THAT PROMOTE
ENVIRONMENTAL STEWARDSHIP ON THEIR PREMISES**

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

1 **SECTION 1. *Short Title.*** — This Act shall be known as the “Environmental Stewardship
2 Act of 2025”
3

4 **SECTION 2. *Declaration of State Policy*** — The State prioritizes education to promote
5 total human development, inclusive of the right of the Filipinos to a balanced and healthful
6 ecology. Accordingly, the State shall endeavor to promote sustainable development by cultivating
7 and strengthening environmental stewardship among students in the country.
8

9 **SECTION 3. *Definition of Terms.*** — As used in this Act, the following terms shall mean
10 as follows:

11 a. **Educational institutions** — shall refer to schools, whether public or private,
12 including barangay daycare, preschool, non-formal, technical vocational,
13 professional level, Indigenous learning, and out-of-school youth courses or
14 programs.
15

16 b. **Environmental Education** — shall encompass environmental concepts and
17 principles, environmental laws, the state of the international and local
18 environment, local environmental best practices, the threats of environmental
19 degradation and its impact on human well-being, the responsibility of the citizenry

1 to the environment, and the value of conservation, protection, and rehabilitation
2 of natural resources and the environment in the context of sustainable
3 development.

- 4 c. **Infectious waste** — shall refer to the blood and other body fluids' contaminated
5 waste, infectious crops, and lab tests waste or waste from insulation centers and
6 equipment.
- 7 d. **Recycling** — shall refer to the treating of used or waste materials through a
8 process of making them suitable for beneficial use and for other purposes and
9 includes any process by which solid waste materials are transformed into new
10 products in such a manner that the original product may lose their identity, and
11 which may be used as raw materials for the production of other goods or services:
12 *provided that* the collection, segregation, and re-use of previously used packaging
13 material shall be deemed recycling under this Act;
- 14 e. **Reducing** — shall refer to the act of cutting back on the amount of waste being
15 generated.
- 16 f. **Reusing** — shall refer to the process of recovering materials intended for the same
17 or different purpose without the alteration of physical and chemical characteristics.
- 18 g. **Segregation** — shall refer to a solid waste management practice of separating
19 different materials found in solid waste in order to promote recycling and re-use
20 of resources and to reduce the volume of waste for collection and disposal.
- 21 h. **Solid Waste** — shall refer to all discarded household, commercial waste, non-
22 hazardous institutional and industrial waste, street sweepings, construction debris,
23 agricultural waste, and other non-hazardous/non-toxic solid waste.

24
25 Unless specifically noted otherwise, the term "solid waste" as used in this Act shall
26 not include:

- 27 i. Waste identified or listed as a hazardous waste of a solid, liquid, contained
28 gaseous or semisolid form which may cause or contribute to an increase in
29 mortality or in serious or incapacitating reversible illness, or acute/chronic
30 effect on the health of persons and other organisms;
- 31 ii. Infectious waste from hospitals such as equipment, instruments, utensils,
32 and fomites of a disposable nature from patients who are suspected of
33 having or have been diagnosed as having communicable diseases and must
34 therefore be isolated as required by public health agencies, laboratory
35 wastes such as pathological specimens (i.e. all tissues, specimens of blood

elements, excreta, and secretions obtained from patients or laboratory animals) and disposable fomites that may harbor or transmit pathogenic organisms, and surgical operating room pathologic materials from outpatient areas and emergency rooms; and

iii. Waste resulting from mining activities, including contaminated soil and debris.

- i. **Solid Waste Management** — refers to the discipline associated with the control of generation, storage, collection, transfer and transport, processing, and disposal of solid wastes in a manner that is in accord with the best principles of public health, economics, engineering, conservation, aesthetics, and other environmental considerations, and that is also responsive to public attitudes;

SECTION 4. *Scope.* — The Department of Education (DepEd), in coordination with the Department of Environment and Natural Resources (DENR) and the Department of Science and Technology (DOST), shall mandate educational institutions to integrate into their curricula for all levels, of lessons on recycling, reducing, and reusing waste, and other practices in solid waste management. Lessons may include environmental education, in the form of both theoretical and practicum modules.

SECTION 5. *Responsibilities of Educational Institutions.* — Aside from adopting curricula on environmental education, all educational institutions shall formulate, implement, and monitor waste management policies and practices on waste collection, waste disposal, and waste recovery and processing. Accordingly, educational institutions have the following responsibilities:

1. Set a specific schedule for waste collection and disposal;
2. Have a designated area for waste collection and disposal, *provided that* food or kitchen waste, infectious waste, sharp waste, and toxic waste are collected and disposed of separately;
3. Formulate and implement a proper mechanism for disposing of infectious waste, toxic waste, chemical waste, and other types of waste that are of a similar nature;
4. Label the trash bins according to biodegradable, non-biodegradable, and recyclable;
5. Mandate students to practice the 3Rs: Reuse, Reduce, Recycle;
6. Facilitate public education and information campaigns on the 3Rs and other practices on solid waste management such as composting and resource conservation; and
7. Other responsibilities that are necessary and incidental to the fulfillment of its mandate.

1
2 In implementing the relevant policies and practices, educational institutions may provide
3 awards or incentives to encourage students to continuously practice proper waste management, or
4 impose disciplinary actions or sanctions in case of non-compliance.
5

6 **SECTION 6. *Role of Local Government Units.*** — Pursuant to the relevant provisions
7 of R.A. No.7160, otherwise known as the “Local Government Code” and R.A. No. 9003,
8 otherwise known as the “Solid Waste Management Act”, the city or municipal government
9 concerned, and the educational institution within its territorial jurisdiction shall coordinate in
10 institutionalizing awards and financial incentives to promote proper waste management, such as
11 but not limited to the practice of the 3Rs, and in establishing local drop-off centers for recyclable
12 materials.

13 **SECTION 7. *Capacity-Building.*** — The DepEd, CHED, and TESDA, in coordination
14 with the DENR and the DOST, shall undertake capacity-building programs, seminars, workshops,
15 and training in relation to environmental education, and the development of relevant educational
16 material. The DOST and DENR shall also be responsible for the provision of technical expertise
17 and facilities relevant to this Act.
18

19 Capacity-building activities shall cover topics related to the determination and separation
20 of recyclable materials from other wastes, and discussion on best practices in terms of segregation,
21 collection, and other methods in waste management methods.

22 **SECTION 8. *Applicability.*** — No provisions of this Act shall be interpreted to be
23 inconsistent with the provisions of R.A. No. 9003 or the Solid Waste Management Act, R.A. 9512,
24 the National Environmental Awareness and Education Act of 2008, or R.A. No. 11898 or the
25 Extended Producer Responsibility Act of 2022.
26

27 **SECTION 9. *Implementing Rules and Regulations (IRR).*** — The DENR, in
28 coordination with the DOST, and other concerned agencies, shall promulgate the implementing
29 rules and regulations of this Act, within one (1) year after its enactment: *provided, that* rules and
30 regulations issued by other government agencies and instrumentalities for the promotion of proper
31 waste management are not inconsistent with this Act shall supplement the rules and regulations
32 issued, pursuant to the provisions of this Act
33

34 **SECTION 10. *Separability Clause.*** —If any part, section, or provision of this Act shall
35 be held invalid or unconstitutional, the other provisions shall not be affected thereby.

1
2 **SECTION 11. *Repealing Clause.*** — All other acts, laws, executive orders, presidential
3 issuances, rules, and regulations, or any part thereof which are inconsistent with this Act are hereby
4 repealed or modified accordingly.

5
6 **SECTION 12. *Effectivity.*** — This Act shall take effect fifteen (15) days after its
7 publication in the Official Gazette or in at least two (2) newspapers of general circulation.

8
9 *Approved,*