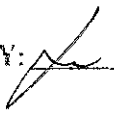


FIFTEENTH CONGRESS OF THE  
REPUBLIC OF THE PHILIPPINES  
Second Regular Session



'11 JUL -7 A11 :54

SENATE  
Senate Bill No. **2885**

RECEIVED BY: 

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**INTRODUCED BY SENATOR FERDINAND R. MARCOS, JR.**

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### EXPLANATORY NOTE

Climate change has long-since ceased to be a scientific curiosity, and is no longer just one of many environmental and regulatory concerns. As the United Nations Secretary General has said, it is the major, overriding environmental issue of our time, and the single greatest challenge facing environmental regulators. It is a growing crisis with economic, health and safety, food production, security, and other dimensions. (*United Nations Environment Programme*).

Thus, climate change is not a mere environmental issue but more of a humanitarian concern. Remedial measures to address the problem are not just the obligation of governments and international organizations or groups but also an obligation of every person to the present generation and the generations yet to come under the principle of inter-generational responsibility. Climate change is a man-made phenomenon and its fast advancement towards disastrous circumstances can also be prevented or forestalled by men. It is therefore of paramount importance that proper education on climate change be given to the present generation as awareness of the extent of the problem and its serious and real threats to our existence is undoubtedly an effective tool to address this global challenge.

While Republic Act No. 9729, otherwise known as the "Climate Change Act of 2009" mandates the integration of climate change education into the primary and secondary education curricula, there is a need to give more emphasis and focus on the subject in all courses in the tertiary education by providing a separate three (3) units subject for the study of climate change in the respective curriculum. The inclusion of the study on climate change in the curricula for tertiary education is a monumental step towards a long but winnable battle to prevent or forestall climate change and/or to mitigate its effects on the humankind, and/or to prepare the Filipino people to adapt to climate change.

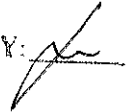
Earnest approval of this bill is hereby requested.

  
**FERDINAND R. MARCOS, JR.**

FIFTEENTH CONGRESS OF THE  
REPUBLIC OF THE PHILIPPINES  
Second Regular Session

'11 JUL -7 AM 11:54

SENATE  
Senate Bill No. **2885**

RECEIVED BY: 

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**INTRODUCED BY SENATOR FERDINAND R. MARCOS, JR.**

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**AN ACT MANDATING THE COMMISSION ON HIGHER EDUCATION (CHED) TO  
INCLUDE A THREE (3) UNITS SUBJECT FOR THE STUDY OF CLIMATE CHANGE AS PART  
OF THE CURRICULA FOR ALL COURSES IN THE TERTIARY EDUCATION AND FOR  
OTHER PURPOSES**

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

SECTION 1. Title- This Act shall be known as "Climate Change Education  
Act of 2011".

SECTION 2. Declaration of Policy- It is hereby declared the policy of the  
State to afford protection and to advance the right of the people to a healthful  
and balanced ecology in accord with the rhythm and harmony of nature.  
Towards this end, the state shall create public awareness and provide sufficient  
education to the people on climate change with the end view that each shall  
take active role in the global effort to address the alarming impact and  
challenges of climate extremities.

SECTION 3. Definition of Terms- For purposes of this Act, the following terms  
shall be defined as follows:

- a) "Climate Change" refers to a change in climate that can be identified  
by changes in the mean and/or variability of its properties and that  
persists for an extended period typically decades or longer, whether  
due to natural variability or as a result of human activity.
- b) Curriculum refers to the set of subjects/courses and their content,  
offered in the tertiary education;

SECTION 4. *Creation of the program-* The Commission on Higher  
Education, in consultation with the Commission on Climate Change, shall, within  
ninety (90) days from the effectivity of this Act, formulate the program on  
climate change education to be included in respective curriculum for courses in  
the tertiary level under a separate subject to be implemented in the following  
school-year from its enactment.

SECTION 5. Separability Clause- If any provision of this Act is declared *invalid or unconstitutional*, the other provisions not affected thereby shall remain in full force and effect.

SECTION 6. Repealing Clause.—All laws, presidential decrees, executive orders, presidential proclamations, rules and regulations or parts thereof contrary to or inconsistent with this Act are hereby repealed or modified accordingly.

SECTION 7. Effectivity.- This Act shall take effect fifteen (15) days following its publication in at least two (2) newspapers of general circulation or in the Official Gazette, whichever comes first.

Approved.