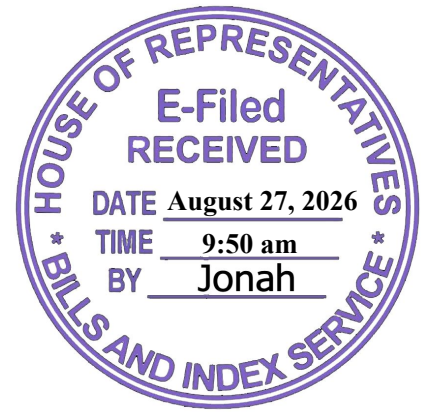


Republic of the Philippines
HOUSE OF REPRESENTATIVES
Quezon City

TWENTIETH CONGRESS
Second Regular Session

HOUSE BILL NO. 11002



Introduced by: **REP. SALVADOR A. PLEYTO, SR.**

EXPLANATORY NOTE

The Philippines consistently ranks among the most climate-vulnerable countries in the world. As an archipelagic nation situated along the Pacific Typhoon Belt, the country bears the brunt of increasingly severe tropical cyclones, prolonged droughts, rising sea levels, and catastrophic flooding. While structural investments in climate adaptation and disaster risk management are critical, long-term resilience requires a fundamental shift in mindset—a transformation that must begin in the classroom.

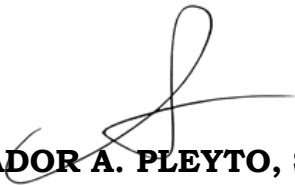
Section 16, Article II of the 1987 Philippine Constitution mandates that the State shall "protect and advance the right of the people to a balanced and healthful ecology in accord with the rhythm and harmony of nature." Furthermore, Paragraph 2, Section 3, Article XIV dictates that educational institutions shall inculcate patriotism and nationalism, foster love of humanity, and teach the rights and duties of citizenship.

While existing subjects in the K to 12 basic education curriculum incorporate environmental concepts in general science, climate change education remains fragmented, abstract, and unevenly integrated. Youth today are not merely passive victims of environmental degradation; they are pivotal agents of community resilience, innovation, and climate action.

To prepare Filipino youth for the reality of climate disruption, climate literacy must be institutionalized as a distinct, age-appropriate, and practical subject across elementary and secondary levels. True climate literacy extends beyond fundamental climate science—it encompasses ecological ethics, community disaster preparedness, local ecosystem conservation, renewable energy, and climate justice.

This proposed measure seeks to mandate the Department of Education (DepEd), in coordination with the Climate Change Commission (CCC) and the Department of Environment and Natural Resources (DENR), to institutionalize a comprehensive Climate Literacy Subject in the basic education curriculum.

In light of the urgent need to build a climate-resilient citizenry from the ground up, the immediate passage of this bill is earnestly sought.



SALVADOR A. PLEYTO, SR.

Republic of the Philippines
HOUSE OF REPRESENTATIVES
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TWENTIETH CONGRESS
Second Regular Session

HOUSE BILL NO. 11002

Introduced by: **REP. SALVADOR A. PLEYTO, SR.**

**AN ACT INSTITUTIONALIZING CLIMATE LITERACY IN THE BASIC
EDUCATION CURRICULUM, MANDATING TEACHER TRAINING THEREFOR,
AND APPROPRIATING FUNDS THEREFOR**

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 "Climate Literacy in Basic Education Act."

SEC. 2. *Declaration of Policy.* — It is the policy of the State to protect and advance the right of the people to a balanced and healthful ecology. The State recognizes the crucial role of youth in nation-building and acknowledges education as a primary instrument to foster environmental stewardship, climate resilience, and sustainable development. Towards this end, the State shall institutionalize comprehensive, age-appropriate, and localized climate literacy as an integral component of basic education.

SEC. 3. *Definition of Terms.* — For purposes of this Act:

1. Basic Education - refers to education intended to meet basic learning needs, encompassing Kindergarten, Elementary, Junior High School, and Senior High School.
2. Climate Literacy - refers to an understanding of the Earth's climate system, the impacts of human activities and climate change on ecological and socio-economic systems, and the skills and knowledge required to adopt mitigation, adaptation, and resilient practices.

SEC. 4. *Institutionalization of Climate Literacy.* — Climate Literacy shall be institutionalized as a mandatory subject in all public and private elementary and high schools nationwide.

(a) Elementary Level: The subject shall emphasize basic ecological concepts, environmental responsibility, waste management, and practical community preparedness.

(b) Secondary Level (Junior & Senior High School): The curriculum shall cover climate science, climate adaptation and mitigation strategies, climate policy and law, renewable energy, disaster risk reduction, and community-led climate action projects.

SEC. 5. *Curriculum Development.* — The Department of Education (DepEd), through its Bureau of Curriculum Development, shall formulate the standardized Climate Literacy subject curriculum within one hundred eighty (180) days from the effectivity of this Act. In developing the curriculum, DepEd shall consult with:

1. The Climate Change Commission (CCC);
2. The Department of Environment and Natural Resources (DENR);
3. The Department of Science and Technology – PAGASA (DOST-PAGASA);
4. Civil society organizations, youth-led environmental groups, and climate scientists.

The curriculum shall be context-sensitive, localized, and tailored to address the regional and ecological vulnerabilities of specific provinces and indigenous communities.

SEC. 6. *Capacity Building and Teacher Training.* — The DepEd, through the National Educator Academy of the Philippines (NEAP), in partnership with the CCC and accredited Higher Education Institutions (HEIs), shall establish and implement continuous pre-service and in-service training programs for teachers handling the Climate Literacy subject.

SEC. 7. *Instructional Materials Development.* — DepEd shall ensure the development, publication, and distribution of contextualized learning modules, textbooks, and digital learning tools. The materials shall be rendered in Filipino, English, and regional languages as appropriate under existing mother tongue-based education policies.

SEC. 8. *Appropriations.* — The amount necessary for the initial implementation of this Act shall be charged against the current appropriations of the Department of Education. Thereafter, such sums as may be necessary for its continued implementation shall be included in the annual General Appropriations Act (GAA).

SEC. 9. *Implementing Rules and Regulations (IRR).* — Within ninety (90) days from the effectivity of this Act, the Secretary of Education, in consultation with the Climate Change Commission, DENR, and relevant stakeholders, shall promulgate the rules and regulations necessary for the effective implementation of this Act.

SEC. 10. *Separability Clause.* — If any provision or part of this Act is declared unconstitutional or invalid, the remaining provisions not affected thereby shall remain in full force and effect.

SEC. 11. *Repealing Clause.* — All laws, executive orders, presidential decrees, rules, and regulations inconsistent with the provisions of this Act are hereby repealed, amended, or modified accordingly.

SEC. 12. *Effectivity.* — This Act shall take effect fifteen (15) days after its publication in the *Official Gazette* or in a newspaper of general circulation.

Approved,