



MAPÚA INSTITUTE OF TECHNOLOGY

**NATIONAL SERVICE TRAINING PROGRAM
[MAPÚA-NSTP]**

PROGRAM MODULE

THE MAPÚA-CWTS OFFICE

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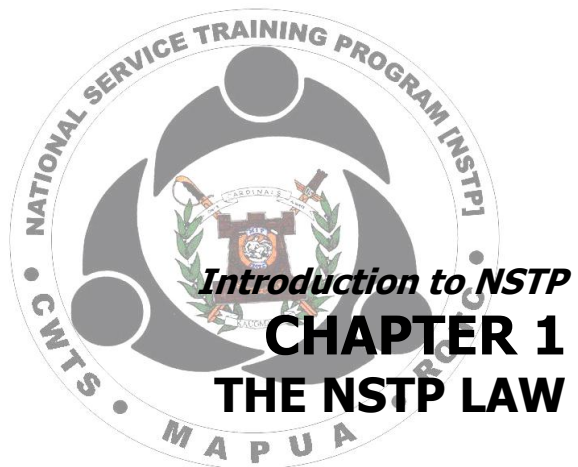
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Introduction to NSTP
CHAPTER 1
THE NSTP LAW

THE NATIONAL SERVICE TRAINING PROGRAM [R.A. 9163]**1. What is the legal basis of the National Service Training Program (NSTP)?**

The National Service Training Program (NSTP) Law or RA 9163 also known as "An Act Establishing the National Service Training Program (NSTP) for tertiary level students, amending for the purpose Republic Act No. 7077 and Presidential Decree No. 1706, and for other purposes." was enacted last January 2002 to amend the Expanded ROTC. This program aimed to enhance civic consciousness and defense preparedness in the youth by developing the ethics of service and patriotism while undergoing training in any of its three (3) program components, specifically designed to enhance the youth's active contribution to the general welfare.

2. What are the components of the NSTP?

- a. **Reserve Officer's Training Corps [ROTC]** - refers to the program component, institutionalized under Section 38 and 39 of Republic Act No. 7077, designed to provide military training to motivate, train organize and mobilize them for national defense preparedness.
- b. **Civic Welfare Training Service [CWTS]** - refers to the program component or activities contributory to the general welfare and the betterment of life for the members of the community or the enhancement of its facilities, especially those devoted to improving health, education, environment, entrepreneurship, safety, recreation and moral of the citizenry and other social welfare services.
- c. **Literacy Training Service [LTS]** - refers to the program component designed to train the students to teach literacy and numeracy skills to school children, out-of-school youth and other segments of society in need of their services.

Who are covered by the NSTP Law?

- A. All incoming freshmen students, male, female, starting school year (SY) 2002-2003, enrolled in any baccalaureate and in at least two (2) year technical-vocational or associate courses, are required to complete one (1) NSTP component of their choice, as a graduation requirement;
- B. All higher and technical-vocational education institutions must at least offer one (1) of the NSTP components.
- C. State universities and colleges (SUC's), shall offer the ROTC component and at least one (1) other NSTP component.
- D. The Philippine Military Academy (PMA), Philippine Merchant Marine Academy (PMMA), Philippine National Police Academy (PNPA), and other SUC's of similar nature, in view of the special character of these institutions, are exempted from the NSTP.
- E. Private higher education and technical-vocational education institutions with at least 350 student cadets may offer the ROTC component and consequently establish / maintain a Department Of Military Science and Tactics (DMST), subject to the existing rules and regulations of the Armed Forces of the Philippines (AFP).

3. What is the duration and equivalent course unit of each of the NSTP Component?

Each of the NSTP components shall be undertaken for an academic period of two (2) semesters for 54 to 90 training hours per semester. It shall be credited for three (3) units per semester.

4. What fees shall be charged to students taking any of the NSTP components?

No other fees shall be collected except basic tuition fees, which should not be more than 50% of the charges of the school per academic unit.

5. Who are covered by the suspension of the ROTC requirement?

The completion of ROTC training as a requisite for graduation is set aside for students who have completed all their academic requirements for their respective courses as certified by the school on or before the effectivity of the NSTP Act of 2001, which is March 23, 2002. The concerned students may apply for graduation in their respective schools.

6. What happens to male students who are currently enrolled and have not taken nor completed the ROTC requirements for graduation?

- a. Male students who are not covered by Section 12 of this Rule and are currently enrolled but have not taken any of the Military Service (MS), Civic Welfare Service (CWS) or Law Enforcement Service (LES) shall be covered by the NSTP Law.
- b. Male students who have completed two semesters of the Expanded ROTC (E-ROTC) / National Service Program (NSP) are deemed to have complied with the NSTP requirement.
- c. Male students who are not covered by Section 12 of these Rules and have taken only one (1) semester of Basic ROTC or E-ROTC/NSP shall take any of the NSTP components to qualify for graduation.
- d. Students who want to qualify for enlistment in the Reserve Force or attend the advance ROTC program shall undertake a special program for this purpose.

7. How are Clustering and Cross-Enrollment done?

- a. Clustering of students from different education institutions during semestral or summer periods may be done for any of the NSTP component, taking into account logistics, branch of service and geographical locations. The host school shall be responsible in managing the Program.
- b. Schools that do not meet the required number of students to maintain the optional ROTC and any of the NSTP components, or do not offer the component chosen by the student shall allow their students to cross-enroll in other schools irrespective of whether such school is under CHED or TESDA; and in the case the students taking the ROTC component irrespective of whether the two semesters shall be taken from different schools whose ROTC is managed by different branches of service of the Armed forces of the Philippines (AFP).

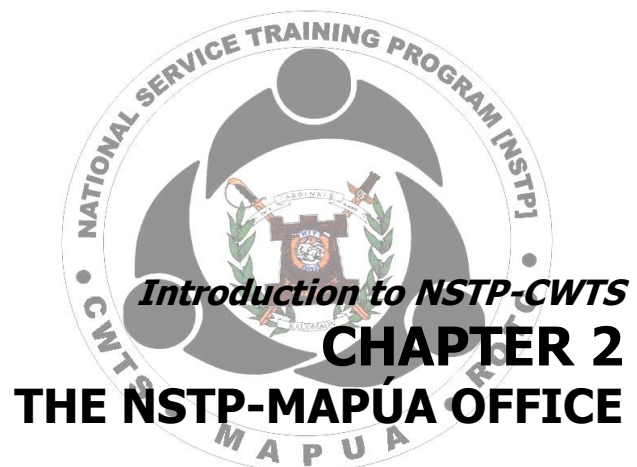
8. What is NSTP-One Summer Program (NSTP-OSP)?

NSTP-OSP is created under RA 9163 or the NSTP Act of 2001, especially Section 6 and jointly devised, formulated and adopted by DND, CHED and TESDA.

NSTP-OSP is established for the three (3) components: ROTC, CWTS and LTS. This is intended for graduating students in baccalaureate or at least two-year technical-vocational or associate courses, who have yet to comply with the NSTP as a requirement for graduation, as well as for students, thus allow them to concentrate on the academic subjects and other co-curricular concerns.

9. What is the National Service Reserve Corps (NSRC)?

NSRC is created under Section 11 of RA 9163 or the NSTP Act of 2001, composed of graduates of the non-ROTC components: the CWTS and LTS. Members of this Corps may be tapped by the State for literacy and civic welfare activities, through the joint efforts of DND, CHED, and TESDA.



NSTP-MAPÚA OFFICE

The National Service Training Program of the Mapúa Institute of Technology Office also known as NSTP-MAPÚA Office supervises the implementation of the Civic Welfare Training Service [CWTS] and the Reserve Officer Training Corps [ROTC]. Its implementation is governed by R.A. 9163 of 2001.

MAPÚA-CWTS OFFICE

The MAPÚA-CWTS Office shall serve as the coordinating body composed of MAPÚA-CWTS Program Coordinator, Staff and Facilitators.

HISTORY OF MAPÚA-CWTS

Mapúa Institute of Technology, under a semestral term, initiated the National Service Training Program in the second semester of the school year 2001-2002. Students were given the option to choose between ROTC and CWTS as their NSTP Program.

A Workbook for CWTS was developed by Engr. Edward Ted Aguinaldo, the NSTP Director, Marvin Dunmas and Dr. Reynaldo A. Padilla. The workbook tackles concepts and principles regarding service, the human person, community service, nationalism and environmental protection. Subjects of the workbook were anchored to the NSTP-CWTS STET curriculum. Student activities centered on socio-civic efforts such as clean-up drive, bloodletting and Alay Lakad. Training on safety like fire drill and basic life support seminar were also participated by the students. Mini Olympics, play viewing, and orchidarium visits were conducted for cultural and recreational purposes.

For the academic year 2003-2004, MAPÚA-CWTS introduced community organizing and project development to the students and started community-based projects. Partner communities included selected barangays in Singgalong, Sampaloc, Pandacan, San Andres, Paco, Sta. Ana and Malate. It also received the Silver Flame of Virtue for the Kabalik Awards 2003. This is a nationwide search for the outstanding STET-VIP NSTP community project. A mural in Asamba, Project 8, Quezon City was the Institute's entry.

In the succeeding academic year, MAPÚA-CWTS underwent a curriculum innovation. With the new NSTP Director, Engr. Joyrence Mervin Agas, the Office and selected CWTS Facilitators, a new CWTS module was created. It established the SERVICE Components as direction of community initiatives and the three (3) Support and Delivery System (SDS) as its implementing arm. Facilitators were designated according to their expertise. Technical programs such as structural survey and health-related projects like weighing were added to the students' community service. Eventhough the LTS component is not offered as a program, its concept is incorporated in the CWTS program through the literacy program called ALEAP-LSDS.

With the Manila City government, a Memorandum of Agreement was signed stating that the Institute is adopting communities from Manila as its program site. It was decided that efforts will focus on the Pandacan area. To better serve the community, a community survey was done.

In 2005, a Community Profile of selected barangays in Pandacan was produced. This became the primary basis for all CWTS endeavor. Also, EHSDS programs expanded in offering a computer literacy program called Computer Fundamentals Short Term Course (CFSTC) and the Water Potability Assessment Program.

To organize and to formalize the documentation of student activities, the CWTS Office developed report templates and assessment and evaluation instruments. Online report submission and transactions were also established for a more efficient document processing.

Relevant societal concerns were discussed in class for the 2006-2007 academic year to create awareness and civic consciousness. Classroom debates were done to test the students' understanding in explaining the current issues besetting the country. Tools for issue analysis like cause and effect wheel and SWOT analysis were also used to assess community needs and concerns.

During the 2007-2008 academic year, the project proposal presentation was executed to uplift the quality of project being carried out in the community. This paved the way for a dialogue between students and the CWTS Office in improving the activities conducted in the adopted barangays.

On the second term of the 2009-2010 academic year, the SERVICE Workbook was developed. It contains situationer and community cases to better understand the SERVICE components and to enhance student’s skill in case analysis.

Currently, the MAPÚA-CWTS continues to enhance their curriculum in training the students to become responsible citizens who could greatly contribute to the general welfare of the country. It utilizes the students’ talents and technical expertise in assisting the community’s development. The program is constantly changing and adjusting to the needs of the students and the community.

VISION

In line with the Mapúa Institute of Technology’s vision, the MAPÚA-CWTS shall be the center of excellence in values education through the promotion of civic consciousness, civic responsibility and holistic development of individuals to become productive members of the society.

MISSION

The MAPÚA-CWTS thrusts are:

- To motivate, train and organize students as catalysts of change in the community;
- To harness and maximize the technical expertise and interests of different schools and department and students’ courses to benefit the underprivileged and economically poor sectors of the society and;
- To develop each student to possess a high level of social awareness.

COURSE DESCRIPTION

Subject Code	Description
NSTP01	A classroom-based discussion that encompasses the common module phase for all National Service Training Program students. Topics include the orientation on the NSTP Law, discussion on the Human Person, The Filipino Value System, Groups, Leadership, Decision-Making, Disaster Preparedness, Awareness and Management and Substance Abuse Education.
CWTS01	Classroom-based discussions concerning the introduction to MAPÚA-CWTS and lectures that introduces and promotes the MAPÚA-CWTS Dimensions of Development, relevant societal concerns, the fundamentals of working with the community and project development.
CWTS02	A two-part program that re-introduces the NSTP-SERVICE components of the NSTP-CWTS Dimensions of Development and the hands-on application that involves project preparation, planning and implementation at the assigned adopted communities.
CWTS03	Part 2 of the hands-on application of the acquired skills and knowledge that involves project preparation, planning and implementation at the assigned adopted communities.

CWTS STUDENT ATTENDANCE

- Students are required to attend their classes **on time**.
- A student who has incurred more than twenty percent (20%) absences (more than two absences) shall no longer be allowed to continue the course and will be given a final grade of five (5.00)

- Students who report to class fifteen (15) minutes after the official start of the class will be considered tardy. Three (3) accumulated tardiness is equivalent to one (1) absence.
- Students who have failed to meet with their class and facilitator during a community-based activity **will not be allowed to follow** to the said area.

GRADING SYSTEM

The grading system shall be as follows:

Rating	Grade Equivalent
98-100	1.00
95-97	1.25
90-94	1.50
85-89	1.75
80-84	2.00
75-79	2.25
70-74	2.50
65-69	2.75
60-64	3.00
Below 60	5.00
Incomplete	7.00
No Attendance	8.00
Dropped	9.00

- Students with an "Incomplete" grade on his/her Final Grade Report must complete the course in accordance with the Institute's policy as stated in the Student's Handbook.
- Any change of grade shall follow the Institute's policy.

The following shall be the basis of student's evaluation:

Area	Percentage
Attendance	50%
Written Exam(s)/Reports	20%
Student's Participation/Community Involvement	30%
Total	100%

STUDENT ACTIVITIES

Students' initiatives are directed by connecting expertise to the community's needs. The students are trained to be the leading experts in their chosen career while acknowledging their social obligation. The students are brought up to strive for the best in their field in the aim that their skills and talents would contribute to the upliftment of the society's condition. The students' empowerment will serve as a tool in the progress of their lives as well as those of others.

MAPÚA-CWTS SUPPORT AND DELIVERY SYSTEM [SDS] COMPONENTS

The MAPÚA-CWTS has defined three Support and Delivery Systems that harness MAPÚA's expertise which can be offered to the community.

In line with the community service rendered by the MAPÚA-CWTS, students come third and fourth terms will be classified according to the following:

THE ENGINEERING AND HEALTH SUPPORT AND DELIVERY SYSTEM [EHSDS]

This SDS involves students in community work in terms of engineering expertise and health services. Students will plan and implement simple projects related to their fields that are beneficial to the partner communities. These simple projects to be implemented will have duration of two terms. Students pursuing this SDS will serve all the partner communities handled by MAPÚA-CWTS. EHSDS includes the following:

- ESDS CHE-CHM, BT
- ESDS ME
- ESDS CE-AR
- ESDS IT
- ESDS EE-ECE-COE
- HSDS NURSING

Other EHSDS will be implemented according to community needs. Each EHSDS will render services on alternate schedules to accommodate all partner communities.

Separate Manuals of Instructions is provided for specific EHSDS.

THE LEARNING SUPPORT AND DELIVERY SYSTEM [LSDS]

This SDS involves students in community work in terms of literacy programs. MAPÚA-CWTS offers Alternative Learning Equivalency and Accreditation Program [ALEAP] for out of school youths (OSY) and adults. Students pursuing this SDS will help Instructional Managers (IMs) facilitate learning process of the OSY and adults. Students will be mentoring recipients of the program using modular method.

THE SOCIO-CIVIC SUPPORT AND DELIVERY SYSTEM [SCSDS]

This SDS involves students in community work in terms of socio-civic programs. Some of the programs include:

- community surveying;
- awareness programs or info dissemination on health, environment, safety and security and other relevant issues;
- recreational activities for the youth and
- support group for the EHSDS and LSDS

Students pursuing this SDS will serve one partner community. They act as ambassadors of the MAPÚA-CWTS. Building rapport and strengthening relationships between MIT and the communities.

MAPÚA-ROTC OFFICE

The MAPÚA-ROTC Office, composed of the NSTP-ROTC Director, ROTC Commandant, Tactical Officers, Chief Clerk, Tactical NCO, Corps Commander and Officers, is the implementing arm of the ROTC Program.

HISTORY OF MAPÚA-ROTC

Mapúa Institute of Technology MIT Civil Military Training CMT Unit was activated on July 1940, Pursuant to Executive Order No. 207 dated June 1939 with 1500 Basic Cadets. Before World War II broke out, there were 33 colleges and universities including MITROTCU, throughout the country that maintained ROTC units. The war set back ROTC training with the closure of all units. Records show that products of the ROTC called to the colors in 1941, 1942 and during the occupation proved their worth in the battlefield.

In 1946, following the end of the Second World War, after liberation, ROTC units were re-established. MIT ROTC Unit was activated under General Orders No. 526, GHQ dated 13 September 1946. ROTC units in the Manila and Suburban area were placed under the Superintendent of Manila ROTC and PMT Units.

The first post-war Superintendent, MROTC was COLONEL MANUEL T FLORES. He assumed command on July 1946 and was relieved on June 1948. On 13 July 1948, LT COLONEL JOSE F GONZALES was designated as the Superintendent MROTC. He held the position until 22 June 1949. Administration and control of the units were still under the leadership of the Superintendent who had his office in Manila. The coverage of instruction of ROTC includes lessons in infantry, field artillery, general courses on other branches of services such as finance, signal and especially engineering. ROTC units for the Air Force and the Navy had been authorized in June 1949.

With the reorganization of the Armed Forces of the Philippines AFP in 1950, MITROTC Unit was established as per General orders Number 213, GHQ, AFP dated 27 July 1950 in which the ROTC program became compulsion with a two (2) year course and prerequisite for college curriculum. Enclosed with the activation of the Metropolitan Citizen Military Training Command MCMTTC on 1 April 1976 the MITROTCU was absorbed by the MCMTTC.

ROTC units under the technical supervision of MCMTTC was absorbed by the Reserved Command Philippine Army, now Army Reserved Command ARESOM, and further assigned under the National Capital Region Regional Community Defense Unit NCR RCDU later NCR Regional Community Deference Group NCR RCDG.

NCR RCDG was tasked to organized and train personnel for the Reserved Component of the AFP and administers the ROTC training in the different Colleges and Universities within Metro Manila.

THE CITIZEN ARMED FORCE

The *Citizen Armed Force*, alternately referred to as the *Reserve Force* provides the base for the expansion of the armed forces of the Philippines in the event of war, invasion or rebellion. It gives assistance in relief and rescue during disasters or calamities. Moreover, it aids in the socio-economic development and in the operation and maintenance of essential government or private utilities in the furtherance of overall mission.

The missions of the Citizen Armed Force are:

- To uphold the sovereignty, support the constitution and defend the territory of the republic of the Philippines against all enemies, both foreign and domestic.
- To advance the national aims, interests and policies.
- To effectively plan for the organization, maintenance, development and employment of its active and reserve forces for national security.
- To perform such other duties as the president may direct.

THE RESERVE OFFICERS' TRAINING CORPS

The Reserve Officers' Training Corps is the primary source of reservist officers and enlisted reservists of the reserve force AFP. It is one of the primary sources of Officer Corps of the Armed Forces of the Philippines which accounts for *sixty four percent (64%)* while the remaining thirty six percent (36%) comes from other sources.

THE ROTC OBJECTIVES

The ROTC is designed to provide military training to tertiary level students in order to motivate, train, organize and mobilize them for national defense preparedness. It seeks:

- To indoctrinate, train, and provide the ROTC cadets with the basic knowledge on military subjects and practical exercises that will enable them to acquire skills and capabilities to lead, move, survive, shoot & communicate.

- To prepare college students for possible service in the defense establishment in the event of emergency.
- To train and develop the ROTC cadets as future enlisted reservists for the reserve component of the armed forces of the Philippines.
- To inculcate in the youth the spirit of patriotism and nationalism.
- To prepare the youth for the vital role in nation-building.
- To develop and promote the physical, moral, spiritual, intellectual, and social well-being of the youth.
- To train the youth as potential community leaders.
- To develop the civic consciousness and good citizenship among the youth.

COURSE DESCRIPTION

Subject Code	Description
NSTP01	A classroom-based discussion that encompasses the common module phase for all National Service Training Program students. Topics include the orientation on the NSTP Law, discussion on the Human Person, The Filipino Value System, Groups, Leadership, Decision-Making, Disaster Preparedness, Awareness and Management and Substance Abuse Education.
ROTC01	Fundamentals and principles of military service, skills to move, shoot and communicate, the right attitude of a military professional and ground drills.

ROTC02 Part 1 of preparing the cadets for incorporation as infantryman in the Army Reserve Force. Cadets are taught with basic knowledge and attitudes on general military subjects, small unit tactics, crew-served weapons and individual unit training as Army Reservist and ground drills.

ROTC03 Part 2 of preparing the cadets for incorporation as infantryman in the Army Reserve Force. Cadets are taught with basic knowledge and attitudes on general military subjects, small unit tactics, crew-served weapons and individual unit training as Army Reservist and ground drills.

ROTC STUDENT ATTENDANCE

The same guidelines in the CWTS student attendance shall be followed for the ROTC students. During field trips and exercises outside the campus, cadets are required to report in the Institute. **No cadet will be allowed to follow or to report to the activity venue.**

GRADING SYSTEM

ROTC shall follow the grading system prescribed by the Institute. This is as reflected in the grading system implemented in the CWTS.

The following shall be the basis of student’s evaluation:

Area	Points
Attendance	30
Aptitude	30
Subject Proficiency	40
Total	100

STUDENT ACTIVITIES

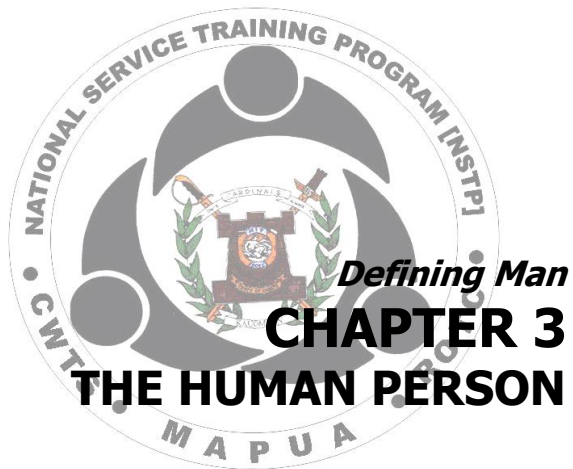
ROTC cadets shall undergo orientations and field trainings. Classroom lectures will be held to discuss the military concepts and principles. For the practical application, field drills shall be conducted to fully train the cadets. The following are the activities:

1. *Combat Training of the Individual Soldier (CTIS)* – involves training in basic intelligence, map reading and land navigation, basic signal communication, unit formations, basic weapons training and pre-marksmanship training.
2. *Public Information* – deals with topics such as threat to National Security and the peace process.
3. *Small Unit Tactics* – the conduct of drills such as patrolling, raids, ambushes and rifle squad tactics.
4. *Individual/Unit Training* – refers to the training in visual tracking, military mountaineering and jungle base operations.
5. *Crew-Served Weapons Training* – familiarization of cadets with selected military artillery.

Cadets may also partake in extracurricular activities such as:

1. *Civil Military Operations* - participation in activities such as the Foundation Day of the Institute, Intramuros Day, Blood Letting Activity, Tree Planting Program and Alay-Lakad.
2. *Military Values Education (MILVED)* – the conduct of routine flag raising and retreat activities, weekly conferences, critique or after action review, orientation among the parents about the program.
3. *Military Livelihood Enhancement (MILE)* – activities related to livelihood and economic development.
4. *Community Relations (COMREL)* – attendance to the selected events, ceremonies and celebrations.

5. *Psychological Operations (PSYOPS)* – organization of dialogue with parents and guardians of the cadets and currettes regarding ROTC program and conduct of officers training course.
6. *Recreational Activities* – involvement to the annual Regional ROTC Basketball and Volleyball Competition.



Defining Man

CHAPTER 3

THE HUMAN PERSON

THE HUMAN PERSON: OVERVIEW

What is a human person? What is the nature of a human person? How does a person attain his highest potential that can create a positive result towards society?

Even during ancient times, these questions had been consistently raised and evaluated. Brilliant psychologists, philosophers, theologians, and even natural scientists had written and made in-depth analyses on the topic of human nature using wide range of theories and observations.

It is essentially difficult to define man. This perspective aims to revisit and challenge, *in all humility*, our perception of human nature; and the possibility of achieving a productive society through the actualization of a person's highest potential.

THE HUMAN PERSON: REVISITED

When we talk about the human person, it is obviously everything that pertains to man - physical, spiritual, emotional and intellectual attributes. There are several definitions of a human person based on different perspectives:

Aristotle and Boethius described man as a rational being. As rational being, a person is able to know, reason out and apply what he knows.

Theologians describe a human person as a substance of physical and spiritual. Spiritual in nature because man has a soul and is created by a Superior Being with a divine purpose. Physical in nature, because a person is created with body and faculty that correspond to his relationship with society.

Dictionaries define a human person as a living, self-conscious animal or a thing.

WHO AM I?

To fully understand the meaning of a person, let us re-evaluate and understand the characteristics of a person:

Characteristics of a Person

Eddie Babor discussed in his book "The Human Person, Not Real But Existing" that the human person have several characteristics, among which are the following:

1. **Rational** - *Every person is a rational being.* This is what distinguishes a person from all other creatures in the world. As a rational being, a person is free to think and has the capacity to reason. He can distinguish what is right and what is wrong because he has intellect.
2. **Free** - *All human beings are born free.* A person has the freedom to do or not to do a specific action. However, every person must be responsible for his own action. In other words, a person can do whatever he pleases but not to the extent of doing harm to his co-creatures.
3. **Unique** - *Every person is unique.* Every person has his own identity such that no two persons are the same. Generally speaking, human beings have the same characteristics and physical features and but no two persons are the same because every person has its own perception, has different sets of values and priorities in life.
4. **Social being** - *Every person is intrinsically a social being.* He cannot detach his "being" from others and all other creatures in the universe. Human nature is characterized by his togetherness and relationship towards other creatures; be it a thing, object or his fellowman.
5. **Sexual** - *All created living things are sexual in nature but the uniqueness of expression of a person's sexuality makes it all different.* The expression of a person's emotions, attitudes, feelings, actions and thoughts in sexual activity best exemplifies his uniqueness from animals.

Considering the characteristics, and their definitions, given above, it can be deduced that a human person is the ultimate expression of the Supreme Being that has the freedom, capacity and ability to reason, reflect and relate to his co-existence.

CORE AND RELATED VALUES

		DIMENSION	VALUES
AS SELF	PHYSICAL	HEALTH	Physical Fitness, cleanliness, harmony with the material universe, beauty and art
	INTELLECTUAL	TRUTH	Knowledge, creative and critical thinking
	MORAL	LOVE	Integrity/honesty, self-worth/ self-esteem, personal discipline
	SPIRITUAL	SPIRITUALITY	Faith in God
HUMAN PERSON	SOCIAL	SOCIAL RESPONSIBILITY	Mutual Love/ respect, fidelity, responsible parenthood, concern for others/common good, freedom/equality, social justice/ respect for human rights, peace/ active non-violence, popular participation
	Family Society		
	ECONOMIC	ECONOMIC EFFICIENCY	Thrift/conservation of resources, work ethics, self – reliance, productivity, scientific and technological knowledge, vocational efficiency, entrepreneurship
	POLITICAL	NATIONALISM	Common identity, national unity, esteem of national heroes, commitment, civic consciousness/ pride, "Bayanihan"/ solidarity, loyalty to country
IN COMMUNITY		GLOBAL SOLIDARITY	International understanding and cooperation

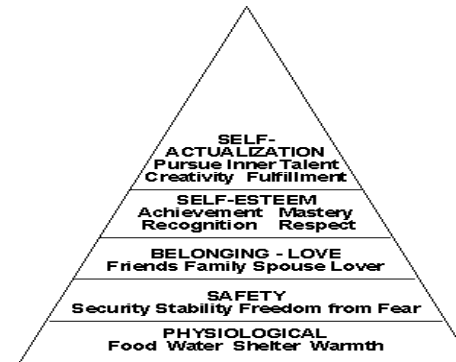
** Source: Values Integration and Promotion: A Civic Welfare Service Core and Related Value

THE ESSENCE OF A PERSON

By understanding the character and the definition of a person, the next question would be "how are we going to maximize these characteristics to be able to create a positive result?"

There are several guiding principles in realizing a person's competence and ability. The totality of the person is best explored in the field of humanistic psychology. This study theorized that a person's behavior and relationship with others is shaped by his inner feelings and self-image.

One of the foundations of humanistic psychology is Abraham Maslow and his theory on the hierarchy of needs as illustrated below:



The hierarchy of needs has five levels, namely:

- 1. Physiological Level** - these are biological needs such as food, water and clothing. They are the strongest needs because when a person is deprived of these, the person will ultimately find ways to fulfill its satisfaction.
- 2. Safety** - when physiological needs are met, the person transcends in finding security and protection from physical and emotional harm.
- 3. Social and Belongingness** - when the needs for physiological and safety had been satisfied, the desire for affection, belonging, friendship can become active. Maslow states that people seek to overcome feeling of loneliness and alienation.

4. **Esteem** - there are two esteem needs: The self-esteem that include achievement, mastery, confidence and the esteem the person gets from others. These include recognition, respect, attention etc. When these needs are satisfied, the person feels self-confident and valuable as a person in the world. However, when these needs are not met, the person may feel inferior, weak, helpless and worthless.
5. **Self Actualization** - it is the highest form of motivation. Maslow describes this need as reaching the person’s peak potential.

As discussed above, Maslow’s theory pointed out that a **person must satisfy first the other lower needs before he can actually realize his self worth and potential.** Accordingly, when lower needs are unmet, the person cannot fully devote himself to fulfilling his potentials (Boeree;1988). He theorized that self - actualization is the driving force of human personality. Thus, a person cannot appreciate intellectual and aesthetic learning when the person is hungry and his safety is difficult to obtain. *“Artistic and scientific endeavors do not flourish in a society where people must struggle for food, shelter and safety. The highest motive - self actualization - can only be fulfilled after all other needs are fulfilled”* (Intro to Psych 10th ed by Atkinson, Smith, Bem, p. 525).

Following Maslow’s theory, Carl Rogers (1902-1987) in his *person-centered therapy theory*, believed that **every person has within him an inherent desire towards a positive transformation and development of his capacity.** Furthermore, he came to believe that man is basically good and inherently possesses a seed of goodness no matter how imprudent his actions are.

The theory of *person - centered therapy* of Carl Rogers explained that persons are the only ones able to change the direction of their lives and which path to take. The therapist’s role is to act as a “sounding board” while the person himself explores and analyzes his problem (Intro to Psych 10th ed by Atkinson, Smith, Bem, p 523).

In accordance with the view of Roger’s theory, the writer of this article personally believes that the *therapist* being referred to should not be restricted to psychologists only, but must also be identified with the person’s environment and the people surrounding him. In other words, the role of our society should be a “sounding board” of

our reflections in life to be able for the individual to realize his problem and create his own solutions for it. It is the individual who will eventually direct his own life and not the people around him.

THE EIGHT STAGES OF DEVELOPMENT
ERIK H. ERIKSON

STAGE	CRISIS	VIRTUE
Infancy (Birth)	<p>Basic Trust VS. Mistrust</p> <ul style="list-style-type: none"> Child is helpless dependent on adults. Caring is the satisfying needs of the child. If parents are rejecting and the satisfying needs of the child is inconsistent, it develops feelings of mistrust 	<p>Hope</p> <ul style="list-style-type: none"> Emerges as an enduring belief in the attainability of fervent wishes (trusting children are more future-oriented) Children lacking enough trust cannot hope because they must worry constantly about whether their needs will be satisfied and therefore are tied to the present.
Early Childhood (Ages 1 – 3)	<p>Autonomy VS. Shame and Doubt</p> <ul style="list-style-type: none"> Child develops rapidly varied skills. Learns how to hold on and let go – feces and urine. Child can willfully decide to do something or to do it. Effects of parental discipline and control over the development of child’s own self-control. From a sense of self-control without loss of self-esteem comes lasting sense of good will and pride From a sense of self-control comes a lasting propensity for doubt and shame 	<p>Will</p> <ul style="list-style-type: none"> Defined as the unbroken determination to exercise free choice as well as self-restraint.
Pre-School Age (Ages 4 – 5)	<p>Initiative VS. Guilt</p> <ul style="list-style-type: none"> Initiative – the general ability to initiate ideas and actions and to plan future events. The child begins to explore what kind of person he can become limits are tested to find out what is permissible and what is not. Guilt develops if parents ridicule the child’s self-initiated behaviors and fantasies. 	<p>Purpose</p> <ul style="list-style-type: none"> The courage to envisage (predict or visualize) and pursue goals by defeat of infantile fantasies, by guilt and by foiling fear of punishment.

School Age (Ages 6 – 11)	Industry VS. Inferiority <ul style="list-style-type: none"> • Industry – the sense of enjoyment from work and from sustained attention. • Child learns skills necessary for economic survival the technological skills that will allow him to become productive member of his culture. • School is the place where child is trained for future employment. • Inferiority causes the child to lose confidence in his ability to become contributing member of society. 	Competence <ul style="list-style-type: none"> • It is the free exercise of dexterity and intelligence in the completion of tasks, unimpaired by infantile inferiority.
Teen Age (Ages 12 – 19)	Identity VS. Role Confusion <ul style="list-style-type: none"> • Identity - means essentially how a person sees themselves in relation to their world. It's a sense of self or individuality in the context of life and what lies ahead. • Role Confusion - the negative perspective - an absence of identity - meaning that the person cannot see clearly or at all who they are and how they can relate positively with their environment. 	Fidelity <ul style="list-style-type: none"> • self-confidence and self-esteem necessary to freely associate with people and ideas based on merit, loyalty, social and interpersonal integrity, discretion, personal standards and dignity, pride and personal identity, seeing useful personal role(s) and purpose(s) in life
Young Adulthood (Ages 20 – 35)	Intimacy VS. Isolation <ul style="list-style-type: none"> • Intimacy – the ability to merge one's identity with that of another person. • Isolation – the inability to share one's identity with that of another person. 	Love <ul style="list-style-type: none"> • Defined as the mutuality of devotion forever subduing the antagonism inherent in dividend functions • Development of a greater sense of intimacy.
Middle Adulthood (Ages 35 – 64)	Generativity VS. Stagnation <ul style="list-style-type: none"> • Generativity – the impulse to help members of the next generation. • Stagnation – interpersonal impoverishment – the lack of concern about the next generation. 	Care <ul style="list-style-type: none"> • The widening concern for what has been generated by love, necessity; it overcomes the ambivalence adhering to irresistible obligation.
Old Age (Ages 65 – death)	Ego Integrity VS. Despair <ul style="list-style-type: none"> • Edo Integrity – the satisfaction with life and the lack of fear of death. • Despair – the lack of satisfaction with life 	Wisdom <ul style="list-style-type: none"> • The person has more ego integrity than despair • Defined as detached concern with life.

The stages of development are patterned sequence encompassing appropriate physical, emotional and cognitive tasks that the individual must muster in a struggle to adjust to the demands of the social environment.

Each stage should be viewed as a psychosocial crisis or conflict – and whether the conflict of a particular stage is successfully resolved or not, the individual is pushed by both biological maturation and social demands into the next stage. The conflict in each stage involves bipolar tasks such as trust vs. mistrust.

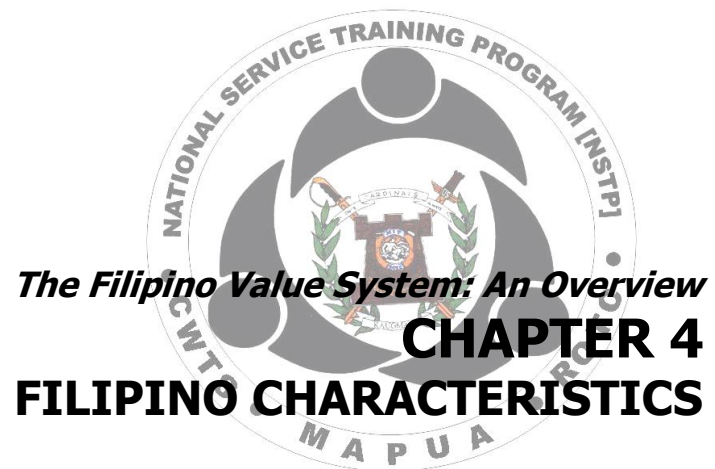
IN A NUTSHELL

The definition and characteristics of a person, the presumptions of Carl Rogers, Abraham Maslow and Erik Erikson that had been analyzed **are simply guiding principles** and motivations to better understand ourselves and examine our potentials. As JFT Bugental pointed out, *"man's life has greater possibilities but not realized"*. In other words, there are many opportunities await each person and he is blind enough not to notice those opportunities.

As discussed previously, the person himself is the best qualified in changing and directing his life. He has always been given an alternative whether to do or not to do an act but this action should be accompanied by responsibility.

Being human, our dealings may not always be positive but that does not negate our value as a person. *Self-actualized* persons allow their innate positive values to transform further and realize that by understanding his self first is the best way that he can effectively relate to others.

Furthermore, every person must be guided by the understanding that he exists in this world achieving his temporary assignments. Each person should start now by utilizing his gifts and talents in obtaining his goals to positively transform and help others realize their worth as person themselves. He must make use of it and fulfill the greatest challenge that the Supreme Being has bestowed upon him.



The Filipino Value System: An Overview
CHAPTER 4
FILIPINO CHARACTERISTICS

THE FILIPINO VALUE SYSTEM

What are values?

Before delving into the discussion of values – Filipino values, in particular – it is worth analyzing the word itself. The word “value” has its root in the Latin word “valere” which means to be strong and vigorous. This proceeds from the premise that a human person has to have strength or valor in every endeavor. It is the basis on which his strength in facing the challenges of life should be directed.

Dr. Tomas Q. D. Andres (1986) would define values as “things, persons, ideas or goals which are important to life; anything which enables life to be understood, evaluated, and directed.”

On the other hand, Edgar Sheffield Brightman defines value as “whatever is liked, prized, esteemed, desired approved, or enjoyed by anyone at any time. It is the actual experience of enjoying a desired object or activity. Hence, value is an existing realization of desire.”

Collectively, the values of a society would be the standards or principles for which an act is judged to be what is right or wrong, correct or incorrect. As such, it is the goal set for every member of the community to attain what is desirable. In other words, values in a society give meaning and direction to every individual’s life and influence his human behavior.

Based on these definitions, we can say that values are those which are considered by the society as desirable and important and have attained the status as moral impetus behind every action of each member geared towards the desired end or goal.

What are Filipino Values?

Significantly, Filipino values would be the standards or principles set forth by the Filipino society as basis for what is right or wrong, the principles on which every member of the Filipino society should persevere to attain in order to reach the ultimate realization of his life, regarding his person and in relation to his family and society in general.

Significance of Studying Filipino Values

Several studies have been made on Filipino Values. They have always been interested in examining Filipino values because it influences a Filipino’s behavior in particular, and shaping the Philippine Society in general. How Filipinos feel and motivated to do a specific task is directed and evaluated by his set of values. In order to understand the Filipino culture and the development of the Filipino individual, one has to understand the underlying values on which every Filipino acts. Thus, a study on the Filipino values would provide us a deeper understanding of the Filipino culture.

The shaping of the Philippine society into a successful and progressive nation would depend on understanding and appreciating the positive side of Filipino values and how they are applied to attain such goal. Thus, it is imperative that a full understanding and appreciation of the positive side of our very own principles be made and used for our personal and national success.

The purpose of this chapter, therefore, is to help us understand our Filipino values to enable us to put the positive side of Filipino values in use and to disregard the negative ones. Thus, in the end, through the development and use of positive Filipino values, we may bring out the best in the Filipino society in general and the individual in particular.

Understanding Filipino Values and Culture

The Filipino society is composed of a mixture of different races and cultures, many of which influenced the lifestyle and values being practised in the Philippine community. Among those who influenced the Filipino culture and values are our ancestors – the Malays and Indons, our colonists – the Spaniards and the Americans, and nationals of other countries who have dealt with the Philippine society through trade – the Chinese and the Indians. The resulting blend of this mixture of influences, which are sometimes conflicting, is uniquely Filipino in character.

Most of the prominent Filipino values are the result of a blend of the rich Christian values of Europe, the pragmatic and democratic values of America, and the spiritual values of Asia.

The basic social unit in the Philippine society is the family. It is here where values and principles are nurtured and imbibed in each and every member of the family. The tradition of close family ties has long been practiced and considered as the foundation of the Philippine society. So much is the effect of this tradition that the members of the constitutional commission of the 1987 Philippine Constitution deemed it proper to include it as a State Policy and a chapter of the fundamental law of the land. Thus, Article XV, Section 1 of the said constitution provides that *"The State recognizes the Filipino family as the foundation of the nation."*

It is in the family that the Filipino individual is introduced to the concept of structure and hierarchy of power. He is always reminded to submit to the authoritarian familial set-up, where roles are prescribed especially for younger members of the family. The Filipino family is structured in a way that autocratic leadership rests on the elder members, where the young submit themselves to the decision of family elders. He is indoctrinated of the tradition of primacy of the extended family over that of the individual and that the only source of emotional, economic, and moral support is the family.

The Filipino individual identifies himself with his family. Right from childhood he is made to believe that he belongs to the family. The Filipino individual is always encouraged to get advice from his parents and submit to his parents' direction, counsel and advice. He is admonished to be good because any disgrace that he commits is a disgrace to the family. In times of misfortune, he is assured of his family's support, sympathy and love.

Thus, Filipino society, in contrast with Western societies, prefers a rather "structured" way of life, and not where he can be assertive of his own individuality.

However, modern era is catching up with the Filipino society. Changes must occur if the Filipino society is to survive in a changing world. The Filipino society will have to keep up with the changes brought about by modernization. The society must prepare itself for a serious reevaluation of its values. In most instances, it will have to break away from its past and adjust itself towards the future.

FILIPINO CHARACTERISTICS

The characteristic that makes a Filipino vary from different society is his uniquely blended culture and values from different influences. Filipino values, for reason of several influences that shaped its identity, are bipolar like a coin that has two sides. They may either be positive or negative in polarity. Let us take for example the value of *utang na loob*, or debt of gratitude. The value of *utang na loob*, the altruistic drawing of interior goodness of a person by returning a debt of gratitude, is by itself positive. However, when one is coerced to honor a debt of gratitude and return the favor, then it becomes negative.

Due to this ambivalence of Filipino values, they have the potential of being used for good or evil. They may either help or hinder personal and national development, depending on how they are understood or practiced or lived.

In order to shape the Filipino society into a successful and progressive nation, there is a need to reevaluate the different values that influence every Filipino individual's action to a set of circumstances. We need to identify the positive side of every Filipino value and develop them in order to yield a more successful and developed society.

Let us then try to discuss some of the values in the Filipino society and re-evaluate them to develop a more positive value for the Filipino individual.

Utang na Loob

There is no specific translation that can approximate the meaning of this Filipino value of *utang na loob*. Debt of gratitude is a lean excuse of a translation because it does not even approximate the fertile concept of the Filipino *loob*.

Utang na loob is a situation where an individual is required to return a favor or service received. However, the return of such service or favor cannot be translated into monetary equivalent, and may reciprocated in a month of service or even a lifetime.

For example, a congressman proudly ‘gives’ a town a new chapel, a bridge, or a waiting shed (no matter whether the money came from his pocket or from the government), this makes the people indebted to him. And when elections come, he recites the litany of his projects and people “ought” to repay these through their votes. Not to repay this form of debt means that those who were benefited are *walang utang na loob*. After having been elected, the people would approach this congressman for return of the favor by seeking employment for them. Thus, this would end into a vicious cycle, where the person *na pinagkakautangan ng loob* becomes the giver and the giver becomes the person *na may utang na loob*.

However, *utang na loob* may be interpreted in a positive outlook. If it is used with the concept of justice, truth and human dignity, it would reflect the beautiful aspect of the Filipino character. Thus, this altruistic feeling must voluntarily come from within the person himself, *kusang loob*; and should not be demanded by coercing the person who has *utang na loob*, so as blind his sense of judgment.

Furthermore, this value should be used discriminately. The *pagtatanaw ng utang na loob* should emerge from within the self of an individual with sense of justice so as to repay the person for the favor or services rendered.

We should always remember that in demanding for the return of indebtedness, the golden rule *"Do unto other as you would want them to do unto you."* By demanding the return of the favor, would you wish to become indebted in return? And when indebted, would you want that person to act the same way when they are demanding the return of the favor?

Bahala na

Filipinos, by nature, are a religious group of people. They firmly believe in the supernatural and in all kinds of spirit dwelling in individual persons, places or things. They believe in a Supreme Being who will take care of things for them. The Filipino is very religious who has a saint to pray to each day of the week.

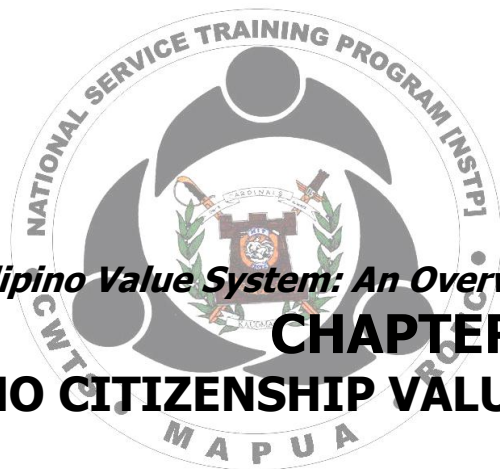
The term *bahala na* comes from the words *Bathala na*. It reflects the Filipino’s dependence on the supernatural being and on fate. This tends to move toward the commonly conceived procrastination character of the Filipino.

OTHER STRENGTHS OF THE FILIPINO CHARACTER

Strengths of the Filipino Character	Results
1. Pakikipagkapwa–Tao	<ul style="list-style-type: none"> • Camaraderie and feeling of closeness to one another; foundation for unity as well as sense of social justice.
2. Family Oriented	<ul style="list-style-type: none"> • Feeling of belongingness and rootedness and a basic sense of security.
3. Joy and Humor	<ul style="list-style-type: none"> • Emotional balance, optimism, a healthy disrespect for power and office and the capacity to survive.
4. Flexibility and Adaptability	<ul style="list-style-type: none"> • Productivity, innovation, entrepreneurship, equanimity and survival.
5. Hardwork and Industry	<ul style="list-style-type: none"> • Productivity and entrepreneurship for some and survival despite poverty for others.
6. Faith and Religiosity	<ul style="list-style-type: none"> • Courage, daring, optimism, inner peace, as well as the capacity to genuinely accept tragedy and death.
7. Ability to Survive	<ul style="list-style-type: none"> • Bravely live through the harshest economic and social circumstances.

OTHER WEAKNESSES OF THE FILIPINO CHARACTER

Weaknesses of the Filipino Character	Results
1. Extreme Personalism	<ul style="list-style-type: none"> • Leads to graft and corruption.
2. Extreme Family Centeredness	<ul style="list-style-type: none"> • Lack of concern for the common good and acts as the block to national consciousness.
3. Lack of Discipline	<ul style="list-style-type: none"> • Inefficient and wasteful work systems, violation of rules leading to more serious transgressions and a casual work ethics leading to carelessness and lack of follow-through.
4. Passivity and Lack of Initiative	<ul style="list-style-type: none"> • Easily resigned to one's fate and thus easily oppressed and exploited.
5. Colonial Mentality	<ul style="list-style-type: none"> • Basic feeling of national inferiority that makes it difficult for them to relate as equal to Westerners.
6. Kanya-kanya Syndrome	<ul style="list-style-type: none"> • Dampening of cooperative and community spirit and in the trampling upon of the rights of others.
7. Lack of Self- Analysis and Self – Reflection	<ul style="list-style-type: none"> • Emphasis on form more than substance.



The Filipino Value System: An Overview

CHAPTER 5

FILIPINO CITIZENSHIP VALUES

The given set of values is inherently within each Filipino. This part of the module aspires to awaken these values amongst us and hopefully, later on, inspire us to practice it in our every day lives. These values, if carried out with one's heart can serve as a vehicle and reinforcement towards our goal of realizing social change and progress.

For us to have a better view on the said topic, short stories and activities, conveying and promoting the said set of values were integrated in this module.

THE VALUE OF RESPECT FOR LIFE

"Treat life with respect and life itself will reveal its beauty to you."

The House of Life

By Andrew Maria (2004)

The crowd said to the Mystic, "We found a big and beautiful house called Life. Without giving any thought to whom the House of Life might belong, we rushed inside it. Yet to our dismay, the House of Life was empty and there was nothing in it. Life is empty, Life has no meaning."

The Mystic went to the House of Life to see if it really was empty. He knocked on the door before entering and someone from within opened it. He stayed inside the house for quite sometime while the crowd waited outside. It was already evening when the Mystic went out.

"Is the House of Life empty as we told you?" the crowd questioned him.

The Mystic answered the crowd, "the House of Life is not empty. When I was inside, I saw the most beautiful rooms with golden chairs, silver tables, and jeweled walls. Above all these, I dined and conversed with the Master of Life himself."

"How can that be? The crowd insisted. "When we were inside the House of Life, it was empty, yet now you tell us that it is not."

The Mystic rebuked the crowd, "You found the House of Life empty because you did not knock before you entered it. You rushed into life even without knocking, as if the house belonged to you. The Master of Life, seeing that you lacked *respect for life* and reverence for it, took away its beauty because you would not know how to use it. You are proud and vain as if you are the master of your own life. For this reason, the Master of Life gave you the House of Life to look at but not to live in. If only you had knocked before you entered, then you would have seen the beauty I saw and conversed with the Master of Life himself."

"Tell us please," the crowd begged the mystic, "what does it mean to knock on the Door of Life?"

The Mystic solemnly spoke, "to knock on the door of Life is to be humble enough to accept that the house does not belong to you but to the Master. "To knock on the door of life is to seek the Master of the House and not the treasure in the House. To knock on the Door of Life is to wait with patience for the Master to open it from within and not to force it from the outside. To knock on the Door of Life is to follow the statutes and commandments of the Master of Life."

"To knock on the Door of Life is to pray to the Master of Life that you may love him since he not only owns the house but your very selves as well."

They left the Mystic after they heard this. The crowd returned to the House of Life and they knocked before entering. The Master of the House of Life opened it from within. Once inside, the crowd saw the beautiful things the Mystic had seen. But most of all, they were able to dine and converse with the Master of Life himself.

Life, after all, is not empty.

THE VALUE OF CONCERN FOR THE FAMILY AND THE FUTURE GENERATIONS

"We can get so involved in what we are doing that we forget why we are doing it. We are so involved in living that we forget the purpose of living. We get so involved in pursuing the things money can buy that we forget about the things that money can't buy."

Father's Mistake - No Time

By Bel San Luis (2004)

One night, a father came to a parent-teacher conference in a city high school. During a talk with one of his son's teachers, the father broke down and began to cry.

After he regained his composure, the father apologized, saying, "My son no longer lives with me. But I still love him and I want to know how he's doing in school."

The father then told the teacher how his wife and four children had left him that afternoon.

He was a building contractor and sometimes worked sixteen hours a day. Naturally, he saw little of his family, and then slowly grew farther and farther apart.

Then the father said something sad. He said: "I wanted to buy my wife and kids all the things I had dreamed of giving them. But in the process, I got so involved in working that I forgot about what they needed most: a father who was around at nights to give them love and support".

THE VALUE OF TRUTH

The Truth about Lies (2004)

Lies are said in the place of truth...

Why not prefer to tell the truth than settle for a lie?

There are no half-truths or white lies...

It's either you say the truth or tell a lie!

A million lies cannot make up a single truth...

You can never transform a lie into truth.

It's easier to tell the truth than tell a lie...

With the truth, you merely have to state the facts:

With lies, you'd have to cook up a thousand alibis.

You'll know when your lies have caught up with you...

When you begin to believe in them as being the truth.

In the end, we find but a single truth about lies:

That there is No Truth and No Good in Lies.

THE VALUE OF JUSTICE

Justice is giving every man his due.

To Every Man His Due

Institute for Development Education Center for Research and Communication (2004)

There was once a poor farmer who would come to town everyday in order to supply a baker with homemade *bibingka*. In exchange for five pounds of *bibingka*, the baker would give the farmer five pounds of bread for his family.

One day, the baker decided to weigh the *bibingka*. He discovered that the *bibingka* was one pound short. This made the baker very angry, and he accused the farmer of having cheated him.

But the farmer very calmly declared, "You see sir, I am very poor and have no weights at home. So I take the five pounds of bread you give me and use it as a standard. In this way, I can be sure of giving you an equal amount of *bibingka*."

THE VALUE OF EQUALITY

Each man may differ in worldly stature, but each one bears the same amount of dignity as another and all share one common destiny.

Skulls

By Andrew Maria Almonte (2004)

One day, a group of skulls in the cemetery had a conversation.

"Hey," said a skull to another, "who were you when you were alive?"

"I was a king," answered the skull with an air of pride.

"Yes, I was once his slave," replied another skull. "He was a tyrant, a ruthless, merciless king!"

"How dare you speak about me like that!" countered the king-skull. "I am your king, remember?"

"Shut-up!" shouted the slave-skull. "You are no longer my king nor am I your slave anymore! We are the same now-rotten skulls!"

THE VALUE OF PROMOTION OF THE COMMON GOOD

The real heroes among us are those who live their lives daily in genuine concern for the welfare of the others.

A Chinese Legend

By Benigno P. Beltran (2004)

Once upon a time, in the western Kingdom, lay a beautiful garden. And there, in the cool of the day was the Master of the garden want to walk. Of all the denizens of the garden, the most beloved was a gracious and noble bamboo. Year after year, Bamboo grew yet more noble and gracious, conscious of his master's love and watchful delight, but modest and more gentle withal. And often, when the wind revel to the garden, Bamboo could cast aside his grave stateliness, to dance and play right merrily, tossing and swaying, leaping and bowing in joyous abandon, leading the Great Dance of the Garden which most delighted the Master's heart.

One day, the Master himself drew near to contemplate his Bamboo with eyes of curious expectancy. And Bamboo, in a passion of adoration, bowed his great head to the ground in loving greeting. The Master spoke: "Bamboo, Bamboo, I would use thee." Bamboo flung his head to the sky in utter delight. The day of days had come, the day for which he had been made, the day for which he had been growing hour by hour, this day in which he would find his completion and his destiny. His voice came low: "Master, I am ready. Use me as thou wilt."

"Bamboo"- the Master's voice was grave- "I would fain take thee and cut thee down!" A trembling of great horror shook Bamboo.

"Cut... me... down! Me... who, Master, has made the most beautiful in thy entire garden...to cut me down! Ah, not that, not that. Use me for thy joy, O Master, but cut me not down."

"Beloved Bamboo" – the Master's voice grew graver still – "If I cut thee not down, I cannot use thee." The garden grew still. Wind held his breath. Bamboo slowly bent his proud and glorious head. There came a whisper: "Master, if thou cannot use me if though cut me not down... then... do thy will and cut."

"Bamboo, beloved Bamboo, I would... cut thy leaves and branches from thee also." Master, Master, spare me. Cut me down and lay my beauty in the dust; but wouldst though take from me my leaves and branches also?"

"Bamboo, alas, if I cut them not away, I cannot use thee." The sun hid his face. A listening butterfly glided fearfully away. And Bamboo shivered in terrible expectancy, whispering low: "Master, cut away."

"Bamboo, Bamboo, I would yet... cleave thee in twain and cut thine heart, for if I cut not so, I cannot use thee." Then Bamboo bowed to the ground. "Master, Master... then cut and cleave." So the Master of the garden took Bamboo and cut him down and hacked off his branches and stripped off his leaves and cleaved him in twain and cut out his heart. And lifting him gently carried him to where there was a spring of fresh, sparkling water in the midst of his dry field. Then putting one end of broken bamboo in the spring, and the other end into the water channel in his field, the Master laid down gently his beloved Bamboo. And the spring sang welcome and the clear, sparkling waters raced joyously own the channel of Bamboo's torn body into the waiting fields. Then the rice was planted, and the days went by, and the shoots grew and the harvest came.

In that day was Bamboo, once glorious in his stately beauty, yet more glorious in his brokenness and humility. For in his beauty he was life abundant, but in his brokenness he became a channel of abundant life to his Master's world.

THE VALUE OF CONCERN FOR THE ENVIRONMENT

The Giving Tree

By Fr. Benigno P. Beltran (2004)

Once there was a tree... and she loved a little boy. Everyday, the boy would gather leaves, make them into a crown and play king of the forest. The boy would also play hide and seek, climb her branches and eat her mangoes. At the end of the day, when he is tired, the boy would sleep in her shade. And the boy loved the tree... very much... and the tree was very happy.

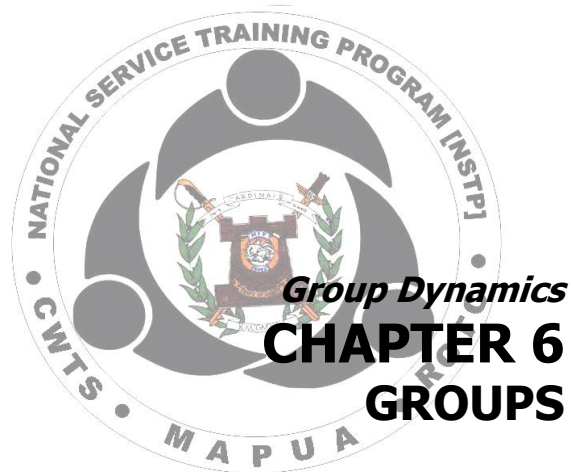
But time went on... and the boy grew older. And the tree was often alone. One day the boy went to the tree who said: "Come boy, come and climb up my trunk, swing from my branches, eat my mangoes, play in the shade and be happy." "I am too big to climb and play and I don't have money," said the boy. "If only I can have some money." "I am sorry," said the tree, "but I don't have money. Go take my mangoes, boy, and sell them to the market. That way, you will have enough money and you will be happy." And so the boy gathered all her mangoes and carried them away. And the tree was happy.

But the boy stayed away for a long time... then one day, the boy came back to the tree who shook with joy and said: "Come boy and climb up my trunk, swing from my branches, eat my mangoes, play in the shade and be happy." "I am too busy to climb trees," said the boy. "I want a house to keep me warm." "I want a wife and children so I need a house. Can you give me a house?" "I have no house," said the tree, "the forest is my house, but you may cut-off my branches and build a house. And so the boy cut-off her branches and carried them away to build his house. And the tree was happy.

But the boy stayed away for a long time... then one day the boy came back and the tree was happy that she could speak. "Come, boy," she whispered, "come and play." "I am too old to play," said the boy. "I want a boat that would take me away from her. Can you give me a boat?" "Cut down my trunk and make a boat," said the tree. "Then you can sail away. And the tree was happy... but not really.

And after a time, the boy came back again. "I am sorry boy," said the tree. "But I have nothing left to give you – my mangoes are

gone." "My teeth are too weak for mangoes," said the boy. "My branches are gone," said the tree. "You cannot swing on them." "I am too old to swing on branches," said the boy. "My trunk is gone," said the tree. "You cannot climb." "I am too tired to climb," said the boy. "I am sorry," sighed the tree. "I wish I could give you something... but I have nothing left. I am just an old stump. I am sorry." "I don't need very much now." said the boy, "Just a quiet place to sit and rest. I am very tired." "Well," said the tree, straightening herself up as much as she could, "well, an old stump is good for sitting and resting. Come, boy, sit down and rest." And the boy did and the tree was happy.



DEFINITION

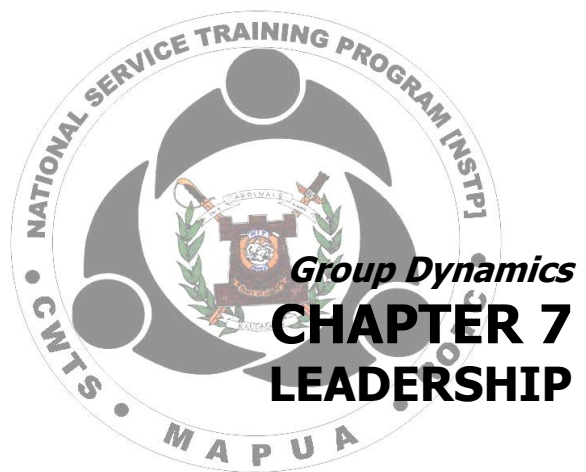
Group is defined as any number of persons who share a consciousness of membership and interaction. A group is not a mere collection of individuals but an aggregate of personalities acting and interacting with one another in the process of living. To be a member of a group, one must participate in the common life and activities of the group.

TYPES OF GROUPS

1. **Primary Group** - described by Charles Cooley as those characterized by intimate face-to-face association and cooperation. They are primary in several senses, but chiefly in that they are fundamentally in forming the social nature and ideas of the individual. The result of intimate association, psychologically, is a certain fusion of individualities in a common whole, so that one's very self, for many purposes at least, is the common life and purpose of the group. Perhaps the simplest way of describing this wholeness is by saying that it is a "**we**"; it involves the sort of sympathy and mutual identification for which "we" is the natural expression. One lives in the feeling of the whole and finds the chief of his will in that feeling.
2. **Secondary Group** - those which do not necessarily involve face-to-face association or intimate and personal relations. The members are aware of these relationships and take cognizance of them, but they do not feel that their lives are bound up in them except in time of social crisis. The members may be separated from one another by distance or by lack of personal physical contact. Their contact may be through correspondences, the press, the radio, the telephone or other means.

CHARACTERISTICS OF GROUPS

1. **Interaction** - patterns of mutual influence (physical, verbal, non-verbal, emotional)
2. **Structure** - stable patterns of relationships
 - Roles - behavior expected of members in a given position
 - Norms - rules that identify and describe appropriate behaviors
 - Inter-member relations - how they relate (authority, communication)
3. **Goals** - reasons for existence
4. **Perceived Groupness** - extend to which members see themselves as one (common fate, similarity, proximity)
5. **Dynamic Interdependency** - extend to which members are active, energized, vibrant and changing
6. **Motivation** - personal needs / gain being satisfied



THE LEADER

A Leader is:

- Someone who acts as a guide;
- A directing head;
- Someone who leads a body of troops;

Leadership is:

- The position of a leader;
- The quality displayed by a leader;
- The act of leading;

HOW TO BECOME A GOOD LEADER

We often say that some people are good leaders, while others are not. But what is really our basis for judging one's capacity for being a good leader?

From a follower's perspective, good leadership can be attributed on several qualities that a person must have. These qualities make people comply and passionately follow a leader.

THE 21 INDISPENSABLE QUALITIES OF A LEADER

John C. Maxwell's book entitled "21 Indispensable Qualities of a Leader" defines essential traits of a leader. This book will help people recognize, develop, and refine the personal characteristics needed to be a truly effective leader, the kind of leader people want to follow. The following qualities of a leader taken from his book are as follows:

Leader Qualities # 1: [CHARACTER]

CHARACTER:

- *The quality of a person's behavior, as revealed in his habits of thoughts and expressions, his attitudes and interests, his action and his personal philosophy in life.*

Be a piece of the rock. There would always be two paths to choose from: character and compromise. "Every time a person chooses character, he becomes stronger, even if that choice brings negative consequences."

What people must know about character?

- Character is more than talk;
- Talent is a gift, but character is a choice;
- Character brings lasting success with people;
- Leaders cannot rise above the limitations of their character;

Character can be improved by doing the following:

Search for the cracks. Reflect on the major decisions that you had done in your life as far as you can remember in terms of letting people down or giving compromises.

Look for patterns. From the reflections that you have done, are there particular instances that kept emerging? These patterns will help you diagnose issues of character.

Face the music. It is when you apologize and accept your mistakes that character repairs begin.

Rebuild. You have been brave enough to face your past actions but more courage is needed to face the future. Let your past actions serve as your guide so as not to commit the same mistakes in the future.

Leader Qualities # 2: [CHARISMA]

The first impression can seal the deal.

CHARISMA:

- *Special spiritual gift bestowed temporarily by the holy spirit on a group or an individual for the general good of the church*
- *An extraordinary power in a person, group, cause, etc. which takes hold of popular imagination, wins popular support*

To make yourself the kind of person who attracts others, you need to personify these pointers:

- Love Life;
- Put a "10" on every person's head;
- Give people hope;
- Share yourself;

Charisma can be improved by doing the following:

Change your focus. Always check if your focus during conversation is towards yourself. Learn how to balance. Recognize the persons who made contributions on the success of a project.

Play the first impressions game. When you meet a person for the first time, focus on him. Remember his name and interests, and give positive comments. Try your best to give a very good impression.

Share yourself. Share your resources to others. Resources come in different ways. Share what you have: talents, skills and valuable services aside from material things. These are highly appreciated.

Leader Qualities # 3: [COMMITMENT]

It separates "doers" from "dreamers".

COMMITMENT:

- *Something which engages one to do something, a continuing obligation especially financial*
- *The act of committing, the state of intellectual and emotional adherence to some political, social, religious theory or action especially the conscious linking of works of literature and art with such theory of action.*

True nature of commitment:

- Commitment starts in the heart;
- Commitment is tested by action;
- Commitment opens the door to achievement;

Commitment can be improved by doing the following:

Measure it. Commitments can be measured through the following: how much time you devote at work, family, in service, in health and recreation activities, and how much you spend on living expenses, entertainment, personal development, and giving. Compare how much you devote and spend on these things. Is it justifiable?

Know what's worth dying for. Answer the question. Write what's in your thoughts. Match if your actions are parallel with your ideas.

Leader Qualities # 4: [COMMUNICATION]

Without it you travel alone.

COMMUNICATION:

- *The act of communicating*
- *Something communicated*
- *A means of sending a message, orders, etc.*

You can be more effective as a communicator if you follow four basic truths:

- Simplify your message;
- See the person;
- Show the truth;
- Seek a response;

Communication can be improved by doing the following:

Be clear as a bell. Whether in oral or written communication, being brief and concise and direct simplifies and clarifies thoughts. Simplicity and clarity must be noted to achieve good communication.

Refocus your attention. Different instances require different topics. Don't make yourself arrogant. Know the needs and desires of your listener.

Live your message. Make sure that you had been understood. Ask questions for clarity. Accept comments without defensiveness.

Leader Qualities # 5: [COMPETENCE]

If you build it, they will come.

COMPETENCE:

- *The state of being competent*

To cultivate competence, do the following:

- Show up everyday;
- Keep improving;
- Follow through with excellence;
- Accomplish more than expected;
- Inspire others

Competence can be improved by doing the following:

Get your head in the game. Devote yourself to your job. Be firm to give a proper amount of attention.

Redefine the standard. When your performance is not consistently at high levels, evaluate yourself. Define your standards. Make adjustments to fit standards of your job description.

Find three ways to improve. There's always room for improvement. Assess yourself and make necessary changes.

Leader Qualities # 6: [COURAGE]

One person with courage is a majority.

COURAGE:

- *The quality of the mind that enables the person to face difficulty, danger, etc. without fear.*

Truths about courage:

- Courage begins with an inward battle;
- Courage is making things right, not just smoothing them over;
- Courage in a leader inspires commitment from followers;
- Your life expands in proportion to your courage

Courage can be improved by doing the following:

Face the music. Be active. Try muscle-stretching activities. Conquer your fears. Sky dive if you're afraid of heights.

Talk to that person. Avoiding confrontation does not solve differences. Have the courage to talk to that person but do it with love.

Take a giant step. When everything seems to be monotonous, don't be afraid to make a career move. There are more things out there to be enjoyed and to be discovered.

Leader Qualities # 7: [DISCERNMENT]

Put an end to unsolved mysteries.

DISCERNMENT-"DISCERN":

- *To perceive by the sight or the intellect*
- *To distinguish mentally*

To maximize effectiveness of a leader, do the following:

- Discover the root issues;
- Enhance your problem solving;
- Evaluate your options for maximum impact;
- Multiply your opportunities

Discernment can be improved by doing the following:

Analyze past success. Remember the things you had done to succeed on your goals. Problems arise on the process of achieving these goals. Solutions that made you succeed can be used again in the future.

Learn how others think. We admire other personalities as leaders. Putting ourselves to think like leaders who are wise will make us more discerning.

Listen to your gut. Your intuition affects your decisions. There are many instances that your intuition is correct. Find a pattern of your intuitive ability. This pattern will give you imminent recourse that will affect your decision.

Leader Qualities # 8: [FOCUS]

The sharper it is, the sharper you are.

FOCUS

- *A central point of attraction, attention or activity.*

Guidelines to focus your time and energy:

- 70% on strength;
- 25% on new things;
- 5% on areas of weakness

Focus can be improved by doing the following:

Shift to strengths. Identify your strengths and dedicate 70% of your time on it.

Staff your weaknesses. Identify your weaknesses and try to improve on them.

Create an edge. Since you had identified your strengths and weaknesses, you can proceed to the next level. Think of the new tools that you need, to go to the next level.

Leader Qualities # 9: [GENEROSITY]

Your candle loses nothing when it lights another.

GENEROSITY-“GENEROUS”

- *The quality of being generous.*
- *Giving freely.*

The following will cultivate the quality of generosity in your life:

Be grateful for whatever you have. Contentment seems to be very ideal. A person cannot become generous if he is not contented with what he has. There are things that we must be grateful for and be contented with. Be generous in your own small ways.

Put people first. Giving becomes easier when generosity comes in. A leader is measured not in terms of the number of people who serve him but rather, to the number of people he is serving.

Don't allow the desire for possessions to control you. Let your heart be in charge within you, not the material things that you possess. There would never be satisfaction if your material desires are endless.

Regard money as a resource. Man has been a slave of money. The only way to win over money as J. C. Maxwell states is to hold it loosely and be generous with it to accomplish things of value.

Develop the habit of giving. There is a time when all things come in abundance, and it is also a time of redistributing it for those in need. For those who don't have material things to share, let this saying be their guide: *"Richness, I have nothing, but I can help through loving, with my life worth giving."*

Generosity can be improved by doing the following:

Give something away. There are things that are important to you that can be replaced. Try giving this to people who will really benefit from it. As they say, giving it anonymously would be better.

Put your money to work. Use your money to improve other's lives. Money as resources can be put into work to outlive your expectations for better people, community, and world.

Find someone to mentor. A time will come when you had reached the peak of your leadership. It would be good if you have someone whom you would train to be a good leader like you.

Leader Qualities # 10: [INITIATIVE]

You won't leave home without it.

INITIATIVE:

- *An introductory act or step, readiness and the ability in initiating action, one personal, responsible decision*

A leader possesses the following qualities to make things happen:

- They know what they want;
- They push themselves to act;
- They take more risks;

- They make more mistakes

“Only those who dare to fail greatly can ever achieve greatly”
– Sen. Robert Kennedy

Initiative can be improved by doing the following:

Change your mind-set. Resistance comes from within. It is only when you had come out of your shell that you begin to take the challenge outside.

Don't wait for opportunity to knock. Opportunity does not knock at your door. You know that you have the potential. Find opportunities. Show and share to the world what you've got.

Take the next step. When opportunities come, select the best. Now that you have found the opportunity to share and show the world what you've got, work it as far as you can.

Leader Qualities # 11: [LISTENING]

To connect with their hearts, use your ears.

LISTENING-“LISTEN”:

- *To give attention for the purpose of hearing.*

Keep your ears open to the following:

- Your mentors;
- Your followers;
- Your customers;
- Your competitors

Listening can be improved by doing the following:

Change your schedule. Have time to listen to your mentors, followers, customers, and competitors.

Meet people on their turf. Seek common ground to build rapport with the person you are talking. Learn something about him so you can talk things of common interests.

Listen between the lines. Factual and emotional content of conversation must be given attention. Listen with your heart.

Leader Qualities # 12: [PASSION]

Take this life and love it.

PASSION:

- *Any compelling emotion, strong amorous feeling, strong sexual desire, strong fondness or enthusiasm*

Truths about passion:

- Passion is the first step to achievement;
- Passion increases your willpower;
- Passion changes you;
- Passion makes the impossible possible

Passion can be improved by doing the following:

Take your temperature. Assess the level of desire towards your work and your life. Passion makes the difference on how you see life.

Return to your first love. You are more enthusiastic when doing other things. These are the things that you had left behind because you have to attend to other obligations. Take advantage and do these things again to relax and to energize your body.

Associate with people of passion. Your environment affects your being. Birds of the same feather flock together. Having passionate people around gives booster to bring you back on track.

Leader Qualities # 13: [POSITIVE ATTITUDE]

If you believe you can, you can.

To be more positive, think of the following:

- Your attitude is a choice;
- Your attitude determines your actions;
- Your people are a mirror of your attitude;
- Maintaining a good attitude is easier than regaining one;

Positive attitude can be improved by doing the following:

Feed yourself the right food. Books about positive attitude are available on book stands. Give yourself time to read and reflect on it.

Achieve a goal every day. Setting an achievable goal every day changes the attitude of a person. When a pattern of achievement has been observed, a person has the tendency to think more positively.

Write it on your wall. It does not mean that you vandalize your wall. Make a corner where you can show all your awards and citations. Have your plaques and trophies displayed on that corner. These will serve as a reminder that you have been doing positive things in your life and willing to do it over and over again.

Leader Qualities # 14: [PROBLEM SOLVING]

You can't let your problems be a problem.

Five (5) qualities demonstrated by a leader with good problem solving ability:

- They anticipate problems;
- They accept the truth;
- They see the big picture;
- They handle one thing at a time;
- They don't give up a major goal when they're down

Problem solving can be improved by doing the following:

Look for trouble. Don't avoid problems. Encountering and solving a problem is an experience that molds and strengthens us to deal with different situations and difficult circumstances.

Develop a method. TEACH method for problem solving according to J.C. Maxwell:

- Time – spend time to discover the real issue.
- Exposure – find out what others have done.
- Assistance – have your team study all angles.
- Creativity – brainstorm multiple solutions.
- Hit it – implement the best solution.

Surround yourself with problem solvers. Be with persons who are good at problem-solving. They will complement your weaknesses and teach you on how to deal with them.

Leader Qualities # 15: [RELATIONSHIPS]

If you get along, they'll go along.

RELATIONSHIP:

- *The state or fact of being related.*

To cultivate good relationships, it requires the following:

- Have a leader's head – understand people;
- Have a leader's heart – love people;
- Extend a leader's hand – help people

Relationships can be improved by doing the following:

Improve your mind. Be mature enough and widen your understanding. Allot some time to observe and talk to people and try your best to understand them.

Strengthen your heart. Show them that you care. Show your feelings and act your way out.

Repair a hurting relationship. Rebuild, reconcile and reconnect relationships that had crumbled even though it has happened several years ago. Learn to forgive and apologize. Try to be more loving and understanding to people whom you had disagreement before.

Leader Qualities # 16: [RESPONSIBILITY]

If you won't carry the ball, you can't lead the team.

RESPONSIBILITY-"RESPONSIBLE":

- *The state or fact of being responsible*
- *A person or thing for which one is responsible*
- *Involves duties or obligations*
- *Accountable, as for something within one's power*

The one who embraces responsibility has the following characteristics:

- They get the job done;
- They are willing to go the extra mile;
- They are driven by excellence;
- They produce regardless of the situation

Responsibility can be improved by doing the following:

Keep hanging in there. When everything seems to crumble, stop for a while then think and find ways to succeed. Be creative in finding ways to keep you on the right track.

Admit what's not good enough. Failing depends on standards that must be met. Reset your standards to a higher level. The standards that you have been following might not be as good as it may seem as it was, compared to this time.

Find better tools. It seems that things are not falling on their right places even though your standards are high, you have good attitude and you had been working hard consistently. Consider the tools that you are using. It's time to update your materials and further develop your skills. Read books.

Leader Qualities # 17: [SECURITY]

Competence never compensates for insecurity.

SECURITY:

- *Freedom from danger or risk*
- *Freedom from care, anxiety or doubt*
- *Something that protects and shelters*

Common traits of insecure leaders:

- They don't provide security to others;
- They take more from people than they give;
- They continually limit their best people;
- They continually limit the organization

Security can be improved by doing the following:

Know yourself. Gather information about yourself from people you know. Let them assess you as a person. Don't be defensive and reactive on their assessment. Reflect and make some necessary improvements.

Give away the credit. Lift the morale of your team. Recognize their contributions. This will improve the organization.

Get some help. Seek professional help if you cannot fight insecurities on your own. Be honest with yourself.

Leader Qualities # 18: [SELF – DISCIPLINE]

The first person you lead is you.

Action points to follow:

- Develop and follow your priorities;
- Make a disciplined lifestyle your goal;
- Challenge your excuses;
- Remove rewards until the job is done;
- Stay focused on results

Self – Discipline can be improved by doing the following:

Sort out your priorities. Identify the areas in your life that are important to you. Develop a plan where you can practice self – discipline so that you can improve those areas.

List the reasons. Make a list why self – discipline is important and beneficial to you. Let this be your reminder to achieving your priorities.

Get rid of excuses. Dismiss all excuses that arise in order for you to achieve your goals. Always think of the benefits that you will harvest and the consequences you might encounter when having a lot of excuses.

Leader Qualities # 19: [SERVANTHOOD]

To get ahead, put others first.

A true servant leader embodies the following:

- Puts others ahead of his own agenda;
- Possesses the confidence to serve;
- Initiates service to others;
- Is not position-conscious;
- Serves out of love

Servanthood can be improved by doing the following:

Perform small acts. Perform small acts of kindness to others. Show them that you care. Others greatly appreciate small things beneficial to them.

Learn to walk slowly through the crowd. Try to connect as much as many people in the crowd. Approach them and say hello. Be updated on what keeps them busy.

Move into action. Learn how to serve. You can start with your family, your church and then with your community.

Leader Qualities # 20: [TEACHABILITY]

To keep leading, keep learning.

Guidelines to help cultivate and maintain teachable attitude:

- Cure your destination disease;
- Overcome your success;
- Swear off shortcuts;
- Trade in your pride;
- Never pay the same price for the same mistake;

Teachability can be improved by doing the following:

Observe how you react to mistakes. Everybody commit mistakes. How do we react to our own mistakes? Ask someone close to you on how you react when you commit mistakes. Do we ask apology or are we defensive when we commit one? Accept your mistakes and learn from it.

Try something new. Always open your world for challenges. Try things that need mental, emotional and physical activities.

Learn in your area of strength. There is always room for improvement. New things are being discovered every now and then. Read books, update yourself and get a harder grip on your field.

Leader Qualities # 21: [VISION]

You can seize only what you can see.

VISION:

- *The act or power of seeing*
- *A vivid imaginative conception*

Things to be understood to handle vision:

- Vision starts within;
- Vision draws in your history;
- Vision meets other's needs;
- Vision helps you gather resources;

Vision can be improved by doing the following:

Measure yourself. Ask the opinions of people around you regarding your vision. If your vision is coherent then you're living your life with your vision.

Write it down. Writing clarifies thinking. Put your vision into writing and evaluate it every now and then. If your vision will make you achieve your best, then do everything possible to pursue it.

Do a gut check. Check your gut level by answering the following questions:

What makes you cry?
What makes you dream?
What gives you energy?

Your answer on the above questions has great impact on your gut level. Reflect and deal with it.

TRANSFORMATIONAL LEADERSHIP

Adopted from:

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Transformational leadership is a form of leadership that occurs when leaders “broaden and elevate the interests of their employees, when they generate awareness and acceptance of the purposes and the mission of the group and when they stir their employees to look beyond their own self-interest for the good of the group” (Bernard Bass 1990).

Transformational leaders have a clear collective vision and most importantly they manage to communicate it effectively to all employees. By acting as role models, they inspire employees to put the good of the whole organization above self interest. They also stimulate employees to be more innovative, and they themselves take personal risks and are not afraid to use unconventional (but ethical) methods in order to achieve the collective vision.

This form of leadership goes beyond traditional forms of transactional leadership that emphasized corrective action, mutual exchanges and rewards only when performance expectations were met. Transactional leadership relied mainly on centralized control. Managers controlled most activities, telling each person what, when and how to do each task. Transformational leaders, on the other hand, trust their subordinates and leave them space to breathe and grow. In that respect, transformational is a more developmental and constructive form of leadership for both individual employees and the organization as a whole.

Why is transformational leadership important for organizational functioning?

Numerous studies have shown that transformational leadership:

- Significantly increases organizational performance;
- Is positively linked with long term market share and customer satisfaction
- Generates higher commitment to the organization from their employees;
- Increases employee trust in management and organizational citizenship behaviors (extra-role work related behaviors such as conscientiousness, unselfishness and sportsmanship that are unrestricted, not related to the formal reward system of the organization);
- Enhances employee satisfaction with both their job and the leader;
- Reduces employee stress and increases well-being

How do transformational leaders behave?

Transformational leaders:

- Articulate a compelling vision of the future;
- Use stories and symbols to communicate their vision and message;
- Specify the importance of having a strong sense of purpose and a collective mission;
- Talk optimistically and enthusiastically and express confidence that goals will be achieved;
- Engender the trust and respect of their followers by doing the right thing rather than doing things right;
- Instill pride in employees for being associated with them;
- Talk about their most important values and beliefs;
- Consider the moral and ethical consequences of decisions;
- Seek different perspectives when solving problems;
- Get employees to challenge old assumptions and to think about problems in new ways;
- Spend time teaching and coaching;
- Consider each individual employee’s different needs, abilities and aspirations;

- Are compassionate, appreciative and responsive to each employee and recognize and celebrate each employee's achievements.

Four components of transformational leadership: (Bass, 1985, 1998, Bass & Avolio, 1993)

1. **Charisma** - If the leadership is transformational, its charisma or idealized influence is envisioning, confident, and sets high standards to be followed.
2. **Inspirational motivation** - If the leadership is transformational, its inspirational motivation provides followers with challenges and meaning for engaging in shared goals and undertakings.
3. **Intellectual stimulation** - If the leadership is transformational, its intellectual stimulation helps followers to question assumptions and to generate more creative solutions to problems.
4. **Individualized consideration** - If the leadership is transformational, its individualized consideration treats each follower as an individual and provides coaching, mentoring and growth opportunities

If such transformational leadership is *authentic*, it is characterized by high moral and ethical standards in each of the above dimensions.

THE SEVEN HABITS OF HIGHLY EFFECTIVE PEOPLE

In Stephen Covey's Seven Habits of Highly Effective People, he wrote about ways in which people can be productive. The seven habits of highly effective people are as follows:

Habit # 1: [BE PROACTIVE]

Proactive means "the ability to choose the response." We have the ability to choose between right and wrong. But it must be taken into account that we must be responsible enough for whatever consequences our actions may lead to. Use your creativity and initiatives. You are the one in charge.

Habit # 2: [BEGIN WITH THE END IN MIND]

Where do we go from here? Know where you want to go. In making plans and decisions, see to it that the time and efforts that will be spent and utilized conforms to what we want to achieve. Use your ability to envision. This is where I want to go and these are the things that must be done to lead me to that direction.

Habit # 3: [PUT FIRST THINGS FIRST]

Practice self-management. Know your priorities.

Habit # 4: [THINK WIN-WIN]

This concerns mutual benefit. Putting both parties on favorable situation.

Habit # 5: [SEEK FIRST TO UNDERSTAND... THEN TO BE UNDERSTOOD]

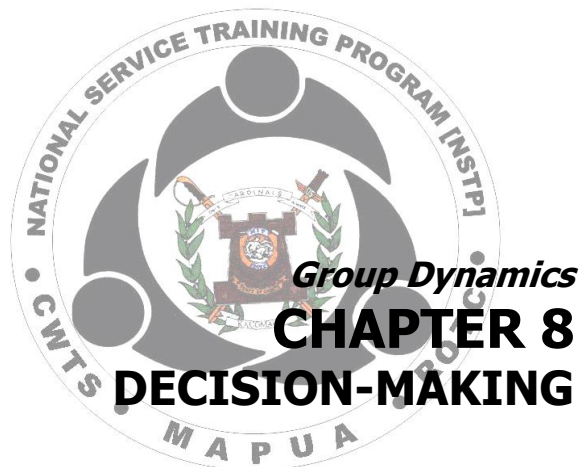
As the saying goes, "The best way to understand is to listen." The practice of empathy governs this habit. It is about putting ourselves on the shoes of the other person. Based on the person's explanation, we ought to evaluate, probe, advise and interpret as a way of responding to the person's feelings.

Habit # 6: [SYNERGIZE]

The whole is greater than the sum of its parts. More tasks will be done if we utilize all the things that we have. Even though your contribution is that small, if everybody will do their part, things will go on smoothly.

Habit # 7: [SHARPEN THE SAW]

What we had learned a couple of years back will become outdated. Many things evolve and develop so fast, that there is a need to update ourselves through various food-for-the brain resources.



INVOLVEMENT IN DECISIONS:

1. **The Plop** - Here the group makes a decision by not making a decision. "Not to decide – is to decide" Someone makes a suggestion, but it drops like a stone into a pond, and no one pays any attention to it at all. If the person who made the suggestion really felt enthusiastic about it, the fact that it was totally ignored could make that person withdraw or resist later suggestions.
2. **The One-Person Decision** - This is quickly made, but later when the decider depends on free or voluntary support from others to implement it, he may find himself carrying it out alone.
Topic Jumping: One person can also prevent a group reaching a decision by introducing a new point just as the group is ready to decide something. If the point is relevant it should be allowed, though it should have been brought in earlier. If it is not relevant, it should be recognized as a distraction or any attempt by one person to control the group, and should not be allowed to prevent the group from making a decision.
3. **The Handclasp** - One person makes a suggestion. Another says, "What a marvelous idea!" and without further discussion, the matter is decided. These decisions are more frequent than one thinks, and other pass unnoticed at the time but resentment comes to the surface later.
4. **The Clique** - This decision is made by a small group who plan beforehand to get their way. Because they are better organized than those who disagree, they are often successful on the immediate issue but they bring a spirit of rivalry rather than cooperation into the group.
5. **Minority** - These decisions are as consciously organized as those of the clique, but a few powerful personalities dominate the group, often unconsciously and then later they wonder why the other is apathetic.
6. **Majority Vote** - In big groups this is often the most effective way to make a decision. However, one may lose the interest or the loyalty of the minority who voted against

a decision especially if they feel their point of view was not heard.

7. **Silent Consensus** - Some groups aim at unanimous decisions. These are good, if genuine, but they are rarely achieved completely on important issues. Unanimous agreement is sometimes assumed, when some members have not felt free to disagree and have kept silent.
8. **Consensus** - This is an agreement, often involving compromise or the combination of various possibilities, after all opinions have been heard. Disagreements and minority viewpoints are discussed fully. It takes time and care to build a climate in which all feel free to express themselves, but this method does built unity, cooperation and commitment. It does not mean listening to people and then doing what we were going to do in the first place. It means adapting to accommodate the concern of all. It may take longer to make a decision this way, but it will often be carried out more quickly and whole-heartedly.

DIFFICULTIES IN DECISION - MAKING

1. **Fear of Consequences** - The possible outcome of an impending decision may bring division and disagreement.
2. **Conflicting Loyalties** - When one person is a member of a number of groups, this frequently leads to divided loyalties about decisions.
3. **Interpersonal Conflict** - Personal differences occur which provokes feelings of affection or dislike among members and which interfere with sound decision making. Often another member who is not involved in the interpersonal conflict can bring the real problem into the open.
4. **Hidden Agenda** - One person may try to get the group to make a certain decision, which he wants for reasons which he will not share with the group.
5. **Blundering Methods** - A group may be so bound by rigid procedures that there is little chance for a free expression of differences. Or a group may allow itself to substitute

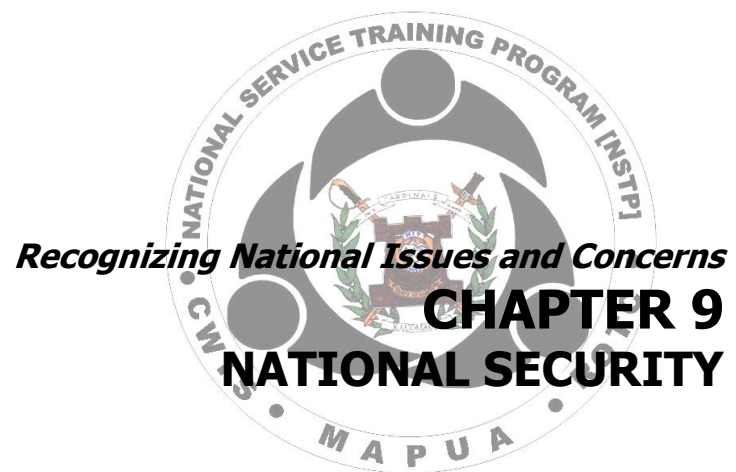
personal opinions for adequate information. Or group may approach the decision making process without testing for consensus.

6. **Inadequate Leadership** - A leader may hinder good decision making if he restricts the expression of opinion or discussion on issues too soon. Leaders also may fail to provide assistance in selecting appropriate methods for decision making or be insensitive to the factors causing difficulty in the group.
7. **Clash of Interest** - Sometimes different groups or individuals within an organization do have opposing interest.

CONFLICT RESOLUTION AND STYLES AND PROBLEM SOLVING

CONFLICT – a sharp disagreement or clash of ideas, interest, etc.

1. **"Win-Lose" Style** - One party in a conflict situation seeks to meet individual goals at all cost, without concern for the needs of his opponent or their relationship.
2. **"Yield-Lose" Style** - One party view the relationship with the other party as the most important consideration and not the attainment of one's goals. The party using this style yields and loses his position.
3. **"Lose-Leave" Style** - One party has low concern for both the goals and the relationship with the opponent. He loses by default through withdrawing from the situation.
4. **"Compromise" Style** - One party has a moderate degree of concern for both the goals and the relationship with the opponent. The party will try to reach a "compromise", or what is known as the *"win some - lose some" effect*.
5. **"Integrative" Style** - One party has a high concern for both the goal and the relationship with the opponent. The conflict is resolved by working collaboratively with all concerned parties so that everyone will end up a winner. This is also known as *"win – win" style*.



HUMAN SECURITY AND NATIONAL SECURITY

Since time immemorial, man has an awareness and knowledge about security. In ancient era, man has devised means to protect himself from ferocious animals and harsh conditions. As the society advanced, they learned to create tools and weapons to safeguard their lives and their properties. In our country, heroes were born because they strive to save our people from conquerors. Currently, every country has its own way of defending and maintaining its human and national security.

In the 1994 United Nations Development Programme (UNDP) Report, **human security** was referred to as having two aspects:

"...first safety from such chronic threats as hunger, disease and repression...second, it means protection from sudden and hurtful disruptions in the patterns of daily life – whether in homes, in jobs, or in communities. Such threats can exist at all levels of national income and development."

This was supplemented by an explanation from the former UN Secretary-General Kofi Annan which states that:

"Human security, in its broadest sense, embraces far more than the absence of violent conflict. It encompasses human rights, good governance, access to education and health care and ensuring that each individual has opportunities and choices to fulfill his or her potential... Every step in this direction is also a step towards reducing poverty, achieving economic growth and preventing conflict. Freedom from want, freedom from fear, and the freedom of future generations to inherit a healthy natural environment – these are the interrelated building blocks of human – and therefore national – security."

Thus, according to the United Nations (UN) Commission, Human Security:

- seeks to "protect the vital core of all human lives in ways that enhance human freedoms and human fulfillment"
- requires "protecting people from critical and pervasive threats" and "empowering them to take charge of their own lives"
- "protection and empowerment are mutually reinforcing and cannot succeed in isolation"
- Commission puts emphasis on the "need for comprehensive, integrated and people-centered solutions that together can help people develop the building blocks of survival, livelihood and dignity"

National Security is defined as the state or condition wherein the values which a nation treasures such as territorial integrity, sovereignty, people's way of life and well-being are protected and enhanced. It is the requirement to maintain the survival of the nation-state through the use of economic military and political power and the exercise of diplomacy. The measures taken to ensure national security include:

- Using diplomacy to rally allies and isolate threats;
- Maintaining effective armed forces;
- Implementing civil defense and emergency preparedness measures (including anti-terrorism legislation);
- Ensuring the resilience and security of critical infrastructure; and
- Using intelligence services to detect and defeat or avoid threats and espionage, and to protect classified information.

In the Philippine context as indicated by the NSC Permanent Secretariat, National Security is described as *a condition or state of being where the Filipino people's values, way of life, institutions, welfare, and well-being, sovereignty and strategic relations are protected and enhanced*. The elements of National Security are the following:

- Moral-spiritual consensus
- Cultural cohesiveness
- Economic solidarity
- Socio-political stability
- Ecological balance
- Territorial integrity
- International harmony

NATIONAL SECURITY AND THE NSTP PROGRAM

The 1987 Philippine Constitution enshrined in its Declaration of Principles that the Filipinos are duty-bound to protect the country and, as such, they may be subjected to undergo service training programs (Art. II, Sec. 14, The Philippine Constitution).

The Government may call upon the people to defend the state, and in fulfillment thereof, all citizens may be required, under conditions provided by law, to render personal, military or civil service.

The NSTP is a program aimed at enhancing civic consciousness and defense preparedness in the youth by developing the ethics of service and patriotism while undergoing training in any of its three (3) program components, specifically designed to enhance the youth's active contribution to the general welfare.

MANPOWER RESERVOIR FOR NATIONAL SECURITY

1. *Graduates of CWTS and LTS* shall belong to the National Service Reserve Corps (NSRC) which could be tapped by the State for literacy and civic welfare activities such assisting in disaster preparedness, mitigation, response and rehabilitation programs.
2. *Graduates of the ROTC* component shall form part of the AFP Citizen Armed Forces and AFP Reserve Force, subject to DND requirements.

THREATS TO NATIONAL SECURITY

A. Man Made Threats

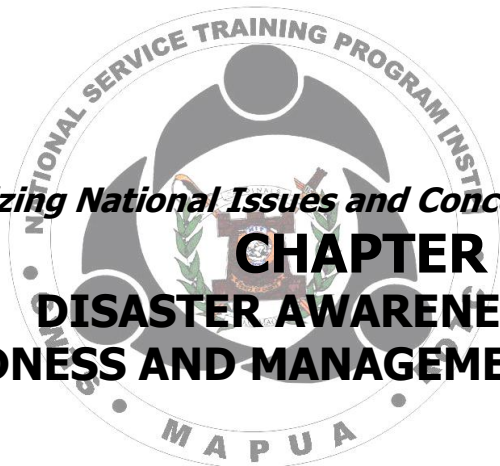
- a. Terrorism
- b. Explosion/Bomb Threats
- c. Campus Violence/Frat and Gang War
- d. Kidnapping/Hostage Taking
- e. Drug Addiction
- f. Armed Robberies/Hold Ups
- g. Snatching
- h. Sabotage
- i. Fire
- j. Technological Threats such as gambling through number games, internet hold ups and cyber crimes (computer hacking, computer pilferage, ATM stealing and cyber prostitution)

B. Natural Threats

- a. Earthquakes
- b. Typhoons
- c. Floods
- d. Volcanic Eruptions
- e. Tsunamis

Recognizing National Issues and Concerns

CHAPTER 10
DISASTER AWARENESS,
PREPAREDNESS AND MANAGEMENT



DISASTER AWARENESS, PREPAREDNESS AND MANAGEMENT

The Philippines is located in the circumpacific belt of fire and typhoon. This being so, the country has always been subjected to natural disaster and calamities anytime of the year. In whatever part of the country, we have been experiencing yearly natural calamities – floods, typhoons, tornadoes, earthquakes, drought, tsunamis and volcanic eruptions which have brought incessant miseries to our people, lost of lives and properties.

In the mid-seventies and eighties, strong typhoons and torrential rains brought devastation to Manila and large areas of central Luzon. The 1990 killer earthquake that hit several Luzon provinces as well as Metro Manila and the effects of the 1991 Mt. Pinatubo eruption had put the National Disaster Coordinating Council (NDCC) in the forefront.

To enhance the people's preparedness and ensure precision and spontaneity in responding to emergencies or catastrophes, the NDCC, together with the concerned agencies conduct regular mobilization exercises and drills at all levels with the participation of the private agencies concerned and the non-government organization.

DEFINITION OF TERMS

Here are the terminologies often used in disaster response and rescue operations:

CALAMITY – refers to a situation that is associated with catastrophic events where a number of persons are plunged with hardship and suffering that are caused by problems like shortage of food, clothing, medical care and other basic necessities.

DISASTERS – are progressive or sudden events brought about by natural or human-induced hazards that cause losses and sufferings the consequence of which results to people and communities undertaking extra-ordinary measures to cope with their impacts.

DISASTER CONTROL – refers to the act of limiting the effect of disaster through the introduction of measures designed to prepare the inhabitants before, during and after a disaster.

DISASTER MANAGEMENT – the efficient and effective utilization of resources and the application of measure that will mitigate the impact of unfortunate events and facilitate return to normalcy and redevelopment.

FLOOD – a state or condition when water overflows from natural waterways caused by heavy rainfall resulting in the water accumulation in low lying areas.

HAZARDS – are *natural* or *man-induced* phenomena or activities, the presence of which poses a threat to people's lives, limbs, properties and socio-economic conditions.

NATIONAL DISASTER COORDINATING COUNCIL – the highest government body responsible in advising the President of the country on the status of disaster preparedness program and disaster relief and rehabilitation effort at the national level.

POLLUTION – refers to any discharge of liquid, solid substance or gases into land, soil, waters, atmosphere, air or space which will create or render such environmental elements and atmospheric air harmful or detrimental or injurious to human beings, animals, plants and the nature's environment and ecological balance.

RADIO ACTIVE FALL-OUT – dust particles of Earth and debris, together with the radioactive materials that cling to them and are drawn up into mushroom clouds resulting from detonation of a nuclear weapon or devise and which are carried by the wind and sent back to earth.

REHABILITATION – refers to the restoration of a person's economic dependency to a stable living either physically, economically, socially or emotionally.

RELIEF – refers to anything that is done to alleviate the condition of those who are suffering from the effects of a calamity/disaster and who at that particular time are completely helpless.

RISKS – refers to the degree or chance and frequency that such hazards will affect or impact people and communities.

SPACE DEBRIS – these are remains of artificial satellites and other components as well as their means of carriage aloft which fall back to earth.

STATE OF CALAMITY – it is a condition that is declared by the President of the country in the event of a widespread destruction to property and lives due to destructive forces of nature and emergencies.

VOLCANIC ERUPTION – an occurrence characterized by an ejection of volcanic materials such as molten lava, rock fragments, ashes, lahar flow, steam and other gases through the fissure brought about by tremendous pressure which forces open the rock formation or steam reservoirs beneath the Earth’s crust.

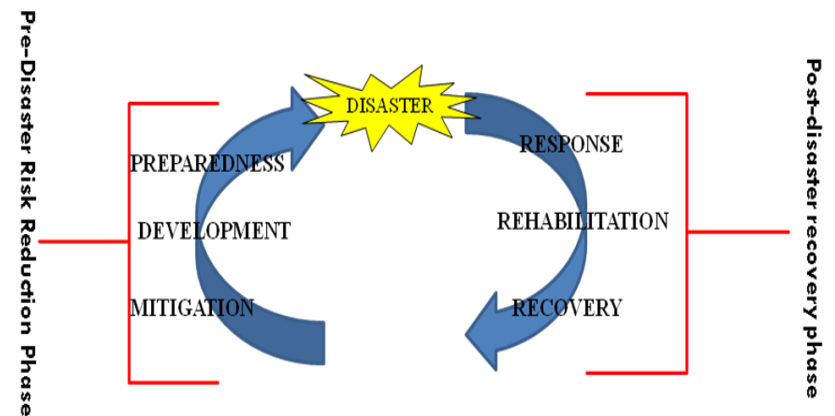
VULNERABILITY – the level of susceptibility or resiliency of the people and communities against the impact of the prevailing hazards based on the state of physical, social, and economic conditions in a given area.

THE DISASTER EQUATION AND THE DISASTER MANAGEMENT CYCLE

Disaster is characterized by several elements namely hazards, risk, people or community and vulnerability. Hazards (H) or the physical impact of the disturbance, either man-made or natural, is heightened by the amount of risk (R) to the people and the community. Moreover, the degree of the vulnerability (V) of all the involved further fuels the magnitude of a disaster. This is presented in the Disaster Equation as shown below:

$$H \times R + V = \text{DISASTERS}$$

The concept of disaster risk management accepts that some hazard events may occur but tries to lessen the impact by *improving the community’s ability to absorb the impact with minimum damage or destruction*. The **Disaster Management Cycle** is a traditional approach to disaster management wherein disaster measure is regarded as a number of phased sequences of action or a continuum. It aims to reduce the vulnerabilities in the community. In addition, when sustained over long term, it reduces unacceptable risk to acceptable levels and makes a community become disaster resistant or resilient. This is represented as a cycle. This is illustrated below:



The comprehensive risk management process has the potential to break the cycle of damage and reconstruction when a community is subjected to repeated natural hazards. It refers to a range of policies, legislative mandates, professional practices, social, structural and non-structural adjustments and risk transfer mechanisms to prevent, reduce or minimize the effects of hazards on a community. To be effective, a strategy must be in place and ready for immediate implementation when necessary. This can only be done through advance preparation and planning. The following are risk management measures:

- Engineering measures (keep hazard away from people)
- Land use planning and management measures (keep people away from hazard)
- Control and protection works (modifying the hazard)
- Early warning (predicting hazard)

- Preparedness planning (prepare in anticipation of a hazard event)
- Reconstruction planning after a disaster with the aim of reducing the vulnerability
- Mainstreaming risk management in development practice and institutionalization

NATIONAL DISASTER COORDINATING COUNCIL AND ITS OPERATING POLICIES

Since the DND and the AFP possess the capability to react to natural calamities with the DND's unique nature of organization and network of troops and asset disposition, an inter-agency plan headed by the DND was organized specifically to put into realization an action oriented Civil Defense Plan with the creation of the National Disaster Coordinating Council.

In the year 1989, the NDCC, by virtue of Memorandum Order Number 4 has issued some functional policies and procedures intended to assist the victims of calamities and alleviate their plight.

Upon the declaration of a state calamity by the President, priority assistance is instantly extended to victims in terms of relief operations, medical assistance, immediate repair of vital infrastructures which were damaged by natural disasters and resettlement of calamity victims. Calamity funds are released directly to the implementing departments and agencies. Funds released to the Department of Social Welfare and Development are used for emergency relief and rehabilitation assistance to affected areas and disaster victims. Funds released to the Department of Health are used in the procurement of needed medicines and for medical assistance to disaster victims.

The NDCC is composed of the following:

- Department of National Defense (lead agency)
- Department of Public Works and Highways
- Department of Transportation and Communication
- Department of Social Welfare and Development
- Department of Education
- Department of Finance
- Department of Labor and Employment
- Department of Justice
- Department of Trade and Industries

- Department of Interior and Local Government
- Department of Public Information
- Department of Budget and Management
- Chief of Staff, AFP
- Secretary General, Philippine National Red Cross
- Civil Defense Office

KEY PLAYERS IN DISASTER MANAGEMENT

Disaster risk management includes administrative decisions and operational activities that involve:

- Prevention
- Mitigation
- Preparedness
- Response
- Recovery
- Rehabilitation

It involves all levels of government – decision makers and local government. Non-government and community-based organizations plays a vital role in the process. Meanwhile, communities themselves are the first responders.

ROLE OF GOVERNMENT AGENCIES

During disaster operations, all other disaster coordinating councils make available their facilities and expertise relative to the effective implementation of the council mission. Likewise, the office of the Civil Defense prepares the national/regional disaster and calamity preparedness plan in accordance with the approved disaster and calamity guidelines. The members and tasks of the NDCC are as follows:

1. *Chairman* – convenes the Council as often as necessary and calls on all other departments/bureaus/agencies, other instrumentalities of the government and the private sector for assistance when the need arises.

2. *Administrator, Office of Civil Defense* – coordinates the activities, functions of the various agencies and instrumentalities of the government, private institutions and civic organizations to implement the policies and programs of the NDCC; disseminates materials relative to disaster prevention, control and mitigation; advises the Chairman on matters concerning disaster management.
3. *Secretary of Interior and Local Government* – oversees the organization of DCCs, the establishment of Disaster Operations Centers of all local governments, and the training of DCC members in coordination with OCD, DSWD, PNRC, and other appropriate agencies.
4. *Secretary of Social Welfare and Development* – extends relief assistance and social services to the victims as necessary.
5. *Secretary of Health* – provides health services during emergencies as necessary, and organizes reaction teams in hospitals, clinics and sanitary and other health institutions.
6. *Director-General, NEDA* – responsible for the determination and analysis of the effects of disasters and calamities on the socio-economic plans and programs of the country, and development of damage assessment scheme.
7. *Secretary of Labor and Employment* – provides emergency employment opportunities to disaster victims, implements the industrial civil defense programs and measures, and organizes and trains Disaster Control Groups in all factories and industrial complexes.
8. *Secretary of Education* – provides assistance in the public education and campaign regarding disaster preparedness, prevention and mitigation, makes available school buildings as evacuation centers, and organizes and trains disaster control groups and reaction teams in all schools and institutions of learning.

9. *Secretary of Trade and Industry* – maintains normal level of prices of commodities during emergencies, and organizes Disaster Control Groups and Reaction Teams in large buildings used for commercial and recreational purposes, maintains normal level of prices of commodities during emergencies.
10. *Secretary of Agriculture* – undertakes surveys in disaster areas to determine the extent of damage of agricultural crops, livestock and fisheries and renders technical assistance to disaster victims whose crops or livestock have been destroyed.
11. *Secretary of Budget and Management* – releases funds required by the departments for disaster operations.
12. *Secretary of Environment and Natural Resources* – responsible for reforestation and control of areas which tend to cause flooding, landslides, mudflow and ground subsidence, provide seeds, seedlings and saplings and technical assistance regarding mines, forests and lands, formulates rules and regulations for the control of water and land pollution.
13. *Secretary of Finance* – issues rules and regulations with the relevant agencies concerned for the funding by local government of the requirements for organizing, equipping, and training of their disaster coordinating councils and reaction teams.
14. *Secretary of Public Works and Highways* – restores destroyed public structures such as flood control, waterworks, roads, bridges, and other vertical and horizontal facilities/structures and provides heavy and light equipment for relief, rescue and recovery operations.
15. *Secretary of Tourism* – organizes and trains disaster control groups and reaction teams in hotels, pension houses, restaurants and other tourist-oriented facilities.

16. *Secretary of Transportation and Communications* – restores destroyed communication and transportation facilities such as railroads and vertical structures, and organizes emergency transport services from the national down to the barangay level; and restores destroyed communication and transportation facilities such as railroads and vertical structures.
17. *Director, Philippine Information Agency* – provides public information service through dissemination of disaster mitigation measures.
18. *Secretary-General, Philippine National Red Cross* – conducts disaster leadership training courses, assists in the training of DCCs at all levels; and assists in providing emergency relief assistance to disaster victims.
19. *Chief of Staff, Armed Forces of the Philippines* – responsible for the provision of security in disaster area and provision of assistance in the reconstruction of roads, bridges and other structures and transportation facilities for rapid movement of relief supplies and personnel and for the evacuation of disaster victims.

YOUTH'S CONTRIBUTION IN DISASTER MANAGEMENT

All able-bodied young citizen of the land should get themselves involved in civic actions in the community where she/he lives and should be ready to render assistance anywhere and anytime their service are needed. More than anything else, it is everybody's moral obligation to assist her/his countrymen in distress.

In times of natural calamities or manmade disorders, the youth should be willing and ready to render direct assistance to calamity victims in any of the following areas:

- Sorting, loading and distribution of relief goods
- Administering first aid treatment on victims
- Comforting and assisting in their rehabilitation
- Disseminating information to concerned individual
- Surveying of affected families and areas
- Monitoring and liaising work

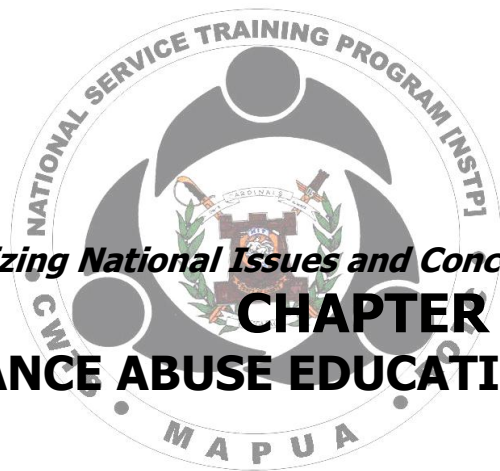
- Civic action activities like environmental and ecological protection, river and watershed control projects and tree planting/forest fire control

Likewise, the concerned youth development agencies should establish coordination and linkages to be set up before, during and after every disaster. By using the NDCC operational model, the leadership in the youth development agencies, in order to succeed in their chosen endeavor should:

- a. Plan the chosen activities ahead before any calamity strikes. Join or participate in training exercise on disaster and relief operations.
- b. See to it that the resources that are available could meet the needs of chosen activities.
- c. Coordinate all activities properly with the City, Provincial and Municipal Disaster Coordinator Councils.
- d. Organize the groups. Assign the members' responsibilities which they feel they can properly handle. Confidence in what is one is doing is the key to success.
- e. Work as a team. Coordinate efforts with other organizations (NGO, PO, LGU or religious organizations)

BARANGAY AS NUCLEUS OF COMMUNITY GOVERNANCE AND DISASTER PREPAREDNESS

The Philippines has a unique local governance system of **Barangay**. It has a primary function of planning and implementing government policies, plans, programs, projects and activities in the community. Local people are the source of knowledge about their community so that solutions can address what is really needed and wanted.



Recognizing National Issues and Concerns

CHAPTER 11
SUBSTANCE ABUSE EDUCATION

DEFINITION AND CONCEPT

WHAT IS A DRUG?

A drug is any substance that brings physical, psychological, emotional and behavioral changes when used.

WHAT IS DRUG ABUSE?

Drug abuse is the continuous misuse of any substance, licit, illicit which results to changes in an individual's physical, mental or behavioral condition.

WHY DO PEOPLE TURN TO DRUGS?

- Peer pressure
- Curiosity
- Adventure
- Feel good
- Escape from reality
- Easy access to drugs

HISTORY AND COMMONLY ABUSED DRUGS IN THE PHILIPPINES

A. PRE-MARTIAL LAW ERA

- a. *Hallucinogens* – drugs which affects sensation, thinking and emotion
Example: Marijuana, Hashish, LSD
- b. *Sedatives* – drugs which reduces anxiety and excitement
Example: Barbituates, Tranquilizers, Alcohol
- c. *Narcotics* – drugs that relieve pain and induce sleep
Example: Opium and derivatives like Heroin, Morphine, Codeine

B. MARTIAL LAW ERA

- a. *Cough Syrups* – with narcotic and non-narcotic cough suppressants
Example: Corex, Endotussin, Robitussin AC, etc.

- b. *Inhalants* – chemicals used by manufacturing industries
Example: Rugby, Glue, Thinner

C. AFTER EDSA REVOLUTION

- a. *Stimulants* – drugs which increases alertness
Example: Amphetamine, Derivatives, Cocaine

HOW CAN YOU TELL IF A PERSON IS ON DRUGS?

Changes in...

1. Appearance
2. Mood
3. Behavior
4. Interest

ILL EFFECTS OF DRUGS

These are several effects of drugs:

A. MENTAL HEALTH/PSYCHOLOGICAL EFFECTS

- a. Disturbance in *Perception* – auditory and visual hallucination
- b. Disturbance in *Orientation* – paranoia, psychosis
- c. Disturbance in *Memory*
- d. Disturbance in *Judgment* – depression that may lead to suicide

B. PHYSICAL HEALTH/PHYSIOLOGICAL EFFECTS

- a. Systemic
 1. Cardiac (HEART) Pathology – irregularity of heart beat, elevated or lowered blood pressure, chest pain, convulsions or death from cardiac arrest
 2. Pulmonary (LUNG) Illnesses
 3. Hepatic (LIVER) Problems
 4. Renal (KIDNEY) Diseases

b. General Health

1. Malnutrition or weight loss
2. Infections
3. Accidents
4. Blood Transmitted Disease

C. BEHAVIORAL EFFECTS

Substance seeking behavior can lead to various criminal and anti-social acts.

COMMON SIGNS OF DRUG ABUSE

The profile of a drug dependent or a substance abuser is as follows:

- Changes in attendance in school or work
- Changes in the normal capabilities in school/work
- Abrupt changes in overall attitude
- Generally lazy, irritable, discourteous, aggressive
- Usually untrustworthy and lacks self-confidence
- Manipulative
- Have a distorted view of reality
- Low frustration tolerance
- Con-game player
- Lacks interest in his studies/work (withdrawal from responsibilities)
- Blames everybody but himself (blame tosser)
- No respect for the rights of others
- Prefers to stay with peers (barkada)
- May frequently go to odd places (to take drugs)
- Poor physical appearance (unconcerned with grooming and hygiene)
- Wearing of sunglasses at inappropriate times
- Unusual effort to cover arms to hide needle marks (long-sleeved garments)
- Stealing items which can be readily sold
- Unusual borrowing of money from relatives and friends
- Association with known drug abusers

CLASSIFICATION OF DRUG ABUSERS

Substance abusers can be classified according to the frequency of their substance use.

1. **Experimenters** – people who abuse the drug(s) for experimental basis.
2. **Occasional Users** – abuse the drug occasionally/whenever there are special occasions. They abuse the drug once every two (2) weeks to two (2) times a week.
3. **Regular Users** – abuse the drug on a regular basis approximately three (3) to four (4) times a week or every other day.
4. **Drug Dependents** – people who tend to abuse the drug(s) everyday (almost everyday) or about five (5) to seven (7) times a week.
5. **Mentally Ill Chemical Abuser/Substance Induced Psychosis** – drug abusers who manifest signs and symptom of psychotic disorders caused by the effects of drugs (hallucinations, disorientation, delusions, etc.)

SUBSTANCE DEPENDENCY AND KEEPING DRUG-FREE

WHAT ARE THE CRITERIA FOR DRUG DEPENDENCY?

- Withdrawal symptoms
- Need to take drugs to overcome withdrawal symptoms
- Compulsion
- Tolerance
- Relapse
- Reduced social/occupational act

HOW CAN YOU STAY AWAY FROM DRUGS?

- Devote yourself to your studies and other productive activities at home or in school
- Stay away from people, places and events that promote drug use
- Learn to manage feelings and cope with stress without using drugs

- Develop a strong moral and spiritual foundation
- Educate yourself about the effects of drug abuse
- Always say NO

WHAT ARE THE COUNTER-MEASURES FOR SUBSTANCE ABUSE?

CLASSIFICATION		MANAGEMENT
Abstainer	→	Preventive Education
Experimenters	}	Counseling
Occasional Users	}	
Regular Users	}	
Drug Dependent	→	Drug Rehabilitation
Mentally Ill Chemical Abuser (Substance Induced Psychosis)	→	Psychiatric Treatment

THE COMPREHENSIVE DANGEROUS DRUGS ACT OF 2002

These are some of the important provisions in the Republic Act 9165 also known as the *Comprehensive Dangerous Drugs Act of 2002*.

- SEC 5 – sale, administration, dispensation, delivery, distribution and transportation of dangerous drugs
- SEC 6 – maintenance of den, dive or resort
- SEC 11 – possession of dangerous drugs
- SEC 15 – use of dangerous drugs
- SEC 19 – unlawful prescription of dangerous drugs
- SEC 36 – authorized drug testing
- SEC 54 – voluntary submission of a drug dependent to confinement, rehabilitation
- SEC 60 – confidentiality of records under the voluntary submission
- SEC 61 – compulsory confinement of a drug dependent who refuses to apply under the voluntary submission



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R.A. 9163: NSTP LAW of 2001

**Congress of the Philippines
Twelfth Congress**

REPUBLIC ACT NO. 9163

January 23, 2002

AN ACT ESTABLISHING THE NATIONAL SERVICE TRAINING PROGRAM (NSTP) FOR TERTIARY LEVEL STUDENTS, AMENDING FOR THE PURPOSE REPUBLIC ACT NO. 7077 AND PRESIDENTIAL DECREE NO. 1706, AND FOR OTHER PURPOSES

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

Section 1. Short Title - This Act shall be known as the "National Service Training Program (NSTP) Act of 2001".

Section 2. Declaration of Policy - It is hereby affirmed the prime duty of the government to serve and protect its citizens. In turn, it shall be the responsibility of all citizens to defend the security of the State and in fulfillment thereof, the government may require each citizen to render personal, military or civil service.

Recognizing the youth's vital role in nation-building, the State shall promote civic consciousness among the youth and shall develop their physical, moral, spiritual, intellectual and social well-being. It shall inculcate in the youth patriotism, nationalism, and advance their involvement in public and civic affairs.

In pursuit of these goals, the youth, the most valuable resource of the nation, shall be motivated, trained, organized and mobilized in military training, literacy, civic welfare and other similar endeavors in the service of the nation.

Section 3. Definition of Terms - For purposes of this Act, the following are hereby defined as follows:

(a) "National Service Training Program (NSTP)" is a program aimed at enhancing civic consciousness and defense preparedness in the youth by developing the ethics of service

and patriotism while undergoing training in any of its three (3) program components. Its various components are specially designed to enhance the youth's active contribution to the general welfare.

(b) "Reserve Officers' Training Corps (ROTC)" is a program institutionalized under Sections 38 and 39 of Republic Act No. 7077 designed to provide military training to tertiary level students in order to motivate, train, organize and mobilize them for national defense preparedness.

(c) "Literacy Training Service" is a program designed to train students to become teachers of literacy and numeracy skills to school children, out of school youth, and other segments of society in need of their service.

(d) "Civic Welfare Training Service" refers to programs or activities contributory to the general welfare and the betterment of life for the members of the community or the enhancement of its facilities, especially those devoted to improving health, education, environment, entrepreneurship, safety, recreation and morals of the citizenry.

(e) "Program component" shall refer to the service components of the NSTP as enumerated in Section 4 of this Act.

Section 4. Establishment of the National Service Training Program.

- There is hereby established a National Service Training Program, which shall form part of the curricula of all baccalaureate degree courses and of at least two (2)-year technical vocational courses and is a requisite for graduation, consisting of the following service components:

- (1) The Reserve Officers' Training Corps (ROTC), which is hereby made option and voluntary upon the effectivity of this Act;
- (2) The Literacy Training Service; and
- (3) The Civic Welfare Training Service

The ROTC under the NSTP shall instil patriotism, moral virtues, respect for rights of civilians, and adherence to the Constitution, among others. Citizenship training shall be given emphasis in all three (3) program components.

The Commission on Higher Education (CHED) and Technical Education and Skills Development Authority (TESDA), in consultation with the Department of National Defense (DND), Philippine Association of State Universities and Colleges (PASUC), Coordinating Council of Private Educational Associations of the Philippines (COCOPEA) and other concerned government agencies, may design and implement such other program components as may be necessary in consonance with the provisions of this Act.

Section 5. Coverage - Students, male and female, of any baccalaureate degree course or at least two (2)-year technical vocational courses in public and private educational institutions shall be required to complete one (1) of the NSTP components as requisite for graduation.

Section 6. Duration and Equivalent Course Unit - Each of the aforementioned NSTP program components shall be undertaken for an academic period of two (2) semesters.

In lieu of the two (2) semester program for any of the components of the NSTP, a one (1)-summer program may be designed, formulated and adopted by the DND, CHED, and TESDA.

Section 7. NSTP Offering in Higher and Technical-Vocational Educational Institutions - All higher and technical-vocational institutions, public and private, must offer at least one of the program components; Provided, that State universities and colleges shall offer the ROTC component and at least one other component as provided herein; Provided, further, that private higher and technical-vocational education institutions may also offer the ROTC if they have at least three hundred and fifty (350) cadet students.

In offering the NSTP whether during the semestral or summer periods, clustering of affected students from different educational institutions may be done, taking into account logistics, branch of service and geographical considerations. Schools that do not meet the required number of students to maintain the optional ROTC and any of the NSTP components shall allow their students to cross-enrol to other schools irrespective of whether or not the NSTP components in said schools are being administered by the same or another branch of service in the Armed Forces of the Philippines (AFP), CHED and TESDA to which schools are identified.

Section 8. Fees and Incentives - Higher and technical vocational institutions shall not collect any fee for any of the NSTP components except basic tuition fees, which shall not be more than fifty percent (50%) of what is currently charged by schools per unit.

In the case of ROTC, the DND shall formulate and adopt a program of assistance and/or incentive to those students who will take the said component.

The school authorities concerned, CHED and TESDA shall ensure that group insurance for health and accident shall be provided for students enrolled in any of the NSTP components.

Section 9. Scholarships - There is hereby created a Special Scholarship Program for qualified students taking the NSTP which shall be administered by the CHED and TESDA. Funds for this purpose shall be included in the annual regular appropriations of the CHED and TESDA.

Section 10. Management of the NSTP Components - The school authorities shall exercise academic and administrative supervision over the design, formulation, adoption and implementation of the different NSTP components in their respective schools; Provided, That in case a CHED- or TESDA-accredited non government organization (NGO) has been contracted to formulate and administer a training module for any of the NSTP components, such academic and administrative supervision shall be exercised jointly with that accredited NGO; Provided, further, That such training module shall be accredited by the CHED and TESDA.

The CHED and TESDA regional offices shall oversee and monitor the implementation of the NSTP under their jurisdiction to determine if the trainings are being conducted in consonance with the objectives of this Act. Periodic reports shall be submitted to the CHED, TESDA and DND in this regard.

Section 11. Creation of the National Service Reserve Corps - There is hereby created a National Service Reserve Corps, to be composed of the graduates of the non-ROTC components. Members of this Corps may be tapped by the State for literacy and civic welfare activities through the joint effort of the DND, CHED and TESDA.

Graduates of the ROTC shall form part of the Citizens' Armed Force, pursuant to Republic Act No. 7077.

Section 12. *Implementing Rules.* - The DND, CHED and TESDA shall have the joint responsibility for the adoption of the implementing rules of this Act within sixty (60) days from the approval of this Act.

These three (3) agencies shall consult with other concerned government agencies, the PASUC and COCOPEA, NGOs and recognized student organizations in drafting the implementing rules.

The implementing rules shall include the guideline for the adoption of the appropriate curriculum for each of the NSTP components as well as for the accreditation of the same.

Section 13. *Transitory Provisions* - Students who have yet to complete the Basic ROTC, except those falling under Section 14 of this Act, may either continue in the program component they are currently enrolled or shift to any of the other program components of their choice; Provided, that in case he shifts to another program component, the Basic ROTC course he has completed shall be counted for the purpose of completing the NSTP requirement; Provided, further, that once he has shifted to another program component, he shall complete the NSTP in component.

Section 14. *Suspension of ROTC Requirement* - The completion of ROTC training as a requisite for graduation is hereby set aside for those students who despite completing all their academic units as of the effectivity of this Act have not been allowed to graduate.

Section 15. *Separability Clause* - If any section or provision of this Act shall be declared unconstitutional or invalid, the other sections or provisions not affected thereby shall remain in full force and effect.

Section 16. *Amendatory Clause* - Section 35 of Commonwealth Act No. 1, Executive Order No.207 of 1939, Sections 2 and 3 of Presidential Decree No. 1706, and Sections 38 and 39 of Republic Act No. 7077, as well as all laws, decrees, orders, rules and regulations and other issuances inconsistent with the provisions of this Act are hereby deemed amended and modified accordingly.

Section 17. *Effectivity* - This Act shall take effect fifteen (15) days after its publication in two (2) newspapers of national circulation, but the implementation of this Act shall commence in the school year of 2002-2003.

Approved,

(Sgd)

FRANKLIN M. DRILON
President of the Senate

(Sgd)

JOSE DE VENECIA, JR.
Speaker of the House of Representatives

This Act which is a consolidation of H.B. No. 3593 and S.B. No. 1824 was finally passed by the House of Representatives and the Senate on December 19, 2001.

(Sgd)

OSCAR G. YABES
Secretary of the Senate

(Sgd)

ROBERTO P. NAZARENO
Secretary General
House of Representatives

Approved: January 23, 2002

(Sgd)

GLORIA MACAPAGAL-ARROYO
President of the Philippines

MODULE 3: THE HUMAN PERSON

SELF-ESTEEM TEST

DIRECTION: Answer honestly the questions stated below.

Are you a happy and confident person with a positive attitude to life, or do you try too hard and blame yourself when things go wrong? Find out where you stand on the self-esteem scale with our quiz, compiled by chartered psychologist Dr. Terry Kellard.

		TRUE	FALSE	UNSURE
1	I often wish I could change places and be someone else.			
2	I find it very hard to talk in front of a group of people.			
3	There are lots of things about myself I'd change if I could.			
4	I'm a lot of fun to be with.			
5	It takes me a long time to get used to anything new.			
6	I'm popular with people of my own age.			
7	People expect too much of me.			
8	I give in very easily.			
9	It's hard being me.			
10	Many things in my life are all mixed up.			
11	Other people usually listen to my ideas and follow them.			
12	I often think I'd like to change my life completely.			
13	I often feel upset.			
14	I am not as good looking as most people.			
15	If I have something to say, I usually say it.			
16	My friends understand me.			
17	Most people are more popular than I am.			
18	I usually feel as if something were pushing me.			
19	I often get discouraged at what I'm doing.			
20	Things don't usually bother me.			

ITEM	T	F	U
1	0	2	1
2	0	2	1
3	0	2	1
4	2	0	1
5	0	2	1
6	2	0	1
7	0	2	1
8	0	2	1
9	0	2	1
10	0	2	1
11	2	0	1
12	0	2	1
13	0	2	1
14	0	2	1
15	2	0	1
16	2	0	1
17	0	2	1
18	0	2	1
19	0	2	1
20	2	0	1

How Scoring is done:

Follow the score sheet provided.

Example:

For item **number 1**, if the student answers **T**, **give zero** point. If the student answers **F**, **give two** points. If the student answers **U**, **give 1** point.

For item **number 4**, if the student answers **T**, **give two** points. If the student answers **F**, **give zero** point. If the student answers **U**, **give 1** point.

Add all the points to get the rating. Refer to the range defined on the attached sheet.

SELF-ESTEEM TEST SCORES

35 – 40: Your self-esteem is strong, you appear very confident and secure. Have you been honest with yourself? If you have, take care that you don't come across to others as arrogant and opinionated.

29 – 34: You have a healthy outlook and positive regard for yourself which communicates itself to others. You work well and appear to be confident without being arrogant.

13 – 28: Your self-esteem is average. Things get you down sometimes but you bounce back. You may tend to blame yourself too much, so talk to someone you trust and share disappointments. You probably undervalue yourself.

05 – 12: You tend to blame yourself, try too hard to please others and find this difficult. Your self-esteem is low. Perhaps you expect too much from yourself? Talk to someone you respect about this.

00 – 04: You are giving yourself a hard time and blame yourself for everything. You seem unhappy and are probably over-sensitive to criticism and a bit depressed. Talk things over with someone you trust.

PERSONAL STYLE SURVEY

DIRECTION: Circle one word in each row that you feel describes you best.

ROW	A	B	C	D
1	Restrained	Forceful	Careful	Expressive
2	Pioneering	Correct	Exciting	Satisfied
3	Willing	Animated	Bold	Precise
4	Argumentative	Doubting	Indecisive	Unpredictable
5	Respectful	Outgoing	Patient	Daring
6	Persuasive	Self-reliant	Logical	Gentle
7	Cautious	Even-tempered	Decisive	Life of the Party
8	Popular	Assertive	Perfectionist	Generous
9	Colorful	Modest	Easy-going	Unyielding
10	Systematic	Optimistic	Persistent	Accommodating
11	Relentless	Humble	Neighborly	Talkative
12	Friendly	Observant	Playful	Strong-willed
13	Charming	Adventurous	Disciplined	Deliberate
14	Restrained	Steady	Aggressive	Attractive
15	Enthusiastic	Analytical	Sympathetic	Determined
16	Commanding	Impulsive	Slow-paced	Critical
17	Consisting	Force of character	Lively	Laid-back
18	Influential	Kind	Independent	Orderly
19	Idealistic	Popular	Pleasant	Out-spoken
20	Impatient	Serious	Procrastinator	Emotional
21	Competitive	Spontaneous	Loyal	Thoughtful
22	Self-sacrificing	Considerate	Convincing	Courageous
23	Dependent	Flighty	Stoic	Pushy
24	Tolerant	Conventional	Stimulating	Directing

How scoring is done:

Count the number of letters chosen and make a tally like the table below.

Example:

A	6	D – person
B	5	I – person
C	7	S – person
D	6	C – person

Determine which letter got the highest number, this is equivalent to type of person as indicated on the third column of the table above. From the table above, it shows that the person is an S – person or high S. It also shows that the client has a strong D and C personality. For this type of test, a person can have a major and minor personality. As in the example:

Major is C
 Minor is A and D

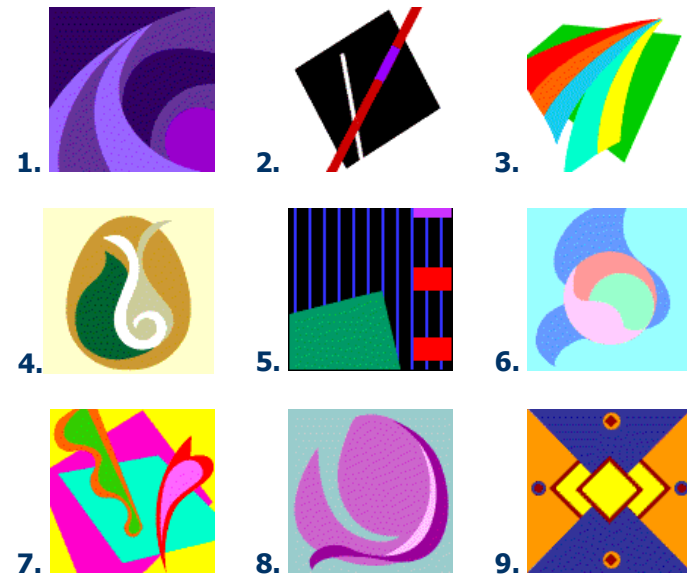
PERSONAL STYLE [DISC] INTERPRETATION

The High "D" Style – Dominance	
STRENGTHS	WEAKNESSES
<ul style="list-style-type: none"> • Get things done • Takes charge • Persistent • Accepts challenges • Makes quick decision • Self-reliant • Solves practical problems • Works hard 	<ul style="list-style-type: none"> • Insensitive towards others • Overlooks risks and cautions • Takes on too much • Too demanding of others • Impatient • Inflexible and unyielding • Inattentive to detail • Resents restrictions
The High "I" Style – Influence	
<ul style="list-style-type: none"> • Optimistic • Verbally articulate • Personable • Entertaining • Enthusiastic • Makes a good impression • Persuasive • Outgoing and friendly 	<ul style="list-style-type: none"> • Lacks follow-through • Talks too much • Acts impulsively • Over commits • Misjudges capabilities • Overestimates results • Jumps to conclusions • Verbally manipulative
The High "S" Style – Steadiness	
<ul style="list-style-type: none"> • Supportive • Loyal • Consistent • Reliable • Agreeable • Service-oriented • Good listener • Builds relationships 	<ul style="list-style-type: none"> • Resists quick change • Overly tolerant • Indecisive • Indirect with others • Difficulty with deadlines • Procrastinates • Avoids conflicts • Lacks initiative
The High "C" Style - Conscientiousness	
<ul style="list-style-type: none"> • Orderly • Self-disciplined • Thorough • Analytical • Competent • Precise • Diplomatic • Committed to quality 	<ul style="list-style-type: none"> • Overly cautious • Too rigid • Lacks spontaneity • Sensitive to criticism • Too detail-oriented • Fault-finding • Suspicious • Pessimistic

WHAT'S YOUR PERSONALITY

DIRECTIONS: Select a shape below that appeals to you the most and then scroll down to read about your personality.

A psychologist developed these shapes. They have been tested worldwide, over a period of several years. As we received feedback from our research, we carefully adjusted the color and/or form of each shape, and then tested again, until we were left with a highly successful set of shapes. These represent the nine basic personality types.



WHAT'S YOUR PERSONALITY? [INTERPRETATION]**FIGURE 1: Introspective / Sensitive / Reflective**

You come to grips more frequently and thoroughly with yourself and your environment than do most people. You detest superficially; you'd rather be alone than have to suffer through small talk. But your relationships with your friends are highly intensive, which gives you the inner tranquility and harmony that you need in order to feel good. However, it is no problem for you to be alone for extended periods of time, without becoming bored.

FIGURE 2: Independent / Unconventional / Unfettered

You demand a free and unattached life for yourself that allows you to determine your own course. You have an artistic bent in your work or leisure activities. Your urge for freedom sometimes causes you to do exactly the opposite of what expected of you.

Your lifestyle is highly individualistic. You would never blindly imitate what is "in"; on the contrary, you seek to live according to your own ideas and convictions, even if this means swimming against the tide.

FIGURE 3: Dynamic / Active / Extroverted

You are quite willing to accept certain risks and to make a strong commitment in exchange for interesting and varied work. Routine, in contrast, tends to have a paralyzing effect on you. What you like the most is to be able to play an active role in events. In doing so, your initiative is highly pronounced.

FIGURE 4: Down to Earth / Well-Balanced / Harmonious

You value a natural style and love that is uncomplicated. People admire you because you have both feet planted firmly on the ground and they can depend on you. You give those who are close to you security and space. You are perceived as being warm and human. You reject everything that is garish and trite. You tend to be skeptical towards the whims of fashion trends. For you, clothing has to be practical and unobtrusively elegant.

FIGURE 5: Professional / Pragmatic / Self-assured

You take charge of your life, and place less faith in your luck and more in your own deeds. You solve problems in practical, uncomplicated manner. You take a realistic view of the things in your daily life and tackle them without wavering. You are given a great deal of responsibility at work, because people know that you can be depended upon. Your pronounced strength of will projects your self – assurance to others. You are never fully satisfied until you have accomplished your ideas.

FIGURE 6: Peaceful / Discreet / Non-Aggressive

You are easy-going yet discreet. You make friends effortlessly, yet enjoy your privacy and independence. You like to get away from it all and be alone from time to time to contemplate the meaning of life and enjoy yourself. You need space, so you escape to beautiful hideaways, but you are not a loner.

You are at peace with yourself and the world, and you appreciate life and what this world has to offer.

FIGURE 7: Carefree / Playful / Cheerful

You love a free and spontaneous life. And you attempt to enjoy it to the fullest, in accordance with the motto: "You only live once.'

You are very curious and open about everything new: you thrive on change. Nothing is worse than when you feel tied down. You experience your environment as being versatile and always good for a surprise.

FIGURE 8: Romantic / Dreamy / Emotional

You are a very sensitive person. You refuse to view things only from a sober, rational standpoint. What your feelings tell you is just as important to you. In fact, you feel it is important to have dreams in life, too.

You reject people who scorn romanticism and are guided only by rationality. You refuse to let anything confine the rich variety of your moods and emotions.

FIGURE 9: Analytical / Trustworthy / Self-assured

Your momentary sensitivity represents that which is of high quality and durable. Consequently, you like to surround yourself with little “gems” which you discover wherever other overlook them.

Thus, culture plays a special role in your life. You have found your own personal style, which is elegant and exclusive, free from the whims of fashion. Your ideal, upon which you base your life, is cultured pleasure. You value a certain level of culture on the part of the people with whom you associate.

LIFETRAPS

DIRECTIONS: Rate each of the next twenty-two statements in terms of how true each is of you on this six-point scale.

SCORING KEYS

- 1 Completely untrue of me
- 2 Mostly untrue of me
- 3 Slightly more true than untrue of me
- 4 Moderately true of me
- 5 Mostly true of me
- 6 Describes me perfectly

First, rate how true the statements were of you as a **child**. If your answer would be different for various times your childhood, choose the rating that best fits the way you felt in general up until the age of twelve. Then, rate how true each item is of you now, as an **adult**. If your answer would be different for various periods of your adult life, choose the rating that best applies to you in the past six months.

THE QUESTIONNAIRE		
Child	Now	Description
		1. I find myself clinging to people I’m close to because I’m afraid they’ll leave me.
		2. I worry a lot that the people I love will find someone else they prefer and leave me.
		3. I am usually on the lookout for people’s ulterior motives; I don’t trust people easily.
		4. I feel I cannot let my guard down around other people or they will hurt me.
		5. I worry more than the average person about danger – that I will get sick or that some harm will come to me
		6. I worry that I (or my family) will lose money and become destitute or dependent on others.
		7. I do not feel I can cope well by myself, so I feel I need other people to help me get by.
		8. My parents and I tend to be over involved in each other’s lives and problems.
		9. I have not had someone to nurture me, share himself/herself with me, or care deeply about what happens to me.
		10. People have not been there to meet my emotional needs for understanding, empathy, guidance, advice and support

		11. I feel like I do not belong. I am different. I do not really fit in.
		12. I'm dull and boring; I don't know what to say socially.
		13. No one I desire who knew the real me – with all my defects exposed – could love me.
		14. I am ashamed of myself; I am unworthy of the love, attention, and respect of others.
		15. I am not as intelligent or capable as most people when it comes to work (or school).
		16. I often feel inadequate because I do not measure up to others in terms of talent, intelligence and success.
		17. I feel that I have no choice but to give in to other people's wishes; otherwise they will retaliate or reject me in some way.
		18. People see me as doing too much for others and not enough for myself.
		19. I try to do my best I can't settle for good enough. I like to be number one at what I do.
		20. I have so much to accomplish that there is almost no time to relax and really enjoy myself.
		21. I feel that I shouldn't have to follow the normal rules and conventions other people do.
		22. I can't seem to discipline myself to complete routine, boring tasks or to control my emotions.

Now transfer your scores from the questionnaire to the score sheet.

Example: For Question 1, take your score for this item under the **Child** column and transfer it to Box 1 under the Child column in the Score Sheet. Now take your score for this item **Now** and transfer it to the next Box 1 (under the Now column).

Next, look at your score for Question 2 under the Child column. Transfer it to Box 2 under the Child column. Then, take your score for Question 2 **Now** and transfer it to the next Box 2, under the Now column.

Look at all the four score in the row. Transfer your highest score into the last box. If your highest score is 4, 5 or 6, put a check mark in the first column. If your highest score is 1, 2, or 3, leave the box blank.

Go ahead and fill in the rest of the score sheet in the same way.

THE SCORE SHEET						
√	Lifetrap	Child	Now	Child	Now	Highest Score
	Abandonment	1.	1.	2.	2.	
	Mistrust and Abuse	3.	3.	4.	4.	
	Vulnerability	5.	5.	6.	6.	
	Dependence	7.	7.	8.	8.	
	Emotional Deprivation	9.	9.	10.	10.	
	Social Exclusion	11.	11.	12.	12.	
	Defectiveness	13.	13.	14.	14.	
	Failure	15.	15.	16.	16.	
	Subjugation	17.	17.	18.	18.	
	Unrelenting Standards	19.	19.	20.	20.	
	Entitlement	21.	21.	22.	22.	

Refer to your score sheet; each lifetrap with a √ next to it is likely to apply to you. Naturally, the higher your scores for each lifetrap, the more powerful it probably is for you, and the more impact it probably has had on your life.

THE ELEVEN LIFETRAPS

Two lifetraps relate to a *lack of safety or security* in your childhood family. These are **Abandonment** and **Mistrust**.

ABANDONEMENT

The Abandonment lifetraps is the feeling that people you love will leave you, and you will end up emotionally isolated forever. Whether you feel people close to you will die, leave home forever, or abandon you because they prefer someone else, somehow you feel that you will be left alone. Because of this belief, you may cling to people close to you too much. Ironically, you end up pushing them away. You may get very upset or angry about even normal separations.

MISTRUST AND ABUSE

The Mistrust and Abuse lifetraps is the expectation that people will hurt or abuse you in some way – that they will cheat, lie to, manipulate, humiliate, physically harm, or otherwise take advantage of you. If you have this lifetraps, you hide behind a wall of mistrust to protect yourself. You never let people get too close. You are suspicious of other people's intentions, and tend to assume the worst. You expect that the people you love will betray you. Either you avoid relationship altogether, form superficial relationship in which you do not really open up to others, or you form relationships with people who treat you badly and then feel angry and vengeful towards them.

Two lifetraps relate to your *ability to function independently* in the world. These lifetraps are **Dependence** and **Vulnerability**.

DEPENDENCE

If you are caught in the Dependence lifetraps, you feel unable to handle everyday life in a competent manner without considerable help from others. You depend on others to act as a crutch and need constant support. As a child you were made to feel incompetent when you tried to assert your independence. As an adult, you seek out strong figures upon whom to become dependent and allow them to rule your life. At work, you shrink from acting on your own. Needless to say, this holds you back.

VULNERABILITY

With Vulnerability, you live in fear that disaster is about to strike – whether natural, criminal, medical or financial. You do not feel safe in the world. If you have this lifetraps, as a child you were made to feel that the world is a dangerous place. You were probably overprotected by your parents, who worried too much about your safety. Your fears are excessive and unrealistic, yet you let them control your life, and pour your energy into making sure that you are safe. Your fears may revolve around illness: having an anxiety attack, getting AIDS, or going crazy. They may be focused around financial vulnerability: going broke and ending up on the streets. Your vulnerability may revolve around other phobic situations, such as a fear of flying, being mugged or earthquakes.

Two lifetraps relate to the *strength of your emotional connections to others*: **Emotional Deprivation** and **Social Exclusion**.

EMOTIONAL DEPRIVATION

Emotional Deprivation is the belief that your need for love will never be met adequately by other people. You feel that no one truly cares for you or understands how you feel. You find yourself attracted to cold and unfeeling people, or you are cold and unfeeling yourself, leading you to form relationships that inevitably prove unsatisfying. You feel cheated, and you alternate between being angry about it and feeling hurt and alone. Ironically, your anger just drives people further away, ensuring your continued deprivation. It is a quality of emptiness, of emotional disconnection. These are people who do not know what love is.

SOCIAL EXCLUSION

Social Exclusion involves your connection to friends and groups. It has to do with feeling isolated from the rest of the world, with feeling different. If you have this lifetraps, as a child you felt excluded by peers. You did not belong to a group of friends. Perhaps you had some unusual characteristics that made you feel different in some way. As an adult, you maintain your lifetraps mainly through avoidance. You avoid socializing in groups and making friends.

You may have felt excluded because there was something about you that other children rejected. Hence, you felt socially undesirable. As an adult, you may feel that you are ugly, sexually undesirable, low in status, poor in conversation skills, boring, or otherwise deficient. You

re-enact your childhood rejection – you feel and act inferior in social situations.

It is not always apparent that someone has a social exclusion lifetrapped. Many people with this lifetrapped are quite comfortable in intimate settings and are quite socially skilled. Their lifetrapped may not show in one-to-one relationships. It sometimes surprises us to realize how anxious and aloof they may feel at parties, in classes, at meetings, or at work. They have a restless quality, a quality of looking for a place to belong.

The two lifetrapped that relate to your *self-esteem* are **Defectiveness** and **Failure**.

DEFECTIVENESS

With defectiveness, you feel inwardly flawed and defective. You believe that you would be fundamentally unlovable to anyone who get close enough to really know you. Your defectiveness would be exposed. As a child, you did not feel respected for who you were in your family. Instead, you were criticized for your “flaws”. You blamed yourself – you felt unworthy of love. As an adult, you are afraid of love. You find it difficult to believe that people close to you value you, so you expect rejection.

FAILURE

Failure is the belief that you are inadequate in areas of achievement, such as school, work and sports. You believe you have failed relative to your peers. As a child, you were made to feel inferior in terms of achievement. You may have had a learning disability, or you may never have learned enough discipline to master important skills, such as reading. Other children were always better than you. You were called “stupid”, “untalented”, or “lazy”. As an adult, you maintain your lifetrapped by exaggerating the degree of your failure and by acting in ways that ensure your continued failure.

Two lifetrapped deal with *self-expression* – your ability to express what you want and get your true needs met: **Subjugation** and **Unrelenting Standards**.

SUBJUGATION

With Subjugation, you sacrifice your own needs and desires for the sake of pleasing others or meeting their needs. You allow others to control you. You do this either out of guilt – that you hurt other people by putting yourself first – or fear that you will be punished or abandoned if you disobey. As a child, someone close to you, probably a parent subjugated you. As an adult, you repeatedly enter relationships with dominant, controlling people and subjugate yourself to them or you enter relationships with needy people who are too damaged to give back to you in return.

UNRELENTING STANDARDS

If you are in the Unrelenting Standards lifetrapped, you strive relentlessly to meet extremely high expectations of yourself. You place excessive emphasis on status, money, achievement, beauty, order or recognition at the expense of happiness, pleasure, health, a sense of accomplishment, and satisfying relationships. You probably apply your rigid standards to other people as well and are very judgmental. When you were a child, you were expected to be the best, and you were taught that anything else was failure. You learned that nothing you did was quite good enough.

ENTITLEMENT

The final lifetrapped, Entitlement, is associated with the ability to accept realistic limits in life. People who have this lifetrapped feel special. They insist that they be able to do, say or have whatever they want immediately. They disregard what others consider reasonable, what is actually feasible, the time or patience usually required and the cost to others. They have difficulty with self-discipline.

Many of the people with this lifetrapped were spoiled as children. They were not required to show self-control or to accept the restrictions placed on other children. As adult, they still get very angry when they do not get what they want.

PERSONALITY TEST

CONTRIBUTED BY: NSTP11-B16 [LLACUNA, Francis Anthony G.]

DIRECTIONS: Choose according to your preference.

I. Superhero profile

Which superhero ability would you choose?

1. The ability to fly.
2. Time-travel ability.
3. Invisibility.
4. X-ray vision.
5. The power to change forms.
6. The ability to read minds.
7. The ability to see into the future.
8. Super hearing.

II. Majestic building

Imagine you're walking in this endless desert; you're tired, thirsty and hungry, after walking many hours. Now, a majestic building appears before you.

1. What appears before you is
 - a. castle.
 - b. museum.
 - c. hotel.
 - d. place of worship.
2. You enter this building through the
 - a. window.
 - b. door.
 - c. balcony.
 - d. underground tunnel.

Inside you find the place very majestic and beautiful... suddenly you hear a knock on the door... you open the door... and find someone you really want to be with...

3. Who is the person?

You continue walking and you see a staircase leading to the next floor.

4. Is it spiral or straight?

You walk up the stairs... counting the steps as you walk...

5. How many steps are there? (any number from 1 to infinity)

Next you enter a room...

6. How big do you want it to be?

- a. the size of a fish tank
- b. the size of a cupboard
- c. the size of a jungle
- d. the size of the pacific ocean

7. What do you want the color of the walls to be?

- a. red
- b. purple
- c. yellow or orange
- d. rainbow colors

A table appears before you....

8. Is it round or square or triangular or simply shapeless?

There is a basket with 5 fruits on the table, cherries, apples, oranges, grapes and watermelons.

9. Choose a fruit.

III. Hidden personality

Discover what you expect from your partner, your feelings on luck and other aspects of your hidden personality.

1. What kind of chair do you prefer?

- a. cloth covered
- b. leather covered
- c. wood
- d. cushioned
- e. one with a built-in massager

2. Tomorrow is Sunday. What are you going to do?
 - a. stay home and take it easy
 - b. go shopping
 - c. do some sports
 - d. go out for a walk
 - e. stay in bed and catch up on my sleep

3. A box is lying in the road. What is inside?
 - a. an abandoned kitten
 - b. garbage
 - c. treasure
 - d. a surprise!
 - e. Nothing

4. What kind of present would you buy for a very close friend?
 - a. a handkerchief (Because your friend will be happy, no matter how many handkerchiefs he/she has already)
 - b. something you like
 - c. something your friend has been wanting
 - d. something popular (the "latest thing")
 - e. something hand-made or homemade

5. You want to cross a river, but there is no bridge in sight. What do you do?
 - a. swim across
 - b. build a raft
 - c. search for a bridge
 - d. search for a shallow spot to wade across
 - e. wait until the river dries up

INTERPRETATION:

I. SUPERHERO PROFILE

1. **Flying** - You like to see the "big picture" of life and how things fit together. Little details annoy you. You enjoy being free and taking risks.

Career clue: You'd make a good pilot or astronaut. Consider a job that will let you affect policies, maybe in government or a public research group.

2. **Time travel** - You are interested in the causes of things and how past mistakes can be used to shape the future. You're very curious about how different people live.

Career clue: A career in scientific research, history, or human behavior might be the place for you. You might enjoy a job where you can affect the future.

3. **Invisibility** - You tend to be shy, or a very keen observer. Or both. You like to know everything that is going on around you.

Career clue: Some good careers for observers, a writer, artist, or private investigator.

4. **X-ray vision** - You like to "see through" problems and go to the heart of an issue. You enjoy finding problems that other people can't even see. You also enjoy solving problems.

Career clue: Physics, politics, math, and medicine are fields that need skilled problem-solvers.

5. **The power to change forms** - You are a sociable person who likes to fit in. Perhaps, you want to be admired by the group. Either way, you're a real crowd pleaser!

Career clue: Entertainment might be the field for you. Actors can "change forms" and be other people.

6. **Mind reading** - You're good at guessing what other people think. You can "see behind" what they're saying by reading between the lines.

Career clue: You might be a good counselor or psychologist. It's important for professionals in those careers to understand how other people think and feel.

7. **Seeing into the future** - You're very creative and love adventure. You would move right into the future if you could! You're always looking at what might be possible, and wondering how to make it happen sooner.

Career clue: A career on the cutting edge of things might be right for you. Think about becoming an explorer, research scientist, inventor, or science fiction writer.

8. **Super hearing** - You pay close attention to sounds and patterns. You like to be fully informed about the latest news. Some might even say you're nosy!

Career clue: You might make an excellent reporter or gossip columnist. Or you might decide to become a musician.

II. MAJESTIC BUILDING

1. Tells the things that you pursue
 - A castle signifies wealth
 - A museum signifies career
 - A hotel signifies home and love
 - A place of worship represents your own belief or spiritual growth
2. Signifies the kind of life that you pursue
 - Window - A life full of surprises
 - Door - A smooth and safe life
 - Balcony - A romantic and peaceful life
 - Underground - A dangerous but meaningful life full of experiences
3. The person you see behind the door is the one you can really trust and rely on during your problems and grave danger
4. The staircase signifies your love life. Winding but beautiful or ordinary but boring.
5. The number of steps signifies the number of tries and attempts you make to keep your relationships.
6. The size of the room shows how adventurous you are. The smaller the more conservative you are.

7. The color of the room is your character
 - Red - Passionate
 - Purple: Adventurous
 - Yellow or orange: Cheerful
 - Rainbow: You are unsure of what you really are
8. The shape of the table again shows how you handle situations
 - Square: Firm and fair
 - Round: You like to see things from many points of view
 - Triangle: You want to be original
 - Shapeless: You are indecisive and always procrastinating
9. The fruit actually signify what kinds of friends you would look for. Bigger fruit signifies the physical appearance of the person; smaller fruit means that you go for character.

III. HIDDEN PERSONALITY

1. What kind of chair do you prefer?
 - Hidden meaning: You want your partner (girlfriend/boyfriend) to:
 - a. Be together with you always, no matter when or where
 - b. Be more open with you about himself/herself
 - c. Take more care of his/her dress and manner
 - d. Be a little bit more relaxed, calm and composed
 - e. Do more for you

The message behind the question:

If you choose to sit on certain chair, you are not suspicious of it or distrust it. This is similar to the psychology present in our relationships with the people we like. In other words, the qualities we look for in a chair are similar to the qualities that we look for in a partner.

2. Tomorrow is Sunday. What are you going to do ?
 - Hidden meaning: With respect to money:
 - a. You spend as little as possible.
 - b. You spend whatever you have.
 - c. You save for rainy day.
 - d. You spend carefully. Pennies saved turn into dollars.
 - e. You are probably a bit stingy.

The message behind the question:

Sunday is a day you are free to use however you want. Having freedom to do whatever you want is like having money to spend however you want. Becoming good at managing your finances are an important step towards independence. What do you think of your money spending habits? A penny for your thoughts...

3. A box lying in the road. What is inside?

Hidden meaning: You think good luck

- a. Depends on maintaining good relationships with others.
- b. Is something you won't attain. You expect only bad luck.
- c. Will definitely be yours, someday....
- d. Might come your way.
- e. Doesn't exist. Reality is built on practicalities.

The message behind the question:

People often attribute unexpected events to good luck or bad luck. When something goes well; it's good luck; when things turn sour, it's bad luck. Your answer reveals what kind of luck (what's inside the box) you think you will have in an unexpected circumstance (the box on the road)

4. What kind of present would you buy for a very close friend?

- a. You are not able to relate clearly to others. You tend to become lost in clouds of confusion when attempting a task.
- b. You are the type of person who assumes that the world revolves around yourself.
- c. You tend to think about others' feelings a lot, perhaps because you are so eager to be liked.
- d. You care more about world trends and fashions in general than you do about your own, or other people's needs.
- e. You have a tendency to overdo things, but basically you value your friendships highly.

The message behind the question:

By stating what kind of gift you would give to a good friend, you are actually revealing how you relate to others. However, it doesn't really matter so much what you give someone - it's the thought that counts. If you care enough to give something, your friend will get the message. The dual acts of giving and receiving

are, together, one of the finest pleasures and one of the best forms of communication - that friends share.

5. You want to cross a river, but there is no bridge in sight. What do you do?

Hidden meaning: When it comes to finding a romantic partner you:

- a. Will search and search until you find your perfect match.
- b. Create opportunities to interact with many people through club activities or a hobby, then select someone you like.
- c. Don't have any particular type in mind, but are inclined to look for someone who is likely to say 'Yes' if you ask him/her out.
- d. Base your search on information from your friends.
- e. Are not too worried about finding someone right away.

The message behind the question:

Your answer to this question reveals the way you tend to search for a boyfriend/girlfriend. Crossing a river is a psychological equivalent of getting out and finding that special someone. In any case, if you don't make an effort to meet people, there's no way any relationships is going to start at all. So, get to it!

DR. PHIL'S TEST

CONTRIBUTED BY: NSTP11-A1 & B1 [LOZADA, May M.] and NSTP11-A2 & B2 [NOVIDA, Fe M.]

DIRECTIONS: Answers are for who you are now..... not who you were in the past. Keep track of your letter answers.

1. When do you feel at your best?
 - a) in the morning
 - b) during the afternoon and early evening
 - c) late at night
2. You usually walk
 - a) fairly fast, with long steps
 - b) fairly fast, with little steps
 - c) less fast head up, looking the world in the face
 - d) less fast, head down
 - e) very slowly
3. When talking to people, you...
 - a) stand with your arms folded
 - b) have your hands clasped
 - c) have one or both your hands on your hips or in pockets
 - d) touch or push the person to whom you are talking
 - e) play with your ear, touch your chin or smooth your hair
4. When relaxing, you sit with...
 - a) your knees bent with your legs neatly side by side
 - b) your legs crossed
 - c) your legs stretched out or straight
 - d) one leg curled under you
5. When something really amuses you, You react with...
 - a) a big appreciated laugh
 - b) a laugh, but not a loud one
 - c) a quiet chuckle
 - d) a sheepish smile
6. When you go to a party or social gathering, you...
 - a) make a loud entrance so everyone notices you
 - b) make a quiet entrance, looking around for someone you know
 - c) make the quietest entrance, trying to stay unnoticed
7. When you're working or concentrating very hard, and you're interrupted, you...
 - a) welcome the break
 - b) feel extremely irritated
 - c) vary between these two extremes
8. Which of the following colors do you like most?
 - a) red or orange
 - b) black
 - c) yellow or light blue
 - d) green
 - e) dark blue or purple
 - f) white
 - g) brown or gray
9. When you are in bed at night, in those last few moments before going to sleep, you lie...
 - a) stretched out on your back
 - b) stretched out face down on your stomach
 - c) on your side, slightly curled
 - d) with your head on one arm
 - e) with your head under the covers
10. You often dream that you are...
 - a) falling
 - b) fighting or struggling
 - c) searching for something or somebody
 - d) flying or floating
 - e) you usually have dreamless sleep
 - f) your dreams are always pleasant

Points:

1	a	2	b	4	c	6								
2	a	6	b	4	c	7	d	2	e	1				
3	a	4	b	2	c	5	d	7	e	6				
4	a	4	b	6	c	2	d	1						
5	a	6	b	4	c	3	d	5	e	2				
6	a	6	b	4	c	2								
7	a	6	b	2	c	4								
8	a	6	b	7	c	5	d	4	e	3	f	2	g	1
9	a	7	b	6	c	4	d	2	e	1				
10	a	4	b	2	c	3	d	5	e	6	f	1		

Now add up the total number of points

INTERPRETATION:

OVER 60 POINTS

Others see you as someone they should "handle with care." You're seen as vain, self-centered and one who is extremely domineering. Others may admire you, wishing they could be more like you, but don't always trust you, hesitating to become too deeply involved with you.

51 TO 60 POINTS

Others see you as an exciting, highly volatile, rather impulsive personality; a natural leader, one who's quick to make decisions, though not always the right ones. They see you as bold and adventuresome, someone who will try anything once; someone who takes chances and enjoys an adventure. They enjoy being in your company because of the excitement you radiate.

41 TO 50 POINTS

Others see you as fresh, lively, charming, amusing, practical and always interesting; someone who's constantly in the center of attention, but sufficiently well-balanced not to let it go to their head. They also see you as kind, considerate, and understanding; someone who'll always cheer them up and help them out.

31 TO 40 POINTS

Others see you as sensible, cautious, careful and practical. They see you as clever, gifted, or talented, but modest. Not a person who makes friends too quickly or easily, but someone who's extremely loyal to friends you do make and who expect the same loyalty in return. Those who really get to know you realize it takes a lot to

shake your trust in your friends, but equally that it takes you a long time to get over it if that trust is ever broken.

21 TO 30 POINTS

Your friends see you as painstaking and fussy. They see you as very cautious, extremely careful, a slow and steady plodder. It would really surprise them if you ever did something impulsively or on the spur of the moment, expecting you to examine everything carefully from every angle and then usually decide against it. They think this reaction is caused partly by your careful nature.

UNDER 21 POINTS

People think you are shy, nervous, and indecisive, someone who needs looking after, who always wants someone else to make the decisions and who doesn't want to get involved with anyone or anything! They see you as a worrier who always sees problems that don't exist. Some people think you're boring. Only those who know you well know that you aren't.

PIG PERSONALITY TEST

CONTRIBUTED BY: NSTP11-A29 [VIERNES, Liezel O.]

DIRECTION: In a sheet of paper, draw a picture of a pig.

Each angle of the drawing has its interpretation as follows:

If the pig is drawn towards:

- the top of the page = you are a positive & optimistic person
- the middle of the page = you are a realist.
- the bottom of the page = you are pessimistic & have a tendency to behave negatively

If your pig is:

- facing left = you believe in tradition, are friendly & remember dates & birthdays
- facing forward = you are direct, enjoy playing the devils advocate & neither fear nor avoid discussion
- facing right = you are innovative & active, but have neither a sense of family, nor remember dates
- facing away = you're just weird!

If the pig is drawn with:

- many details = you are analytical, cautious & distrustful
- few details = you are emotional, naïve, care little for detail and take risks

If the pig is drawn with:

- four legs showing = you are secure, stubborn and stick to your ideals
- less than four legs showing = you are insecure or are living through a period of major change
- the larger the pig's ears you have drawn - the better listener you are.

KOKOLOGY

CONTRIBUTED BY: NSTP11-A3 & B3 [GARCIA, Robie M.]

Kokology is the study of kokoro which in Japanese means "mind" or "spirit".

DIRECTIONS: Read the situation out loud to the whole class. Expound the topic so that the students can imagine more the situation. A question will be left for the students to answer. The students must pick from one of the choices that first pops in their mind.

"Under a clear blue sky"

Imagine a clear blue sky without a cloud in sight. Just thinking about it should give your spirits a little lift. Now turn your minds eye down to survey the landscape. Which of these scenes feels most calm and relaxing to you?

1. A white snowy plain
2. A blue seascape
3. A green mountain
4. A field of yellow flowers.

INTERPRETATION:

The color blue has power to soothe the soul. Even a blue image in the mind can slow the pulse and make you take a deep breath. Other colors have significance too. The scene you pictured contrasted against that clear blue sky reveals a hidden talent that resides in the depths of your untroubled mind.

1. A white snowy plain. You are blessed with a special sensitivity that allows you to comprehend situations at a glance and decipher complex problems without needing any proof or explanation. You have what it takes to be a clear-sighted decision maker and even something of a visionary. Always trust your first intuitions; they will guide you well.
2. A blue seascape. You have a natural talent for interpersonal relations. People respect your ability to communicate with others and the way you help bring diverse groups together. Just by being around, you help others work more smoothly and

efficiently, making you an invaluable member of any project or team. When you say "Nice job, keep up the good work" people know you mean it. So it means much more to them.

3. A green mountain. Your gift is for expressive communications. You always seem to be able to find the words to express the way you feel, and people soon realize it's exactly how they were feeling too. They say that joy shared is multiplied while shared grief is divided. You always seem to help others find the right side of the equation.
4. A field of yellow flowers. You are a storehouse of knowledge and creativity, bursting with ideas and almost infinite potential. Keep attuned to the feeling of others and never stop working on building your dreams, and there is nothing you cannot achieve.

SEEING YOURSELF THROUGH OTHER'S EYES

CONTRIBUTED BY: NSTP11-A5 [UMALI, Ma. Josefa L], NSTP11-A12 [BUENVENIDA, Teresita V.] and NSTP11-A18 & B18 [RUIZ, Regie F.]

DIRECTIONS:

1. The students are instructed to move the chairs around to form a circle, facing each other for their sitting arrangement.
2. Each student is given one (1) piece of bond paper and a masking tape, and was asked to put the bond paper using the masking tape at their back
3. They are asked to look at the characteristics written on the board.

Friendly	Talkative,
Like fashion	Maarte
Good adviser	Don't dress well
Ms smiley	Not serious
Kind	Sarcastic
Polite	Not good handwriting
Honest	Glutton
Cheerful	Bully
Good leader, patient	Strict and unjust
Maganda	Mukhang Weirdo
Mabait	Mukhang Suplada o Suplado

4. They are asked to look at their classmates and view the personality of their classmates according to what they think or see of the person.
5. Each student must describe the type of person by writing at least one (1) characteristic (the more the merrier) that he/she thinks of the other person.
6. The students are instructed all together to stand up and go around and write on the bond paper taped at the back of their classmates for at least ten (10) minutes (provide more time if needed).
7. After the allotted time, the students are instructed to read and reflect on what were written on their individual bond paper.
8. The student one at a time read in front of his/her classmates all of the characteristics written on their respective bond paper.

READING BUDDIES BINGO

CONTRIBUTED BY: NSTP11-A6 & B6 [SODSOD, Mariel Kristine L.]

DIRECTIONS:

1. Create a BINGO board with characteristics of kids in each box (interests, physical descriptions, activities they have done, etc.).
2. Each person or buddy pair has to go around to all of the other people and have them sign their name on a box that describes them.
3. Each person can only sign one box on each BINGO board; however, they can sign different boxes on different boards.
4. Only empty boxes can be signed; if someone has already signed a box, the next person must find a new box to sign.
5. The first person to fill their board—or get five in a row—wins!
6. Follow up by having buddies report back one interesting thing they learned about someone else.

MODULE 4: FILIPINO CHARACTERISTICS

CHARADES

DIRECTIONS:

1. Prior the activity, prepare small scraps of paper. Write one prominent Filipino value in every piece and fold it. Place the folded papers in a small container.
2. Divide the group into two teams. Decide on a time limit - between 3 and 5 minutes - for each round.
3. Through a coin toss, decide on to which group will have the first turn to guess.
4. One representative from the losing team must then pick and read to himself one Filipino value from the container.
5. Within the agreed time limit, the representative may act and describe the Filipino value written on the small piece of paper. Within the given time limit also, the other team must guess the value being acted-out/described.
6. Each team will take turns in picking and guessing a Filipino value. One point shall be given to the team having a correct answer. The team with the most points wins.

FILIPINISM

CONTRIBUTED BY: NSTP11-A3 & B27 [PEREZ, Michelle S.]

DIRECTIONS:

1. Ask the students to form six (6) groups.
2. Each group must pick a topic (set of characteristics) using the Fish Bowl Technique.

Topics:

- a. Pakikipagkapwa-tao, Family Oriented, Joy and Humor
 - b. Flexibility and Adaptability, Hard work and Industry
 - c. Faith and Religiosity, Ability to Survive
 - d. Extreme Personalism, Extreme Family Centeredness
 - e. Lack of Discipline, Passivity and Lack of Initiative, Colonial Mentality
 - f. Kanya-kanya Syndrome, Lack of Self-Analysis and Reflection.
3. Each group must present a skit showcasing the characteristics of the Filipinos that they picked.
 4. All characteristics in the chosen topic must be presented in one situation.
 5. After the skit, the members must explain their presentation and the meaning of the characters.

MODULE 5: FILIPINO CITIZENSHIP VALUES

DRAWING TOGETHER

CONTRIBUTED BY: NSTP11-A18 & B18 [RUIZ, Regie F.]

DIRECTIONS:

1. The participants are divided into small groups of five members. Each member is given a number from one to five.
2. Each group is asked to make a collective drawing with a marker on sheet of newsprint paper. They are, however, not allowed to speak and each member is given only one minute for his/her part of the drawing.
3. The facilitator gives the start signal for the ones. After one minute, s/he signals the number twos to take over and so on until all the members of each group have contributed to the drawing. The results of the various groups are compared and members should explain what they tried to draw.

DRAW YOUR STORY

CONTRIBUTED BY: NSTP11-A3 & B27 [PEREZ, Michelle S.]

DIRECTIONS:

1. Divide the class into seven (7) groups.
2. Through the fish bowl technique, let each group pick their story.
3. Ask the groups to draw a symbol which will represent their story.
4. Post all the drawings on the board.
5. Ask the groups to narrate their story to their classmates.
6. The group must answer the Processing Questions pertaining to their story.

THE HOUSE OF LIFE

- What were the reasons why the crowd saw an empty while the mystic saw many things inside it?
- What does it mean to knock on the door of life?
- Give examples on how you could show "respect for life"?

FATHER'S MISTAKE – NO TIME

- Why did the father cry during the conference?
- What can you advice to the father?
- What do you think Filipinos prefer nowadays: to be rich but away from the family, or to be poor but with the family?

THE VALUE OF TRUTH

- Ask the group to give examples of current situations in our country which could be related to 3 statements in "the value of truth".

TO EVERY MAN HIS DUE

- How was justice shown in the story?
- Give controversial issues in our country which involved injustice?
- Do you think Filipinos get the justice they deserve?

SKULLS

- Why did the writer chose "skulls" as the characters of the story?
- Is there equality in our country today?
- Are Filipinos discriminated in other countries? How?

A CHINESE LEGEND

- Give an example of sacrifice which benefited our country?
- Have you ever sacrificed for the promotion of common good? How?
- Give an example of a false "promotion of the common good."

THE GIVING TREE

- What is the condition of our environment today?
- Give examples of on-going projects which aim to preserve our environment.
- If you were the tree, would you give everything that you have to the boy?

MODULE 6: GROUP DYNAMICS**KIDNAPPING PASTOR GREEN****DIRECTIONS:**

1. Set up helpers or leaders for this game. Choose ten students to play the parts of *Professor Prune*, *Mrs. Pheasant*, *Bubba*, *Colonel Musket*, *Miss Snow*, *Ben the Cook*, *Shawn the Chauffeur*, *Miss Spears*, *Mr. Brown*, and *Grace the Gardner*.
2. Arrange and divide the room into 10 sections to represent the 10 rooms for each suspect to be. And 10 items that could be the possible weapon used for the kidnapping.
3. Each suspect will know of two suspects that didn't do the crime, know of two weapons not used and two rooms that the crime did not take place.
4. Predetermine who did the crime, with what weapon and where the kidnapping took place and do not give those clues to any of the suspects to divulge. Allowing each suspect to know only a few clues will require all teams to visit each room.
5. Set up teams of 4 or less and all team members must stay together including standing in line for room entry, no line holding. Teams can ask two questions per visit to a room and the same room can be visited as often as they wish but the team must exit and wait in line before entering again.
6. The team cannot ask a suspect if they did the crime.
7. After gathering their evidence and investigating the suspects, the group must fill-out clue information form.
8. The team that discovers who did the kidnapping, in what room, using what weapon is the winner.

Character Backgrounds and Potential Motives for Kidnapping Pastor Green***Professor Prune:***

Professor Prune was a distinguished English professor for over 30 years and attended Pastor Green's church the whole time. One particular thing about Pastor Green's preaching really bugged Professor Prune, alliteration. Every sermon had to be alliterated and it continued to make the Professor mad. Finally, he had had enough.

Mrs. Pheasant:

Mrs. Pheasant, an accomplished pianist and musician, had composed many pieces of music. She composed one piece to be used for special music in church, but before she could have it published, Pastor Green stole it and put it under his name. She was very upset.

Bubba:

Bubba is the mechanic used by Pastor Green for a lot of his cars and the church's vehicles. Bubba thinks Pastor Green has begun a conspiracy to rip him off. He did not like Pastor Green one bit.

Colonel Musket:

Pastor Green constantly talked about some sort of army. He called it the Lord's army. The Colonel was tired of hearing it. To make matters worse, Pastor let it slip that that he had voted for Al Gore in the Presidential primary. The Colonel, being a good army man, was outraged.

Miss Snow:

Miss Snow was in love with one of Pastor Green's sons. But Pastor would not let her near any of them. She became furious.

The Cook:

Ben, the cook loved to make dinners for the social activities of the church. For a while he had a good relationship with Pastor Green. Then one day, Pastor Green made fun of one of the meals that Ben had cooked. He was totally embarrassed. Ben was also known for a violent temper.

ANIMAL FARM

CONTRIBUTED BY: NSTP11-A1 [GARCIA, Robie M.]

DIRECTIONS:

1. Divide the class into multiple groups depending on the number of students.
2. Pick one leader per group and order the rest of the group to wear their blindfolds.
3. Assign different animals to each group and mimic their sound (e.g. pig – *oink oink*, cow – moo! etc.).
4. Gather the blindfolded members and mix them in the middle of the classroom.
5. Scatter the leaders in the different corners of the room.
6. They can only use the animal sound to communicate with the other students and must rely heavily on their hearing to know the location of the other members.
7. The facilitator will try to mislead the students by making different animal sounds and attract them to different locations.
8. Once they found a member of their herd, they have to find all members in order for them to win.

THE BOAT IS SINKING

CONTRIBUTED BY: NSTP11-A1 [GARCIA, Robie M.]

DIRECTIONS:

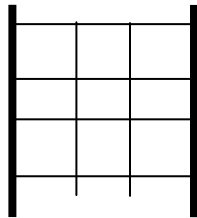
1. Divide the class into three groups.
2. Give each group 4 pieces of news paper, 4 barbeque sticks and 6 inches of tape.
3. After giving the materials, ask each group to build a boat out of the limited materials. The boat has to be big enough where all of the members can fit inside. Fifteen minutes will be given for the activity but the students will only be allowed to talk to each other for the first five minutes.
4. After the allotted time, the facilitator will order the students to jump over their respective boats. The facilitator will then examine each group if they accomplished the task.

SPIDER WEB

CONTRIBUTED BY: NSTP11-A3 & B3 [GARCIA, Robie M.]

DIRECTIONS:

1. Give the poles and the strings to the class.
2. Announce to the class that they have to produce 9 identical squares using the poles and the strings.



This should be the correct appearance of the 9 identical squares.

3. After successfully constructing the correct appearance of the spider web, tell the class that all of them must pass to the other side of the web, without touching the strings, by passing through the opening.
4. They can pass to the lower boxes only once, the middle boxes twice and the upper boxes for unlimited number of tries.
5. If a student touches the string by any means, they have to start all over again. Students who already passed will go back to the other side.
6. The maximum time allotted for the activity is 1 hour.

CHALKBOARD SENTENCES

CONTRIBUTED BY: NSTP11-A5, B5, A7 & A31 [DE LEON Jr., Ricardo F.]

DIRECTIONS:

1. Each team member is responsible for adding one word to the sentence.
2. The players take turns; after they go to the board and write one word, they run back to give the next player the marker, and then go to the end of the line. (The sentence must contain the same number of words as there are members on the team.)
3. A player may not add a word between words that have already been written.

PUZZLED!!

CONTRIBUTED BY: NSTP11-A8 [ALEJANDRO, Ma. Luisa L.]

MATERIALS NEEDED:

- Printed phrase about teamwork:
 1. "Many Hands Make Light Work" – red cartolina
 2. "There Is No I In Teamwork" – white cartolina
 3. "Teamwork Divides The Task And Doubles The Success" – blue cartolina
 4. "Together, Everyone Achieves More" – pink cartolina
 5. " A Job Worth Doing Is Worth Doing Together" – yellow cartolina
- Double adhesive tape
- Brown envelopes

DIRECTIONS:

1. Students are distributed into 5 groups
2. Each group is given one envelope where 5 sets of phrases were placed (each phrase were pasted on a specific colored cartolina)
3. They are given 15 minutes to figure out the phrases; however, they should also be aware that they have to make sure that the words they choose will be of the same color)
4. After they have figured out the phrases, they will go to the board to attach it.
5. The fastest team and the group that will get the 5 phrases and its colors correct, wins.

PASS IT DOWN

CONTRIBUTED BY: NSTP11-A5 & B5 [UMALI, Ma. Josefa L.]

DIRECTIONS:

1. Divide the class into five (5) groups (with at least 7 members each group)
2. Each group will line up from the first to the last player/member of the group.
3. Only the first player/member of the group will read the message provided by the facilitator.
4. The first player/member will whisper the message as quietly as possible to the second member in line.
5. The second player after receiving the message will pass the message to the third player/member of the group.
6. The passing continues in this fashion until the message reaches the player/member at the end of the line, who writes the message he/she received.
7. The member receiving the message is not allowed to ask question or to talk.
8. Each member of the group will be given (one) 1 minute to pass the message.
9. The playing time for the whole activity is 8-10 minutes; with 8 minutes playing time for each group.
10. The final message will be written in a piece of paper by the last member of the group and will read aloud in front of his group.
11. The group with the correct message or that the message is somewhat close to the original message wins the activity.

THE KING OF QUEENS

CONTRIBUTED BY: NSTP11-B27 [PEREZ, Michelle S.]

DIRECTIONS:

1. Divide the class into two groups according to their gender. Girls will be queens, while boys will be nomads.
2. Let the queens choose one boy to be their king.
3. Ask the queens to leave the room to plan and strategize their rescue mission.
4. The nomads will be given 10 minutes to entangle themselves around the king to prevent the queens from rescuing him.
5. The queens will then be invited back in the room and will be given 10 minutes to disentangle the nomads.

STORY:

In a faraway kingdom, the King of Queens was captured by a group of barbaric nomads. The queens went to the woods to rescue their King, but found that the nomads built a protective mesh around him.

MODULE 7: LEADERSHIP

BIGGER AND BETTER

CONTRIBUTED BY: NSTP11-A1 [FERRER, Karla D.]

DIRECTIONS:

1. Divide the class into two (2) groups
2. Ask the group to choose a group leader
3. Once the leader has been chosen, the facilitator gives the leader paperclips (2 for each group member)
4. The rules are simple. Their job is to keep trading and upgrading their team's object to obtain the largest and most valuable item possible
5. They may not offer anything other than the item they have, and they must stick together as a group
6. The activity has a time limit, forty-five (45) minutes to be exact. If in case they fail to come back within the given period of time, their group will be disqualified
7. The students should not go outside the school premises
8. Each team's item will be judged in three categories: size, value, and creativity
9. When the time expires, the judging process begins
10. Each team presents their item before the entire class. They must explain why their item is the biggest and the best

NEWSPAPER TOWER MAKING

CONTRIBUTED BY: NSTP11-A3 [GARCIA, Robie M.], NSTP-A28 [BRASILEÑO, Eden G.] and NSTP11-B11 [DELA CRUZ, Marilou F.]

DIRECTIONS:

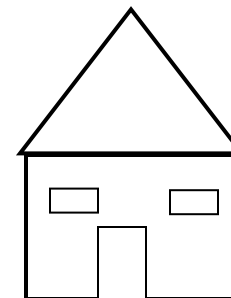
1. Divide the class into 2 groups.
2. Provide each group with 10 barbeque sticks, 6 inches of tape, and 4 pieces of newspaper.
3. The goal of the activity is to make the tallest tower out of the materials given by the facilitator.
4. The students can plan and talk to each other for five minutes. After which, they will not be allowed to talk to each other and they should start constructing the tower.
5. Ten minutes will be allowed to both groups to construct the tower. The group who can construct the tallest and the most durable tower wins.

PAPER HOUSE

CONTRIBUTED BY: NSTP11-A15 [CERENO, Thelma P.]

DIRECTIONS:

1. The groups are instructed to sit around on the floor with their group mates.
2. Each group is given 5 pieces of bond paper.
3. All the other group members cannot talk, only the group leader can talk but all he/she can say is ok and not ok.
4. The group should accomplish the paper house as illustrated on the board. It will be a race who will finished first. But they will only be given a maximum of 2 minutes to finish the activity.



STEPPING STONE

CONTRIBUTED BY: NSTP11-B6 [DELA CRUZ, Marilou F.]

DIRECTIONS:

1. Divide the class in two equal groups.
2. In two separated lines about half a meter distance, the folders will be pasted on the floor aligned horizontally, with about one rule distance in between folders.
3. The no. of folders will be proportional to the no. of students.
4. Each student will have to step on one folder.
5. Given a specific time and given no leader to instruct or lead them, the group members must arrange themselves by alphabetizing their surnames for the first round, by alphabetizing their birth month for the second round, and by arranging their chronological age for the third round. It's up to the members to know who should they follow or exchange position with. It's the leadership within them that will work to be successful in fulfilling the task.
6. There must be only two feet on the folder every time they exchange position, and they should not step outside the folders.
7. The group that accomplishes the task wins the game.

BLINDFOLD

CONTRIBUTED BY: NSTP11-A5 & B5 [UMALI, Ma. Josefa L.]

DIRECTIONS:

1. Divide the class into five (5) groups (with at least 7 members each group)
2. Each group must select two (2) leaders to guide them while blindfolded.
3. Lead all the groups out of the room. Ask for the blindfolds and ask the two leaders to blindfold their members.
4. The students are informed that their leaders will take turns to come and take them by the hand and lead them to the two objects inside the classroom which they are to identify. Their partners however will not talk to them but communicate to them through touch.
5. Each member is given 30 seconds to touch and feel each object. Each group will only be given 10 minutes to identify the two objects.
6. The leaders are not allowed to talk to their blindfolded members. They can only use the sense of touch to communicate to their members and vice versa.
7. The leaders through their sense of touch should lead them safely. The task is to lead their blind members to any two objects in the room and help them identify the objects.
8. The members will then whisper to the facilitator their answer. The facilitator will tally the number of correct answers per group. Then, the leader will lead its member, to their seat and their blindfold will be removed.
9. The group with the most number of correct answers wins the game.

EGG DROP

CONTRIBUTED BY: NSTP11-A1 & B1 [LOZADA, May M.], NSTP11-A2 & B2 [NOVIDA, Fe M.] and NSTP11-A1 [GARCIA, Robie M.]

DIRECTIONS:

1. Order the class to count 1 & 2 and group the students with the same number.
2. After the class has been divided, distribute the play money with a total amount of 35pesos for each group (2pcs of 10pesos and 3pcs of 5pesos), also 1 egg will be given to each group.
3. The main task of the students is to catch the egg which will be thrown 15 feet away, but they have to catch it through the use of an improvised catcher.
4. The facilitator will sell different materials to the students with varying prices to come up with an egg catcher:
 - a) Extra egg – 25pesos
 - b) paper bag – 25 pesos
 - c) tape – 20 pesos
 - d) newspaper – 5 pesos/7pcs
 - e) string – 15 pesos
 - f) plastic – 15 pesos
5. A toss coin will determine which group will have the chance to buy first.
6. Fifteen minutes will be given to the class in planning and organizing their strategies on building their egg catcher.
7. The class will then proceed to the open field. One student from the group will throw the egg while another member will try to catch it using their egg catcher.

SHAGGIDY-SHAGGIDY

CONTRIBUTED BY: NSTP11-A25 & B23 [MOZO, Melvin F.]

DIRECTIONS:

1. The students are divided into groups.
2. The leader will do 5 different (optional dance) moves which was then followed by one member one move at a time until all movement has been done while singing the song shaggidy shaggidy shappopo.
3. The group members with no error following the movement wins the game.

FIGURE-INE

CONTRIBUTED BY: NSTP11-A28 [MAUNAHAN, Bienvenido M.]

DIRECTIONS:

1. Divide the class into four groups.
2. Each group will choose a group leader
3. Each group will be provided a bond paper with division lines on it and the 5 different items that are the same items taped on one of the bond paper.
4. Each leader will come to front and the facilitator will show the bond paper with 5 different items taped on it. Make it sure that it is only the leader who will see the paper.
5. The leader will analyze and memorize the items and its location on the paper.
6. The leader will describe the figure to his members.
7. The members will place the object on the sheet provided then the leader will guide them where it should be. But the leader will only say yes/no and then move to the left upward/downward until they will get the exact position if he can still remember what was shown to him.
8. The team with the figure closest to the given will be the winner.
9. The winner will get a pack of chocolate.

MODULE 8: DECISION MAKING

ROUND-THE-WORLD-TRIP

DIRECTIONS:

1. The participants count off from 1 to 5 or 6; those who have the same number form a group.
2. Each group sits in a circle.
3. Each group is given the "Problem Situation Sheet".
4. Each group is given 15 minutes to do the task.

PROBLEM SITUATION

You and your groupmates are friends who share one ticket in a contest. You have won the grand prize- a round-the-world trip for one person with all expenses paid. The prize cannot be encashed. Neither any of you can afford to pay the share of others, so that only one of you can take the tour. Decide what to do with the prize. You have fifteen (15) minutes to come-up with a decision or else the prize will be forfeited.

SURVIVAL SCENARIOS

CONTRIBUTED BY: NSTP11-A1 & B1 [LOZADA, May M.], NSTP11-A2 & B2 [NOVIDA, Fe M.], NSTP11-A5 [DELEON Jr., Ricardo F.] and NSTP11-A15 [CERENO, Thelma P.]

DIRECTIONS:

1. The class was divided into two groups.
2. With the given scenarios, the class must make a decision to a course of action.
3. Each group was given 15 – 30 minutes preparation time.

SCENARIOS:

Nuclear Bomb Scenario:

A nuclear bomb has been dropped...a radiation-free shelter is available, but can only take 6 people; choose who will survive.

Sinking Ship in the Sea Scenario:

A ship is about to sink in the sea. To prevent the sinking of the ship it is required to reduce the number of the passengers to six only. Who will be chosen to sacrifice their lives?

In the Desert

It's about 10 in the morning of August and your small airplane crashed in Sahara desert Africa. The pilot and the co-pilot are dead. One of the passengers is injured. Just before they crashed the pilot told the passenger that they were 120km away from the nearest small mining camp. From experience you know that daytime temperature can reach 43 centigrade and nighttime temperature reach freezing. All the passengers are dressed in light clothes. The area is flat and arid as far as the eye can see.

The following list of item came out of the crash in good order and condition.

- Flashlight with 4 batteries [x]
- Jackknife
- Detailed pilots chart
- Large plastic poncho [x]
- Compass
- Instrument to measure blood pressure
- Loaded pistol

- 1 red and white parachute [x]
- Bottle of water per person [x]
- Book of edible desert animal
- Pair of shades per person [x]
- 2 bottle of vodka
- 1 overcoat per person [x]
- 1 pocket mirror [x]

The group will decide the seven most important items to ensure survival and rescue.

In each group one member was secretly assigned to act one of the involvements in decision making.

The item with the **X** are the seven most important.

Air Crash

A small aircraft crashes in the shark infested waters of the Pacific Ocean. There is damage to the aircraft on impact with the water which causes the electronic systems within to be damaged. The resulting radio failure means that no may-day message can be sent.

Of the sixteen passengers on the plane there are nine survivors. The location of the crash is approximately one and a half days from the nearest land. The life raft on one side of the airplane can be used, however there is only room for four persons in it.

The group must reach a decision as to which four persons can enter the life raft. You have approximately 30 minutes to reach this decision before the aircraft sinks.

The following are the details of the nine survivors:

1. **Dodong Macaspac.** Dodong was the pilot of the crash and it was his expertise which landed the aircraft in one piece, enabling it to float. Dodong received his pilot training and nickname when he was in the Airforce. He is keen golfer and collects theatre memorabilia. Recently, there has been some concern amongst his colleagues that he is showing signs of drinking problem. He is one of a team of volunteer pilots who carry out mercy missions which drop food and medical aid in places of crises.

2. **Manny Calaycayan.** Manny was returning from a medical conference where he gave a paper on "Re-building Facial Accidents". He is a recent divorcee with four grown up children. At 57, he owns a plastic surgery clinic in Quezon City from which he has made a considerable fortune. Manny has established a charitable program which helps children with facial injuries. His hobbies include collecting vintage cars, deep sea fishing.

The Singson Family – Homer, Marge and Bart

3. **Homer Singson** is a 40 year old church minister. He has been a missionary in Iraq for the past 15 years. He is keen to take up the challenge of a new post in East Timor, but has not discussed the move with his wife, Marge, as he is aware that she is anxious to return to Manila and start a career. He is also torn by the wish to spend more time with his two older children. Homer's hobbies are bridge and fishing.
4. **Marge Singson**, (35) did a lot of voluntary work while in Iraq. She established a youth club which developed skills such as orienteering and home crafts in young people. For many years Marge has wanted to start a career; she has the manuscript of a first book which she intends to take a publisher. Her book explores issues relating to helping indigenous people and their way of life survive the 21st century. She has three children.
5. **Bart Singson.** Bart Singson, an epileptic, was traveling from Iraq to Manila with his parents at the time of the accident. He is very intelligent 13 year old boy shows great talent at music and languages. He has two siblings, a twelve year old sister and a 10 year old sister. Bart did not want to take time out of school for this trip but his father felt that it was important that he visit his siblings.
6. **Jiggy Estrada.** Jiggy is a 45 year old married man with two children. Jiggy resigned from his job because of a scandal involving insider dealing. Jiggy is a self-made man, having made his fortune in sports clothing. He is an Olympic medalist in track events and used his worldwide reputation

- as a sportsman in marketing his goods. His hobbies include sailing, squash and growing orchids.
7. **Polo Pascual.** Polo is a 29 year old nurse and a member of Greenpeace. He abandoned plans to marry three years ago and took up a post as Nursing Officer at an Asia Pacific research station where he carried out work on hypothermia. He got on very well with the rest of the team at the research station and would like to renew his contract and return there. Polo is a very gifted musician, he plays the violin and enjoys swimming and badminton.
8. **Professor Nivea.** Professor Nivea has been Professor of Microbiology at the University of the Philippines for the past 10 years. He has developed an antibody to the HIV virus that has proved successful in combating illness in experimental animals. He is 60 years old and a bachelor. He was physically disabled when he was 30 in a riding accident and has since then been confined to a wheelchair. His hobbies include water color painting.
9. **Angel Toxin.** Angel is a Director in the energy industry. She is a 50 year old married woman with no children. Angel spent 12 years in the army and retired at the age of 30 at the rank of Captain. Her hobbies include swimming and collecting object d'art. She has been involved in negotiations where the National Museum acquired a number of valuable pieces of British art from Japan and the United States. Currently she is the Chair of a working group which is considering how art may be used to improve inner-city environment. Angel has recently been diagnosed as HIV positive.

PASS THE LOOP

CONTRIBUTED BY: NSTP11-A5 & B5 [UMALI, Ma. Josefa L.]

DIRECTIONS:

1. Divide the class into two (2) groups (at least 18 members each group)
2. Each group is informed of the objective of the activity. The team task is to pass a hula hoop around the group around the circle without unlinking arms or breaking the chain in a specified direction until it returns to the starting point.
3. The members of each group are asked to get into a big circle and hold hands.
4. The group must pass the hoop over each player and on to the next without breaking the chain of hands.
5. Each group is given two (2) minutes to discuss and decide on how they will perform and accomplish the task.
6. Each group is given three (3) minutes to complete the task.
7. The group that completes the task on time without breaking the chain wins the game.

HERO OF THE MOMENT

CONTRIBUTED BY: NSTP11-A3 & B27 [PEREZ, Michelle S.]

DIRECTIONS:

1. Ask the students to form small groups with 6 members each.
2. The group must assign one supernatural ability to each of the members. These abilities should be useful in case there would be supernatural villains on earth.
3. There should be no duplication of supernatural ability in a group.
4. Ask the students to write their supernatural ability on their respective nametags.
5. Present the villains to the students one by one. Ask the groups to decide who among them should fight the villain. He/ she would be called the "Hero of the Moment".
6. A member could only be a "Hero of the Moment" once.
7. Let the students explain why they decided to pick that certain person to fight the villain.

VILLAINS:

- Mojo Yoyo – a hostage taker with an unbreakable shield
- Eduardo Cullen – a vampire
- Invisible Freak – an invisible thief
- Babaeng Impaktitas – twins; strong as steel; draws strength from each other
- Bangenge – water monster; squirts black ink to impair the vision of its enemy

ALL STAND UP

CONTRIBUTED BY: NSTP11-A28 [MAUNAHAN, Bienvenido M.]

DIRECTIONS:

1. Each student will choose a partner.
2. Partners will sit facing each other, with the soles of their feet touching and grasp hands
3. Both partners will stand up at the same time keeping their feet together and not releasing the hold of their hands.
4. When done successfully, then ask the partners to get another partners to make a group into 4 or more.

R.A. 9165: COMPREHENSIVE DANGEROUS DRUGS ACT OF 2002

REPUBLIC ACT No. 9165

June 7, 2002

AN ACT INSTITUTING THE COMPREHENSIVE DANGEROUS DRUGS ACT OF 2002, REPEALING REPUBLIC ACT NO. 6425, OTHERWISE KNOWN AS THE DANGEROUS DRUGS ACT OF 1972, AS AMENDED...

**Congress of the Philippines
Twelfth Congress
First Regular Session**

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AN ACT INSTITUTING THE COMPREHENSIVE DANGEROUS DRUGS ACT OF 2002, REPEALING REPUBLIC ACT NO. 6425, OTHERWISE KNOWN AS THE DANGEROUS DRUGS ACT OF 1972, AS AMENDED, PROVIDING FUNDS THEREFOR, AND FOR OTHER PURPOSES

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

Section 1. Short Title. – This Act shall be known and cited as the "Comprehensive Dangerous Drugs Act of 2002".

Section 2. Declaration of Policy. – It is the policy of the State to safeguard the integrity of its territory and the well-being of its citizenry particularly the youth, from the harmful effects of dangerous drugs on their physical and mental well-being, and to defend the same against acts or omissions detrimental to their development and preservation. In view of the foregoing, the State needs to enhance further the efficacy of the law against dangerous drugs, it being one of today's more serious social ills.

Toward this end, the government shall pursue an intensive and unrelenting campaign against the trafficking and use of dangerous drugs and other similar substances through an integrated system of planning, implementation and enforcement of anti-drug abuse policies, programs, and projects. The government shall however aim

to achieve a balance in the national drug control program so that people with legitimate medical needs are not prevented from being treated with adequate amounts of appropriate medications, which include the use of dangerous drugs.

It is further declared the policy of the State to provide effective mechanisms or measures to re-integrate into society individuals who have fallen victims to drug abuse or dangerous drug dependence through sustainable programs of treatment and rehabilitation.

ARTICLE I

Definition of terms

Section 3. Definitions. As used in this Act, the following terms shall mean:

- (a) Administer. – Any act of introducing any dangerous drug into the body of any person, with or without his/her knowledge, by injection, inhalation, ingestion or other means, or of committing any act of indispensable assistance to a person in administering a dangerous drug to himself/herself unless administered by a duly licensed practitioner for purposes of medication.
- (b) Board. - Refers to the Dangerous Drugs Board under Section 77, Article IX of this Act.
- (c) Centers. - Any of the treatment and rehabilitation centers for drug dependents referred to in Section 34, Article VIII of this Act.
- (d) Chemical Diversion. – The sale, distribution, supply or transport of legitimately imported, in-transit, manufactured or procured controlled precursors and essential chemicals, in diluted, mixtures or in concentrated form, to any person or entity engaged in the manufacture of any dangerous drug, and shall include packaging, repackaging, labeling, relabeling or concealment of such transaction through fraud, destruction of documents, fraudulent use of permits, misdeclaration, use of front companies or mail fraud.

(e) Clandestine Laboratory. – Any facility used for the illegal manufacture of any dangerous drug and/or controlled precursor and essential chemical.

(f) Confirmatory Test. – An analytical test using a device, tool or equipment with a different chemical or physical principle that is more specific which will validate and confirm the result of the screening test.

(g) Controlled Delivery. – The investigative technique of allowing an unlawful or suspect consignment of any dangerous drug and/or controlled precursor and essential chemical, equipment or paraphernalia, or property believed to be derived directly or indirectly from any offense, to pass into, through or out of the country under the supervision of an authorized officer, with a view to gathering evidence to identify any person involved in any dangerous drugs related offense, or to facilitate prosecution of that offense.

(h) Controlled Precursors and Essential Chemicals. – Include those listed in Tables I and II of the 1988 UN Convention Against Illicit Traffic in Narcotic Drugs and Psychotropic Substances as enumerated in the attached annex, which is an integral part of this Act.

(i) Cultivate or Culture. – Any act of knowingly planting, growing, raising, or permitting the planting, growing or raising of any plant which is the source of a dangerous drug.

(j) Dangerous Drugs. – Include those listed in the Schedules annexed to the 1961 Single Convention on Narcotic Drugs, as amended by the 1972 Protocol, and in the Schedules annexed to the 1971 Single Convention on Psychotropic Substances as enumerated in the attached annex which is an integral part of this Act.

(k) Deliver. – Any act of knowingly passing a dangerous drug to another, personally or otherwise, and by any means, with or without consideration.

(l) Den, Dive or Resort. – A place where any dangerous drug and/or controlled precursor and essential chemical is administered, delivered, stored for illegal purposes, distributed, sold or used in any form.

(m) Dispense. – Any act of giving away, selling or distributing medicine or any dangerous drug with or without the use of prescription.

(n) Drug Dependence. – As based on the World Health Organization definition, it is a cluster of physiological, behavioral and cognitive phenomena of variable intensity, in which the use of psychoactive drug takes on a high priority thereby involving, among others, a strong desire or a sense of compulsion to take the substance and the difficulties in controlling substance-taking behavior in terms of its onset, termination, or levels of use.

(o) Drug Syndicate. – Any organized group of two (2) or more persons forming or joining together with the intention of committing any offense prescribed under this Act.

(p) Employee of Den, Dive or Resort. – The caretaker, helper, watchman, lookout, and other persons working in the den, dive or resort, employed by the maintainer, owner and/or operator where any dangerous drug and/or controlled precursor and essential chemical is administered, delivered, distributed, sold or used, with or without compensation, in connection with the operation thereof.

(q) Financier. – Any person who pays for, raises or supplies money for, or underwrites any of the illegal activities prescribed under this Act.

(r) Illegal Trafficking. – The illegal cultivation, culture, delivery, administration, dispensation, manufacture, sale, trading, transportation, distribution, importation, exportation and possession of any dangerous drug and/or controlled precursor and essential chemical.

(s) Instrument. – Any thing that is used in or intended to be used in any manner in the commission of illegal drug trafficking or related offenses.

(t) Laboratory Equipment. – The paraphernalia, apparatus, materials or appliances when used, intended for use or designed for use in the manufacture of any dangerous drug and/or controlled precursor and essential chemical, such as reaction vessel, preparative/purifying equipment, fermentors, separatory funnel, flask, heating mantle, gas generator, or their substitute.

(u) Manufacture. – The production, preparation, compounding or processing of any dangerous drug and/or controlled precursor and essential chemical, either directly or indirectly or by extraction from substances of natural origin, or independently by means of chemical synthesis or by a combination of extraction and chemical synthesis, and shall include any packaging or repackaging of such substances, design or configuration of its form, or labeling or relabeling of its container; except that such terms do not include the preparation, compounding, packaging or labeling of a drug or other substances by a duly authorized practitioner as an incident to his/her administration or dispensation of such drug or substance in the course of his/her professional practice including research, teaching and chemical analysis of dangerous drugs or such substances that are not intended for sale or for any other purpose.

(v) Cannabis or commonly known as "Marijuana" or "Indian Hemp" or by its any other name. – Embraces every kind, class, genus, or specie of the plant *Cannabis sativa L.* including, but not limited to, *Cannabis americana*, *hashish*, *bhong*, *guaza*, *churrus* and *ganjab*, and embraces every kind, class and character of marijuana, whether dried or fresh and flowering, flowering or fruiting tops, or any part or portion of the plant and seeds thereof, and all its geographic varieties, whether as a reefer, resin, extract, tincture or in any form whatsoever.

(w) Methylenedioxyamphetamine (MDMA) or commonly known as "Ecstasy", or by its any other name. – Refers to the drug having such chemical composition, including any of its isomers or derivatives in any form.

(x) Methamphetamine Hydrochloride or commonly known as "Shabu", "Ice", "Meth", or by its any other name. – Refers to the drug having such chemical composition, including any of its isomers or derivatives in any form.

(y) Opium. – Refers to the coagulated juice of the opium poppy (*Papaver somniferum L.*) and embraces every kind, class and character of opium, whether crude or prepared; the ashes or refuse of the same; narcotic preparations thereof or therefrom; morphine or any alkaloid of opium; preparations in which opium, morphine or any alkaloid of opium enters as an ingredient; opium poppy; opium poppy straw; and leaves or wrappings of opium leaves, whether prepared for use or not.

(z) Opium Poppy. – Refers to any part of the plant of the species *Papaver somniferum L.*, *Papaver setigerum DC.*, *Papaver orientale*, *Papaver bracteatum* and *Papaver rhoeas*, which includes the seeds, straws, branches, leaves or any part thereof, or substances derived therefrom, even for floral, decorative and culinary purposes.

(aa) PDEA. – Refers to the Philippine Drug Enforcement Agency under Section 82, Article IX of this Act.

(bb) Person. – Any entity, natural or juridical, including among others, a corporation, partnership, trust or estate, joint stock company, association, syndicate, joint venture or other unincorporated organization or group capable of acquiring rights or entering into obligations.

(cc) Planting of Evidence. – The willful act by any person of maliciously and surreptitiously inserting, placing, adding or attaching directly or indirectly, through any overt or covert act, whatever quantity of any dangerous drug and/or controlled precursor and essential chemical in the person, house, effects or in the immediate vicinity of an innocent individual for the purpose of implicating, incriminating or imputing the commission of any violation of this Act.

(dd) Practitioner. – Any person who is a licensed physician, dentist, chemist, medical technologist, nurse, midwife, veterinarian or pharmacist in the Philippines.

(ee) Protector/Coddler. – Any person who knowingly and willfully consents to the unlawful acts provided for in this Act and uses his/her influence, power or position in shielding, harboring, screening or facilitating the escape of any person he/she knows,

or has reasonable grounds to believe on or suspects, has violated the provisions of this Act in order to prevent the arrest, prosecution and conviction of the violator.

(ff) Pusher. – Any person who sells, trades, administers, dispenses, delivers or gives away to another, on any terms whatsoever, or distributes, dispatches in transit or transports dangerous drugs or who acts as a broker in any of such transactions, in violation of this Act.

(gg) School. – Any educational institution, private or public, undertaking educational operation for pupils/students pursuing certain studies at defined levels, receiving instructions from teachers, usually located in a building or a group of buildings in a particular physical or cyber site.

(hh) Screening Test. – A rapid test performed to establish potential/presumptive positive result.

(ii) Sell. – Any act of giving away any dangerous drug and/or controlled precursor and essential chemical whether for money or any other consideration.

(jj) Trading. – Transactions involving the illegal trafficking of dangerous drugs and/or controlled precursors and essential chemicals using electronic devices such as, but not limited to, text messages, email, mobile or landlines, two-way radios, internet, instant messengers and chat rooms or acting as a broker in any of such transactions whether for money or any other consideration in violation of this Act.

(kk) Use. – Any act of injecting, intravenously or intramuscularly, of consuming, either by chewing, smoking, sniffing, eating, swallowing, drinking or otherwise introducing into the physiological system of the body, and of the dangerous drugs.

ARTICLE II

Unlawful Acts and Penalties

Section 4. *Importation of Dangerous Drugs and/or Controlled Precursors and Essential Chemicals.*- .The penalty of life imprisonment to death and a ranging from Five hundred thousand pesos (P500,000.00) to Ten million pesos (P10,000,000.00) shall be imposed upon any person, who, unless authorized by law, shall import or bring into the Philippines any dangerous drug, regardless of the quantity and purity involved, including any and all species of opium poppy or any part thereof or substances derived therefrom even for floral, decorative and culinary purposes.

The penalty of imprisonment ranging from twelve (12) years and one (1) day to twenty (20) years and a fine ranging from One hundred thousand pesos (P100,000.00) to Five hundred thousand pesos (P500,000.00) shall be imposed upon any person, who, unless authorized by law, shall import any controlled precursor and essential chemical.

The maximum penalty provided for under this Section shall be imposed upon any person, who, unless authorized under this Act, shall import or bring into the Philippines any dangerous drug and/or controlled precursor and essential chemical through the use of a diplomatic passport, diplomatic facilities or any other means involving his/her official status intended to facilitate the unlawful entry of the same. In addition, the diplomatic passport shall be confiscated and cancelled.

The maximum penalty provided for under this Section shall be imposed upon any person, who organizes, manages or acts as a "financier" of any of the illegal activities prescribed in this Section.

The penalty of twelve (12) years and one (1) day to twenty (20) years of imprisonment and a fine ranging from One hundred thousand pesos (P100,000.00) to Five hundred thousand pesos (P500,000.00) shall be imposed upon any person, who acts as a "protector/coddler" of any violator of the provisions under this Section.

Section 5. *Sale, Trading, Administration, Dispensation, Delivery, Distribution and Transportation of Dangerous Drugs and/or Controlled Precursors and Essential Chemicals.* - The penalty of life imprisonment to death and a fine ranging from Five hundred thousand pesos (P500,000.00) to Ten million pesos (P10,000,000.00) shall be imposed upon any person, who, unless authorized by law, shall sell, trade, administer, dispense, deliver, give away to another, distribute dispatch in transit or transport any dangerous drug, including any and all species of opium poppy regardless of the quantity and purity involved, or shall act as a broker in any of such transactions.

The penalty of imprisonment ranging from twelve (12) years and one (1) day to twenty (20) years and a fine ranging from One hundred thousand pesos (P100,000.00) to Five hundred thousand pesos (P500,000.00) shall be imposed upon any person, who, unless authorized by law, shall sell, trade, administer, dispense, deliver, give away to another, distribute, dispatch in transit or transport any controlled precursor and essential chemical, or shall act as a broker in such transactions.

If the sale, trading, administration, dispensation, delivery, distribution or transportation of any dangerous drug and/or controlled precursor and essential chemical transpires within one hundred (100) meters from the school, the maximum penalty shall be imposed in every case.

For drug pushers who use minors or mentally incapacitated individuals as runners, couriers and messengers, or in any other capacity directly connected to the dangerous drugs and/or controlled precursors and essential chemical trade, the maximum penalty shall be imposed in every case.

If the victim of the offense is a minor or a mentally incapacitated individual, or should a dangerous drug and/or a controlled precursor and essential chemical involved in any offense herein provided be the proximate cause of death of a victim thereof, the maximum penalty provided for under this Section shall be imposed.

The maximum penalty provided for under this Section shall be imposed upon any person who organizes, manages or acts as a "financier" of any of the illegal activities prescribed in this Section.

The penalty of twelve (12) years and one (1) day to twenty (20) years of imprisonment and a fine ranging from One hundred thousand pesos (P100,000.00) to Five hundred thousand pesos (P500,000.00) shall be imposed upon any person, who acts as a "protector/coddler" of any violator of the provisions under this Section.

Section 6. *Maintenance of a Den, Dive or Resort.* - The penalty of life imprisonment to death and a fine ranging from Five hundred thousand pesos (P500,000.00) to Ten million pesos (P10,000,000.00) shall be imposed upon any person or group of persons who shall maintain a den, dive or resort where any dangerous drug is used or sold in any form.

The penalty of imprisonment ranging from twelve (12) years and one (1) day to twenty (20) years and a fine ranging from One hundred thousand pesos (P100,000.00) to Five hundred thousand pesos (P500,000.00) shall be imposed upon any person or group of persons who shall maintain a den, dive, or resort where any controlled precursor and essential chemical is used or sold in any form.

The maximum penalty provided for under this Section shall be imposed in every case where any dangerous drug is administered, delivered or sold to a minor who is allowed to use the same in such a place.

Should any dangerous drug be the proximate cause of the death of a person using the same in such den, dive or resort, the penalty of death and a fine ranging from One million (P1,000,000.00) to Fifteen million pesos (P15,000,000.00) shall be imposed on the maintainer, owner and/or operator.

If such den, dive or resort is owned by a third person, the same shall be confiscated and escheated in favor of the government: *Provided*, That the criminal complaint shall specifically allege that such place is intentionally used in the furtherance of the crime: *Provided, further*, That the prosecution shall prove such intent on the part of the

owner to use the property for such purpose: *Provided, finally*, That the owner shall be included as an accused in the criminal complaint.

The maximum penalty provided for under this Section shall be imposed upon any person who organizes, manages or acts as a "financier" of any of the illegal activities prescribed in this Section.

The penalty twelve (12) years and one (1) day to twenty (20) years of imprisonment and a fine ranging from One hundred thousand pesos (P100,000.00) to Five hundred thousand pesos (P500,000.00) shall be imposed upon any person, who acts as a "protector/coddler" of any violator of the provisions under this Section.

Section 7. *Employees and Visitors of a Den, Dive or Resort.* - The penalty of imprisonment ranging from twelve (12) years and one (1) day to twenty (20) years and a fine ranging from One hundred thousand pesos (P100,000.00) to Five hundred thousand pesos (P500,000.00) shall be imposed upon:

- (a) Any employee of a den, dive or resort, who is aware of the nature of the place as such; and
- (b) Any person who, not being included in the provisions of the next preceding paragraph, is aware of the nature of the place as such and shall knowingly visit the same

Section 8. *Manufacture of Dangerous Drugs and/or Controlled Precursors and Essential Chemicals.* - The penalty of life imprisonment to death and a fine ranging Five hundred thousand pesos (P500,000.00) to Ten million pesos (P10,000,000.00) shall be imposed upon any person, who, unless authorized by law, shall engage in the manufacture of any dangerous drug.

The penalty of imprisonment ranging from twelve (12) years and one (1) day to twenty (20) years and a fine ranging from One hundred thousand pesos (P100,000.00) to Five hundred thousand pesos (P500,000.00) shall be imposed upon any person, who, unless authorized by law, shall manufacture any controlled precursor and essential chemical.

The presence of any controlled precursor and essential chemical or laboratory equipment in the clandestine laboratory is a *prima facie* proof of manufacture of any dangerous drug. It shall be considered an aggravating circumstance if the clandestine laboratory is undertaken or established under the following circumstances:

- (a) Any phase of the manufacturing process was conducted in the presence or with the help of minor/s;
- (b) Any phase or manufacturing process was established or undertaken within one hundred (100) meters of a residential, business, church or school premises;
- (c) Any clandestine laboratory was secured or protected with booby traps;
- (d) Any clandestine laboratory was concealed with legitimate business operations; or
- (e) Any employment of a practitioner, chemical engineer, public official or foreigner.

The maximum penalty provided for under this Section shall be imposed upon any person, who organizes, manages or acts as a "financier" of any of the illegal activities prescribed in this Section.

The penalty of twelve (12) years and one (1) day to twenty (20) years of imprisonment and a fine ranging from One hundred thousand pesos (P100,000.00) to Five hundred thousand pesos (P500,000.00) shall be imposed upon any person, who acts as a "protector/coddler" of any violator of the provisions under this Section.

Section 9. *Illegal Chemical Diversion of Controlled Precursors and Essential Chemicals.* - The penalty of imprisonment ranging from twelve (12) years and one (1) day to twenty (20) years and a fine ranging from One hundred thousand pesos (P100,000.00) to Five hundred thousand pesos (P500,000.00) shall be imposed upon any person, who, unless authorized by law, shall illegally divert any controlled precursor and essential chemical.

Section 10. *Manufacture or Delivery of Equipment, Instrument, Apparatus, and Other Paraphernalia for Dangerous Drugs and/or Controlled Precursors and Essential Chemicals.* - The penalty of imprisonment ranging from twelve (12) years and one (1) day to twenty (20) years and a fine ranging from One hundred thousand

pesos (P100,000.00) to Five hundred thousand pesos (P500,000.00) shall be imposed upon any person who shall deliver, possess with intent to deliver, or manufacture with intent to deliver equipment, instrument, apparatus and other paraphernalia for dangerous drugs, knowing, or under circumstances where one reasonably should know, that it will be used to plant, propagate, cultivate, grow, harvest, manufacture, compound, convert, produce, process, prepare, test, analyze, pack, repack, store, contain or conceal any dangerous drug and/or controlled precursor and essential chemical in violation of this Act.

The penalty of imprisonment ranging from six (6) months and one (1) day to four (4) years and a fine ranging from Ten thousand pesos (P10,000.00) to Fifty thousand pesos (P50,000.00) shall be imposed if it will be used to inject, ingest, inhale or otherwise introduce into the human body a dangerous drug in violation of this Act.

The maximum penalty provided for under this Section shall be imposed upon any person, who uses a minor or a mentally incapacitated individual to deliver such equipment, instrument, apparatus and other paraphernalia for dangerous drugs.

Section 11. *Possession of Dangerous Drugs.* - The penalty of life imprisonment to death and a fine ranging from Five hundred thousand pesos (P500,000.00) to Ten million pesos (P10,000,000.00) shall be imposed upon any person, who, unless authorized by law, shall possess any dangerous drug in the following quantities, regardless of the degree of purity thereof:

- (1) 10 grams or more of opium;
- (2) 10 grams or more of morphine;
- (3) 10 grams or more of heroin;
- (4) 10 grams or more of cocaine or cocaine hydrochloride;
- (5) 50 grams or more of methamphetamine hydrochloride or "shabu";
- (6) 10 grams or more of marijuana resin or marijuana resin oil;
- (7) 500 grams or more of marijuana; and
- (8) 10 grams or more of other dangerous drugs such as, but not limited to, methylenedioxyamphetamine (MDA) or "ecstasy", paramethoxyamphetamine (PMA), trimethoxyamphetamine (TMA), lysergic acid diethylamine

(LSD), gamma hydroxyamphetamine (GHB), and those similarly designed or newly introduced drugs and their derivatives, without having any therapeutic value or if the quantity possessed is far beyond therapeutic requirements, as determined and promulgated by the Board in accordance to Section 93, Article XI of this Act.

Otherwise, if the quantity involved is less than the foregoing quantities, the penalties shall be graduated as follows:

(1) Life imprisonment and a fine ranging from Four hundred thousand pesos (P400,000.00) to Five hundred thousand pesos (P500,000.00), if the quantity of methamphetamine hydrochloride or "shabu" is ten (10) grams or more but less than fifty (50) grams;

(2) Imprisonment of twenty (20) years and one (1) day to life imprisonment and a fine ranging from Four hundred thousand pesos (P400,000.00) to Five hundred thousand pesos (P500,000.00), if the quantities of dangerous drugs are five (5) grams or more but less than ten (10) grams of opium, morphine, heroin, cocaine or cocaine hydrochloride, marijuana resin or marijuana resin oil, methamphetamine hydrochloride or "shabu", or other dangerous drugs such as, but not limited to, MDMA or "ecstasy", PMA, TMA, LSD, GHB, and those similarly designed or newly introduced drugs and their derivatives, without having any therapeutic value or if the quantity possessed is far beyond therapeutic requirements; or three hundred (300) grams or more but less than five (hundred) 500) grams of marijuana; and

(3) Imprisonment of twelve (12) years and one (1) day to twenty (20) years and a fine ranging from Three hundred thousand pesos (P300,000.00) to Four hundred thousand pesos (P400,000.00), if the quantities of dangerous drugs are less than five (5) grams of opium, morphine, heroin, cocaine or cocaine hydrochloride, marijuana resin or marijuana resin oil, methamphetamine hydrochloride or "shabu", or other dangerous drugs such as, but not limited to, MDMA or "ecstasy", PMA, TMA, LSD, GHB, and those similarly designed or newly introduced drugs and their derivatives, without having any therapeutic value or if the quantity possessed is far beyond

therapeutic requirements; or less than three hundred (300) grams of marijuana.

Section 12. Possession of Equipment, Instrument, Apparatus and Other Paraphernalia for Dangerous Drugs. - The penalty of imprisonment ranging from six (6) months and one (1) day to four (4) years and a fine ranging from Ten thousand pesos (P10,000.00) to Fifty thousand pesos (P50,000.00) shall be imposed upon any person, who, unless authorized by law, shall possess or have under his/her control any equipment, instrument, apparatus and other paraphernalia fit or intended for smoking, consuming, administering, injecting, ingesting, or introducing any dangerous drug into the body: *Provided*, That in the case of medical practitioners and various professionals who are required to carry such equipment, instrument, apparatus and other paraphernalia in the practice of their profession, the Board shall prescribe the necessary implementing guidelines thereof.

The possession of such equipment, instrument, apparatus and other paraphernalia fit or intended for any of the purposes enumerated in the preceding paragraph shall be *prima facie* evidence that the possessor has smoked, consumed, administered to himself/herself, injected, ingested or used a dangerous drug and shall be presumed to have violated Section 15 of this Act.

Section 13. Possession of Dangerous Drugs During Parties, Social Gatherings or Meetings. – Any person found possessing any dangerous drug during a party, or at a social gathering or meeting, or in the proximate company of at least two (2) persons, shall suffer the maximum penalties provided for in Section 11 of this Act, regardless of the quantity and purity of such dangerous drugs.

Section 14. Possession of Equipment, Instrument, Apparatus and Other Paraphernalia for Dangerous Drugs During Parties, Social Gatherings or Meetings. - The maximum penalty provided for in Section 12 of this Act shall be imposed upon any person, who shall possess or have under his/her control any equipment, instrument, apparatus and other paraphernalia fit or intended for smoking, consuming, administering, injecting, ingesting, or introducing any dangerous drug into the body, during parties, social gatherings or meetings, or in the proximate company of at least two (2) persons.

Section 15. *Use of Dangerous Drugs.* – A person apprehended or arrested, who is found to be positive for use of any dangerous drug, after a confirmatory test, shall be imposed a penalty of a minimum of six (6) months rehabilitation in a government center for the first offense, subject to the provisions of Article VIII of this Act. If apprehended using any dangerous drug for the second time, he/she shall suffer the penalty of imprisonment ranging from six (6) years and one (1) day to twelve (12) years and a fine ranging from Fifty thousand pesos (P50,000.00) to Two hundred thousand pesos (P200,000.00): *Provided*, That this Section shall not be applicable where the person tested is also found to have in his/her possession such quantity of any dangerous drug provided for under Section 11 of this Act, in which case the provisions stated therein shall apply.

Section 16. *Cultivation or Culture of Plants Classified as Dangerous Drugs or are Sources Thereof.* - The penalty of life imprisonment to death and a fine ranging from Five hundred thousand pesos (P500,000.00) to Ten million pesos (P10,000,000.00) shall be imposed upon any person, who shall plant, cultivate or culture marijuana, opium poppy or any other plant regardless of quantity, which is or may hereafter be classified as a dangerous drug or as a source from which any dangerous drug may be manufactured or derived: *Provided*, That in the case of medical laboratories and medical research centers which cultivate or culture marijuana, opium poppy and other plants, or materials of such dangerous drugs for medical experiments and research purposes, or for the creation of new types of medicine, the Board shall prescribe the necessary implementing guidelines for the proper cultivation, culture, handling, experimentation and disposal of such plants and materials.

The land or portions thereof and/or greenhouses on which any of said plants is cultivated or cultured shall be confiscated and escheated in favor of the State, unless the owner thereof can prove lack of knowledge of such cultivation or culture despite the exercise of due diligence on his/her part. If the land involved is part of the public domain, the maximum penalty provided for under this Section shall be imposed upon the offender.

The maximum penalty provided for under this Section shall be imposed upon any person, who organizes, manages or acts as a "financier" of any of the illegal activities prescribed in this Section.

The penalty of twelve (12) years and one (1) day to twenty (20) years of imprisonment and a fine ranging from One hundred thousand pesos (P100,000.00) to Five hundred thousand pesos (P500,000.00) shall be imposed upon any person, who acts as a "protector/coddler" of any violator of the provisions under this Section.

Section 17. *Maintenance and Keeping of Original Records of Transactions on Dangerous Drugs and/or Controlled Precursors and Essential Chemicals.* - The penalty of imprisonment ranging from one (1) year and one (1) day to six (6) years and a fine ranging from Ten thousand pesos (P10,000.00) to Fifty thousand pesos (P50,000.00) shall be imposed upon any practitioner, manufacturer, wholesaler, importer, distributor, dealer or retailer who violates or fails to comply with the maintenance and keeping of the original records of transactions on any dangerous drug and/or controlled precursor and essential chemical in accordance with Section 40 of this Act.

An additional penalty shall be imposed through the revocation of the license to practice his/her profession, in case of a practitioner, or of the business, in case of a manufacturer, seller, importer, distributor, dealer or retailer.

Section 18. *Unnecessary Prescription of Dangerous Drugs.* – The penalty of imprisonment ranging from twelve (12) years and one (1) day to twenty (20) years and a fine ranging from One hundred thousand pesos (P100,000.00) to Five hundred thousand pesos (P500,000.00) and the additional penalty of the revocation of his/her license to practice shall be imposed upon the practitioner, who shall prescribe any dangerous drug to any person whose physical or physiological condition does not require the use or in the dosage prescribed therein, as determined by the Board in consultation with recognized competent experts who are authorized representatives of professional organizations of practitioners, particularly those who are involved in the care of persons with severe pain.

Section 19. *Unlawful Prescription of Dangerous Drugs.* – The penalty of life imprisonment to death and a fine ranging from Five hundred thousand pesos (P500,000.00) to Ten million pesos (P10,000,000.00) shall be imposed upon any person, who, unless

authorized by law, shall make or issue a prescription or any other writing purporting to be a prescription for any dangerous drug.

Section 20. *Confiscation and Forfeiture of the Proceeds or Instruments of the Unlawful Act, Including the Properties or Proceeds Derived from the Illegal Trafficking of Dangerous Drugs and/or Precursors and Essential Chemicals.* – Every penalty imposed for the unlawful importation, sale, trading, administration, dispensation, delivery, distribution, transportation or manufacture of any dangerous drug and/or controlled precursor and essential chemical, the cultivation or culture of plants which are sources of dangerous drugs, and the possession of any equipment, instrument, apparatus and other paraphernalia for dangerous drugs including other laboratory equipment, shall carry with it the confiscation and forfeiture, in favor of the government, of all the proceeds and properties derived from the unlawful act, including, but not limited to, money and other assets obtained thereby, and the instruments or tools with which the particular unlawful act was committed, unless they are the property of a third person not liable for the unlawful act, but those which are not of lawful commerce shall be ordered destroyed without delay pursuant to the provisions of Section 21 of this Act.

After conviction in the Regional Trial Court in the appropriate criminal case filed, the Court shall immediately schedule a hearing for the confiscation and forfeiture of all the proceeds of the offense and all the assets and properties of the accused either owned or held by him or in the name of some other persons if the same shall be found to be manifestly out of proportion to his/her lawful income: *Provided, however,* That if the forfeited property is a vehicle, the same shall be auctioned off not later than five (5) days upon order of confiscation or forfeiture.

During the pendency of the case in the Regional Trial Court, no property, or income derived therefrom, which may be confiscated and forfeited, shall be disposed, alienated or transferred and the same shall be in *custodia legis* and no bond shall be admitted for the release of the same.

The proceeds of any sale or disposition of any property confiscated or forfeited under this Section shall be used to pay all proper expenses incurred in the proceedings for the confiscation, forfeiture,

custody and maintenance of the property pending disposition, as well as expenses for publication and court costs. The proceeds in excess of the above expenses shall accrue to the Board to be used in its campaign against illegal drugs.

Section 21. *Custody and Disposition of Confiscated, Seized, and/or Surrendered Dangerous Drugs, Plant Sources of Dangerous Drugs, Controlled Precursors and Essential Chemicals, Instruments/Paraphernalia and/or Laboratory Equipment.* – The PDEA shall take charge and have custody of all dangerous drugs, plant sources of dangerous drugs, controlled precursors and essential chemicals, as well as instruments/paraphernalia and/or laboratory equipment so confiscated, seized and/or surrendered, for proper disposition in the following manner:

- (1) The apprehending team having initial custody and control of the drugs shall, immediately after seizure and confiscation, physically inventory and photograph the same in the presence of the accused or the person/s from whom such items were confiscated and/or seized, or his/her representative or counsel, a representative from the media and the Department of Justice (DOJ), and any elected public official who shall be required to sign the copies of the inventory and be given a copy thereof;
- (2) Within twenty-four (24) hours upon confiscation/seizure of dangerous drugs, plant sources of dangerous drugs, controlled precursors and essential chemicals, as well as instruments/paraphernalia and/or laboratory equipment, the same shall be submitted to the PDEA Forensic Laboratory for a qualitative and quantitative examination;
- (3) A certification of the forensic laboratory examination results, which shall be done under oath by the forensic laboratory examiner, shall be issued within twenty-four (24) hours after the receipt of the subject item/s: *Provided,* That when the volume of the dangerous drugs, plant sources of dangerous drugs, and controlled precursors and essential chemicals does not allow the completion of testing within the time frame, a partial laboratory examination report shall be provisionally issued stating therein the quantities of dangerous drugs still to be examined by the forensic laboratory: *Provided, however,* That a final certification

shall be issued on the completed forensic laboratory examination on the same within the next twenty-four (24) hours;

(4) After the filing of the criminal case, the Court shall, within seventy-two (72) hours, conduct an ocular inspection of the confiscated, seized and/or surrendered dangerous drugs, plant sources of dangerous drugs, and controlled precursors and essential chemicals, including the instruments/paraphernalia and/or laboratory equipment, and through the PDEA shall within twenty-four (24) hours thereafter proceed with the destruction or burning of the same, in the presence of the accused or the person/s from whom such items were confiscated and/or seized, or his/her representative or counsel, a representative from the media and the DOJ, civil society groups and any elected public official. The Board shall draw up the guidelines on the manner of proper disposition and destruction of such item/s which shall be borne by the offender: *Provided*, That those item/s of lawful commerce, as determined by the Board, shall be donated, used or recycled for legitimate purposes: *Provided, further*, That a representative sample, duly weighed and recorded is retained;

(5) The Board shall then issue a sworn certification as to the fact of destruction or burning of the subject item/s which, together with the representative sample/s in the custody of the PDEA, shall be submitted to the court having jurisdiction over the case. In all instances, the representative sample/s shall be kept to a minimum quantity as determined by the Board;

(6) The alleged offender or his/her representative or counsel shall be allowed to personally observe all of the above proceedings and his/her presence shall not constitute an admission of guilt. In case the said offender or accused refuses or fails to appoint a representative after due notice in writing to the accused or his/her counsel within seventy-two (72) hours before the actual burning or destruction of the evidence in question, the Secretary of Justice shall appoint a member of the public attorney's office to represent the former;

(7) After the promulgation and judgment in the criminal case wherein the representative sample/s was presented as evidence in court, the trial prosecutor shall inform the Board of the final termination of the case and, in turn, shall request the court for

leave to turn over the said representative sample/s to the PDEA for proper disposition and destruction within twenty-four (24) hours from receipt of the same; and

(8) Transitory Provision: a) Within twenty-four (24) hours from the effectivity of this Act, dangerous drugs defined herein which are presently in possession of law enforcement agencies shall, with leave of court, be burned or destroyed, in the presence of representatives of the Court, DOJ, Department of Health (DOH) and the accused/and or his/her counsel, and, b) Pending the organization of the PDEA, the custody, disposition, and burning or destruction of seized/surrendered dangerous drugs provided under this Section shall be implemented by the DOH.

Section 22. *Grant of Compensation, Reward and Award.* – The Board shall recommend to the concerned government agency the grant of compensation, reward and award to any person providing information and to law enforcers participating in the operation, which results in the successful confiscation, seizure or surrender of dangerous drugs, plant sources of dangerous drugs, and controlled precursors and essential chemicals.

Section 23. *Plea-Bargaining Provision.* – Any person charged under any provision of this Act regardless of the imposable penalty shall not be allowed to avail of the provision on plea-bargaining.

Section 24. *Non-Applicability of the Probation Law for Drug Traffickers and Pushers.* – Any person convicted for drug trafficking or pushing under this Act, regardless of the penalty imposed by the Court, cannot avail of the privilege granted by the Probation Law or Presidential Decree No. 968, as amended.

Section 25. *Qualifying Aggravating Circumstances in the Commission of a Crime by an Offender Under the Influence of Dangerous Drugs.* – Notwithstanding the provisions of any law to the contrary, a positive finding for the use of dangerous drugs shall be a qualifying aggravating circumstance in the commission of a crime by an offender, and the application of the penalty provided for in the Revised Penal Code shall be applicable.

Section 26. *Attempt or Conspiracy.* – Any attempt or conspiracy to commit the following unlawful acts shall be penalized by the same penalty prescribed for the commission of the same as provided under this Act:

- (a) Importation of any dangerous drug and/or controlled precursor and essential chemical;
- (b) Sale, trading, administration, dispensation, delivery, distribution and transportation of any dangerous drug and/or controlled precursor and essential chemical;
- (c) Maintenance of a den, dive or resort where any dangerous drug is used in any form;
- (d) Manufacture of any dangerous drug and/or controlled precursor and essential chemical; and
- (e) Cultivation or culture of plants which are sources of dangerous drugs.

Section 27. *Criminal Liability of a Public Officer or Employee for Misappropriation, Misapplication or Failure to Account for the Confiscated, Seized and/or Surrendered Dangerous Drugs, Plant Sources of Dangerous Drugs, Controlled Precursors and Essential Chemicals, Instruments/Paraphernalia and/or Laboratory Equipment Including the Proceeds or Properties Obtained from the Unlawful Act Committed.* – The penalty of life imprisonment to death and a fine ranging from Five hundred thousand pesos (P500,000.00) to Ten million pesos (P10,000,000.00), in addition to absolute perpetual disqualification from any public office, shall be imposed upon any public officer or employee who misappropriates, misapplies or fails to account for confiscated, seized or surrendered dangerous drugs, plant sources of dangerous drugs, controlled precursors and essential chemicals, instruments/paraphernalia and/or laboratory equipment including the proceeds or properties obtained from the unlawful acts as provided for in this Act.

Any elective local or national official found to have benefited from the proceeds of the trafficking of dangerous drugs as prescribed in this Act, or have received any financial or material contributions or donations from natural or juridical persons found guilty of trafficking dangerous drugs as prescribed in this Act, shall be removed from office and perpetually disqualified from holding any elective or appointive positions in the government, its divisions, subdivisions,

and intermediaries, including government-owned or –controlled corporations.

Section 28. *Criminal Liability of Government Officials and Employees.* – The maximum penalties of the unlawful acts provided for in this Act shall be imposed, in addition to absolute perpetual disqualification from any public office, if those found guilty of such unlawful acts are government officials and employees.

Section 29. *Criminal Liability for Planting of Evidence.* – Any person who is found guilty of "planting" any dangerous drug and/or controlled precursor and essential chemical, regardless of quantity and purity, shall suffer the penalty of death.

Section 30. *Criminal Liability of Officers of Partnerships, Corporations, Associations or Other Juridical Entities.* – In case any violation of this Act is committed by a partnership, corporation, association or any juridical entity, the partner, president, director, manager, trustee, estate administrator, or officer who consents to or knowingly tolerates such violation shall be held criminally liable as a co-principal.

The penalty provided for the offense under this Act shall be imposed upon the partner, president, director, manager, trustee, estate administrator, or officer who knowingly authorizes, tolerates or consents to the use of a vehicle, vessel, aircraft, equipment or other facility, as an instrument in the importation, sale, trading, administration, dispensation, delivery, distribution, transportation or manufacture of dangerous drugs, or chemical diversion, if such vehicle, vessel, aircraft, equipment or other instrument is owned by or under the control or supervision of the partnership, corporation, association or juridical entity to which they are affiliated.

Section 31. *Additional Penalty if Offender is an Alien.* – In addition to the penalties prescribed in the unlawful act committed, any alien who violates such provisions of this Act shall, after service of sentence, be deported immediately without further proceedings, unless the penalty is death.

Section 32. Liability to a Person Violating Any Regulation Issued by the Board. – The penalty of imprisonment ranging from six (6) months and one (1) day to four (4) years and a fine ranging from Ten thousand pesos (P10,000.00) to Fifty thousand pesos (P50,000.00) shall be imposed upon any person found violating any regulation duly issued by the Board pursuant to this Act, in addition to the administrative sanctions imposed by the Board.

Section 33. Immunity from Prosecution and Punishment. – Notwithstanding the provisions of Section 17, Rule 119 of the Revised Rules of Criminal Procedure and the provisions of Republic Act No. 6981 or the Witness Protection, Security and Benefit Act of 1991, any person who has violated Sections 7, 11, 12, 14, 15, and 19, Article II of this Act, who voluntarily gives information about any violation of Sections 4, 5, 6, 8, 10, 13, and 16, Article II of this Act as well as any violation of the offenses mentioned if committed by a drug syndicate, or any information leading to the whereabouts, identities and arrest of all or any of the members thereof; and who willingly testifies against such persons as described above, shall be exempted from prosecution or punishment for the offense with reference to which his/her information or testimony were given, and may plead or prove the giving of such information and testimony in bar of such prosecution: *Provided*, That the following conditions concur:

- (1) The information and testimony are necessary for the conviction of the persons described above;
- (2) Such information and testimony are not yet in the possession of the State;
- (3) Such information and testimony can be corroborated on its material points;
- (4) the informant or witness has not been previously convicted of a crime involving moral turpitude, except when there is no other direct evidence available for the State other than the information and testimony of said informant or witness; and
- (5) The informant or witness shall strictly and faithfully comply without delay, any condition or undertaking, reduced into writing, lawfully imposed by the State as further consideration for the grant of immunity from prosecution and punishment.

Provided, further, That this immunity may be enjoyed by such informant or witness who does not appear to be most guilty for the offense with reference to which his/her information or testimony

were given: *Provided, finally*, That there is no direct evidence available for the State except for the information and testimony of the said informant or witness.

Section 34. Termination of the Grant of Immunity. – The immunity granted to the informant or witness, as prescribed in Section 33 of this Act, shall not attach should it turn out subsequently that the information and/or testimony is false, malicious or made only for the purpose of harassing, molesting or in any way prejudicing the persons described in the preceding Section against whom such information or testimony is directed against. In such case, the informant or witness shall be subject to prosecution and the enjoyment of all rights and benefits previously accorded him under this Act or any other law, decree or order shall be deemed terminated.

In case an informant or witness under this Act fails or refuses to testify without just cause, and when lawfully obliged to do so, or should he/she violate any condition accompanying such immunity as provided above, his/her immunity shall be removed and he/she shall likewise be subject to contempt and/or criminal prosecution, as the case may be, and the enjoyment of all rights and benefits previously accorded him under this Act or in any other law, decree or order shall be deemed terminated.

In case the informant or witness referred to under this Act falls under the applicability of this Section hereof, such individual cannot avail of the provisions under Article VIII of this Act.

Section 35. Accessory Penalties. – A person convicted under this Act shall be disqualified to exercise his/her civil rights such as but not limited to, the rights of parental authority or guardianship, either as to the person or property of any ward, the rights to dispose of such property by any act or any conveyance *inter vivos*, and political rights such as but not limited to, the right to vote and be voted for. Such rights shall also be suspended during the pendency of an appeal from such conviction.

ARTICLE III

Dangerous Drugs Test and Record Requirements

Section 36. Authorized Drug Testing. – Authorized drug testing shall be done by any government forensic laboratories or by any of the drug testing laboratories accredited and monitored by the DOH to safeguard the quality of test results. The DOH shall take steps in setting the price of the drug test with DOH accredited drug testing centers to further reduce the cost of such drug test. The drug testing shall employ, among others, two (2) testing methods, the screening test which will determine the positive result as well as the type of the drug used and the confirmatory test which will confirm a positive screening test. Drug test certificates issued by accredited drug testing centers shall be valid for a one-year period from the date of issue which may be used for other purposes. The following shall be subjected to undergo drug testing:

(a) Applicants for driver's license. – No driver's license shall be issued or renewed to any person unless he/she presents a certification that he/she has undergone a mandatory drug test and indicating thereon that he/she is free from the use of dangerous drugs;

(b) Applicants for firearm's license and for permit to carry firearms outside of residence. – All applicants for firearm's license and permit to carry firearms outside of residence shall undergo a mandatory drug test to ensure that they are free from the use of dangerous drugs: *Provided*, That all persons who by the nature of their profession carry firearms shall undergo drug testing;

(c) Students of secondary and tertiary schools. – Students of secondary and tertiary schools shall, pursuant to the related rules and regulations as contained in the school's student handbook and with notice to the parents, undergo a random drug testing: *Provided*, That all drug testing expenses whether in public or private schools under this Section will be borne by the government;

(d) Officers and employees of public and private offices. – Officers and employees of public and private offices, whether domestic or overseas, shall be subjected to undergo a random

drug test as contained in the company's work rules and regulations, which shall be borne by the employer, for purposes of reducing the risk in the workplace. Any officer or employee found positive for use of dangerous drugs shall be dealt with administratively which shall be a ground for suspension or termination, subject to the provisions of Article 282 of the Labor Code and pertinent provisions of the Civil Service Law;

(e) Officers and members of the military, police and other law enforcement agencies. – Officers and members of the military, police and other law enforcement agencies shall undergo an annual mandatory drug test;

(f) All persons charged before the prosecutor's office with a criminal offense having an imposable penalty of imprisonment of not less than six (6) years and one (1) day shall have to undergo a mandatory drug test; and

(g) All candidates for public office whether appointed or elected both in the national or local government shall undergo a mandatory drug test.

In addition to the above stated penalties in this Section, those found to be positive for dangerous drugs use shall be subject to the provisions of Section 15 of this Act.

Section 37. Issuance of False or Fraudulent Drug Test Results. – Any person authorized, licensed or accredited under this Act and its implementing rules to conduct drug examination or test, who issues false or fraudulent drug test results knowingly, willfully or through gross negligence, shall suffer the penalty of imprisonment ranging from six (6) years and one (1) day to twelve (12) years and a fine ranging from One hundred thousand pesos (P100,000.00) to Five hundred thousand pesos (P500,000.00).

An additional penalty shall be imposed through the revocation of the license to practice his/her profession in case of a practitioner, and the closure of the drug testing center.

Section 38. *Laboratory Examination or Test on Apprehended/Arrested Offenders.* – Subject to Section 15 of this Act, any person apprehended or arrested for violating the provisions of this Act shall be subjected to screening laboratory examination or test within twenty-four (24) hours, if the apprehending or arresting officer has reasonable ground to believe that the person apprehended or arrested, on account of physical signs or symptoms or other visible or outward manifestation, is under the influence of dangerous drugs. If found to be positive, the results of the screening laboratory examination or test shall be challenged within fifteen (15) days after receipt of the result through a confirmatory test conducted in any accredited analytical laboratory equipment with a gas chromatograph/mass spectrometry equipment or some such modern and accepted method, if confirmed the same shall be *prima facie* evidence that such person has used dangerous drugs, which is without prejudice for the prosecution for other violations of the provisions of this Act: *Provided*, That a positive screening laboratory test must be confirmed for it to be valid in a court of law.

Section 39. *Accreditation of Drug Testing Centers and Physicians.* – The DOH shall be tasked to license and accredit drug testing centers in each province and city in order to assure their capacity, competence, integrity and stability to conduct the laboratory examinations and tests provided in this Article, and appoint such technical and other personnel as may be necessary for the effective implementation of this provision. The DOH shall also accredit physicians who shall conduct the drug dependency examination of a drug dependent as well as the after-care and follow-up program for the said drug dependent. There shall be a control regulations, licensing and accreditation division under the supervision of the DOH for this purpose.

For this purpose, the DOH shall establish, operate and maintain drug testing centers in government hospitals, which must be provided at least with basic technologically advanced equipment and materials, in order to conduct the laboratory examination and tests herein provided, and appoint such qualified and duly trained technical and other personnel as may be necessary for the effective implementation of this provision.

Section 40. *Records Required for Transactions on Dangerous Drug and Precursors and Essential Chemicals.* –

a) Every pharmacist dealing in dangerous drugs and/or controlled precursors and essential chemicals shall maintain and keep an original record of sales, purchases, acquisitions and deliveries of dangerous drugs, indicating therein the following information:

- (1) License number and address of the pharmacist;
- (2) Name, address and license of the manufacturer, importer or wholesaler from whom the dangerous drugs have been purchased;
- (3) Quantity and name of the dangerous drugs purchased or acquired;
- (4) Date of acquisition or purchase;
- (5) Name, address and community tax certificate number of the buyer;
- (6) Serial number of the prescription and the name of the physician, dentist, veterinarian or practitioner issuing the same;
- (7) Quantity and name of the dangerous drugs sold or delivered; and
- (8) Date of sale or delivery.

A certified true copy of such record covering a period of six (6) months, duly signed by the pharmacist or the owner of the drugstore, pharmacy or chemical establishment, shall be forwarded to the Board within fifteen (15) days following the last day of June and December of each year, with a copy thereof furnished the city or municipal health officer concerned.

(b) A physician, dentist, veterinarian or practitioner authorized to prescribe any dangerous drug shall issue the prescription therefor in one (1) original and two (2) duplicate copies. The original, after the prescription has been filled, shall be retained by the pharmacist for a period of one (1) year from the date of sale or delivery of such drug. One (1) copy shall be retained by the buyer or by the person to whom the drug is delivered until such drug is consumed, while the second copy shall be retained by the person issuing the prescription.

For purposes of this Act, all prescriptions issued by physicians, dentists, veterinarians or practitioners shall be written on forms exclusively issued by and obtainable from the DOH. Such forms shall be made of a special kind of paper and shall be distributed in such quantities and contain such information and other data as the DOH may, by rules and regulations, require. Such forms shall only be issued by the DOH through its authorized employees to licensed physicians, dentists, veterinarians and practitioners in such quantities as the Board may authorize. In emergency cases, however, as the Board may specify in the public interest, a prescription need not be accomplished on such forms. The prescribing physician, dentist, veterinarian or practitioner shall, within three (3) days after issuing such prescription, inform the DOH of the same in writing. No prescription once served by the drugstore or pharmacy be reused nor any prescription once issued be refilled.

(c) All manufacturers, wholesalers, distributors, importers, dealers and retailers of dangerous drugs and/or controlled precursors and essential chemicals shall keep a record of all inventories, sales, purchases, acquisitions and deliveries of the same as well as the names, addresses and licenses of the persons from whom such items were purchased or acquired or to whom such items were sold or delivered, the name and quantity of the same and the date of the transactions. Such records may be subjected anytime for review by the Board.

ARTICLE IV

Participation of the Family, Students, Teachers and School Authorities in the Enforcement of this Act

Section 41. *Involvement of the Family.* – The family being the basic unit of the Filipino society shall be primarily responsible for the education and awareness of the members of the family on the ill effects of dangerous drugs and close monitoring of family members who may be susceptible to drug abuse.

Section 42. *Student Councils and Campus Organizations.* – All elementary, secondary and tertiary schools' student councils and campus organizations shall include in their activities a program for the prevention of and deterrence in the use of dangerous drugs, and

referral for treatment and rehabilitation of students for drug dependence.

Section 43. *School Curricula.* – Instruction on drug abuse prevention and control shall be integrated in the elementary, secondary and tertiary curricula of all public and private schools, whether general, technical, vocational or agro-industrial as well as in non-formal, informal and indigenous learning systems. Such instructions shall include:

- (1) Adverse effects of the abuse and misuse of dangerous drugs on the person, the family, the school and the community;
- (2) Preventive measures against drug abuse;
- (3) Health, socio-cultural, psychological, legal and economic dimensions and implications of the drug problem;
- (4) Steps to take when intervention on behalf of a drug dependent is needed, as well as the services available for the treatment and rehabilitation of drug dependents; and
- (5) Misconceptions about the use of dangerous drugs such as, but not limited to, the importance and safety of dangerous drugs for medical and therapeutic use as well as the differentiation between medical patients and drug dependents in order to avoid confusion and accidental stigmatization in the consciousness of the students.

Section 44. *Heads, Supervisors, and Teachers of Schools.* – For the purpose of enforcing the provisions of Article II of this Act, all school heads, supervisors and teachers shall be deemed persons in authority and, as such, are hereby empowered to apprehend, arrest or cause the apprehension or arrest of any person who shall violate any of the said provisions, pursuant to Section 5, Rule 113 of the Rules of Court. They shall be deemed persons in authority if they are in the school or within its immediate vicinity, or even beyond such immediate vicinity if they are in attendance at any school or class function in their official capacity as school heads, supervisors, and teachers.

Any teacher or school employee, who discovers or finds that any person in the school or within its immediate vicinity is liable for violating any of said provisions, shall have the duty to report the same to the school head or immediate superior who shall, in turn, report the matter to the proper authorities.

Failure to do so in either case, within a reasonable period from the time of discovery of the violation shall, after due hearing, constitute sufficient cause for disciplinary action by the school authorities.

Section 45. *Publication and Distribution of Materials on Dangerous Drugs.* – With the assistance of the Board, the Secretary of the Department of Education (DepEd), the Chairman of the Commission on Higher Education (CHED) and the Director-General of the Technical Education and Skills Development Authority (TESDA) shall cause the development, publication and distribution of information and support educational materials on dangerous drugs to the students, the faculty, the parents, and the community.

Section 46. *Special Drug Education Center.* – With the assistance of the Board, the Department of the Interior and Local Government (DILG), the National Youth Commission (NYC), and the Department of Social Welfare and Development (DSWD) shall establish in each of its provincial office a special education drug center for out-of-school youth and street children. Such Center which shall be headed by the Provincial Social Welfare Development Officer shall sponsor drug prevention programs and activities and information campaigns with the end in view of educating the out-of-school youth and street children regarding the pernicious effects of drug abuse. The programs initiated by the Center shall likewise be adopted in all public and private orphanage and existing special centers for street children.

ARTICLE V

Promotion of a National Drug-Free Workplace Program With the Participation of Private and Labor Sectors and the Department of Labor and Employment

Section 47. *Drug-Free Workplace.* – It is deemed a policy of the State to promote drug-free workplaces using a tripartite approach. With the assistance of the Board, the Department of Labor and Employment (DOLE) shall develop, promote and implement a national drug abuse prevention program in the workplace to be adopted by private companies with ten (10) or more employees. Such program shall include the mandatory drafting and adoption of company policies against drug use in the workplace in close consultation and coordination with the DOLE, labor and employer

organizations, human resource development managers and other such private sector organizations.

Section 48. *Guidelines for the National Drug-Free Workplace Program.* – The Board and the DOLE shall formulate the necessary guidelines for the implementation of the national drug-free workplace program. The amount necessary for the implementation of which shall be included in the annual General Appropriations Act.

ARTICLE VI

Participation of the Private and Labor Sectors in the Enforcement of this Act

Section 49. *Labor Organizations and the Private Sector.* – All labor unions, federations, associations, or organizations in cooperation with the respective private sector partners shall include in their collective bargaining or any similar agreements, joint continuing programs and information campaigns for the laborers similar to the programs provided under Section 47 of this Act with the end in view of achieving a drug free workplace.

Section 50. *Government Assistance.* – The labor sector and the respective partners may, in pursuit of the programs mentioned in the preceding Section, secure the technical assistance, such as but not limited to, seminars and information dissemination campaigns of the appropriate government and law enforcement agencies.

ARTICLE VII

Participation of Local Government Units

Section 51. *Local Government Units' Assistance.* – Local government units shall appropriate a substantial portion of their respective annual budgets to assist in or enhance the enforcement of this Act giving priority to preventive or educational programs and the rehabilitation or treatment of drug dependents.

Section 52. *Abatement of Drug Related Public Nuisances.* – Any place or premises which have been used on two or more occasions as the site of the unlawful sale or delivery of dangerous drugs may be declared to be a public nuisance, and such nuisance may be abated, pursuant to the following procedures:

(1) Any city or municipality may, by ordinance, create an administrative board to hear complaints regarding the nuisances;

(2) any employee, officer, or resident of the city or municipality may bring a complaint before the Board after giving not less than three (3) days written notice of such complaint to the owner of the place or premises at his/her last known address; and

(3) After hearing in which the Board may consider any evidence, including evidence of the general reputation of the place or premises, and at which the owner of the premises shall have an opportunity to present evidence in his/her defense, the Board may declare the place or premises to be a public nuisance.

Section 53. *Effect of Board Declaration.* – If the Board declares a place or premises to be a public nuisance, it may declare an order immediately prohibiting the conduct, operation, or maintenance of any business or activity on the premises which is conducive to such nuisance.

An order entered under this Section shall expire after one (1) year or at such earlier time as stated in the order. The Board may bring a complaint seeking a permanent injunction against any nuisance described under this Section.

This Article does not restrict the right of any person to proceed under the Civil Code against any public nuisance.

ARTICLE VIII

Program for Treatment and Rehabilitation of Drug Dependents

Section 54. *Voluntary Submission of a Drug Dependent to Confinement, Treatment and Rehabilitation.* – A drug dependent or any person who violates Section 15 of this Act may, by himself/herself or through his/her parent, spouse, guardian or relative within the fourth degree of consanguinity or affinity, apply to the Board or its duly recognized representative, for treatment and rehabilitation of the drug dependency. Upon such application, the Board shall bring forth the matter to the Court which shall order that

the applicant be examined for drug dependency. If the examination by a DOH-accredited physician results in the issuance of a certification that the applicant is a drug dependent, he/she shall be ordered by the Court to undergo treatment and rehabilitation in a Center designated by the Board for a period of not less than six (6) months: *Provided*, That a drug dependent may be placed under the care of a DOH-accredited physician where there is no Center near or accessible to the residence of the drug dependent or where said drug dependent is below eighteen (18) years of age and is a first-time offender and non-confinement in a Center will not pose a serious danger to his/her family or the community.

Confinement in a Center for treatment and rehabilitation shall not exceed one (1) year, after which time the Court, as well as the Board, shall be apprised by the head of the treatment and rehabilitation center of the status of said drug dependent and determine whether further confinement will be for the welfare of the drug dependent and his/her family or the community.

Section 55. *Exemption from the Criminal Liability Under the Voluntary Submission Program.* A drug dependent under the voluntary submission program, who is finally discharged from confinement, shall be exempt from the criminal liability under Section 15 of this act subject to the following conditions:

(1) He/she has complied with the rules and regulations of the center, the applicable rules and regulations of the Board, including the after-care and follow-up program for at least eighteen (18) months following temporary discharge from confinement in the Center or, in the case of a dependent placed under the care of the DOH-accredited physician, the after-care program and follow-up schedule formulated by the DSWD and approved by the Board: *Provided*, That capability-building of local government social workers shall be undertaken by the DSWD;

(2) He/she has never been charged or convicted of any offense punishable under this Act, the Dangerous Drugs Act of 1972 or Republic Act No. 6425, as amended; the Revised Penal Code, as amended; or any special penal laws;

(3) He/she has no record of escape from a Center: *Provided*, That had he/she escaped, he/she surrendered by himself/herself or through his/her parent, spouse, guardian or relative within the fourth degree of consanguinity or affinity, within one (1) week from the date of the said escape; and

(4) He/she poses no serious danger to himself/herself, his/her family or the community by his/her exemption from criminal liability.

Section 56. *Temporary Release From the Center; After-Care and Follow-Up Treatment Under the Voluntary Submission Program.* – Upon certification of the Center that the drug dependent within the voluntary submission program may be temporarily released, the Court shall order his/her release on condition that said drug dependent shall report to the DOH for after-care and follow-up treatment, including urine testing, for a period not exceeding eighteen (18) months under such terms and conditions that the Court may impose.

If during the period of after-care and follow-up, the drug dependent is certified to be rehabilitated, he/she may be discharged by the Court, subject to the provisions of Section 55 of this Act, without prejudice to the outcome of any pending case filed in court.

However, should the DOH find that during the initial after-care and follow-up program of eighteen (18) months, the drug dependent requires further treatment and rehabilitation in the Center, he/she shall be recommitted to the Center for confinement. Thereafter, he/she may again be certified for temporary release and ordered released for another after-care and follow-up program pursuant to this Section.

Section 57. *Probation and Community Service Under the Voluntary Submission Program.* – A drug dependent who is discharged as rehabilitated by the DOH-accredited Center through the voluntary submission program, but does not qualify for exemption from criminal liability under Section 55 of this Act, may be charged under the provisions of this Act, but shall be placed on probation and undergo a community service in lieu of imprisonment and/or fine in the discretion of the court, without prejudice to the outcome of any pending case filed in court.

Such drug dependent shall undergo community service as part of his/her after-care and follow-up program, which may be done in coordination with nongovernmental civil organizations accredited by the DSWD, with the recommendation of the Board.

Section 58. *Filing of Charges Against a Drug Dependent Who is Not Rehabilitated Under the Voluntary Submission Program.* – A drug dependent, who is not rehabilitated after the second commitment to the Center under the voluntary submission program, shall, upon recommendation of the Board, be charged for violation of Section 15 of this Act and prosecuted like any other offender. If convicted, he/she shall be credited for the period of confinement and rehabilitation in the Center in the service of his/her sentence.

Section 59. *Escape and Recommitment for Confinement and Rehabilitation Under the Voluntary Submission Program.* – Should a drug dependent under the voluntary submission program escape from the Center, he/she may submit himself/herself for recommitment within one (1) week therefrom, or his/her parent, spouse, guardian or relative within the fourth degree of consanguinity or affinity may, within said period, surrender him for recommitment, in which case the corresponding order shall be issued by the Board.

Should the escapee fail to submit himself/herself or be surrendered after one (1) week, the Board shall apply to the court for a recommitment order upon proof of previous commitment or his/her voluntary submission by the Board, the court may issue an order for recommitment within one (1) week.

If, subsequent to a recommitment, the dependent once again escapes from confinement, he/she shall be charged for violation of Section 15 of this Act and he subjected under section 61 of this Act, either upon order of the Board or upon order of the court, as the case may be.

Section 60. *Confidentiality of Records Under the Voluntary Submission Program.* – Judicial and medical records of drug dependents under the voluntary submission program shall be confidential and shall not be used against him for any purpose, except to determine how many times, by himself/herself or through his/her parent, spouse, guardian or relative within the fourth degree

of consanguinity or affinity, he/she voluntarily submitted himself/herself for confinement, treatment and rehabilitation or has been committed to a Center under this program.

Section 61. *Compulsory Confinement of a Drug Dependent Who Refuses to Apply Under the Voluntary Submission Program.* – Notwithstanding any law, rule and regulation to the contrary, any person determined and found to be dependent on dangerous drugs shall, upon petition by the Board or any of its authorized representative, be confined for treatment and rehabilitation in any Center duly designated or accredited for the purpose.

A petition for the confinement of a person alleged to be dependent on dangerous drugs to a Center may be filed by any person authorized by the Board with the Regional Trial Court of the province or city where such person is found.

After the petition is filed, the court, by an order, shall immediately fix a date for the hearing, and a copy of such order shall be served on the person alleged to be dependent on dangerous drugs, and to the one having charge of him.

If after such hearing and the facts so warrant, the court shall order the drug dependent to be examined by two (2) physicians accredited by the Board. If both physicians conclude that the respondent is not a drug dependent, the court shall order his/her discharge. If either physician finds him to be a dependent, the court shall conduct a hearing and consider all relevant evidence which may be offered. If the court finds him a drug dependent, it shall issue an order for his/her commitment to a treatment and rehabilitation center under the supervision of the DOH. In any event, the order of discharge or order of confinement or commitment shall be issued not later than fifteen (15) days from the filing of the appropriate petition.

Section 62. *Compulsory Submission of a Drug Dependent Charged with an Offense to Treatment and Rehabilitation.* – If a person charged with an offense where the imposable penalty is imprisonment of less than six (6) years and one (1) day, and is found by the prosecutor or by the court, at any stage of the proceedings, to be a drug dependent, the prosecutor or the court as the case may be, shall suspend all further proceedings and transmit copies of the record of the case to the Board.

In the event he Board determines, after medical examination, that public interest requires that such drug dependent be committed to a center for treatment and rehabilitation, it shall file a petition for his/her commitment with the regional trial court of the province or city where he/she is being investigated or tried: *Provided*, That where a criminal case is pending in court, such petition shall be filed in the said court. The court shall take judicial notice of the prior proceedings in the case and shall proceed to hear the petition. If the court finds him to be a drug dependent, it shall order his/her commitment to a Center for treatment and rehabilitation. The head of said Center shall submit to the court every four (4) months, or as often as the court may require, a written report on the progress of the treatment. If the dependent is rehabilitated, as certified by the center and the Board, he/she shall be returned to the court, which committed him, for his/her discharge therefrom.

Thereafter, his/her prosecution for any offense punishable by law shall be instituted or shall continue, as the case may be. In case of conviction, the judgment shall, if the accused is certified by the treatment and rehabilitation center to have maintained good behavior, indicate that he/she shall be given full credit for the period he/she was confined in the Center: *Provided, however*, That when the offense is for violation of Section 15 of this Act and the accused is not a recidivist, the penalty thereof shall be deemed to have been served in the Center upon his/her release therefrom after certification by the Center and the Board that he/she is rehabilitated.

Section 63. *Prescription of the Offense Charged Against a Drug Dependent Under the Compulsory Submission Program.* – The period of prescription of the offense charged against a drug dependent under the compulsory submission program shall not run during the time that the drug dependent is under confinement in a Center or otherwise under the treatment and rehabilitation program approved by the Board.

Upon certification of the Center that he/she may temporarily be discharged from the said Center, the court shall order his/her release on condition that he/she shall report to the Board through the DOH for after-care and follow-up treatment for a period not exceeding eighteen (18) months under such terms and conditions as may be imposed by the Board.

If at anytime during the after-care and follow-up period, the Board certifies to his/her complete rehabilitation, the court shall order his/her final discharge from confinement and order for the immediate resumption of the trial of the case for which he/she is originally charged. Should the Board through the DOH find at anytime during the after-care and follow-up period that he/she requires further treatment and rehabilitation, it shall report to the court, which shall order his/her recommitment to the Center.

Should the drug dependent, having been committed to a Center upon petition by the Board escape therefrom, he/she may resubmit himself/herself for confinement within one (1) week from the date of his/her escape; or his/her parent, spouse, guardian or relative within the fourth degree of consanguinity or affinity may, within the same period, surrender him for recommitment. If, however, the drug dependent does not resubmit himself/herself for confinement or he/she is not surrendered for recommitment, the Board may apply with the court for the issuance of the recommitment order. Upon proof of previous commitment, the court shall issue an order for recommitment. If, subsequent to such recommitment, he/she should escape again, he/she shall no longer be exempt from criminal liability for use of any dangerous drug.

A drug dependent committed under this particular Section who is finally discharged from confinement shall be exempt from criminal liability under Section 15 of this Act, without prejudice to the outcome of any pending case filed in court. On the other hand, a drug dependent who is not rehabilitated after a second commitment to the Center shall, upon conviction by the appropriate court, suffer the same penalties provided for under Section 15 of this Act again without prejudice to the outcome of any pending case filed in court.

Section 64. Confidentiality of Records Under the Compulsory Submission Program. – The records of a drug dependent who was rehabilitated and discharged from the Center under the compulsory submission program, or who was charged for violation of Section 15 of this Act, shall be covered by Section 60 of this Act. However, the records of a drug dependent who was not rehabilitated, or who escaped but did not surrender himself/herself within the prescribed period, shall be forwarded to the court and their use shall be determined by the court, taking into consideration public interest and the welfare of the drug dependent.

Section 65. Duty of the Prosecutor in the Proceedings. – It shall be the duty of the provincial or the city prosecutor or their assistants or state prosecutors to prepare the appropriate petition in all proceedings arising from this Act.

Section 66. Suspension of Sentence of a First-Time Minor Offender. – An accused who is over fifteen (15) years of age at the time of the commission of the offense mentioned in Section 11 of this Act, but not more than eighteen (18) years of age at the time when judgment should have been promulgated after having been found guilty of said offense, may be given the benefits of a suspended sentence, subject to the following conditions:

- (a) He/she has not been previously convicted of violating any provision of this Act, or of the Dangerous Drugs Act of 1972, as amended; or of the Revised Penal Code; or of any special penal laws;
- (b) He/she has not been previously committed to a Center or to the care of a DOH-accredited physician; and
- (c) The Board favorably recommends that his/her sentence be suspended.

While under suspended sentence, he/she shall be under the supervision and rehabilitative surveillance of the Board, under such conditions that the court may impose for a period ranging from six (6) months to eighteen (18) months.

Upon recommendation of the Board, the court may commit the accused under suspended sentence to a Center, or to the care of a DOH-accredited physician for at least six (6) months, with after-care and follow-up program for not more than eighteen (18) months.

In the case of minors under fifteen (15) years of age at the time of the commission of any offense penalized under this Act, Article 192 of Presidential Decree No. 603, otherwise known as the Child and Youth Welfare Code, as amended by Presidential Decree No. 1179 shall apply, without prejudice to the application of the provisions of this Section.

Section 67. *Discharge After Compliance with Conditions of Suspended Sentence of a First-Time Minor Offender.* – If the accused first time minor offender under suspended sentence complies with the applicable rules and regulations of the Board, including confinement in a Center, the court, upon a favorable recommendation of the Board for the final discharge of the accused, shall discharge the accused and dismiss all proceedings.

Upon the dismissal of the proceedings against the accused, the court shall enter an order to expunge all official records, other than the confidential record to be retained by the DOJ relating to the case. Such an order, which shall be kept confidential, shall restore the accused to his/her status prior to the case. He/she shall not be held thereafter to be guilty of perjury or of concealment or misrepresentation by reason of his/her failure to acknowledge the case or recite any fact related thereto in response to any inquiry made of him for any purpose.

Section 68. *Privilege of Suspended Sentence to be Availed of Only Once by a First-Time Minor Offender.* – The privilege of suspended sentence shall be availed of only once by an accused drug dependent who is a first-time offender over fifteen (15) years of age at the time of the commission of the violation of Section 15 of this Act but not more than eighteen (18) years of age at the time when judgment should have been promulgated.

Section 69. *Promulgation of Sentence for First-Time Minor Offender.* – If the accused first-time minor offender violates any of the conditions of his/her suspended sentence, the applicable rules and regulations of the Board exercising supervision and rehabilitative surveillance over him, including the rules and regulations of the Center should confinement be required, the court shall pronounce judgment of conviction and he/she shall serve sentence as any other convicted person.

Section 70. *Probation or Community Service for a First-Time Minor Offender in Lieu of Imprisonment.* – Upon promulgation of the sentence, the court may, in its discretion, place the accused under probation, even if the sentence provided under this Act is higher than that provided under existing law on probation, or impose community service in lieu of imprisonment. In case of probation, the supervision and rehabilitative surveillance shall be undertaken by the

Board through the DOH in coordination with the Board of Pardons and Parole and the Probation Administration. Upon compliance with the conditions of the probation, the Board shall submit a written report to the court recommending termination of probation and a final discharge of the probationer, whereupon the court shall issue such an order.

The community service shall be complied with under conditions, time and place as may be determined by the court in its discretion and upon the recommendation of the Board and shall apply only to violators of Section 15 of this Act. The completion of the community service shall be under the supervision and rehabilitative surveillance of the Board during the period required by the court. Thereafter, the Board shall render a report on the manner of compliance of said community service. The court in its discretion may require extension of the community service or order a final discharge.

In both cases, the judicial records shall be covered by the provisions of Sections 60 and 64 of this Act.

If the sentence promulgated by the court requires imprisonment, the period spent in the Center by the accused during the suspended sentence period shall be deducted from the sentence to be served.

Section 71. *Records to be kept by the Department of Justice.* – The DOJ shall keep a confidential record of the proceedings on suspension of sentence and shall not be used for any purpose other than to determine whether or not a person accused under this Act is a first-time minor offender.

Section 72. *Liability of a Person Who Violates the Confidentiality of Records.* – The penalty of imprisonment ranging from six (6) months and one (1) day to six (6) years and a fine ranging from One thousand pesos (P1,000.00) to Six thousand pesos (P6,000.00), shall be imposed upon any person who, having official custody of or access to the confidential records of any drug dependent under voluntary submission programs, or anyone who, having gained possession of said records, whether lawfully or not, reveals their content to any person other than those charged with the prosecution of the offenses under this Act and its implementation. The maximum penalty shall be imposed, in addition to absolute perpetual disqualification from any public office, when the offender is a

government official or employee. Should the records be used for unlawful purposes, such as blackmail of the drug dependent or the members of his/her family, the penalty imposed for the crime of violation of confidentiality shall be in addition to whatever crime he/she may be convicted of.

Section 73. *Liability of a Parent, Spouse or Guardian Who Refuses to Cooperate with the Board or any Concerned Agency.* – Any parent, spouse or guardian who, without valid reason, refuses to cooperate with the Board or any concerned agency in the treatment and rehabilitation of a drug dependent who is a minor, or in any manner, prevents or delays the after-care, follow-up or other programs for the welfare of the accused drug dependent, whether under voluntary submission program or compulsory submission program, may be cited for contempt by the court.

Section 74. *Cost-Sharing in the Treatment and Rehabilitation of a Drug Dependent.* – The parent, spouse, guardian or any relative within the fourth degree of consanguinity of any person who is confined under the voluntary submission program or compulsory submission program shall be charged a certain percentage of the cost of his/her treatment and rehabilitation, the guidelines of which shall be formulated by the DSWD taking into consideration the economic status of the family of the person confined. The guidelines therein formulated shall be implemented by a social worker of the local government unit.

Section 75. *Treatment and Rehabilitation Centers.* – The existing treatment and rehabilitation centers for drug dependents operated and maintained by the NBI and the PNP shall be operated, maintained and managed by the DOH in coordination with other concerned agencies. For the purpose of enlarging the network of centers, the Board through the DOH shall encourage, promote or whenever feasible, assist or support in the establishment, operations and maintenance of private centers which shall be eligible to receive grants, donations or subsidy from either government or private sources. It shall also support the establishment of government-operated regional treatment and rehabilitation centers depending upon the availability of funds. The national government, through its appropriate agencies shall give priority funding for the increase of subsidy to existing government drug rehabilitation centers, and shall

establish at least one (1) drug rehabilitation center in each province, depending on the availability of funds.

Section 76. *The Duties and Responsibilities of the Department of health (DOH) Under this Act.* – The DOH shall:

- (1) Oversee the monitor the integration, coordination and supervision of all drug rehabilitation, intervention, after-care and follow-up programs, projects and activities as well as the establishment, operations, maintenance and management of privately-owned drug treatment rehabilitation centers and drug testing networks and laboratories throughout the country in coordination with the DSWD and other agencies;
- (2) License, accredit, establish and maintain drug test network and laboratory, initiate, conduct and support scientific research on drugs and drug control;
- (3) Encourage, assist and accredit private centers, promulgate rules and regulations setting minimum standards for their accreditation to assure their competence, integrity and stability;
- (4) Prescribe and promulgate rules and regulations governing the establishment of such Centers as it may deem necessary after conducting a feasibility study thereof;
- (5) The DOH shall, without prejudice to the criminal prosecution of those found guilty of violating this Act, order the closure of a Center for treatment and rehabilitation of drug dependency when, after investigation it is found guilty of violating the provisions of this Act or regulations issued by the Board; and
- (6) Charge reasonable fees for drug dependency examinations, other medical and legal services provided to the public, which shall accrue to the Board. All income derived from these sources shall be part of the funds constituted as special funds for the implementation of this Act under Section 87.

ARTICLE IX

Dangerous Drugs Board and Philippine Drug Enforcement Agency

Section 77. *The Dangerous Drugs Board.* – The Board shall be the policy-making and strategy-formulating body in the planning and formulation of policies and programs on drug prevention and control. It shall develop and adopt a comprehensive, integrated, unified and balanced national drug abuse prevention and control strategy. It shall be under the Office of the President.

Section 78. *Composition of the Board.* – The Board shall be composed of seventeen (17) members wherein three (3) of which are permanent members, the other twelve (12) members shall be in an *ex officio* capacity and the two (2) shall be regular members.

The three (3) permanent members, who shall possess at least seven-year training and experience in the field of dangerous drugs and in any of the following fields: in law, medicine, criminology, psychology or social work, shall be appointed by the President of the Philippines. The President shall designate a Chairman, who shall have the rank of a secretary from among the three (3) permanent members who shall serve for six (6) years. Of the two (2) other members, who shall both have the rank of undersecretary, one (1) shall serve for four (4) years and the other for two (2) years. Thereafter, the persons appointed to succeed such members shall hold office for a term of six (6) years and until their successors shall have been duly appointed and qualified.

The other twelve (12) members who shall be *ex officio* members of the Board are the following:

- (1) Secretary of the Department of Justice or his/her representative;
- (2) Secretary of the Department of Health or his/her representative;
- (3) Secretary of the Department of National Defense or his/her representative;
- (4) Secretary of the Department of Finance or his/her representative;
- (5) Secretary of the Department of Labor and Employment or his/her representative;

- (6) Secretary of the Department of the Interior and Local Government or his/her representative;
- (7) Secretary of the Department of Social Welfare and Development or his/her representative;
- (8) Secretary of the Department of Foreign Affairs or his/her representative;
- (9) Secretary of the Department of Education or his/her representative;
- (10) Chairman of the Commission on Higher Education or his/her representative;
- (11) Chairman of the National Youth Commission;
- (12) Director General of the Philippine Drug Enforcement Agency.

Cabinet secretaries who are members of the Board may designate their duly authorized and permanent representatives whose ranks shall in no case be lower than undersecretary.

The two (2) regular members shall be as follows:

- (a) The president of the Integrated Bar of the Philippines; and
- (b) The chairman or president of a non-government organization involved in dangerous drug campaign to be appointed by the President of the Philippines.

The Director of the NBI and the Chief of the PNP shall be the permanent consultants of the Board, and shall attend all the meetings of the Board.

All members of the Board as well as its permanent consultants shall receive a per diem for every meeting actually attended subject to the pertinent budgetary laws, rules and regulations on compensation, honoraria and allowances: *Provided*, That where the representative of an *ex officio* member or of the permanent consultant of the Board attends a meeting in behalf of the latter, such representative shall be entitled to receive the per diem.

Section 79. *Meetings of the Board.* – The Board shall meet once a week or as often as necessary at the discretion of the Chairman or at the call of any four (4) other members. The presence of nine (9) members shall constitute a quorum.

Section 80. *Secretariat of the Board.* – The Board shall recommend to the President of the Philippines the appointment of an Executive Director, with the rank of an undersecretary, who shall be the Secretary of the Board and administrative officer of its secretariat, and shall perform such other duties that may be assigned to him/her. He/she must possess adequate knowledge, training and experience in the field of dangerous drugs, and in any of the following fields: law enforcement, law, medicine, criminology, psychology or social work.

Two deputies executive director, for administration and operations, with the ranks of assistant secretary, shall be appointed by the President upon recommendation of the Board. They shall possess the same qualifications as those of the executive director. They shall receive a salary corresponding to their position as prescribed by the Salary Standardization Law as a Career Service Officer.

The existing secretariat of the Board shall be under the administrative control and supervision of the Executive Director. It shall be composed of the following divisions, namely: Policy Studies, Research and Statistics; Preventive Education, Training and Information; Legal Affairs; and the Administrative and Financial Management.

Section 81. *Powers and Duties of the Board.* – The Board shall:

(a) Formulate, develop and establish a comprehensive, integrated, unified and balanced national drug use prevention and control strategy;

(b) Promulgate such rules and regulations as may be necessary to carry out the purposes of this Act, including the manner of safekeeping, disposition, burning or condemnation of any dangerous drug and/or controlled precursor and essential chemical under its charge and custody, and prescribe administrative remedies or sanctions for the violations of such rules and regulations;

(c) Conduct policy studies, program monitoring and evaluations and other researches on drug prevention, control and enforcement;

(d) Initiate, conduct and support scientific, clinical, social, psychological, physical and biological researches on dangerous drugs and dangerous drugs prevention and control measures;

(e) Develop an educational program and information drive on the hazards and prevention of illegal use of any dangerous drug and/or controlled precursor and essential chemical based on factual data, and disseminate the same to the general public, for which purpose the Board shall endeavor to make the general public aware of the hazards of any dangerous drugs and/or controlled precursor and essential chemical by providing among others, literature, films, displays or advertisements and by coordinating with all institutions of learning as well as with all national and local enforcement agencies in planning and conducting its educational campaign programs to be implemented by the appropriate government agencies;

(f) Conduct continuing seminars for, and consultations with, and provide information materials to judges and prosecutors in coordination with the Office of the Court Administrator, in the case of judges, and the DOJ, in the case of prosecutors, which aim to provide them with the current developments and programs of the Board pertinent to its campaign against dangerous drugs and its scientific researches on dangerous drugs, its prevention and control measures;

(g) Design special trainings in order to provide law enforcement officers, members of the judiciary, and prosecutors, school authorities and personnel of centers with knowledge and know-how in dangerous drugs and/or controlled precursors and essential chemicals control in coordination with the Supreme Court to meet the objectives of the national drug control programs;

(h) Design and develop, in consultation and coordination with the DOH, DSWD and other agencies involved in drugs control, treatment and rehabilitation, both public and private, a national treatment and rehabilitation program for drug dependents including a standard aftercare and community service program for recovering drug dependents;

- (i) Design and develop, jointly with the DOLE and in consultation with labor and employer groups as well as nongovernment organizations a drug abuse prevention program in the workplace that would include a provision for employee assistance programs for emotionally-stressed employees;
- (j) Initiate and authorize closure proceedings against non-accredited and/or substandard rehabilitation centers based on verified reports of human rights violations, subhuman conditions, inadequate medical training and assistance and excessive fees for implementation by the PDEA;
- (k) Prescribe and promulgate rules and regulations governing the establishment of such centers, networks and laboratories as deemed necessary after conducting a feasibility study in coordination with the DOH and other government agencies;
- (l) Receive, gather, collect and evaluate all information on the importation, exportation, production, manufacture, sale, stocks, seizures of and the estimated need for any dangerous drug and/or controlled precursor and essential chemical, for which purpose the Board may require from any official, instrumentality or agency of the government or any private person or enterprise dealing in, or engaged in activities having to do with any dangerous drug and/or controlled precursors and essential chemicals such data or information as it may need to implement this Act;
- (m) Gather and prepare detailed statistics on the importation, exportation, manufacture, stocks, seizures of and estimates need for any dangerous drug and/or controlled precursors and essential chemicals and such other statistical data on said drugs as may be periodically required by the United Nations Narcotics Drug Commission, the World Health Organization and other international organizations in consonance with the country's international commitments;
- (n) Develop and maintain international networking coordination with international drug control agencies and organizations, and implement the provisions of international conventions and agreements thereon which have been adopted and approved by the Congress of the Philippines;

- (o) Require all government and private hospitals, clinics, doctors, dentists and other practitioners to submit a report to it, in coordination with the PDEA, about all dangerous drugs and/or controlled precursors and essential chemicals-related cases to which they have attended for statistics and research purposes;
- (p) Receive in trust legacies, gifts and donations of real and personal properties of all kinds, to administer and dispose the same when necessary for the benefit of government and private rehabilitation centers subject to limitations, directions and instructions from the donors, if any;
- (q) Issue guidelines as to the approval or disapproval of applications for voluntary treatment, rehabilitation or confinement, wherein it shall issue the necessary guidelines, rules and regulations pertaining to the application and its enforcement;
- (r) Formulate guidelines, in coordination with other government agencies, the importation, distribution, production, manufacture, compounding, prescription, dispensing and sale of, and other lawful acts in connection with any dangerous drug, controlled precursors and essential chemicals and other similar or analogous substances of such kind and in such quantity as it may deem necessary according to the medical and research needs or requirements of the country including diet pills containing ephedrine and other addictive chemicals and determine the quantity and/or quality of dangerous drugs and controlled precursors and essential chemicals to be imported, manufactured and held in stock at any given time by authorized importer, manufacturer or distributor of such drugs;
- (s) Develop the utilization of a controlled delivery scheme in addressing the transshipment of dangerous drugs into and out of the country to neutralize transnational crime syndicates involved in illegal trafficking of any dangerous drugs and/or controlled precursors and essential chemicals;
- (t) Recommend the revocation of the professional license of any practitioner who is an owner, co-owner, lessee, or in the employ of the drug establishment, or manager of a partnership, corporation, association, or any juridical entity owning and/or

controlling such drug establishment, and who knowingly participates in, or consents to, tolerates, or abets the commission of the act of violations as indicated in the preceding paragraph, all without prejudice to the criminal prosecution of the person responsible for the said violation;

(u) Appoint such technical, administrative and other personnel as may be necessary for the effective implementation of this Act, subject to the Civil Service Law and its rules and regulations;

(v) Establish a regular and continuing consultation with concerned government agencies and medical professional organizations to determine if balance exists in policies, procedures, rules and regulations on dangerous drugs and to provide recommendations on how the lawful use of dangerous drugs can be improved and facilitated; and

(w) Submit an annual and periodic reports to the President, the Congress of the Philippines and the Senate and House of Representatives committees concerned as may be required from time to time, and perform such other functions as may be authorized or required under existing laws and as directed by the President himself/herself or as recommended by the congressional committees concerned.

Section 82. *Creation of the Philippine Drug Enforcement Agency (PDEA).* – To carry out the provisions of this Act, the PDEA, which serves as the implementing arm of the Board, and shall be responsible for the efficient and effective law enforcement of all the provisions on any dangerous drug and/or controlled precursor and essential chemical as provided in this Act.

The PDEA shall be headed by a Director General with the rank of Undersecretary, who shall be responsible for the general administration and management of the Agency. The Director General of the PDEA shall be appointed by the President of the Philippines and shall perform such other duties that may be assigned to him/her. He/she must possess adequate knowledge, training and experience in the field of dangerous drugs, and in any of the following fields: law enforcement, law, medicine, criminology, psychology or social work.

The Director General of the PDEA shall be assisted in the performance of his/her duties and responsibilities by two (2) deputies director general with the rank of Assistant Secretary; one for Operations and the other one for Administration. The two (2) deputies director general shall likewise be appointed by the President of the Philippines upon recommendation of the Board. The two (2) deputies director general shall possess the same qualifications as those of the Director General of the PDEA. The Director General and the two (2) deputies director general shall receive the compensation and salaries as prescribed by law.

Section 83. *Organization of the PDEA.* – The present Secretariat of the National Drug Law Enforcement and Prevention Coordinating Center as created by Executive Order No. 61 shall be accordingly modified and absorbed by the PDEA.

The Director General of the PDEA shall be responsible for the necessary changes in the organizational set-up which shall be submitted to the Board for approval.

For purposes of carrying out its duties and powers as provided for in the succeeding Section of this Act, the PDEA shall have the following Services, namely: Intelligence and Investigation; International Cooperation and Foreign Affairs; Preventive Education and Community Involvement; Plans and Operations; Compliance; Legal and Prosecution; Administrative and Human Resource; Financial Management; Logistics Management; and Internal Affairs.

The PDEA shall establish and maintain regional offices in the different regions of the country which shall be responsible for the implementation of this Act and the policies, programs, and projects of said agency in their respective regions.

Section 84. *Powers and Duties of the PDEA.* – The PDEA shall:

(a) Implement or cause the efficient and effective implementation of the national drug control strategy formulated by the Board thereby carrying out a national drug campaign program which shall include drug law enforcement, control and prevention campaign with the assistance of concerned government agencies;

(b) Undertake the enforcement of the provisions of Article II of this Act relative to the unlawful acts and penalties involving any dangerous drug and/or controlled precursor and essential chemical and investigate all violators and other matters involved in the commission of any crime relative to the use, abuse or trafficking of any dangerous drug and/or controlled precursor and essential chemical as provided for in this Act and the provisions of Presidential Decree No. 1619;

(c) Administer oath, issue *subpoena* and *subpoena duces tecum* relative to the conduct of investigation involving the violations of this Act;

(d) Arrest and apprehend as well as search all violators and seize or confiscate, the effects or proceeds of the crimes as provided by law and take custody thereof, for this purpose the prosecutors and enforcement agents are authorized to possess firearms, in accordance with existing laws;

(e) Take charge and have custody of all dangerous drugs and/or controlled precursors and essential chemicals seized, confiscated or surrendered to any national, provincial or local law enforcement agency, if no longer needed for purposes of evidence in court;

(f) Establish forensic laboratories in each PNP office in every province and city in order to facilitate action on seize or confiscated drugs, thereby hastening its destruction without delay;

(g) Recommend to the DOJ the forfeiture of properties and other assets of persons and/or corporations found to be violating the provisions of this Act and in accordance with the pertinent provisions of the Anti-Money-Laundering Act of 2001;

(h) Prepare for prosecution or cause the filing of appropriate criminal and civil cases for violation of all laws on dangerous drugs, controlled precursors and essential chemicals, and other similar controlled substances, and assist, support and coordinate with other government agencies for the proper and effective prosecution of the same;

(i) Monitor and if warranted by circumstances, in coordination with the Philippine Postal Office and the Bureau of Customs, inspect all air cargo packages, parcels and mails in the central post office, which appear from the package and address itself to be a possible importation of dangerous drugs and/or controlled precursors and essential chemicals, through on-line or cyber shops via the internet or cyberspace;

(j) Conduct eradication programs to destroy wild or illegal growth of plants from which dangerous drugs may be extracted;

(k) Initiate and undertake the formation of a nationwide organization which shall coordinate and supervise all activities against drug abuse in every province, city, municipality and barangay with the active and direct participation of all such local government units and nongovernmental organizations, including the citizenry, subject to the provisions of previously formulated programs of action against dangerous drugs;

(l) Establish and maintain a national drug intelligence system in cooperation with law enforcement agencies, other government agencies/offices and local government units that will assist in its apprehension of big-time drug lords;

(m) Establish and maintain close coordination, cooperation and linkages with international drug control and administration agencies and organizations, and implement the applicable provisions of international conventions and agreements related to dangerous drugs to which the Philippines is a signatory;

(n) Create and maintain an efficient special enforcement unit to conduct an investigation, file charges and transmit evidence to the proper court, wherein members of the said unit shall possess suitable and adequate firearms for their protection in connection with the performance of their duties: *Provided*, That no previous special permit for such possession shall be required;

(o) Require all government and private hospitals, clinics, doctors, dentists and other practitioners to submit a report to it, in coordination with the Board, about all dangerous drugs and/or controlled precursors and essential chemicals which they have attended to for data and information purposes;

(p) Coordinate with the Board for the facilitation of the issuance of necessary guidelines, rules and regulations for the proper implementation of this Act;

(q) Initiate and undertake a national campaign for drug prevention and drug control programs, where it may enlist the assistance of any department, bureau, office, agency or instrumentality of the government, including government-owned and or –controlled corporations, in the anti-illegal drugs drive, which may include the use of their respective personnel, facilities, and resources for a more resolute detection and investigation of drug-related crimes and prosecution of the drug traffickers; and

(r) Submit an annual and periodic reports to the Board as may be required from time to time, and perform such other functions as may be authorized or required under existing laws and as directed by the President himself/herself or as recommended by the congressional committees concerned.

Section 85. *The PDEA Academy.* – Upon the approval of the Board, the PDEA Academy shall be established either in Baguio or Tagaytay City, and in such other places as may be necessary. The PDEA Academy shall be responsible in the recruitment and training of all PDEA agents and personnel. The Board shall provide for the qualifications and requirements of its recruits who must be at least twenty-one (21) years old, of proven integrity and honesty and a Baccalaureate degree holder.

The graduates of the Academy shall later comprise the operating units of the PDEA after the termination of the transition period of five (5) years during which all the intelligence network and standard operating procedures of the PDEA has been set up and operationalized.

The Academy shall be headed by a Superintendent, with the rank of Director. He/she shall be appointed by the PDEA Director General.

Section 86. *Transfer, Absorption, and Integration of All Operating Units on Illegal Drugs into the PDEA and Transitory Provisions.* – The Narcotics Group of the PNP, the Narcotics Division of the NBI and the Customs Narcotics Interdiction Unit are hereby abolished;

however they shall continue with the performance of their task as detail service with the PDEA, subject to screening, until such time that the organizational structure of the Agency is fully operational and the number of graduates of the PDEA Academy is sufficient to do the task themselves: *Provided*, That such personnel who are affected shall have the option of either being integrated into the PDEA or remain with their original mother agencies and shall, thereafter, be immediately reassigned to other units therein by the head of such agencies. Such personnel who are transferred, absorbed and integrated in the PDEA shall be extended appointments to positions similar in rank, salary, and other emoluments and privileges granted to their respective positions in their original mother agencies.

The transfer, absorption and integration of the different offices and units provided for in this Section shall take effect within eighteen (18) months from the effectivity of this Act: *Provided*, That personnel absorbed and on detail service shall be given until five (5) years to finally decide to join the PDEA.

Nothing in this Act shall mean a diminution of the investigative powers of the NBI and the PNP on all other crimes as provided for in their respective organic laws: *Provided, however*, That when the investigation being conducted by the NBI, PNP or any *ad hoc* anti-drug task force is found to be a violation of any of the provisions of this Act, the PDEA shall be the lead agency. The NBI, PNP or any of the task force shall immediately transfer the same to the PDEA: *Provided, further*, That the NBI, PNP and the Bureau of Customs shall maintain close coordination with the PDEA on all drug related matters.

ARTICLE X

Appropriations, Management of Funds and Annual Report

Section 87. *Appropriations.* – The amount necessary for the operation of the Board and the PDEA shall be charged against the current year's appropriations of the Board, the National Drug Law Enforcement and Prevention Coordinating Center, the Narcotics Group of the PNP, the Narcotics Division of the NBI and other drug abuse units of the different law enforcement agencies integrated into the PDEA in order to carry out the provisions of this Act. Thereafter,

such sums as may be necessary for the continued implementation of this Act shall be included in the annual General Appropriations Act.

All receipts derived from fines, fees and other income authorized and imposed in this Act, including ten percent (10%) of all unclaimed and forfeited sweepstakes and lotto prizes but not less than twelve million pesos (P12,000,000.00) per year from the Philippine Charity Sweepstakes Office (PCSO), are hereby constituted as a special account in the general fund for the implementation of this Act: *Provided*, That no amount shall be disbursed to cover the operating expenses of the Board and other concerned agencies: *Provided, further*, That at least fifty percent (50%) of all the funds shall be reserved for assistance to government-owned and/or operated rehabilitation centers.

The fines shall be remitted to the Board by the court imposing such fines within thirty (30) days from the finality of its decisions or orders. The unclaimed and forfeited prizes shall be turned over to the Board by the PCSO within thirty (30) days after these are collected and declared forfeited.

A portion of the funds generated by the Philippine Amusement and Gaming Corporation (PAGCOR) in the amount of Five million pesos (P5,000,000.00) a month shall be set aside for the purpose of establishing adequate drug rehabilitation centers in the country and also for the maintenance and operations of such centers: *Provided*, That the said amount shall be taken from the fifty percent (50%) share of the National Government in the income of PAGCOR: *Provided, further*, That the said amount shall automatically be remitted by PAGCOR to the Board. The amount shall, in turn, be disbursed by the Dangerous Drugs Board, subject to the rules and regulations of the Commission on Audit (COA).

The fund may be augmented by grants, donations, and endowment from various sources, domestic or foreign, for purposes related to their functions, subject to the existing guidelines set by the government.

Section 88. *Management of Funds Under this Act; Annual Report by the Board and the PDEA.* – The Board shall manage the funds as it may deem proper for the attainment of the objectives of this Act. In addition to the periodic reports as may be required under this Act,

the Chairman of the Board shall submit to the President of the Philippines and to the presiding officers of both houses of Congress, within fifteen (15) days from the opening of the regular session, an annual report on the dangerous drugs situation in the country which shall include detailed account of the programs and projects undertaken, statistics on crimes related to dangerous drugs, expenses incurred pursuant to the provisions of this Act, recommended remedial legislation, if needed, and such other relevant facts as it may deem proper to cite.

Section 89. *Auditing the Accounts and Expenses of the Board and the PDEA.* – All accounts and expenses of the Board and the PDEA shall be audited by the COA or its duly authorized representative.

ARTICLE XI

Jurisdiction Over Dangerous Drugs Cases

Section 90. *Jurisdiction.* – The Supreme Court shall designate special courts from among the existing Regional Trial Courts in each judicial region to exclusively try and hear cases involving violations of this Act. The number of courts designated in each judicial region shall be based on the population and the number of cases pending in their respective jurisdiction.

The DOJ shall designate special prosecutors to exclusively handle cases involving violations of this Act.

The preliminary investigation of cases filed under this Act shall be terminated within a period of thirty (30) days from the date of their filing.

When the preliminary investigation is conducted by a public prosecutor and a probable cause is established, the corresponding information shall be filed in court within twenty-four (24) hours from the termination of the investigation. If the preliminary investigation is conducted by a judge and a probable cause is found to exist, the corresponding information shall be filed by the proper prosecutor within forty-eight (48) hours from the date of receipt of the records of the case.

Trial of the case under this Section shall be finished by the court not later than sixty (60) days from the date of the filing of the information. Decision on said cases shall be rendered within a period of fifteen (15) days from the date of submission of the case for resolution.

Section 91. Responsibility and Liability of Law Enforcement Agencies and other Government Officials and Employees in Testifying as Prosecution Witnesses in Dangerous Drugs Cases. – Any member of law enforcement agencies or any other government official and employee who, after due notice, fails or refuses intentionally or negligently, to appear as a witness for the prosecution in any proceedings, involving violations of this Act, without any valid reason, shall be punished with imprisonment of not less than twelve (12) years and one (1) day to twenty (20) years and a fine of not less than Five hundred thousand pesos (P500,000.00), in addition to the administrative liability he/she may be meted out by his/her immediate superior and/or appropriate body.

The immediate superior of the member of the law enforcement agency or any other government employee mentioned in the preceding paragraph shall be penalized with imprisonment of not less than two (2) months and one (1) day but not more than six (6) years and a fine of not less than Ten thousand pesos (P10,000.00) but not more than Fifty thousand pesos (P50,000.00) and in addition, perpetual absolute disqualification from public office if despite due notice to them and to the witness concerned, the former does not exert reasonable effort to present the latter to the court.

The member of the law enforcement agency or any other government employee mentioned in the preceding paragraphs shall not be transferred or re-assigned to any other government office located in another territorial jurisdiction during the pendency of the case in court. However, the concerned member of the law enforcement agency or government employee may be transferred or re-assigned for compelling reasons: *Provided*, That his/her immediate superior shall notify the court where the case is pending of the order to transfer or re-assign, within twenty-four (24) hours from its approval; *Provided, further*, That his/her immediate superior shall be penalized with imprisonment of not less than two (2) months and one (1) day but not more than six (6) years and a fine

of not less than Ten thousand pesos (P10,000.00) but not more than Fifty thousand pesos (P50,000.00) and in addition, perpetual absolute disqualification from public office, should he/she fail to notify the court of such order to transfer or re-assign.

Prosecution and punishment under this Section shall be without prejudice to any liability for violation of any existing law.

Section 92. Delay and Bungling in the Prosecution of Drug Cases. – Any government officer or employee tasked with the prosecution of drug-related cases under this act, who, through patent laxity, inexcusable neglect, unreasonable delay or deliberately causes the unsuccessful prosecution and/or dismissal of the said drug cases, shall suffer the penalty of imprisonment ranging from twelve (12) years and one (1) day to twenty (20) years without prejudice to his/her prosecution under the pertinent provisions of the Revised Penal Code.

Section 93. Reclassification, Addition or Removal of Any Drug from the List of Dangerous Drugs. – The Board shall have the power to reclassify, add to or remove from the list of dangerous drugs. Proceedings to reclassify, add, or remove a drug or other substance may be initiated by the PDEA, the DOH, or by petition from any interested party, including the manufacturer of a drug, a medical society or association, a pharmacy association, a public interest group concerned with drug abuse, a national or local government agency, or an individual citizen. When a petition is received by the Board, it shall immediately begin its own investigation of the drug. The PDEA also may begin an investigation of a drug at any time based upon the information received from law enforcement laboratories, national and local law enforcement and regulatory agencies, or other sources of information.

The Board after notice and hearing shall consider the following factors with respect to each substance proposed to be reclassified, added or removed from control:

- (a) Its actual or relative potential for abuse;
- (b) Scientific evidence of its pharmacological effect if known;
- (c) The state of current scientific knowledge regarding the drug or other substance;
- (d) Its history and current pattern of abuse;

- (e) The scope, duration, and significance of abuse;
- (f) Risk to public health; and
- (g) Whether the substance is an immediate precursor of a substance already controlled under this Act.

The Board shall also take into account the obligations and commitments to international treaties, conventions and agreements to which the Philippines is a signatory.

The Dangerous Drugs Board shall give notice to the general public of the public hearing of the reclassification, addition to or removal from the list of any drug by publishing such notice in any newspaper of general circulation once a week for two (2) weeks.

The effect of such reclassification, addition or removal shall be as follows:

- (a) In case a dangerous drug is reclassified as precursors and essential chemicals, the penalties for the violations of this Act involving the two latter categories of drugs shall, in case of conviction, be imposed in all pending criminal prosecutions;
- (b) In case a precursors and essential chemicals is reclassified as dangerous drug, the penalties for violations of the Act involving precursors and essential chemicals shall, in case of conviction, be imposed in all pending criminal prosecutions;
- (c) In case of the addition of a new drug to the list of dangerous drugs and precursors and essential chemicals, no criminal liability involving the same under this Act shall arise until after the lapse of fifteen (15) days from the last publication of such notice;
- (d) In case of removal of a drug from the list of dangerous drugs and precursors and essential chemicals, all persons convicted and/or detained for the use and/or possession of such a drug shall be automatically released and all pending criminal prosecution involving such a drug under this Act shall forthwith be dismissed; and

- (e) The Board shall, within five (5) days from the date of its promulgation submit to Congress a detailed reclassification, addition, or removal of any drug from the list of dangerous drugs.

ARTICLE XII

Implementing Rules and Regulations

Section 94. *Implementing Rules and Regulations.* – The present Board in consultation with the DOH, DILG, DOJ, DepEd, DSWD, DOLE, PNP, NBI, PAGCOR and the PCSO and all other concerned government agencies shall promulgate within sixty (60) days the Implementing Rules and Regulations that shall be necessary to implement the provisions of this Act.

ARTICLE XIII

Final Provisions

Section 95. *Congressional Oversight Committee.* – There is hereby created a Congressional Oversight Committee composed of seven (7) Members from the Senate and seven (7) Members from the House of Representatives. The Members from the Senate shall be appointed by the Senate President based on the proportional representation of the parties or coalitions therein with at least two (2) Senators representing the Minority. The Members from the House of Representatives shall be appointed by the Speaker, also based on proportional representation of the parties or coalitions therein with at least two (2) Members representing the Minority.

The Committee shall be headed by the respective Chairpersons of the Senate Committee on Public Order and Illegal Drugs and the House of Representatives Committee on Dangerous Drugs.

Section 96. *Powers and Functions of the Oversight Committee.* – The Oversight Committee on Dangerous Drugs shall, in aid of legislation, perform the following functions, among others:

- (a) To set the guidelines and overall framework to monitor and ensure the proper implementation of this Act;
- (b) To ensure transparency and require the submission of reports from government agencies concerned on the conduct of

programs, projects and policies relating to the implementation of this act;

(c) To approve the budget for the programs of the Oversight Committee on Dangerous Drugs and all disbursements therefrom, including compensation of all personnel;

(d) To submit periodic reports to the President of the Philippines and Congress on the implementation of the provisions of this Act;

(e) To determine inherent weaknesses in the law and recommend the necessary remedial legislation or executive measures; and

(f) To perform such other duties, functions and responsibilities as may be necessary to effectively attain the objectives of this Act.

Section 97. Adoption of Committee Rules and Regulations, and Funding. – The Oversight Committee on Dangerous Drugs shall adopt its internal rules of procedure, conduct hearings and receive testimonies, reports, and technical advice, invite or summon by *subpoena ad testificandum* any public official, private citizen, or any other person to testify before it, or require any person by *subpoena duces tecum* documents or other materials as it may require consistent with the provisions of this Act.

The Oversight Committee on Dangerous Drugs shall be assisted by a secretariat to be composed by personnel who may be seconded from the Senate and the House of Representatives and may retain consultants.

To carry out the powers and functions of the Oversight Committee on Dangerous Drugs, the initial sum of Twenty-five million pesos (P25,000,000.00) shall be charged against the current appropriations of the Senate. Thereafter, such amount necessary for its continued operations shall be included in the annual General Appropriations Act.

The Oversight Committee on Dangerous Drugs shall exist for a period of ten (10) years from the effectivity of this Act and may be extended by a joint concurrent resolution.

Section 98. Limited Applicability of the Revised Penal Code. – Notwithstanding any law, rule or regulation to the contrary, the provisions of the Revised Penal Code (Act No. 3814), as amended, shall not apply to the provisions of this Act, except in the case of minor offenders. Where the offender is a minor, the penalty for acts punishable by life imprisonment to death provided herein shall be *reclusion perpetua* to death.

Section 99. Separability Clause. – If for any reason any section or provision of this Act, or any portion thereof, or the application of such section, provision or portion thereof to any person, group or circumstance is declared invalid or unconstitutional, the remainder of this Act shall not be affected by such declaration and shall remain in force and effect.

Section 100. Repealing Clause. – Republic Act No. 6425, as amended, is hereby repealed and all other laws, administrative orders, rules and regulations, or parts thereof inconsistent with the provisions of this Act, are hereby repealed or modified accordingly.

Section 101. Amending Clause. – Republic Act No. 7659 is hereby amended accordingly.

Section 102. Effectivity. – This Act shall take effect fifteen (15) days upon its publication in at least two (2) national newspapers of general circulation.

Approved,

(Sgd)

FRANKLIN M. DRILON
President of the Senate

(Sgd)

JOSE DE VENECIA, JR.
Speaker of the House of Representatives

This Act which is a consolidation of Senate Bill No. 1858 and House Bill No. 4433 was finally passed by the Senate and the House of Representatives on May 30, 2002 and May 29, 2002, respectively.

(Sgd)

OSCAR G. YABES
Secretary of the Senate

Approved: January 23, 2002

(Sgd)

GLORIA MACAPAGAL-ARROYO
President of the Philippines

(Sgd)

ROBERTO P. NAZARENO
Secretary General
House of Representatives

MODULE 11: SUBSTANCE ABUSE EDUCATION

CASE ANALYSIS: I COULD NEVER GET HIGH ENOUGH

This is the story of Cecilia, a typical college girl, full of innocence, hope and dreams. Once a splendid life shattered by the dreary reality of curiosity, peer pressure and thrill of living it high. This is her account...

Growing Up

I grew up in Paco, Manila with my mom, dad, brother and younger sister. My mom and dad at the time bought a restaurant. They were always gone since it was such a demanding business. I was home alone a lot and could do whatever I wanted.

Rebellious Streak

I loved movies and I loved role play. I idolized rockers and the hard-core lifestyle they lived and I wanted to be a part of it. I would sneak out to parties on the weekends. However, this particular party is different, I vividly remember that party. I was a freshman at college and the other girls invited me to a party that would have all these "gorgeous guys". I was a bit nervous and whenever a guy would come up and talk to me, I stuttered and embarrassed myself. Then suddenly he was right in front of me. He had the darkest, most beautiful eyes I had ever seen and as he leaned in and whispered to me, I was a goner. He almost immediately had my heart. I did not realize he was taking my future as well.

He saw right through my nervousness and told me he had something that would help me get over it. He said he had been the same way a couple of years ago, starting college after growing up in a small, secluded town. I was only 17 at the time, one thing led to another and I tried my first taste of the drug. I was curious about drugs, so it was an easy sell. I gave him my heart. He gave me an addiction to heroin.

My friends tried to talk me out of seeing him. Apparently, he was the local college dealer and I was hooked on him. When he went home for the break, I barely got through those days. I kept texting and calling him but he would not answer. When he finally did, he seemed mad by my concern and let me know that he would not be checked on. I did not remind him that he did the same thing to me a couple of times already. I was just grateful I could hear his voice.

Living it High

That little taste started me on a path of getting high at school and then eventually dropping out all together. Classes interfered with my drug life. What I thought was normal behavior was not normal at all. I was out of control and addicted to drugs. All I wanted to do was hang out and get high – and I could never get high enough.

During Christmas break, he sent me home with enough heroin to get through the holidays. However, I will never forget walking into my room and seeing my parents, my brother and my younger sister waiting there. My father was holding the heroin. They asked me where I had gotten it but apparently they already knew, as my best friend told them it was why we had drifted apart during that first semester. We had a fight and I tried defending my situation. Having no exit, I left home and wandered the streets.

I was with my boyfriend, which made it easy for me to abuse the drug. I was living on the doorstep of death every day, almost unknowingly because I had no idea how toxic and explosive the chemicals used were at the time. Sometimes I would be up for days, smoking constantly. When I'd finally come down, I was totally depleted. I would barely get out of bed for weeks.

Having no money for my habit, I even tried to stay sober at one point. I got a job at a local gas station to support myself, but after a month I started using again. I couldn't hold my job because I was too sick and too high to function. I tried to lead a regular life but I found that even the simplest things were impossible. I could barely walk through the truckloads of garbage, dirty clothes and other things I can't seem to remember if it's all my belongings. I can't eat a decent meal but instant noodles. I can't sleep properly. I was severely thin because I wasn't taking care of myself. I'm 5'4" and at one point I was about 90 pounds. A few months later, my family found me. They took me home, their frail, lanky and almost lifeless daughter.