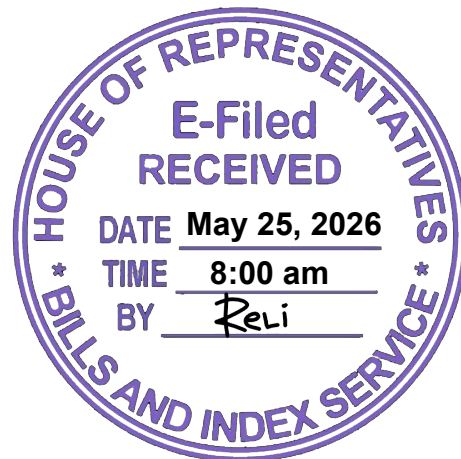


Republic of the Philippines
HOUSE OF REPRESENTATIVES
Quezon City

TWENTIETH CONGRESS
First Regular Session

HOUSE BILL NO. **9384**



Introduced by **Representatives BELLA VANESSA B. SUANSING,**
JAN FRANZ NORBERT JOSELITO A. CHAN, and IRENE G. LABADLABAD

EXPLANATORY NOTE

AN ACT **INSTITUTIONALIZING CLIMATE LITERACY AND SUSTAINABILITY** **EDUCATION AT ALL LEVELS OF THE PHILIPPINE EDUCATION SYSTEM,** **APPROPRIATING FUNDS THEREFOR, AND FOR OTHER PURPOSES**

The Philippines is the third most climate-vulnerable country in the world. It loses an average of 3.5 percent of its gross domestic product annually to climate disasters. The SOCCSKSARGEN region, including Sultan Kudarat, which sits within the typhoon corridor and faces compounding disruptions from El Niño and La Niña cycles on its agricultural economy, bears these consequences in the most direct terms. And yet, in the entire history of Philippine public education, there has never been a dedicated, mandatory, and assessable climate literacy curriculum at any level of formal schooling. This measure is the correction that history demands.

Republic Act No. 9512, the National Environmental Awareness and Education Act of 2008, mandated environmental education at all levels of formal instruction. Eighteen years later, it remains largely unimplemented in terms of assessable learning competencies. There are no national standards by which a Grade 7 teacher or a Grade 10 student is measured for climate knowledge. The EDCOM II Final Report of January 2026 confirmed what educators in the field have long observed: compliance with environmental education directives has produced administrative documentation, not demonstrable learning. The same report found that 91 percent of Filipino children cannot read and understand age-appropriate text. The 2024 UNICEF survey found that climate change ranked among the top concerns of Filipino youth. These findings are not in tension. A child who cannot read is also a child who cannot understand a flood warning. Literacy and climate comprehension are, at their root, the same undertaking: preparing a citizen to understand and navigate the world she inhabits.

This measure, the Klima Kurriculum Act, does not create new legal obligations from scratch. It operationalizes mandates already embedded in RA 9512, in Section 14 of Republic

Act No. 10121 (the Philippine Disaster Risk Reduction and Management Act), and in Republic Act No. 9729 (the Climate Change Act of 2009). What those laws lack, and what this bill supplies, are the assessable learning competency standards, the dedicated teacher training pipeline through the National Educators Academy of the Philippines, the annual congressional reporting mechanism, and the appropriation without which any mandate remains aspirational. The constitutional grounding is clear: Article II, Section 16 affirms the right to a balanced and healthful ecology; Article II, Section 15 affirms the right to health; and Article XIV commits the State to protect and promote the right of all citizens to quality education.

The equity architecture of this bill is its most consequential feature. Approximately four in ten Filipino learners do not complete Grade 10. If climate education is reserved for senior high school or college, the majority of Filipino children, disproportionately from poor, rural, and indigenous communities, will never receive it. The Klima Kurriculum framework is designed around this dropout reality through a three-pathway model: foundational climate literacy at Grade 4, analytical frameworks at Grade 7, and a full applied course in Year 1 of college. A child who leaves school after Grade 4 carries foundational knowledge. A child who leaves after Grade 7 carries the capacity to analyze climate risk and adaptation options. The Alternative Learning System provision ensures that out-of-school youth, the most climate-exposed and most underserved, are not excluded.

This bill mandates integration into existing subjects, namely Araling Panlipunan, Science, Edukasyon sa Pagpapakatao, and MAPEH, rather than creating a new standalone subject at the basic education level. That choice is deliberate and grounded in EDCOM II's curriculum decongestion findings. The MATATAG Curriculum reduced learning competencies by 70 percent because over-congestion was measurably destroying learning outcomes; a new stand-alone climate subject would contradict this reform. The integration model is the same approach used for values education and for DRRM integration under the basic education framework. The critical difference is that prior DRRM integration produced compliance without comprehension. A 2025 study in SOCCSKSARGEN found zero statistically significant correlation between DRRM program compliance and student knowledge of disaster risk. This bill responds directly: it requires assessed learning competencies, not subject listings; trained teachers, not directed memoranda; and annual congressional reporting on outcomes, not departmental assurances of coverage.

At the tertiary level, the Commission on Higher Education holds full authority under Republic Act No. 7722, reinforced by RA 9512 and RA 10121, to mandate a required General Education component. CHED has exercised this authority before, with the Rizal course under Republic Act No. 1425 and the Science, Technology, and Society course under CMO No. 20 s. 2013. Klima 101, the proposed three-unit required GE course, follows the Rizal course model exactly: non-substitutable, universally required across all baccalaureate and two-year tech-voc programs. The phased implementation, piloting at State Universities and Colleges in AY 2027–2028, full rollout in AY 2028–2029, mirrors CHED's own precedent for major GEC reforms and gives institutions adequate lead time for faculty preparation.

The name of this framework, Klima Kurriculum, is itself a declaration of ownership. “Klima” is the Filipino word for climate; “Kurriculum” renders the concept in Filipino phonology. It is an affirmation that climate literacy is a Filipino priority, expressed in Filipino terms, and delivered to Filipino children in the language of the people it is meant to serve.

The passage of this bill would mean, for the first time in Philippine educational history, that every Filipino child, whether she finishes high school or not, whether she studies in a city or a mountain community in Sultan Kudarat, will receive structured, assessed, and enforceable climate literacy before she is asked by circumstance to face a warming world. It is a modest correction to an enormous injustice, and it is long overdue.

In view of the foregoing, the passage of this bill is earnestly sought.



BELLA VANESSA B. SUANSING

Representative, Second District of Sultan Kudarat



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Republic of the Philippines
HOUSE OF REPRESENTATIVES
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TWENTIETH CONGRESS
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HOUSE BILL NO. **9384**

Introduced by **Representatives BELLA VANESSA B. SUANSING,
JAN FRANZ NORBERT JOSELITO A. CHAN, and IRENE G. LABADLABAD**

**AN ACT
INSTITUTIONALIZING CLIMATE LITERACY AND SUSTAINABILITY
EDUCATION AT ALL LEVELS OF THE PHILIPPINE EDUCATION SYSTEM,
APPROPRIATING FUNDS THEREFOR, AND FOR OTHER PURPOSES**

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

**CHAPTER I
GENERAL PROVISIONS**

SECTION 1. *Short Title.* – This Act shall be known as the “Klima Kurriculum Act.”

SECTION 2. *Declaration of Policy.* – The State recognizes the fundamental right of every Filipino to education, as enshrined in Article XIV of the 1987 Constitution, and the corollary duty of the State to ensure that this right is exercised in a manner that equips citizens to understand, navigate, and respond to the most consequential challenges of their time. The State further recognizes its constitutional mandate under Article II, Section 16 to protect and advance the right of the people to a balanced and healthful ecology in accord with the rhythm and harmony of nature, and under Article II, Section 15 to protect and promote the right to health of the people and instill health consciousness among them.

The Philippines is among the most climate-vulnerable nations in the world, ranking consistently among the top countries exposed to extreme weather events, sea-level rise, agricultural disruption, and disaster displacement. Climate change is not an abstract future

threat but a present reality shaping the daily lives, livelihoods, and futures of Filipino families, most acutely those in geographically exposed, economically marginalized, and indigenous communities. The State has declared through Republic Act No. 9729 or the Climate Change Act of 2009 that it is the policy of the State to systematically integrate climate change mitigation and adaptation into all development activities and to fully mainstream climate change responses in the country's programs and policies.

Despite this recognition, the Philippine basic and higher education curriculum has not yet established a systematic, assessable, and institutionalized framework for climate literacy. The existing provisions of Republic Act No. 9512 or the National Environmental Awareness and Education Act of 2008, while seminal, have not produced uniform, outcome-based climate learning across the education system. The gap between policy aspiration and curricular reality must be closed.

The State further recognizes the equity imperative in climate education. A significant proportion of Filipino learners leave the formal education system before completing secondary education. Any framework for climate literacy that reaches only those who complete the full formal schooling trajectory will fail the most vulnerable. It is the policy of the State that climate literacy education shall be delivered at entry points in the curriculum that precede the most common dropout thresholds, and that it shall be extended to all learners through the Alternative Learning System.

The State likewise acknowledges the wealth of indigenous ecological knowledge held by indigenous peoples and cultural communities, and commits to the protection of that knowledge in all climate education initiatives under this Act, consistent with the principles of the Indigenous Peoples Rights Act of 1997.

SECTION 3. *Objectives.* – This Act seeks to achieve the following objectives:

- (a) To embed climate literacy and sustainability education at critical entry points in the basic education curriculum, specifically Grade 4 and Grade 7, that precede the most acute dropout thresholds in the Philippine education system, so that no Filipino learner is denied a foundational climate education on account of early school leaving;

- (b) To integrate, rather than add, climate literacy into existing subjects and curriculum structures under the MATATAG Curriculum, consistent with the curriculum decongestion mandate established by the Second Congressional Commission on Education, and to do so through named, assessable Sustainability Literacy Learning Competencies embedded in approved Curriculum Guides;
- (c) To extend climate literacy to all learners outside the formal school system through the Alternative Learning System, with dedicated Klima-integrated modules in the relevant ALS Learning Strands and recognition of ALS completion as an equivalent form of climate literacy achievement;
- (d) To institutionalize a required, non-substitutable General Education course in climate literacy at the higher education level, namely Klima 101, following the precedent of Republic Act No. 1425 and subject to minimum course outcomes prescribed by the Commission on Higher Education;
- (e) To ensure that all climate education content involving indigenous ecological knowledge and indigenous peoples' climate practices is developed with the Free, Prior and Informed Consent of the relevant indigenous peoples and cultural communities, in accordance with Republic Act No. 8371, and that such content is co-authored with, not merely about, indigenous knowledge holders; and
- (f) To establish a statutory inter-agency coordination structure, an annual accountability mechanism to Congress, and a student-learning-outcome-anchored monitoring and evaluation framework to ensure that this Act is not merely promulgated but actually implemented to measurable effect.

SECTION 4. *Definition of Terms.* – As used in this Act:

- (a) “*Climate Literacy*” refers to the understanding of the climate system, the causes and consequences of climate change and variability, the relationship between climate and human and ecological well-being, and the capacity to apply this understanding in personal, civic, and professional decision-making. Climate

literacy encompasses scientific, ethical, and practical dimensions and is understood as a component of fundamental 21st-century civic competence.

- (b) *“Sustainability Education”* refers to education that develops the knowledge, skills, values, and attitudes needed to live within ecological limits, promote intergenerational equity, and contribute to resilient and just communities and societies. Sustainability education encompasses environmental, social, and economic dimensions and includes but is not limited to climate literacy.
- (c) *“Klima Kurriculum”* refers to the integrated framework of climate literacy and sustainability education provided for under this Act, consisting of the Sustainability Literacy Learning Competencies for basic education, the ALS Coordination Track, and the Klima 101 General Education course for higher education, together with the standards, assessment instruments, teacher development programs, and inter-agency governance mechanisms established pursuant to this Act.
- (d) *“Sustainability Literacy Learning Competencies”* or *“SLLCs”* refers to the named, assessable learning competencies pertaining to climate literacy and sustainability education that the Secretary of Education shall embed into the MATATAG Curriculum Guides for Grade 4 and Grade 7 pursuant to this Act. The SLLCs are not a standalone subject but an integrated set of measurable learning outcomes distributed across existing subjects and learning areas at each grade level.
- (e) *“Klima 101”* refers to the three-unit required, non-substitutable General Education course in climate literacy and sustainability established for all baccalaureate and two-year technical-vocational programs in all higher education institutions pursuant to Chapter III of this Act.
- (f) *“ALS Coordination Track”* refers to the Klima-integrated modules for the Alternative Learning System developed by the Bureau of Alternative Learning System pursuant to Section 9 of this Act, designed for delivery within ALS

Learning Strands 2 and 5, and recognized as an equivalent form of climate literacy achievement for learners outside the formal school system.

- (g) “*IP Communities*” refers to indigenous peoples and indigenous cultural communities as defined under Republic Act No. 8371 or the Indigenous Peoples Rights Act of 1997, including their communities, ancestral domains, and traditional institutions.
- (h) “*Integration*” means the embedding of climate literacy learning competencies, content, and assessments into existing subjects, learning areas, or curriculum guides, without creating a new, standalone subject or adding net instructional hours beyond those already allocated to the subjects into which integration occurs. Integration is the mode through which the SLLCs are delivered at the basic education level under this Act.
- (i) “*Inter-Agency Advisory Group*” or “*IAAG*” refers to the Klima Kurriculum Inter-Agency Advisory Group created by Section 22 of this Act to coordinate implementation across agencies, review and update SLLCs, and report annually to Congress.
- (j) “*MATATAG Curriculum*” refers to the revised basic education curriculum framework issued by the Department of Education through the MATATAG Curriculum policy, designed to decongest and strengthen the K to 10 basic education curriculum, and the related Curriculum Guides issued for each learning area and grade level thereunder.

SECTION 5. *Scope and Coverage.* – This Act shall apply to:

- (a) All public and private basic education institutions nationwide offering education from Kindergarten through Grade 12, including those operating under the K to 12 Basic Education Program established by Republic Act No. 10533 or the Enhanced Basic Education Act of 2013;

- (b) All higher education institutions, both public and private, including state universities and colleges, local universities and colleges, and private higher education institutions operating under the jurisdiction of the Commission on Higher Education pursuant to Republic Act No. 7722 or the Higher Education Act of 1994;
- (c) All providers and facilitators of Alternative Learning System programs operating under the framework of Republic Act No. 11510 or the ALS Act of 2020; and
- (d) All educational institutions and programs within the Bangsamoro Autonomous Region in Muslim Mindanao: Provided, That the implementation of this Act within the BARMM shall be coordinated with the Ministry of Basic, Higher, and Technical Education of the Bangsamoro Autonomous Region in Muslim Mindanao, in recognition of the autonomous powers of the Bangsamoro Government over education within its territorial jurisdiction under the Bangsamoro Organic Law, and the provisions of this Act applicable to the BARMM shall be implemented through, and not in derogation of, the exercise of such autonomous powers: Provided, further, That the MBHTE-BARMM shall, in coordination with the Department of Education and the Commission on Higher Education, develop and issue equivalent orders and guidelines to achieve the objectives of this Act within the Bangsamoro educational system.

CHAPTER II

BASIC EDUCATION MANDATE

SECTION 6. *Grade 4 Climate Literacy Integration.* – The Department of Education shall embed Sustainability Literacy Learning Competencies into the following existing learning areas for Grade 4 under the MATATAG Curriculum: Araling Panlipunan, Science, Edukasyon sa Pagpapakatao or GMRC/EsP, and Health and Physical Education. The integration shall be accomplished through the amendment of existing MATATAG Curriculum Guides for these learning areas and shall not require the creation of any new or standalone subject at the Grade 4 level. For the avoidance of legislative doubt, no new subject shall be created at the Grade 4 level pursuant to this Act. The SLLCs for Grade 4 shall focus on place-based climate literacy, including the learner's direct relationship to local climate conditions, water systems, food systems, and community resilience practices, and shall be developmentally appropriate for the Grade 4 learner. The Bureau of Curriculum Development shall ensure that

the Grade 4 SLLCs are aligned with the learner-centered, age-appropriate, and localization principles of the MATATAG Curriculum.

SECTION 7. *Grade 7 Climate Literacy Integration.* – The Department of Education shall embed Sustainability Literacy Learning Competencies into the following existing learning areas for Grade 7 under the MATATAG Curriculum: Araling Panlipunan, Science, Edukasyon sa Pagpapakatao, and Music, Arts, Physical Education, and Health or MAPEH. The integration shall build explicitly upon and deepen the foundational climate literacy competencies established at the Grade 4 level, advancing the learner's capacity from place-based awareness to analytical understanding of climate systems, climate justice, and regional and national disaster risk. The integration shall be accomplished through the amendment of existing MATATAG Curriculum Guides for these learning areas. For the avoidance of legislative doubt, no new subject shall be created at the Grade 7 level pursuant to this Act. The Bureau of Curriculum Development shall ensure continuity and developmental progression between the Grade 4 and Grade 7 SLLCs so that the latter explicitly expand upon competencies introduced at the former level.

SECTION 8. *Sustainability Literacy Learning Competencies.* – The Secretary of Education shall issue a Department Order embedding the Sustainability Literacy Learning Competencies into the MATATAG Curriculum Guides for the applicable Grade 4 and Grade 7 learning areas within one hundred eighty (180) days from the effectivity of this Act. The SLLCs shall be named, assessable, and integrated into the curriculum guides as official competencies subject to the same assessment processes applicable to all other competencies in those learning areas. Prior to the issuance of the Department Order, the Department of Education shall convene a Technical Working Group, to be chaired by the Bureau of Curriculum Development, which shall include representatives from the Bureau of Learner Support Services, the National Educators Academy of the Philippines, the Department of Science and Technology, the Climate Change Commission, and at least two civil society organizations with demonstrated expertise in climate education and two representatives from IP communities with expertise in indigenous ecological knowledge. The Technical Working Group shall develop the SLLCs through a process that is consultative, evidence-based, and anchored in Philippine climate science as certified by the Climate Change Commission

pursuant to Section 24 of this Act. If the Department Order is not issued within the one hundred eighty (180) day period prescribed in this section, the Secretary of Education shall appear before the House Committee on Basic Education and Culture within thirty (30) days thereafter to report on the reasons for the delay and the corrective measures being undertaken. The obligation to issue the Department Order is not extinguished by the lapse of the prescribed period.

The Grade 4 SLLCs shall focus on place-based climate literacy, which shall include, at minimum, competencies pertaining to: understanding local climate patterns and changes as experienced in the learner's own community; the relationship between climate, water, and food security as experienced at the household and community level; the effects of natural hazards on communities and the concept of community resilience; and the recognition of indigenous and local practices for living with and adapting to climate variability.

The Grade 7 SLLCs shall focus on analytical climate literacy, which shall include, at minimum, competencies pertaining to: understanding climate as a system with causes and feedback mechanisms beyond the local scale; the concept of climate and environmental justice and its application to the Philippine context; regional and national disaster risk reduction and management frameworks and the role of science in them; the contribution of indigenous ecological knowledge to climate understanding and adaptation; and the individual, community, and institutional dimensions of climate action.

SECTION 9. *ALS Coordination Track.* – The Bureau of Alternative Learning System shall, within twelve (12) months from the effectivity of this Act, develop Klima-integrated learning modules for ALS Learning Strand 2 or Scientific and Critical Thinking Skills, and ALS Learning Strand 5 or Understanding the Self, Society, and the World. The modules shall be designed to develop climate literacy competencies equivalent in substance to the SLLCs for basic education, adapted appropriately to the out-of-school youth and adult learner context. The modules shall be delivered in the mother tongue or primary language of the learning community to the extent practicable, consistent with the language policy of the ALS Act. No standalone ALS subject on climate literacy shall be created; the Klima-integrated modules shall be embedded within the existing learning strands. The Ministry of Basic, Higher, and Technical

Education of the Bangsamoro Autonomous Region in Muslim Mindanao shall issue an equivalent instrument for ALS learners within the Bangsamoro in coordination with the Bureau of Alternative Learning System, within twelve (12) months from the effectivity of this Act.

SECTION 10. *Teacher Capacity Development.* – The Department of Education, through the National Educators Academy of the Philippines, shall develop and deliver a mandatory in-service training program for all Grade 4 and Grade 7 teachers assigned to the learning areas of Araling Panlipunan, Science, Edukasyon sa Pagpapakatao, Health and Physical Education, and MAPEH covering, at minimum: foundational climate science applicable to the Philippine context; the pedagogical approaches for integrating climate literacy into existing learning areas; the localized SLLCs applicable to the teacher’s own division; and strategies for place-based, indigenous knowledge-inclusive, and inquiry-based climate education. Such training shall be mandatory and not subject to the discretion of individual schools or divisions to waive. The National Educators Academy of the Philippines shall complete the initial training cycle for all target Grade 4 and Grade 7 teachers within twenty-four (24) months of the issuance of the Department Order under Section 8. A dedicated appropriation for teacher training under this Act is established in Chapter VI. The Department shall not reduce the mandatory scope of training to fit within existing professional development allocations; the appropriation in Chapter VI is additional and dedicated. The initial training cycle under this section shall prioritize teachers in Schools Division Offices designated as climate-exposed priority areas under Section 11, with full national coverage to be completed within three (3) years of the effectivity of this Act.

SECTION 11. *Localization.* – Schools Division Offices throughout the country shall contextualize the SLLCs and any supporting learning materials to the specific local climate conditions, disaster history, indigenous territories, and dominant livelihood systems of their respective divisions. Localization shall be a process of adapting the nationally prescribed SLLCs to local realities, not a discretionary opt-out mechanism. The Schools Division Offices in Sultan Kudarat, the divisions within the Bangsamoro Autonomous Region in Muslim Mindanao, Bicol Region, Eastern Visayas, and other Divisions in regions identified by the Climate Change Commission and DOST-PAGASA as climate-exposed priority areas shall be treated as priority areas for localization support, technical assistance, and supplementary

appropriation. The Bureau of Curriculum Development, in coordination with the Bureau of Learner Support Services, shall develop a localization guide within twelve (12) months from the effectivity of this Act to support Schools Division Offices in developing locally contextualized climate literacy materials consistent with the national SLLCs.

SECTION 12. *Monitoring in Basic Education.* – The Department of Education shall conduct an annual assessment of SLLC learning outcomes in Grade 4 and Grade 7 as part of its regular educational performance monitoring. Such monitoring shall be anchored in actual student learning outcome data and shall not be limited to administrative or compliance documentation. The methodology for SLLC learning outcome assessment shall be developed by the Bureau of Curriculum Development in coordination with the Philippine Institute for Development Studies within twelve (12) months from the issuance of the Department Order under Section 8. The Secretary of Education shall submit an annual implementation and learning outcomes report to the House Committee on Basic Education and Culture and the Senate Committee on Basic Education in accordance with the provisions of Chapter VII of this Act.

CHAPTER III HIGHER EDUCATION MANDATE

SECTION 13. *Klima 101 as Required General Education Component.* – The Commission on Higher Education shall issue a Commission on Higher Education Memorandum Order within one hundred eighty (180) days from the effectivity of this Act establishing Klima 101 or Climate Literacy and Sustainability as a three-unit required, non-substitutable General Education component for all baccalaureate programs and two-year technical-vocational programs offered by all public and private higher education institutions in the Philippines. Klima 101 shall not be offered as an elective, shall not be substituted by any other course, and shall not be waivable on the basis of a student's field of study, degree program, or institutional arrangement. In this regard, the Rizal course established under Republic Act No. 1425 serves as the explicit legislative precedent for the non-substitutable, universally required structure of Klima 101. Nothing in this section shall be construed to prevent higher education institutions from offering additional, supplementary courses in climate science, environmental studies, or sustainability as electives or program-specific requirements. Provided, finally, That pending the issuance of the Commission on Higher

Education Memorandum Order, all higher education institutions shall offer Klima 101 using the minimum course outcomes enumerated in Section 14 as the operative standard, effective Academic Year 2028-2029, and the absence of a Memorandum Order shall not excuse any higher education institution from this obligation.

SECTION 14. *Minimum Course Outcomes for Klima 101.* – The Commission on Higher Education Memorandum Order issued pursuant to Section 13 shall specify minimum course outcomes for Klima 101. At minimum, the course shall address the following areas of learning:

- (a) Philippine climate science and vulnerability, covering the physical science of climate, Philippine climate patterns and projections, and the disproportionate vulnerability of specific regions, communities, and sectors in the Philippines;
- (b) Climate and economic systems, covering the intersection of climate change with agriculture, fisheries, infrastructure, finance, labor, and poverty in the Philippine context;
- (c) Environmental and climate justice, covering the differential impacts of climate change on marginalized communities, women, youth, indigenous peoples, and persons with disabilities, and the ethical dimensions of climate response;
- (d) Indigenous ecological knowledge, covering the climate knowledge, adaptive practices, and ecological stewardship systems of Philippine indigenous peoples and cultural communities, to be developed and delivered with the Free, Prior and Informed Consent of the relevant communities and with the involvement of indigenous knowledge holders as course resource persons: Provided, That no content constituting the intellectual heritage or cultural property of IP communities shall be included in the Klima 101 framework without the written consent of the relevant community and appropriate recognition and benefit-sharing arrangements as may be required under Republic Act No. 8371;
- (e) Climate and wellbeing, covering the mental health, food, health, and livelihood dimensions of climate vulnerability and the concept of adaptive wellbeing;

- (f) Civic and professional responsibility in the climate crisis, covering the roles of individuals, professionals, institutions, governments, and civil society in climate action, adaptation, and mitigation, with specific attention to the professional ethics of climate responsibility across disciplines; and
- (g) Applied climate action, developed through a community-based, field-based, or policy-advocacy project as required under Section 17 of this Act.

SECTION 15. *Faculty Qualifications and Development.* – The Commission on Higher Education shall include in the Memorandum Order issued pursuant to Section 13 the minimum qualifications for faculty members authorized to teach Klima 101, which shall take into account the interdisciplinary nature of the course and shall not be limited to faculty holding degrees in a single discipline. The Commission on Higher Education shall, through its Faculty Development Fund, establish Klima 101 Faculty Development Grants for faculty members in state universities and colleges to undertake training, research, and content development in climate literacy and sustainability education. The Faculty Development Grants shall prioritize faculty in SUCs located in climate-exposed and geographically isolated regions, including those in Mindanao and the BARMM.

SECTION 16. *Phased Implementation.* – The implementation of the Klima 101 requirement shall proceed in two phases. In the first phase, which shall commence in Academic Year 2027-2028, all state universities and colleges shall be required to offer Klima 101 as a required General Education component. In the second phase, which shall commence in Academic Year 2028-2029, the Klima 101 requirement shall apply to all higher education institutions in the Philippines, both public and private. The Commission on Higher Education shall issue the necessary implementing guidelines for each phase not later than one (1) year before the commencement of each phase. Higher education institutions are encouraged, but not required, to begin offering Klima 101 on a pilot or voluntary basis prior to the commencement of the first phase.

SECTION 17. *Assessment Requirements for Klima 101.* – Klima 101 shall not be assessed through lecture-examination format alone. The Commission on Higher Education Memorandum Order shall require that each student's performance in Klima 101 include an

applied civic action component, which may be satisfied through a community-based project, a policy advocacy activity, a field-based investigation, or an equivalent undertaking as prescribed in the Memorandum Order. Portfolio-based or project-based assessment shall be the primary mode of final assessment in Klima 101. Higher education institutions may develop their own assessment instruments consistent with the minimum requirements established in the Memorandum Order.

SECTION 18. *BARMM Higher Education.* – The Ministry of Basic, Higher, and Technical Education of the Bangsamoro Autonomous Region in Muslim Mindanao shall, within one hundred eighty (180) days from the effectivity of this Act, adopt an equivalent ministerial order establishing Klima 101 or its equivalent as a required General Education component for all Bangsamoro higher education institutions operating under MBHTE-BARMM jurisdiction, with minimum course outcomes and assessment requirements consistent with those prescribed in the Commission on Higher Education Memorandum Order issued pursuant to this Chapter.

CHAPTER IV INDIGENOUS PEOPLES AND EQUITY PROVISIONS

SECTION 19. *Free, Prior and Informed Consent.* – All climate education content related to indigenous ecological knowledge, indigenous climate practices, ancestral domain-based resource management, or any other knowledge, cultural expression, or practice held by indigenous peoples and cultural communities shall be developed under this Act only with the Free, Prior and Informed Consent of the relevant IP communities, as required under Republic Act No. 8371 or the Indigenous Peoples Rights Act of 1997 and the rules and regulations of the National Commission on Indigenous Peoples. The National Commission on Indigenous Peoples shall serve as the coordinating body for all FPIC processes undertaken in connection with the development of SLLCs, Klima 101 course content, ALS Coordination Track modules, and any supplementary learning materials under this Act that involve indigenous ecological knowledge. All content involving indigenous knowledge shall be co-authored with, and shall expressly credit, IP knowledge holders from the communities whose knowledge is represented. No central generation of content claiming to represent indigenous ecological knowledge without the participation of the relevant communities shall be permitted. The Inter-Agency

Advisory Group shall include a protocol for FPIC compliance review in its standard review cycle for the SLLCs.

SECTION 20. *IP Community-Based Climate Education.* – Indigenous peoples communities may organize and conduct community-based climate education sessions as part of their own community learning and governance processes. Learners from IP communities who complete community-based climate education sessions that meet standards jointly developed by the Bureau of Alternative Learning System and the National Commission on Indigenous Peoples shall be recognized as having fulfilled their ALS Coordination Track requirements under Section 9 for purposes of ALS equivalency credit. The Bureau of Alternative Learning System and the National Commission on Indigenous Peoples shall issue the joint standards referred to in this section within eighteen (18) months from the effectivity of this Act. Nothing in this section shall be construed to subject community-based climate education activities of IP communities to external curriculum approval requirements.

SECTION 21. *Equity Safeguards.* – ALS learners who have completed the Klima-integrated modules under the ALS Coordination Track shall be recognized as having attained equivalent climate literacy competency for all purposes under this Act and shall not be subject to any inferior treatment in any context in which climate literacy credentials may be relevant. No learner shall be excluded from access to climate literacy education on the basis of formal or non-formal enrollment status, geographic remoteness, disability, or any other ground. The Department of Education and the Commission on Higher Education shall each develop and publish, within twenty-four (24) months from the effectivity of this Act, strategies for reaching learners in areas with limited access to schooling, including geographically isolated and disadvantaged areas, conflict-affected areas, and areas with high dropout rates, to ensure that the equity objectives of this Act are pursued in practice and not merely declared in principle.

CHAPTER V INTER-AGENCY COORDINATION

SECTION 22. *Klima Kurriculum Inter-Agency Advisory Group.* – There is hereby created a Klima Kurriculum Inter-Agency Advisory Group, hereinafter referred to as the

IAAG, which shall serve as the coordinating, advisory, and accountability body for the implementation of this Act. The IAAG is created by this Act as a statutory inter-agency body and its existence, mandate, and composition shall not be altered or dissolved by executive order without an express act of Congress. The IAAG shall be composed of the following members, or their duly authorized representatives of not lower than the rank of Undersecretary: the Secretary of Education, who shall serve as Chairperson; the Chairperson of the Commission on Higher Education; the Director-General of the Technical Education and Skills Development Authority; the Secretary of Environment and Natural Resources; the Administrator of the Philippine Atmospheric, Geophysical and Astronomical Services Administration under the Department of Science and Technology; the Vice-Chairperson of the Climate Change Commission; the Director-General of the National Economic and Development Authority; the Chairperson of the National Commission on Indigenous Peoples; the Secretary of Social Welfare and Development; the Minister of Basic, Higher, and Technical Education of the Bangsamoro Autonomous Region in Muslim Mindanao; and two civil society representatives, one with demonstrated expertise in climate science and advocacy, and one with demonstrated expertise in basic or higher education policy, to be appointed by the President upon the recommendation of the Chairperson of the IAAG from nominations submitted by accredited civil society organizations. The Secretariat of the IAAG shall be hosted by and funded within the Department of Education's budget allocation under this Act. The Inter-Agency Advisory Group shall convene at least once every quarter. Failure to convene for two (2) consecutive quarters shall be reported by the Secretariat to the House Committee on Basic Education and Culture and the Senate Committee on Basic Education within fifteen (15) days of the lapse of the second consecutive missed quarter.

SECTION 23. *Functions of the Inter-Agency Advisory Group.* – The IAAG shall have the following functions:

- (a) To review and recommend updates to the Sustainability Literacy Learning Competencies every three (3) years from the initial issuance of the SLLCs, to ensure that climate education content remains current, scientifically accurate, and responsive to evolving Philippine climate realities;

- (b) To coordinate with the Climate Change Commission to align the substance and priorities of the Klima Kurriculum with the current National Climate Change Action Plan and with Philippine commitments under the United Nations Framework Convention on Climate Change and the Paris Agreement;
- (c) To receive and review the annual implementation reports submitted by the Department of Education and the Commission on Higher Education under Chapter VII of this Act;
- (d) To consolidate such reports and submit a single Annual Consolidated Implementation Report to the House Committee on Basic Education and Culture, the House Committee on Higher and Technical Education, and the corresponding Senate Committees not later than June 30 of each year; and
- (e) To recommend climate literacy education budget priorities to the Department of Budget and Management in connection with the preparation of the annual National Expenditure Program, including any recommendation for adjustments to the appropriation levels established under Chapter VI of this Act.

SECTION 24. *Coordination with the Climate Change Commission.* – The Climate Change Commission shall certify the climate science accuracy and currency of the Sustainability Literacy Learning Competencies developed by the Technical Working Group under Section 8 and the minimum course outcomes for Klima 101 established in the Commission on Higher Education Memorandum Order under Sections 13 and 14. The CCC certification required under this section is a prerequisite to the effectivity of the Department Order referred to in Section 8 and the Commission on Higher Education Memorandum Order referred to in Section 13. The Climate Change Commission shall act on requests for certification within forty-five (45) days of receipt of the draft content submitted for certification. A failure to act within the prescribed period shall be deemed a certification of no scientific objection, which shall permit the issuing agency to proceed without prejudice to any specific scientific comments subsequently submitted by the Climate Change Commission. The Climate Change Commission shall also review and certify any updated SLLCs recommended by the IAAG under Section 23(a) prior to their adoption.

SECTION 25. *Civil Society and Academic Participation.* – Civil society organizations, foundations, non-government organizations, and academic institutions with expertise in climate education, environmental science, sustainability, or related fields may

serve as curriculum resource partners of the Department of Education and the Commission on Higher Education in the development, enrichment, localization, and contextualization of climate literacy learning materials and Klima 101 course resources. Curriculum resource partners shall not be vested with authority over official curriculum content, teacher certification standards, or any other function reserved by law to the Department of Education and the Commission on Higher Education. The Department of Education and the Commission on Higher Education each retain full and exclusive curricular authority over their respective domains under this Act. Participation as a curriculum resource partner shall be formalized through written agreements specifying the scope of participation, intellectual property terms, and conditions consistent with this Act and applicable procurement and transparency laws. Open-access digital curriculum resources developed by civil society organizations and hosted on accredited educational platforms prior to the effectivity of this Act, which have been validated for alignment with the Sustainability Literacy Learning Competencies by the Technical Working Group under Section 8, shall be recognized as primary curriculum resources for the implementation of this Act. No appropriation under this Act shall be used to develop learning content that duplicates validated open-access curriculum resources already available for the relevant Sustainability Literacy Learning Competencies.

CHAPTER VI

APPROPRIATIONS AND FISCAL PROVISIONS

SECTION 26. *Initial Appropriation.* – The sum of One Hundred Million Pesos (PHP 100,000,000.00) is hereby appropriated from the unappropriated portion of the national government funds for the initial implementation of this Act. The funds shall be allocated as follows, with the specific breakdown to be detailed in the Implementing Rules and Regulations:

- (a) To the Department of Education through the National Educators Academy of the Philippines, for the design, development, and delivery of the mandatory in-service training program for Grade 4 and Grade 7 teachers under Section 10 of this Act, including the development of training materials, trainer-of-trainers programs, and the deployment of training programs to all Schools Division Offices;
- (b) To the Department of Education through the Bureau of Alternative Learning System, for the development of the Klima-integrated ALS modules under the ALS Coordination

Track, the production and distribution of learning materials to Community Learning Centers, and the training of ALS facilitators;

- (c) To the Commission on Higher Education, for the establishment and administration of the Klima 101 Faculty Development Grants for state university and college faculty under Section 15 of this Act, including grants for training, curriculum development, and research;
- (d) To the Department of Education as Secretariat of the IAAG, for the organization, operational costs, and secretariat functions of the Klima Kurriculum Inter-Agency Advisory Group established under Section 22 of this Act; and
- (e) To the Philippine Institute for Development Studies, for the baseline assessment study and the design of the student learning outcome monitoring and evaluation instruments required under Sections 12, 30, and 31 of this Act.

The failure or delay in the release of funds appropriated under this section shall not suspend, excuse, or otherwise affect the obligation of the Department of Education to embed the Sustainability Literacy Learning Competencies under Sections 6 and 7 of this Act or the obligation of the Commission on Higher Education to issue the Memorandum Order under Section 13. The curriculum integration mandate of this Act is operative upon the effectivity of the relevant Department Order and Memorandum Order and is independent of appropriation release.

SECTION 27. *Subsequent Appropriations.* – The annual appropriations necessary to sustain the full implementation of this Act after the initial appropriation shall be included in the annual General Appropriations Act, upon the recommendation of the implementing agencies and the Department of Budget and Management. The sum appropriated annually for the implementation of this Act shall not fall below the initial appropriation of One Hundred Million Pesos (PHP 100,000,000.00) without a specific act of Congress expressly reducing such amount. The IAAG shall include budget recommendations in its Annual Consolidated Implementation Report pursuant to Section 23(e) to guide Congress in making annual appropriations consistent with actual implementation needs.

SECTION 28. *Complementary Fiscal Resources.* – The existing disaster preparedness and climate resilience budget lines within the Department of Education’s annual budget and the resources available to the Philippines under the World Bank Philippines Disaster Risk Management and Climate Development Program and any successor instrument are hereby recognized as complementary fiscal resources for climate literacy education consistent with this Act. The IAAG shall coordinate among implementing agencies to identify, map, and rationalize the use of such complementary resources to prevent duplication of expenditure and to maximize coverage. Implementing agencies shall report to the IAAG on the use of complementary resources as part of their annual implementation reports. Nothing in this section shall be construed to reduce the obligation to appropriate dedicated funds under this Act.

CHAPTER VII MONITORING, EVALUATION, AND ACCOUNTABILITY

SECTION 29. *Annual Report to Congress.* – The Secretary of Education and the Chairperson of the Commission on Higher Education shall each submit a separate Annual Implementation Report to the House Committee on Basic Education and Culture, the House Committee on Higher and Technical Education, and the corresponding Senate Committees not later than March 31 of each year commencing in the year following the first full school year in which SLLCs and Klima 101, respectively, are in operation. Each Annual Implementation Report shall include, at minimum, the following data:

- (a) The number and percentage of public and private schools and higher education institutions in full compliance with the requirements of this Act;
- (b) The number of teachers trained under the program established by Section 10, disaggregated by division, learning area, and grade level;
- (c) Student learning outcome data on SLLC competency attainment, disaggregated to the extent practicable by region, division, school type, and sex;
- (d) ALS enrollment and completion rates in the Klima-integrated modules under the ALS Coordination Track, disaggregated by region and learner type; and
- (e) Budget utilization data, including amounts obligated and disbursed from appropriations under this Act and from complementary resources identified under Section 28.

SECTION 30. *Student Learning Outcomes Focus.* – The monitoring and evaluation of this Act’s implementation shall be anchored primarily in actual student learning outcomes and shall not be satisfied by administrative compliance documentation alone. The Bureau of Curriculum Development of the Department of Education shall, in coordination with the Philippine Institute for Development Studies, develop outcome-based monitoring and evaluation instruments for the SLLCs within twelve (12) months of the issuance of the Department Order under Section 8. These instruments shall be capable of generating nationally comparable, division-level disaggregated data on student attainment of SLLC competencies and shall be integrated into existing assessment systems to the extent practicable. The Commission on Higher Education shall develop equivalent outcome-based assessment frameworks for Klima 101 within twelve (12) months of the issuance of the Memorandum Order under Section 13.

SECTION 31. *Independent Evaluation.* – The Philippine Institute for Development Studies shall conduct an independent evaluation of the implementation of the Klima Kurikulum Act, covering both the basic education and higher education components, no later than three (3) years after the full rollout of Klima 101 under Section 16. The evaluation shall assess, among other matters: the degree of actual integration of SLLCs into classroom instruction; the measurable improvement, if any, in student climate literacy outcomes; the equity of implementation across regions, income groups, and learner categories; the effectiveness of the ALS Coordination Track; and the quality and consistency of Klima 101 delivery across HEIs. The PIDS evaluation findings shall be submitted to Congress and shall be published in full. The results of the PIDS evaluation shall inform the first major review of the SLLCs by the IAAG and shall be used as basis for any legislative amendment to this Act as Congress may deem appropriate.

SECTION 32. *Compatibility with EDCOM II Framework.* – The implementing rules, Department Orders, Memorandum Orders, and all agency actions pursuant to this Act shall ensure that the basic education provisions of this Act are implemented exclusively through integration into existing MATATAG Curriculum Guides and shall not create new standalone subjects at the Grade 4 or Grade 7 level, either directly or through any restructuring of learning areas. This provision expressly acknowledges and is consistent with the curriculum

decongestion mandate confirmed by the Second Congressional Commission on Education or EDCOM II, and shall be interpreted in a manner that reinforces, and does not undermine, the goals of curriculum decongestion, teacher workload reduction, and learner-centered education reform that EDCOM II has established as national education priorities.

CHAPTER VIII

PENAL AND ENFORCEMENT PROVISIONS

SECTION 33. *Non-Compliance by Educational Institutions.* – Public and private basic education schools that fail to implement the Sustainability Literacy Learning Competencies in the prescribed learning areas after the expiration of the prescribed implementation period shall be subject to administrative sanctions by the Department of Education, to be administered through the relevant Schools Division Office. Such sanctions shall be proportional and corrective in nature and shall include, at minimum, a written notice of non-compliance, a mandatory corrective action plan, and technical assistance from the Schools Division Office. Repeated or willful non-compliance may be referred to the Office of the Secretary for appropriate action, including sanctions applicable to private schools under the relevant provisions of Republic Act No. 10533 and the Manual of Regulations for Private Schools. Private higher education institutions that fail to offer Klima 101 as a required General Education component after the commencement of the second phase of implementation in Academic Year 2028-2029 shall have this failure noted in the Commission on Higher Education accreditation and recognition proceedings applicable to such institution, and the Commission may impose such additional sanctions as are within its authority under Republic Act No. 7722.

SECTION 34. *Misuse of Funds.* – Any official, officer, employee, or other person who misuses, misappropriates, converts, or otherwise unlawfully disposes of any funds appropriated or disbursed under this Act shall be subject to the applicable penal and administrative provisions of Republic Act No. 3019 or the Anti-Graft and Corrupt Practices Act, the Revised Penal Code provisions on malversation of public funds, and such other applicable laws as may govern the conduct of public officers. The Commission on Audit shall exercise full audit jurisdiction over all funds appropriated under this Act, and all implementing agencies shall submit to the audit procedures and reporting requirements of the Commission

on Audit. The Office of the Ombudsman shall have full jurisdiction over complaints arising from the misuse of funds appropriated under this Act.

CHAPTER IX FINAL PROVISIONS

SECTION 35. *Implementing Rules and Regulations.* – The Secretary of Education and the Chairperson of the Commission on Higher Education, in coordination with the Climate Change Commission, the Technical Education and Skills Development Authority, and the National Commission on Indigenous Peoples, shall jointly promulgate the Implementing Rules and Regulations of this Act within ninety (90) days from its effectivity. The IAAG shall be consulted in the development of the IRR and its written comments shall be addressed in the final version. The IRR shall include, among other matters: the specific budget allocation formula for the initial appropriation under Section 26; the standards and procedures for FPIC compliance in content development; the criteria for designation of priority localization areas under Section 11; the terms of reference for the Technical Working Group under Section 8; the procedures for CCC certification under Section 24; and the standards for IP community-based climate education recognized for ALS equivalency credit under Section 20. In case of conflict between the IRR and the text of this Act, the text of this Act shall prevail.

SECTION 36. *Separability Clause.* – If any provision or part hereof is held invalid or unconstitutional, the remainder of the law or the provision not otherwise affected shall remain valid and subsisting.

SECTION 37. *Repealing Clause.* – All laws, executive orders, administrative orders, rules and regulations, or parts thereof that are inconsistent with this Act are hereby repealed or modified accordingly: Provided, That the provisions of Republic Act No. 9512 or the National Environmental Awareness and Education Act of 2008 and the provisions of Section 14 of Republic Act No. 10121 or the Philippine Disaster Risk Reduction and Management Act of 2010 pertaining to the integration of disaster risk reduction and management into the school curriculum are expressly preserved and shall continue in full force and effect and shall be treated as complementary to and not superseded or diminished by this Act: Provided, further, That where any provision of this Act and any provision of Republic Act No. 9512 or Section

14 of Republic Act No. 10121 address the same subject matter, they shall be construed together and applied harmoniously to the maximum extent possible, and this Act shall be deemed to supplement and strengthen, not replace, the earlier enactments.

SECTION 38. *Effectivity.* – This Act shall take effect fifteen (15) days after its publication in the Official Gazette or in a newspaper of general circulation in the Philippines.

Approved,