MAPÚA UNIVERSITY

NATIONAL SERVICE TRAINING PROGRAM [MAPÚA-NSTP]

PROGRAM MODULE
2026 Edition

Joyrence Mervin Q. Agas
Marie Katherine Camille C. de Leon
Michelle C. Ricafrente

Contributors
Karen D. Bernedo
Victor S. Hilario
Jhon Paul C. Binag

Office for Social Orientation and Community Involvement Programs (SOCIP)
Mapúa-National Service Training Program (MNSTP)
Mapúa-National Service Reserve Corps School Directorate Office (MNSRCSDO)
Mapúa- Reserve Officers Training Corps (MROTC)

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MAPÚA VISION

Mapúa University, a global leader in education, shall foster sustainable socio-economic growth in society through innovation, digital transformation, and lifelong education.

MAPÚA MISSION

- The University shall provide a learning environment in order for its students to acquire the attributes that will make them globally competitive.
- The University shall engage in publishable and/or economically viable research, development, and innovation.
- The University shall provide state-of-the-art solutions to problems of industries and communities.

MAPÚA CORE VALUES

Mapúa University aims at the empowerment of the youth by providing an education grounded on academic excellence and strength of character. Students are expected to develop a passion for mental knowledge and meritorious performance as well as the recognition of moral values as essential to the growth of character. the integration of humanities and the social sciences into the technical curriculum has paved the way for the achievement of this goal.

Mapúa upholds the reinforcement of time-honored values learned in school and at home directed towards the development in the student of a strong moral fiber that will contribute to his/her personal well-being as well as that of other members of society.

The University emphasizes the importance of the following core values:

- DISCIPLINE
- EXCELLENCE
- COMMITMENT
- INTEGRITY
- RELEVANCE

By ensuring that these core values are learned in the classroom and outside, MAPÚA shall have done its share in producing men and women who live fulfilled and meaningful lives.

EDUCATIONAL PHILOSOPHY

The Mapúa University offers its students professional and advanced scientific and engineering education with a healthy dose of the arts, letters, philosophy and social sciences to form men and women who shall possess not only technological expertise but also the human values and perspective that promote moral development.

Mapúa upholds academic excellence and social responsibility as core values.

Mapúa provides quality academic curricula that are current in content and state-of-the-art in delivery.

Mapúa provides a learning environment that encourages the exercise of creativity and the experience of discovery.

Mapúa captures the full synergy among instruction, research and extension work to heighten the learning experience of its students.

Mapúa builds linkages with industry and government in order to maintain the relevance of its academic programs and to engage in collaborative research.

MAPÚA
UNIVERSITY

GENERAL OBJECTIVES

The University seeks to become an international center of excellence in integrated engineering, architecture and IT education. It seeks to develop young Filipinos into highly competent engineers, architects and IT professionals in order to meet local and global human resource requirements. It seeks to generate new knowledge to heighten the nation's competitiveness in today's knowledge-based and global economy. It seeks to apply knowledge in order to make the world a better place for Filipinos and humankind.

SPECIAL OBJECTIVES

Aside from the objectives stated above, the University declares the following for itself:

1. Develop in the student quality values and attitudes needed to produce moral and ethical professionals.
2. Provide opportunities to develop critical thinking and sound judgment essential in the practice of one's profession.
3. Foster strong ties among the faculty, students and alumni.
4. Develop workable technologies that could tap the potentials of the country's resources.

ALMA MATER SONG

Alma Mater, a song from the builders,
You embody the goal to attain,
Hear a song from the hearts of the wielders,
Of compass and transit and chain.

Refrain:
Alma Mater, your name and your story,
We raise our glad voices to thee,
We will strive for the fame and glory,
Of Mapúa University

We will follow the light and the new prints,
We will trace on the footpaths of arts,
For our land, we the makers of blueprints,
Will struggle to fulfill our part.

Repeat Refrain

When away from your doors have been parted,
Thy sons in the flight of the years,
Still conscious and firm and whole hearted,
We will hail thee with songs and with cheers.

Listen to the song here: https://youtu.be/DCLgYUwdavs

MAPÚA UNIVERSITY

Introduction to NSTP

CHAPTER 1

THE NSTP-MAPÚA OFFICE

NSTP-MAPÚA OFFICE

The National Service Training Program of the Mapúa University 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

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

HISTORY OF MAPÚA-CWTS

Mapúa University, 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 Kabalikat 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. Even though 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 Fundaments 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.

In 2012, the academic community faced another obstacle as the country is plagued by unfavorable weather conditions and epidemic. Severe Acute Respiratory Syndrome (SARS) scares have spread in the different colleges and universities. As a precaution, the academic community decided to close down their campuses to ensure the safety of the students. Thus, having long periods of cancelled classes. This is also the case for the different typhoons that hit the country that called for the suspension of classes.

For the CWTS Office, they initiated the use of technology to continue the lectures and learnings of the students despite the challenges. The Office delved into online learning platforms as answer to the problem of suspended classes. This was later on formalized with the use of Moodle. Modular Object-Oriented Dynamic Learning Environment (Moodle) provided the CWTS classes the needed contact hours and classroom dynamics without the actual presence in the classroom.

In 2015, the University used Blackboard as their online learning platform to better cater to the needs of the classes. As different mode of sessions are available for the students, their learnings were enriched and at par with the experience in the classroom. Facilitators were able to use different activities and creative application to supplement their lectures.

To respond to the call for Disaster Awareness and Preparedness, the Office started to conduct basic disaster training. In 2017, both facilitators and students were taught basic emergency techniques such as bandaging, rope tying and rappelling. They experienced actual rappelling monitored by trained personnel of AFP.

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 University'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
NSTP100	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.
CWTS101	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.
CWTS102	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.
CWTS103	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 follow:

GRADE	GRADE EQUIVALENT
P	Passed
F	Failed
I	Incomplete
ABS	Absent

- Students with an "Incomplete" grade on his/her Final Grade Report must complete the course in accordance with the University's policy as stated in the Student's Handbook.
- Any change of grade shall follow the University'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-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 MCMTC on 1 April 1976 the MITROTCU was absorbed by the MCMTC.

ROTC units under the technical supervision of MCMTC 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.

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.

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.

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
NSTP100	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.
ROTC101	Fundamentals and principles of military service, skills to move, shoot and communicate, the right attitude of a military professional and ground drills.

Subject Code	Description
ROTC102	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.
ROTC103	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 University.

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 University. This is as reflected in the grading system implemented in the ROTC.

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

AREA	PERCENTAGE
Attendance	30%
Class Participation	30%
Examination	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:

- 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.
- Public Information – deals with topics such as threat to National Security and the peace process.
- Small Unit Tactics – the conduct of drills such as patrolling, raids, ambuscades and rifle squad tactics
- Individual/Unit Training – refers to the training in visual tracking, military mountaineering and jungle base operations.
- Crew-Served Weapons Training – familiarization of cadets with selected military artillery.

Cadets may also partake in extracurricular activities such as:

- 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.
- 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.
- Military Livelihood Enhancement (MILE) – activities related to livelihood and economic development.
- Community Relations (COMREL) – attendance to the selected events, ceremonies and celebrations.
- Psychological Operations (PSYOPS) - organization of dialogues with parents and guardians of the cadets and curettes regarding ROTC program and conduct of officers training course.
- Recreational Activities – involvement to the Annual Regional ROTC Basketball and Volleyball Competition

LITERACY TRAINING SERVICE

It refers to the service component of the National Service Training program which is designed to train students to impart literacy and numeracy skills to school children, out-of-school youths and other segments of society who are in need of their services.

COURSE DESCRIPTION

Subject Code	Description
NSTP100	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.
LTS101	Classroom-based discussions concerning the introduction to MAPUA-LTS and lectures that introduces and promotes the MAPUA-LTS Dimensions of Development, relevant societal concerns, the fundamentals of working with the community and project development. It also provides students with sufficient knowledge of the various principles and methods relevant to the teaching and learning process. It aims to strengthen the knowledge, skills and values of the youth to make them more responsive in the pursuit of peace and development.
LTS102	A two-part program that re-introduces the NSTP-SERVICE components of the NSTP-LTS Dimensions of Development and the hands-on application that involves project preparation, planning and implementation such as, actual educational and tutorial services together with other non-formal education related activities of MAPUA University – NSTP at the assigned adopted communities.
LTS103	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.

LTS 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)
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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.

Introduction to NSTP

CHAPTER 2

THE NSTP LAW

REPUBLIC ACT 7722 – HIGHER EDUCATION ACT OF 1994

Republic Act 7722 is the act creating the Commission on Higher Education which covers both the public and private institutions of higher education as well as degree-granting programs in all post-secondary educational institutions, be it public or private.

One of the powers and functions of this act which is in line with the goal of National Service Training Program [NSTP] is to identify, support and develop potential centers of excellence in program areas needed for the development of world-class scholarship, nation building and national development.

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 maybe tapped by the State for literacy and civic welfare activities, through the joint efforts of DND, CHED, and TESDA.



Introduction to NSTP

CHAPTER 3

CITIZENSHIP TRAINING

PHILIPPINE CONSTITUTION

Since June 12, 1898, Proclamation of Independence, there have been a total of six (6) Philippine Constitution. Below is the evolution of the constitution:

1. **Malolos Constitution (1898 – 1901)** – First Philippine Constitution; First republican constitution in Asia

2. **Philippine Organic Act of 1902 & Philippine Autonomy Act of 1916 (1902 – 1935)** - The Phil. Organic Act of 1902 provided a Philippine Assembly composed of Filipino citizen while the Phil. Autonomy Act of 1916 included the first pledge of Philippine Independence.

3. **Commonwealth and Third Republic/1935 Constitution (1935 – 1943 & 1945 – 1972)** – The United States Congress in 1934 passed the Philippine Independence Act that paved way to the creation of a constitution for the Philippines. Through the 1934 Constitutional Convention, a draft of the Constitution for the Philippines was produced. It was ratified through a national plebiscite on May 14, 1935. In November 15, 1935 with the inauguration of the Commonwealth of the Philippines, the constitution was fully implemented and enforced. Part of its provision states that the said constitution will remain in effect once independence was declared on July 4, 1946. In 1940, the National Assembly of the Philippines amended the constitution from having a unicameral assembly to a bicameral congress and changing the term limit of the president from six (6) years with no re-election to four (4) years with a possibility of re-election for a second term. In 1945, the constitution was again observed with the liberation of the country.

4. **Japanese-Sponsored Republic/Second Republic/1943 Constitution (1943 – 1945)** – The Japanese-sponsored government nullified the constitution during the World War II. The government created a Preparatory Committee on Philippine Independence to replace the constitution. The new constitution was used by the administration under President Jose P. Laurel.

5. **Martial Law Constitution/1973 Constitution (1973 – 1986)** – During the regime of President Ferdinand Marcos, a Constitutional Convention was formed to amend the 1935 Constitution. Through the Presidential Decree No. 86, s. 1972 – creation of a citizen assembly to ratify a drafted constitution by means of a Viva Voce in place of secret ballots, President Marcos announced the ratification and its effectivity on January 17, 1973. Although there were several opposition to its ratification, the 1973 Constitution was deemed valid and was enforced.

6. **Freedom Constitution/1987 Constitution (1987 – Present)** – After Martial Law and the democracy was restored, President Corazon Aquino issued the suspension of several provision in the 1973 Constitution and promulgated a transitory constitution through Proclamation No. 3. The Constitutional Commission was created by Proclamation No. 9, s. 1986 and was tasked to write a new charter to replace the previous Constitution. The National Plebiscite for the new Constitution was held on February 2, 1987. Then, on February 11, 1987, by virtue of Proclamation No. 58 the new constitution was ratified.

PREAMBLE

We, the sovereign Filipino people, imploring the aid of Almighty God, in order to build a just and humane society and establish a Government that shall embody our ideals and aspirations, promote the common good, conserve and develop our patrimony, and secure to ourselves and our posterity the blessings of independence and democracy under the rule of law and a regime of truth, justice, freedom, love, equality, and peace, do ordain and promulgate this Constitution.

BILL OF RIGHTS

SEC. 1 No person shall be deprived of life, liberty, or property without due process of law, nor shall any person be denied the equal protection of the laws.

SEC. 2 The right of the people to be secure in their persons, houses, papers, and effects against unreasonable searches and seizures of whatever nature and for any purpose shall be inviolable, and no search warrant or warrant of arrest shall issue except upon probable cause to be determined personally by the judge after examination under oath or affirmation of the complainant and the witnesses he may produce, and particularly describing the place to be searched and the persons or things to be seized.

SEC. 3

1. The privacy of communication and correspondence shall be inviolable except upon lawful order of the court, or when public safety or order requires otherwise as prescribed by law.
2. Any evidence obtained in violation of this or the preceding section shall be inadmissible for any purpose in any proceeding.

SEC. 4 No law shall be passed abridging the freedom of speech, of expression, or of the press, or the right of the people peaceably to assemble and petition the government for redress of grievances.

SEC. 5 No law shall be made respecting an establishment of religion, or prohibiting the free exercise thereof. The free exercise and enjoyment of religious profession and worship, without discrimination or preference, shall forever be allowed. No religious test shall be required for the exercise of civil or political rights.

SEC. 6 The liberty of abode and of changing the same within the limits prescribed by law shall not be impaired except upon lawful order of the court. Neither shall the right to travel be impaired except in the interest of national security, public safety, or public health, as may be provided by law.

SEC. 7 The right of the people to information on matters of public concern shall be recognized. Access to official records, and to documents, and papers pertaining to official acts, transactions, or decisions, as well as to government research data used as basis for policy development, shall be afforded the citizen, subject to such limitations as may be provided by law.

SEC. 8 The right of the people, including those employed in the public and private sectors, to form unions, associations, or societies for purposes not contrary to law shall not be abridged.

SEC. 9 Private property shall not be taken for public use without just compensation.

SEC. 10 No law impairing the obligation of contracts shall be passed.

SEC. 11 Free access to the courts and quasi-judicial bodies and adequate legal assistance shall not be denied to any person by reason of poverty.

SEC. 12

1. Any person under investigation for the commission of an offense shall have the right to be informed of his right to remain silent and to have competent and independent counsel preferably of his own choice. If the person cannot afford the services of counsel, he must be provided with one. These rights cannot be waived except in writing and in the presence of counsel.
2. No torture, force, violence, threat, intimidation, or any other means which vitiate the free will shall be used against him. Secret detention places, solitary, incommunicado, or other similar forms of detention are prohibited.
3. Any confession or admission obtained in violation of this or Section 17 hereof shall be inadmissible in evidence against him.
4. The law shall provide for penal and civil sanctions of violations of this section as well as compensation to and rehabilitation of victims of torture or similar practices, and their families.

SEC. 13 All persons, except those charged with offenses punishable by reclusion perpetua when evidence of guilt is strong, shall, before conviction, be bailable by sufficient securities, or be released on recognizance as may be provided by law. The right to bail shall not be impaired even when the privilege of the writ of habeas corpus is suspended. Excessive bail shall not be required.

SEC. 14
1. No person shall be held to answer for a criminal offense without due process of law.
2. In all criminal prosecutions, the accused shall be presumed innocent until the contrary is proved, and shall enjoy the right to be heard by himself and counsel, to be informed of the nature and cause of the accusation against him, to have a speedy, impartial, and public trial, to meet the witnesses face to face, and to have compulsory process to secure the attendance of witnesses and the production of evidence in his behalf. However, after arraignment, trial may proceed notwithstanding the absence of the accused provided that he has been duly notified and his failure to appear is unjustifiable.

SEC. 15 The privilege of the writ of habeas corpus shall not be suspended except in cases of invasion or rebellion when the public safety requires it.

SEC. 16 All persons shall have the right to a speedy disposition of their cases before all judicial, quasi-judicial, or administrative bodies.

SEC. 17 No person shall be compelled to be a witness against himself.

SEC. 18
1. No person shall be detained solely by reason of his political beliefs and aspirations.
2. No involuntary servitude in any form shall exist except as a punishment for a crime whereof the party shall have been duly convicted.

SEC. 19
1. Excessive fines shall not be imposed, nor cruel, degrading or inhuman punishment inflicted. Neither shall death penalty be imposed, unless, for compelling reasons involving heinous crimes, the Congress hereafter provides for it. Any death penalty already imposed shall be reduced to reclusion perpetua.
2. The employment of physical, psychological, or degrading punishment against any prisoner or detainee or the use of substandard or inadequate penal facilities under subhuman conditions shall be dealt with by law.

SEC. 20 No person shall be imprisoned for debt or non-payment of a poll tax.

SEC. 21 No person shall be twice put in jeopardy of punishment for the same offense. If an act is punished by a law and an ordinance, conviction or acquittal under either shall constitute a bar to another prosecution for the same act.

SEC. 22 No ex post facto law or bill of attainder shall be enacted.

DUTIES & RESPONSIBILITIES OF FILIPINO CITIZEN

1. It is the duty of every Filipino to respect, honor and give due accord to his Filipino heritage, patrimony, values and tradition.
2. It is the duty of every Filipino to contribute to the development, welfare and nation-building of its country.
3. It is the duty of every Filipino to engage in gainful work to assure himself and his family a life of worthy of human dignity.
4. Loyalty to the federal republic and national consciousness, aspirations and ideals shall be asked from every Filipino citizen.
5. Every Filipino citizen is asked to uphold this Constitution, obey the laws of the land, pay taxes and duties, and to cooperate with the duly constituted authorities in the attainment and preservation of a just and orderly society.

6. Every Filipino citizen must give due honor to the Philippine flag, National Anthem, Philippine President and other national symbols and emblems.
7. It is the duty of very Filipino citizen to defend the national territory from aggressive invaders, protect the sovereignty of its people, and preserve the continuity of a just, human society and government.
8. It is the duty of every Filipino to report to the proper authorities all plots of terrorism, plans of rebellion, subversion, or insurrection toward the duly and legally acknowledge government, and other acts that will compromise the union and sovereignty of the federal republic.
9. It is the obligation of every Filipino, to report corrupt, dishonest or fraudulent government officials to the proper forum, courts and agencies. A Filipino shall not tempt or bribe government officials, steal from the coffers of the government, or escape or abandon his lawful responsibilities.
10. It is the responsibilities of every Filipino to elect officials of government as a means of demonstrating his personal ideas and aspirations for the motherland. Omission or abstention from this responsibility may indicate a person's renunciation of his rights of suffrage. No fine or inappropriate or excessive penalty shall be asked from him as reparation for his choice not to vote. People, who lost their social right of suffrage, may reclaim such rights accordance of law.

REPUBLIC ACT 8491 – FLAG HERALDIC CODE OF THE PHILIPPINES

For the implementation of the Flag Heraldic Code of the Philippines, the NSTP should be guided with the following provisions:

SEC. 2 States that it is the policy of the state to prescribe the Code of the National Flag, Anthem, Motto, Coat-of-Arms and other Heraldic Items and Devices of the Philippines, ensure the promotion and implementation of its corresponding rules and regulations, and adopt effective administrative, regulatory, coordinative and supervisory programs and activities, where appropriate, in conformity with national government policies.

SEC. 4 The Flag Heraldic Code of the Philippines will promote or sustain reverence and respect for the flag, the anthem and other national symbols, and those which symbolizes the national ideals and traditions.

DEFINITION OF TERMS

These are the terminologies used in these rules:

1. Military – means all the branches of the Armed Forces of the Philippines including the Philippine National Police, the Bureau of Jail Management and Penology, and the Bureau of Fire Protection
2. Festoon – to hang in a curved shape between two points as a decoration
3. National Flag – is the National Flag and Ensign of the Philippines, use on land and sea by public, private and the military and shall refer to the flag or any other design that resembles it as likely to cause any person to believe that it is the flag or design stated
4. Fly – is the part of the flag outside the hoist or length
5. Symbol – any conventional sign that shows man's achievement and heroism, identification, authority and a sign of dignity
6. Half-mast – is the lowering of the flag to the middle of the pole
7. Halyard – the long rope used for raising and lowering the flag
8. Inclement Weather – when there is a typhoon signal raised in a locality
9. National Anthem – the "Lupang Hinirang", Philippine National Anthem
10. Official Residences – is Malacanang and other government-owned structures where the President lives, and other structures occupied by the Philippine Consulate or Embassies abroad
11. Places of Frivolity – places of hilarity marked by or providing boisterous merriment or recreation
12. Advertisement or Infomercial – these are any information material, printed or through radio, television and electronic media which seeks to promote individuals, products or services, political purposes or information campaigns
13. Heraldic Items and Devices – are coat-of-arms, seals, logos, insignia, badges, flashes, patches, orders and decorations, medals, stars, citations, lapel pins, trophies, dry, wax or wet seals, and imprints on letterheads, envelops and cards

14. Government Entities – all branches of government, its bureaus and attached agencies, constitutional offices, government owned and/or controlled corporations, government financial institutions, state universities and colleges, Armed Forces of the Philippines and its basic units
15. Vexillary Items – national, local house flags or administrative and corporate organization's banner

A. HALF-MAST



SEC. 27 The National Flag should be at half-mast as a sign of mourning on all the buildings and places where it is displayed on the official day of announcement of the death of the following officials:

a. The President or former President (10 days);
b. The Vice-President, the Chief Justice of the Supreme Court, the President of the Senate and the Speaker of the House of Representatives (7 days);
c. Cabinet Secretaries, Associate Justice of the Supreme Court, Members of the Senate and House of Representatives, the Chief of Staff of the Armed Forces of the Philippines and the Director-General of the Philippine National Police (5 days);
d. Head of National Government Agencies, including Government Owned and Control Corporations and Government Financial Institutions (3 days)
e. The Commanding Generals of the Philippine Air Force and the Philippine Army and the Flag Officer in Command of the Philippine Navy (3 days)
f. Governors, Vice-Governors, city and municipal Mayor, city and municipal Vice-Mayors (3 days)
g. Members of the Sangguniang Panlalawigan, Sangguniang Panlungsod and Sangguniang Bayan (on the day of interment)
h. Barangay Chairmen and Barangay Councilmen on the day of interment
i. Former National or Local Government Officials, appointive or elective
j. Regional Directors, Superintendents, Supervisors, Principals, Teachers and other school officials

During calamities and disasters, National Flag shall also be flown at half-mast.

RULE The flag must be raised to the top of the pole before it is lowered to the half-mast position; and before it is lowered for the day it must be raised to the top again.

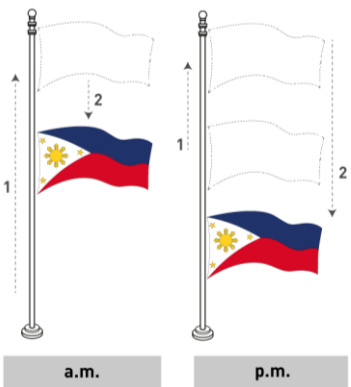


Image courtesy of Gov.ph

B. CASKET

SEC. 28 The National Flag may be used to cover the caskets of the dead honored men (military, veterans of previous wars, National Artists and other civilians) who rendered noble service to our nation. It should not touch the ground but must be folded solemnly and handed it to the heirs of the deceased. No object must be placed on top of it except for the religious objects that symbolizes "God above the country".

RULE When positioning the flag, the white triangle must be at the head of the casket while the blue field must cover the right side. To prevent the flag from falling off, a black band may be wrapped along the side of the casket.

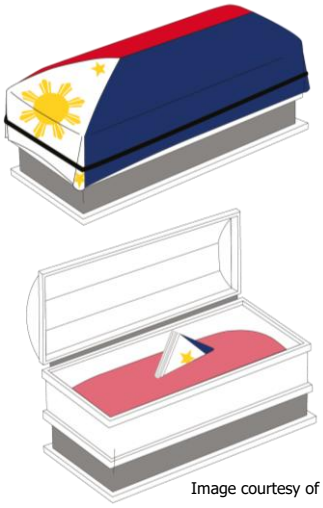


Image courtesy of Gov.ph

C. PLEDGE TO THE NATIONAL FLAG

SEC. 29 The following shall be the Pledge of Allegiance to the National Flag:

Panunumpa ng Katapatan sa Watawat ng Pilipinas

Ako ay Pilipino
Buong Katapatang nanunumpa
Sa watawat ng Pilipinas
At sa bansang kanyang sinasagisag
Na may dangal, Katarungan at Kalayaan
Na pinakikilos ng sambayanang
Maka-Diyos
Maka-Tao
Makakalikasan at
Makabansa.

This pledge should be recited right after singing the National Anthem with right palm open and shoulder raised high.

D. PROHIBITED ACTS

SEC. 39 It is prohibited:

a. To mutilate, deface, defile, trample on, cast contempt, or commit any act or omission casting dishonor or ridicule upon the National Flag or over its surface;
b. To dip the National Flag to any person or object by way of compliment or salute;
c. To use National Flag
    1. As drapery, festoon, tablecloth;
    2. As covering for ceilings, walls, statues or other objects;
    3. As a pennant in the hood, side, back and top of motor vehicles;
    4. As a staff or whip;
d. To display the National Flag:
    1. Under any painting or picture;
    2. Horizontally. It shall always be hoisted aloft and be allowed to fall freely;
    3. Below any platform; or
    4. In discotheques, cockpits, night and day clubs, casinos, gambling joints and places of vice or where frivolity prevails.

e. To wear the National Flag in whole or in part as a costume or uniform;
f. To add any word, figure, mark, picture, design, drawings, advertisement, or imprint of any nature on the National Flag;
g. To print, paint or attach representation of the National Flag on handkerchiefs, napkins, cushions, and articles of merchandise;
h. To display in public any foreign flag, except in embassies and other diplomatic establishments, and in offices of international organizations;
i. To use or display or be part of any advertisement or infomercial; and
j. To display the National Flag in front of buildings or offices occupied by aliens.

E. NATIONAL ANTHEM

SEC. 40 -41 The National Anthem should be interpreted in accordance with the musical arrangement and composition of Julian Felipe with its original lyrics and tempo.

LUPANG HINIRANG

Bayang Magiliw
Perlas ng Silanganan,
Alab ng puso
Sa Dibdib mo'y buhay.
Lupang Hinirang
Duyan ka ng magiting,
Sa manlulupig.
Di ka pasisiil.
Sa dagat at bundok,
Sa simoy at sa langit mong bughaw,
May dilag ang tula
At awit sa paglayang minamahal.
Ang kislap ng watawat mo'y
Tagumpay na nagniningning
Ang bituin at araw niya,
Kailan pa may di magdidilim.
Lupa ng araw, ng luwalhati't pagsinta,
Buhay ay langit sa piling mo,
Aming ligaya na pag may mang-aapi,
Ang mamatay ng dahil sa iyo.

F. NATIONAL MOTTO

SEC. 45 The Philippine National Motto is

MAKA-DIYOS, MAKA-TAO, MAKAKALIKASAN AT MAKABANSA

G. NATIONAL COAT-OF-ARMS *(SAGISAG NG PILIPINAS)*

SEC. 46 The National Coat-of-Arms shall have:
Paleways of two (2) pieces, azure and gules; a chief argent studded with three (3) mullets equidistant from each other; and, in point of honor, ovoid argent over all the sun rayonnant with eight minor and lesser rays. Beneath shall be the scroll with the words "REPUBLIKA NG PILIPINAS," inscribed thereon.



The eight-rayed sun symbolizes the eight provinces (Batangas, Bulacan, Cavite, Manila, Laguna, Nueva Ecija, Pampanga and Tarlac) which were placed under martial law by Governor-General Ramón Blanco during the Philippine Revolution, and the three five-pointed stars representing the three primary geographic regions of Luzon, Visayas, and Mindanao.

H. THE GREAT SEAL



The Great Seal should be in circular form with the same descriptions with the National Coat-of-Arms but without the scroll and the inscription "Republika ng Pilipinas". It should be surrounded by a double marginal circle which "Republika ng Pilipinas" should appear. The Great Seal should also bear the National Motto.

I. PENALTIES

Failure or refusal to adhere to the provisions of this act, and/or any violations of these Rules shall be penalized as stipulated in R.A. 8491.

REPUBLIC ACT 9418 – VOLUNTEER ACT OF 2007

It should be the policy of the state to promote the participation of the different sectors of the society, international and foreign volunteer organizations in public and civic affairs, and adopt and strengthen the practice of volunteerism as an approach in order to reach national development and international understanding. Every Filipino should be educated of volunteerism to foster social justice, solidarity and sustainable development.

To achieve attainment, here are the goals and objectives of the policy:

a. To provide the policy framework that shall underscore the fundamental principles necessary to harmonize the broad and diverse efforts of the voluntary sector,
b. To provide a conducive and enabling environment for the mobilization and nurturance of volunteers and volunteer organizations,
c. To strengthen the Philippine National Volunteer Service Coordinating Agency (PNVSCA) as an effective institution to support volunteerism in the country.

DEFINITION OF TERMS

1. Volunteerism – (A) act that involves different activities which includes traditional form of mutual aid and interventions to provide an enabling and empowering both on the part of the beneficiary and the volunteer; (B) a powerful means for bringing more people into the fold. It strengthens civic engagement, safeguards social inclusion, deepens solidarity and solidifies ownership of development results. It simply is not possible to attain the SDGs without a wide range of people engaged at all stages, at all levels, at all times.
2. Volunteer – an individual or group who contribute time, service and resources whether on full-time or part-time basis to a just and essential social development cause, mission or endeavor in the belief that their activity is mutually meaningful and beneficial to public interest as well as to themselves
3. Volunteer Service Organization – a local or foreign group that recruits, trains, deploys and supports volunteer workers to programs and projects implemented by them or by other organizations or any group that provides services and resources, information, capability building, advocacy and networking for the attainment of the common good
4. Voluntary Sector – those sectors of Philippine society that organizes themselves into volunteers to take advocacy and action primarily for local and national development as well as international cooperation and understanding

ROLES AND MODALITIES OF VOLUNTEERISM IN PRIVATE SECTOR

a. Volunteerism in academe encourage academic institutions to continuously devise ways to effectively teach and practice the value of volunteerism. Such integration provides students with the volunteering arena by which they can channel their idealism and vigor into something worthwhile.
b. In corporate sector, volunteerism serves as an expression of corporate social responsibility and citizenship, which refers to the activities recognized by the company, where give their time, skills and resources in the service of the company's internal and/or external communities.

PHILIPPINE NATIONAL VOLUNTEER SERVICE COORDINATING AGENCY (PNVSCA)

PNVSCA was created under the Executive Order No. 134 to review and provide policies and guidelines regarding the national volunteer service program. It establishes and maintains a national network of volunteer organizations and serves as liaison between and among local.

Recognizing the important contributions of volunteerism in nation-building, the Philippine National Volunteer Service Coordinating Agency (PNVSCA) leads the promotion and coordination volunteer programs and services in the Philippines, to maximize the benefits that may be derived from volunteer assistance and properly gauge the contributions of volunteers to national development and international cooperation.

MULTI-SECTORAL ADVISORY BODY (MSAB)

It was created under the Executive Order No. 365 to assist the PNVSCA. It composed of different government agencies (NEDA, DepED, DFA, DOJ, DILG, DSWD, CHED and PMS) and representative from the corporate sector, private academe sector and from the not-for-profit sector.

MSAB functions to provide advice in the formulation of policies and guidelines for the national volunteer service program, provide consultative and technical advisory services on volunteer matters, and serves as forum to enhance and strengthen linkages between and among volunteer groups and communities.



Filipino Identity and Moral Standards

CHAPTER 4
FILIPINO CHARACTERISTICS

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 practiced 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.

According to factsanddetails.com and Philippines Australia Business Council, there are three (3) main traits that underlie the Filipino values and value-orientation These traits have a strong influence in the behavior and mentality of the Filipinos. These also have an effect in the Filipinos' personal beliefs, cultural traditions and practices.

1. **Personalism** is a Filipino trait wherein they give importance to interpersonal relations or face-to-face encounters. Filipinos usually extends their work or services through "personal touch" or handles problem solving through good personal relations.

2. **Familialism** focuses on the welfare and interest of the family over those of the community. The family is the basis of group action and almost all community activity centers on the family. In decision making, it is the family that decides rather than the individual on important matters. It takes into consideration the welfare of the family and not the individual. The family's honor, not the personal image, that is at stake when a family member makes a mistake.

3. **Particularism** relates to the strong family influence on the individual or group behavior. This is shown when an individual strive to promote their own and their family's interest over the community's interest. Popularity among peers is prevalent and observable. Thus, Filipinos make special efforts to entertain friends and relatives. *Pakikisama* is very important. Conformity to proper codes of conduct yields rewards of cooperation while non-conformity results to withdrawal of support.

It is also important to know that there are three (3) main obligations that underlie the Filipino value orientation namely – **relational** (*pakikipagkapwa*), **emotional** (*damdamin*) and **moral** (*karangalan*). One or all of these may have influence in Filipinos' lives and social relationships.

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.

A. 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?

B. 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.

C. MAÑANA HABIT

Mañana Habit can be traced back in the Spanish colonization era. The term "Mañana" is a Spanish word that means "tomorrow". This is a Filipino trait that enforces procrastination - practice of putting off work to be done in the near future or in the last minute. This habit is exemplified through the "*Mamaya na*" or "*Bukas na*".

D. NINGAS KUGON

The term Ningas Kugon translates to "burning of cogon grass". As a Filipino trait, it means that Filipinos tend to have a strong enthusiasm in the beginning of each work or endeavor but gradually slows down and lose their drive to work and finish the job. It is said that in work Filipinos tend to do their job half-baked or leave it unfinished.

E. AMOR PROPIO

As a reinforcement to the Philippine trait of "*Hiya" or shame,* Filipinos are akin to the traditional attitude of saving "face". *Amor* propio is another Spanish term that means a sense of self-esteem or self-respect that prevents a person from swallowing his pride. It also means ego defensiveness or maintaining one's dignity and personal pride. According to the Philippines Australia Business Council, amor propio often implies a vindictive reaction to questioning an individual's action, integrity, or honor.

F. BAYANIHAN

In an article entitled "Filipino Culture: Bayanihan: The Filipino Value that Must be Retained", it describe bayanihan as:

> *"Bayanihan is a core essence of the Filipino culture. It is helping out one's neighbor as a community, and doing a task together, thus lessening the workload and making the job easier. It is also called the 'community spirit'. It is best exhibited when people wish to move locations in the rural area. The traditional Filipino house, the 'bahay-kubo', can be moved using wooden poles which are carried from the old place to the new one. This requires a group of people to lift and carry the house on their shoulders. Able-bodied men usually participated in such feats, while women stood and watched, casually chatting and cheering the men on. Afterwards, there will be a small gathering as a form of celebration and socialization."* [SOURCE: https://everything-filipino.com/filipino-culture-bayanihan-the-filipino-value-that-must-be-retained/]

OTHER STRENGTHS OF THE FILIPINO CHARACTER

FILIPINO CHRACTER	RESULTS
Pakikipagkapwa-tao	Camaraderie and feeling of closeness to one another; foundation for unity as well as sense of social justice
Family Oriented	Feeling of belongingness and rootedness and a basic sense of security
Joy and Humor	Emotional balance, optimism, a healthy disrespect for power and office and the capacity to survive
Flexibility and Adaptability	Productivity, innovation, entrepreneurship, equanimity and survival
Hardwork and Industry	Productivity and entrepreneurship for some and survival despite poverty for others
Faith and Religiosity	Courage, daring, optimism, inner peace, as well as the capacity to genuinely accept tragedy and death
Ability to Survive	Bravely live through the harshest economic and social circumstances

OTHER WEAKNESSES OF THE FILIPINO CHARACTER

FILIPINO CHRACTER	RESULTS
Extreme Personalism	Leads to graft and corruption
Extreme Family Centeredness	Lack of concern for the common good and acts as the block to national consciousness
Lack of Discipline	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
Passivity and Lack of Initiative	Easily resigned to one's fate and thus easily oppressed and exploited
Colonial Mentality	Basic feeling of national inferiority that makes it difficult for them to relate as equal to Westerners
Kanya-kanya Syndrome	Dampening of cooperative and community spirit and in the trampling upon of the rights of others
Lack of Self- Analysis and Self – Reflection	Emphasis on form more than substance



Filipino Identity and Moral Standards

CHAPTER 5

FILIPINO CITIZENSHIP VALUES

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 everyday 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.

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 some time 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.

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".

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.

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 every day 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."

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!"

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.

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.

Recognizing National Issues and Concern

CHAPTER 6

NATIONAL SECURITY

NATIONAL SECURITY

THE NATIONAL SITUATION OF THE PHILIPPINES (PIA 2018)

Press Statement of Hermogenes Esperon Jr, Director General, National Security Council

The Philippines was stable and secure in 2018.

We recall that in 2018, the security sector was preoccupied with the following:

In the external environment, the West Philippine Sea issue remained to be contentious due to overlapping territorial claims and maritime domain concerns among the various claimants. The great powers contest had actually shifted focus towards the contested waters of the South China Sea/West Philippine Sea, and in Asia in general

Amidst this renewed global interest on Asia, the Duterte Administration adopted a "middle ground" position signifying that the Philippines is a friend to all and an enemy to none. With this mindset, the Philippines had embarked on an independent foreign policy that forges new partnerships with China and Russia, while maintaining ties with traditional partners such as the United States.

In securing the country's territorial integrity and sovereignty in the West Philippine Sea, we continue the use of diplomatic engagements with China and other claimant states without compromising Philippine national interest. The Bilateral Consultative Mechanism with China was established while the ASEAN-centered negotiations for the Code of Conduct in the South China Sea was formalized.

The Philippines also pursued the development of its deterrence capabilities for a credible defense posture, particularly through the increased funding allocation by Congress. The improvement of facilities in the Philippine-occupied features in the West Philippine Sea were also undertaken.

Trans-boundary issues such as terrorism, drug-trafficking, piracy, smuggling, and human trafficking are being addressed through the strong collaborative mechanisms within the ASEAN framework. The Philippines remains an active member-state that recognizes the ASEAN way in undertaking concerted actions against security threats and challenges in the region.

In the Philippines, illegal drugs have become a national security threat. The campaign against illegal drugs has become a primary mission and the campaign will even be more intensified to eradicate the menace.
The terrorist threat posed by local communist terrorist groups and other extremist groups continue to threaten the lives, properties, and freedoms of the Filipino people. They hamper the country's potential economic gains and progress.

The threat from ISIS-affiliated groups remains despite their resounding defeat in Marawi, which is now undergoing reconstruction and rehabilitation.

Elsewhere, in areas where there are local terrorist groups such as the Abu Sayyaf, Maute and the BIFF, the operations will be relentless. More security forces will be deployed, as necessary.

Only a few weeks ago, President Duterte issued Executive Order 70 (EO 70) providing for a Whole-of-Nation approach in defeating the Local Communist Terrorist Groups. A National Task Force to End Local Communist Armed Conflict (NTF-ELCAC) was created to synchronize the utilization of the government's instrumentalities of power with the capabilities of private sector stakeholders to finally end the 50-year long deceit, lies and atrocities committed by the communist terrorists against the people.

The President himself is leading the way By taking the role of National Task Force Commander, he is demonstrating resolve to fulfill his vow to provide a better future for the Filipino people.

The "Whole-of-Nation Approach" gives importance to inclusive and sustainable framework towards attaining peace. In this light, the government remained persistent in implementing the Enhanced Comprehensive Localized Integration Program (E-CLIP), wherein rebel returnees have found alternatives to a life of crime and violence.

On the Mindanao situation, the recent Congressional approval to extend Martial Law demonstrates government's commitment at maintaining peace and order and eliminating extremist influence in the region. The extended implementation of Martial Law will be vital in ensuring the success of the upcoming plebiscite of the Bangsamoro Organic Law in January 2019.

Prospects are bright for an even more stable and secure nation in 2019. With the NSS and the "Whole-of-Nation Approach" in place, the security sector will become more robust in addressing future security challenges. We are optimistic that as we are able to provide continuing stability, more developmental prospects, small and big – such as our Build, Build, Build projects -- will see fruition. All these will translate to improved economic standing and better living conditions of most Filipinos.

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

THREE MAJOR PILLARS OF NATIONAL SECURITY
(National Security Policy 2017-2022, National Security Council)

1. *Safeguarding the Philippine's national Unity, its democracy and its social institutions* – All citizens share one national identity that is, being Filipinos regardless of their ethnic, religious, cultural and ideological orientation.

2. Security of the State and preserving and protecting its sovereignty, territorial integrity and institutions – This is provided in the Constitution as stated in the following:
   - Definition of national territory consistent with new international covenants (Art. I)
   - Renunciation of war as an instrument of national policy (Art. II Sec. 2)
   - Civilian supremacy over military (Art. II Sec. 3)
   - Role of the armed forces as protector of the people and the State (Art. II Sec. 3)
   - Maintenance of peace and order, the protection of life, liberty and property and the promotion of the general welfare (Art. II Sec. 5)
   - Pursuit of an independent foreign policy based on national sovereignty and national interest (Art. II Sec. 7)
   - Right to self-determination (Art. II Sec. 7)
   - Freedom from nuclear weapons (Art II Sec. 8)
   - Suspension of the *writ of habeas corpus* (Art. III Sec. 15)
   - Concept of a citizen army (Art XVI Sec. 4)

3. *Protection of properties, infrastructures and keeping the people safe from all forms of threats*, both here and abroad, and to the extent possible, creating jobs in order to bring back home overseas Filipino workers where their physical safety can be fully guaranteed by the Government.

NATIONAL SECURITY INTEREST

From the Preamble and the mandate of the President, there are eight (8) National Security Interest that serve as the Government strategic focus with regard to the country's security.

1. Public Safety, Law and Order and Justice
2. Socio-Political Stability
3. Economic Solidarity and Sustainable Development
4. Territorial Integrity
5. Ecological Balance
6. Cultural Cohesiveness
7. Moral and Spiritual Consensus
8. International Peace and Cooperation

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

ROLE OF THE YOUTH IN NATIONAL SECURITY

"We are addressing youth today, because youth have placed themselves on the top of the agenda."
- Ban Ki-moon, Secretary General of the United Nation

In an article entitle "10 Ways Youth Can Make an Impact", it provided the youth means to contribute to the country's national security. It emphasized that youth engagement can bring about social change. It sends a message that the youth don't have to wait to become adults to be significant and active members of the society.

1. **Know your rights.** Read up, get informed and practice your right!! The youth can maximize their rights if they are well-informed. The existing rights are only of value to the youth if they are understood, observed and used.

2. **Learn about local issues.** What are the concerns plaguing your community? How are the concerns affecting you and your immediate environment? Knowing the problem can lead to possible solutions and the youth's role in the grand scheme of things.

3. **Speak out**. Don't be afraid to speak your mind either online, through social media, and offline, gatherings and meetings. Be assertive and express your interests. Someone is bound to read or to listen to it. However, be responsible of what you aired and support it with facts. Also, respect the views of others regardless if it agrees or disagrees with you.

4. **Network**. There is strength in numbers. Reach out to them and learn their efforts and initiatives. It could pave way to bigger things for you.

5. **Spread the word.** Talk to your friends and family about the concerns and issues you see as important. You can provide a voice to unaddressed issues, educate and influence the people around you.

6. **Join campaigns.** Be one with the people having the same vision and initiative as you. Create solutions and actions that can be done in your community.

7. **Host a youth summit.** Learn and share your perspectives and views with peers as well as decision-makers. Schools and local organizations can be of great support to you in trying to create a forum for the exchange of ideas. Bring together different communities and understand what you have in common, as well as your differences in interests and perspectives.

8. **Use your creativity.** Use your passion for the arts and your hobbies into a productive action towards your ideals.

9. **Join/create a youth organization.** Local youth organizations are great places to expand your knowledge and become an active member of your society. If your community doesn't have an organization representing youth, create one. Be the trendsetter!

10. **Be an inspiration.** Believe in yourself, and follow your passion. *Passionate youth will change the world.*

SOURCE: https://www.undp.org/content/undp/en/home/blog/2015/8/11/10-ways-youth-can-make-an-impact.html

Recognizing National Issues and Concern

CHAPTER 7

ENVIRONMENTAL AWARENESS

ENVIRONMENTAL AWARENESS

According to Frontiers 2018/19: Emerging Issues of Environmental Concern (UN Environment 2019), there is an alarming concern with respect to balancing the need for advancement and environmental preservation. Here are some parts of the report:

Large-scale industrialization has resulted in widespread fragmentation of previously intact landscapes around the globe. From the clearance of richly populated rainforests to the damming of mighty, arterial rivers, the knock-on effect of isolated, impacted ecosystems is detrimental to the health of flora and fauna alike, and in severe cases, threatens species extinction. Landscapes are also not limited to the terrestrial realm as ecosystem connectivity extends beyond continental shores into marine seascapes and the oceans.

Initiatives to promote landscape connectivity are offering hope in various global locations, but much more focus in planning to reconnect habitat patches or preserve existing connectivity is needed. This is vital to preserving the remaining biodiversity and to protect the interlinked ecosystems on which we all depend. National efforts require expansion to the international level, as ecosystems are not bounded by country borders. From marine reserves to wildlife corridors and beyond, this wide-ranging chapter explores the issues of, and solutions to, fragmentation in the natural world and the imperative for joined-up thinking in planning for the preservation and conservation of biodiversity and species survival.

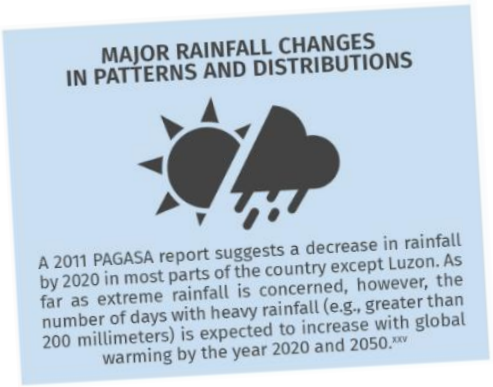
With rising global temperatures, the Arctic is warming twice as fast as the global average and scientists are becoming increasingly alarmed at the accelerating rate of permafrost thaw. While research is ongoing, too little is currently known of the intricate relationships and dynamics between the perennially frozen ground that is permafrost and the insulating layer of dead plant remains – or peat – that covers a significant percentage of the Northernmost areas of our planet.

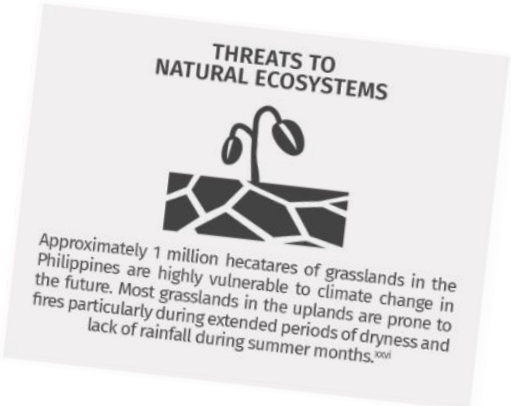
Permafrost thaw not only has direct impacts on the ecology and infrastructure of the peatland regions, it is also a potential 'tipping element' towards a runaway greenhouse effect. Preservation of these rich soil-carbon deposits is imperative to cushion the global effects of climate change and to avoid the worst effects and risks of unlocking these frozen assets, which keep carbon and other greenhouse gases sequestered underground and out of the atmosphere. Likely scenarios and the collaborative research urgently needed to ensure preservation of these crucial deposits are thoroughly explored in this chapter, from the ground up.

Broadly speaking, evolution depends on successful adaptation, and maladaptation results in failure. In terms of climate change, strategies for adaptation need to address vulnerabilities and increase resilience on a global scale, and avoid short-term fixes that may only have local benefits. It is becoming clear that international cooperation and planning are needed to avoid adaptations that may appear to offer mitigation, but which actually compound the problem.

PHILIPPINES AND THE ENVIRONMENT

As cited in the Philippine Climate Change Commission Report, major institutions have provided their projections about the country's environmental condition.





DYING CORALS

98%

NEARLY EXTINCT

The 2016 Low Carbon Monitor Report foresees that 98% of coral reefs in Southeast Asia will die by 2050, practically an extinction by the end of the century if current global warming trends will continue.[xxvii] The IPCC projects that by years 2051 to 2060, the maximum fish catch potential of Philippine seas will decrease by as much as 50% compared to 2001-2010 levels.[xxviii]

DECLINING RICE YIELDS

10%

FOOD SUPPLY THREATENED

An analysis of temperature trends and irrigated field experiments at the International Rice Research Institute shows that grain yield decreased by at least 10% for each 1°C increase in growing-season minimum temperature in the dry season.[xxix]

MORE INTENSE DROUGHTS

413,456

FARMERS AFFECTED IN THE 2015-2016 EL NIÑO IN THE PHILIPPINES

Global warming exacerbates the effects of El Niño,[xxx] the most recent of which was experienced in the country from 2015 to 2016.[xxxi] The Department of Agriculture estimated that 413,456 farmers have been directly affected by El Niño-associated drought and dry spells during the last El Niño period.[xxxii] In 2016, the drought ignited a protest by 6,000 affected farmers that resulted in violence in Kidapawan, North Cotabato.[xxxiii]

HIGHER SEA LEVEL RISE



OVER 3X SINCE 1901

Observed sea level[xxxiv] rise is remarkably highest at 60 cms in the Philippines, about three times that of the global average at 19 centimeters.[xxxv] This puts at risk 60% of LGUs covering 64 coastal provinces, 822 coastal municipalities, 25 major coastal cities, and an estimated 13.6 million Filipinos that would need relocation.

WATER SCARCITY

57TH **MOST WATER STRESSED COUNTRY BY 2040**

A study conducted by the World Resources Institute predicts the Philippines will experience a "high" degree of water shortage by 2040. The country ranked 57th likely most water stressed country in 2040 out of 167 countries. [xxxvi]

MORE PUBLIC HEALTH EMERGENCIES

DENGUE
TYPHOID
CHOLERA
MALARIA

Higher temperatures also trigger the surge of diseases such as dengue, malaria, cholera, and typhoid.[xxxviii] In 1998, when the Philippines experienced the strongest El Niño phenomenon to-date, almost 40,000 dengue cases, 1,200 cholera cases, and nearly 1,000 typhoid fever cases were recorded nationwide.

LABOR PRODUCTIVITY DECLINES



4% WORKING HOURS BY 2085

2% WORKING HOURS BY 2050

1% WORKING HOURS BY 2025

According to a 2016 United Nations study, climate change-induced heat in the country's workplace is projected to render 1% loss in working hours by 2025, 2% by 2050, and 4% by 2085.[xxxvii]

MORE WOMEN ENDANGERED AND KILLED



A paper released by the World Health Organization (WHO) examining gender, climate change, and health, stated that the impacts of natural hazards such as droughts, floods and storms kill more women than men, and tend to kill women at a younger age. Climate-sensitive and gender-specific health impacts affect women disproportionately than men.[xxxix]

CLIMATE CHANGE

Climate change is a change in the statistical distribution of weather over periods of time that range from decades to millions of years. It can be a change in the average weather or a change in the distribution of weather events around an average (for example, greater or fewer extreme weather events). Climate change may be limited to a specific region, or may occur across the whole Earth.

WHAT MAKES THE CLIMATE CHANGE?

The Earth‘s climate is influenced by many factors, mainly by the amount of energy coming from the sun, but also by factors such as the amount of greenhouse gases and aerosols in the atmosphere, and the properties of the Earth‘s surface, which determine how much of this solar energy is retained or reflected back to space.

CAUSES OF CLIMATE CHANGE

A. NATURAL CAUSES

1. **Continental drift** - The continents that we are familiar with today were formed when the landmass began gradually drifting apart, millions of years back. This drift also had an impact on the climate because it changed the physical features of the landmass, their position and the position of water bodies. The separation of the landmasses changed the flow of ocean currents and winds, which affected the climate.

2. **Volcanoes** - When a volcano erupts, it throws out large volumes of sulfur dioxide, water vapor, dust, and ash into the atmosphere. Although the volcanic activity may last only a few days, yet the large volumes of gases and ash can influence climatic patterns for years. Millions of tons of sulfur dioxide gas can reach the upper levels of the atmosphere (called the stratosphere) from a major eruption. The gases and dust particles partially block the incoming rays of the sun, leading to cooling. Sulphur dioxide combines with water to form tiny droplets of sulfuric acid. These droplets are so small that many of them can stay aloft for several years. They are efficient reflectors of sunlight, and screen the ground from some of the energy that it would ordinarily receive from the sun. Winds in the upper levels of the atmosphere, called the stratosphere, carry the aerosols rapidly around the globe in either an easterly or westerly direction. Movement of aerosols north and south is always much slower.

3. **The earth's tilt** - Changes in the tilt of the earth can affect the severity of the seasons - more tilt means warmer summers and colder winters; less tilt means cooler summers and milder winters.

4. **Ocean currents** - The oceans are a major component of the climate system. They cover about 71% of the Earth and absorb about twice as much of the sun's radiation as the atmosphere or the land surface. Ocean currents move vast amounts of heat across the planet - roughly the same amount as the atmosphere does. But the oceans are surrounded by land masses, so heat transport through the water is through channels. Winds push horizontally against the sea surface and drive ocean current patterns. Certain parts of the world are influenced by ocean currents more than others. Ocean currents have been known to change direction or slow down. Much of the heat that escapes from the oceans is in the form of water vapour, the most abundant greenhouse gas on Earth. Yet, water vapor also contributes to the formation of clouds, which shade the surface and have a net cooling effect.

B. HUMAN CAUSES
Greenhouse Gases and their Sources

a. Carbon dioxide - the most important greenhouse gas in the atmosphere. Changes in land use pattern, deforestation, land clearing, agriculture, and other activities have all led to a rise in the emission of carbon dioxide.

b. Methane - about ¼ of all methane emissions are said to come from domesticated animals such as dairy cows, goats, pigs, and horses. These animals produce methane during the cud-chewing process. Methane is also released from rice or paddy fields that are flooded during the sowing and maturing periods. When soil is covered with water it becomes anaerobic or lacking in oxygen. Under such conditions, methane-producing bacteria and other organisms decompose organic matter in the soil to form methane. Methane is also emitted from landfills and other waste dumps. If the waste is put into an incinerator or burnt in the open, carbon dioxide is emitted. Methane is also emitted during the process of oil drilling, coal mining and also from leaking gas pipelines (due to accidents and poor maintenance of sites).

c. Nitrous oxide - a large amount of nitrous oxide emission has been attributed to fertilizer application. This in turn depends on the type of fertilizer that is used, how and when it is used and the methods of tilling that are followed.

d. Nitrogen - contributions are also made by leguminous plants, such as beans and pulses that add nitrogen to the soil.

HUMAN CONTRIBUTION TO CLIMATE CHANGE

All of us in our daily lives contribute our bit to this change in the climate. Give these points a good, serious thought:

- Electricity is the main source of power in urban areas. All our gadgets run on electricity generated mainly from thermal power plants. These thermal power plants are run on fossil fuels (mostly coal) and are responsible for the emission of huge amounts of greenhouse gases and other pollutants.
- Cars, buses, and trucks are the principal ways by which goods and people are transported in most of our cities. These are run mainly on petrol or diesel, both fossil fuels.
- We generate large quantities of waste in the form of plastics that remain in the environment for many years and cause damage.
- We use a huge quantity of paper in our work at schools and in offices.
- Timber is used in large quantities for construction of houses, which means that large areas of forest have to be cut down.

A growing population has meant more and more mouths to feed. Because the land area available for agriculture is limited (and in fact, is actually shrinking as a result of ecological degradation!), high-yielding varieties of crop are being grown to increase the agricultural output from a given area of land. However, such high-yielding varieties of crops require large quantities of fertilizers; and more fertilizer means more emissions of nitrous oxide, both from the field into which it is put and the fertilizer industry that makes it. Pollution also results from the run-off of fertilizer into water bodies.

WHAT IMPACTS OF CLIMATE CHANGE HAVE ALREADY BEEN OBSERVED?

Regional climate change is already affecting many natural systems. For instance, it is increasingly being observed that snow and ice are melting and frozen ground is thawing, hydrological and biological systems are changing and in some cases being disrupted, migrations are starting earlier, and species' geographic ranges are shifting towards the poles.

Despite remaining gaps in knowledge, it is likely that these effects are linked to human influence on climate. At the regional level, however, responses to natural variability are difficult to separate from the effects of climate change.

Some previously unanticipated impacts of regional climate change are just starting to become apparent. For instance, melting glaciers can threaten mountain settlements and water resources, and damage associated with coastal flooding are increasing.

HOW DO PEOPLE ADAPT TO CLIMATE CHANGE?

- Humans need to adapt to the impacts of climate change, for instance through technological solutions such as coastal defenses and changes in consumption habits.
- Vulnerability of human populations to climate change and its consequences can be affected by other factors, such as pollution, conflicts, or epidemics such as AIDS. An emphasis on sustainable development can help human societies reduce their vulnerability to climate change.
- Mitigation measures that aim to reduce greenhouse gases emissions can help avoid, reduce or delay impacts, and should be implemented in order to ensure that adaptation capacity is not exceeded.

NSTP AND THE ENVIRONMENT

EXECUTIVE ORDER NO. 579: ENCOURAGING THE FORMULATION AND IMPLEMENTATION OF GREEN PHILIPPINES PROGRAMS THROUGH THE NATIONAL SERVICE TRAINING PROGRAM (NSTP)

SEC. 1 The National Service Training Program (NSTP) shall endeavor to build a new quality of life that will keep the nation young and beautiful. In order to ensure its realization, all students under NSTP, Reserve Officers' Training Corps (ROTC), Literacy Training Services (LTS), and Civic Welfare Training Service (CWTS), shall be involved in Green Philippines Activities which include among others:

a. Taking back our forests and replenishing fallen trees with new, protected forests;
b. Beautifying our barangays and cities;
c. Building more urban parks and recreation areas;
d. Purifying our water;
e. Cleaning up industrial sites;

SEC. 2 At least 36 hours per semester or 72 hours in case of one summer program shall be dedicated for the implementation of the activities enumerated under Section 1 hereof.

REPUBLIC ACT NO. 9512: NATIONAL ENVIRONMENTAL AWARENESS THROUGH ENVIRONMENTAL EDUCATION AND FOR OTHER PURPOSES

SEC. 2 Consistent with the policy of the State to protect and advance the right of the people to a balanced and healthful ecology in accord with the rhythm and harmony of nature, and in recognition of the vital role of the youth in nation building and the role of education to foster patriotism and nationalism, accelerate social progress, and promote total human liberation and development, the state shall promote national awareness on the role of natural resources in economic growth and the importance of environmental conservation and ecological balance towards sustained national development.

SEC. 3 Environmental education shall encompass environmental concepts and principles, environmental laws, the state of international and local environment, local environmental best practices, the threats of environmental degradation and its impact on human well-being, the responsibility of the citizenry to the environment and the value of conservation, protection and rehabilitation of natural resources and the environment in the context of sustainable development. It shall cover both theoretical and practicum modules comprising activities, projects, programs including, but not limited to, tree planting; waste minimization, segregation, recycling and composting; freshwater and marine conservation; forest management and conservation; relevant livelihood opportunities and economic benefits and other such programs and undertakings to aid the implementation of the different environmental protection law.

SEC. 4 The CHED and the TESDA shall include environmental education and awareness programs and activities in the National Service Training Program under Republic Act No. 9163, as part of the Civic Welfare Training Service component required for all baccalaureate degree courses and vocational courses with a curriculum of at least two (2) years.

Recognizing National Issues and Concern

CHAPTER 8

ENVIRONMENTAL PROTECTION

SEVEN (7) ENVIRONMENTAL PRINCIPLES

1. **Everything is connected to everything else.** ***(Ang lahat ng bagay ay magkakaugnay.)***
   Human interaction with nature oftentimes alters the ecosystems. The waste we improperly dispose of brings about the deterioration of land and water quality. This may in turn reduce their capacity to provide life for other organisms. Deforestation causes soil erosion and the earth deposited on the water bodies covers the coral reefs resulting to fishery loss. Suspended particulates from vehicular and stationary sources may cause lung problems among city residents. War causes destruction of wildlife and habitats. There is a cause-and-effect chain, even when it is neither always visible nor observable.

2. **All forms of life are important.** ***(Ang lahat na may buhay ay mahalaga.)***
   All living organisms were created for a purpose in relation to humans, other species on earth and global ecosystem in general. Thus, when a species becomes extinct, it is like removing a piece of a jigsaw puzzle from the web of life. The variety of life forms, manifested by the different levels of biological diversity – community, species and genes – contributes to the stability of the environment. Food webs, food chains and ecological relationships link plants and animals together in the web of life. Even bacteria, insects, snakes and rats have ecological functions even though humans perceive them as parasites or pests.

   The composition of biological diversity naturally changes slowly but the rate of transition has become faster due to factors such as habitat destruction. Deforestation may diminish forest species such as birds that are vulnerable to modification of their home. Pollution of waters reduces the quantity of fishes, shells, algae and other aquatic life. Over harvesting of natural products likewise contributes to the unsustainable use of food and material resources.

   To maintain ecological balance, therefore, the conservation of genes, species and ecosystems becomes essential to keep life together. Biodiversity conservation strategies commence with the protection of both terrestrial and aquatic ecosystems. Land uses, such as protected areas, ensure that the natural state of these habitats continue to exist in designated areas. Community-based approaches in conservation maximize citizens' participation in protected areas. Integrity of natural ecosystems can likewise be guarded through the preservation of indigenous species.

3. **Everything must go somewhere.** ***(Ang lahat ng bagay ay may patutunguhan.)***
   By-products of consumption go back to the environment. Everything that we throw away – pieces of paper, left-over food, peelings of fruits, plastic wrappers, used containers – have to go somewhere. Even plants and animals have their own wastes – feces, urine, dead leaves and branches. It is the law of nature that the by-products of metabolism return to the soil, acted upon first by worms, bacteria and fungi, and then converted into minerals, to be again absorbed by plants and eaten by animals. In short, they enter into a material cycle that is an integral part of the ecosystem. But what happens if what we throw is an artificial product such as plastic? Then natural bacteria can not recognize them and may not be capable of breaking them apart. These non-biodegradable products must enter another material cycle – the one that goes to the factory to be manufactured into a new product. Thus, the retrieval, collection and recycling of these materials become necessary so that they do not pollute land and water habitats.

4. **Ours is a finite earth.** ***(Ang kalikasan ay may hangganan.)***
   Everything that we need is provided by nature in abundance – food, water, energy, minerals and air. However, some resources that we depend upon nowadays are extracted excessively but are slow to replace. These non-renewable resources experience limits of supply. For instance, fossil fuels produced over thousands of years may be exhausted in a hundred years. Some energy sources like water, and wood may be replaced easier but have become inaccessible due to pollution and excessive extraction. Diminishing forest cover have resulted from logging, ineffective reforestation and continued land conversion. However, food scarcity and poverty may have resulted from failed distribution systems rather than inability of the land and water bodies to yield food.

It can be argued that increasing population decreases the amount of resources available to each person. Carrying capacity, or the ability of the ecosystem to support a number of people, may be influenced by limit of resources due to an increasing population. Competition increases as the carrying capacity is reached. Per capita consumption must also be taken into account because people in Northern countries generally consume more food, energy and resources than people in the developing Southern countries. Carrying capacity may be addressed two ways: increase resources and reduce population growth. Agricultural productivity for instance may be increased with better availability of water and farm inputs.

Pollution reduces the absorbing capacity of air and water. Pollution likewise reduces the availability of land and water to produce food for human consumption. A river classified a Class IV means that it becomes fit only for only for navigation and can no longer sustain life forms. Likewise, oil spills from accidents or war destroy bays and rivers. Waterways that have become cesspool of domestic wastes cannot contain fishes and shells or if they do might transmit toxins and harmful bacteria to consumers.

5. **Nature knows best.** ***(Ang kalikasan ang mas nakakaalam.)***
   Nature manifests certain processes that enable it to maintain balance and remain in a state of equilibrium. The nutrient cycling of nitrogen, carbon, sulfur and phosphorous in the air, water and land indicates that minerals are utilized within the confines of the earth. The flow of energy from the sun enables light to be converted into sugar in plants through photosynthesis, and later for consumer organisms to obtain energy from plant starch. Food chains and food webs allow transfer of energy from producers and consumers and provide the means for all living organisms to acquire nutrition. Population control also occurs naturally through predator – prey relationships.

   The equilibrium in the ecosystem is maintained, thus if humans intervene, unforeseen negative impacts known as ecological backlash, may arise. Floods are often times backlashes of excessive felling of trees. The importation of golden kuhol, that became a pest, reminds us that biological organisms may not acclimatize in a new environment or may cause harm to indigenous species.

6. **Nature is beautiful and we are stewards of God's creation.** ***(Ang kalikasan ay maganda at tayo ang tagapangasiwa ng lahat na nilikha ng Diyos.)***
   Different religions from Islam to Buddhism to Judeo-Christian to indigenous people's animism express the belief of caring for the earth, including all creatures. Thus, it is the goal of environmental education and biodiversity conservation education to motivate target audiences towards developing an eco-spirituality that moves them into a more meaningful relationship with nature and a greater participation in the biophysical economic processes that make this world a better place to live in.

7. **Everything changes.** ***(Ang lahat ay nagbabago.)***
   Changes in the biophysical world occur naturally. As they say, there is nothing more permanent in this world than change. Consider the following examples. Metamorphosis of caterpillars to butterflies illustrates morphological changes that occur in living forms. The increase of vegetation on earth augmented the amount of oxygen in the atmosphere through time. Seasons are cyclic changes that contribute to the diversity of flowers, fruits, vegetables and other crops during the year. Random changes manifested by natural catastrophe such as typhoons destroy forests, coral reefs and mangroves. Volcanic eruptions annihilate surface flora and submerge rivers.

   Human-induced alteration such as climate change may cause more massive repercussions. Land use change – from forests to agricultural land to human settlements – change the composition of vegetation and animals. Human-induced changes can be managed so that the negative impacts are minimized and positive changes accentuated. Environmental impact assessment (EIA) provides a tool for the projection, planning and management of change brought about by industrialization and human settlement expansion. Effluents can be managed through policy and pollution control techniques by both industry and government to achieve clean air and water.

Sustainable development presents a paradigm of change for the 21st Century. Sustainable development promotes ecological integrity, equitable sharing of resources and people empowerment as pillars of growth. Biodiversity conservation contributes to ecological integrity, through both in-situ and ex-situ techniques. Biodiversity conservation becomes successful only if coupled with poverty alleviation, improving equity of access to resources and instituting social change. Environmental education facilitates social transformation by modifying attitudes and behavior of people towards an ecological ethic.

SOURCE: http://www.wetlands.ph/wp-content/uploads/2017/07/Handout-1_Module-1-The-Seven-Environmental-Principles.pdf

IMPORTANT ENVIRONMENTAL LAWS

LAW	DESCRIPTION
R.A. 9003 – Ecological Solid Waste Management Act of 2000	In partnership with stakeholders, the law aims to adopt a systematic, comprehensive and ecological solid waste management program that shall ensure the protection of public health and environment. The law ensures proper segregation, collection, storage, treatment and disposal of solid waste through the formulation and adaptation of best eco-waste products.
R.A. 9275 – Philippine Clean Water Act of 2004	The law aims to protect the country's water bodies from pollution from land-based sources (industries and commercial establishments, agriculture and community/household activities). It provides for comprehensive and integrated strategy to prevent and minimize pollution through a multi-sectoral and participatory approach involving all the stakeholders.
R.A. 6969 – Toxic Substances, Hazardous and Nuclear Waste Control Act of 1990	The law aims to regulate, restrict or prohibit the importation, manufacture, processing, sale, distribution, use and disposal of chemical substances and mixtures that present unreasonable risk and/or injury to health or the environment; to prohibit the entry, even in transit, of hazardous and nuclear wastes and their disposal into the Philippine territorial limits for whatever purpose; and to provide advancement and facilitate research and studies on toxic chemicals.
R.A. 8435 – Agriculture and Fisheries Modernization Act of 1997	It establishes that the Department of Agriculture, together with other appropriate agencies, should take into account climate change, weather disturbances and annual productivity cycles in forecasting and formulating appropriate agricultural and fisheries programs.
R.A. 8749 – Clean Air Act of 1999	This moves for an effective air quality management program that will mitigate the worsening problem of air pollution in the country.
R.A. 9512 – National Environmental Awareness and Education Act of 2008	This promotes national awareness on the role of natural resources in economic growth and the importance of environmental conservation and ecological balance towards sustained national development.
R.A. 9513 – Renewable Energy Act of 2008	It promotes the development, utilization and commercialization of renewable energy resources.

ENVIRONMENTAL PROTECTION: INDIVIDUAL INITIATIVE

A. House & Garden

1. Grow your own food. Planting things like garden vegetables and herbs will help you eat locally and organic.
2. Redecorate with Eco-products. If you need to repaint your house, use latex paint rather than oil-based. Latex paint releases significantly fewer harmful fumes while drying and smells a lot better - it's healthier for you, too.
3. Buy energy-efficient appliances. These will require less energy to do their job, meaning lower bills and less fossil fuels being burned.

   If you can't do this, use your existing appliances efficiently; make sure the dishwasher and washing machine are full before running them to save energy and money.

   Hang-dry your laundry rather than putting it in the dryer and put them outside on a clothesline on dry days. Hang-drying will also make your clothes last much longer.

4. Reduce your electricity use.
   Unplug your cell phone charger, TV and other electronics from the wall when you are not using them, because they use energy when plugged in and on standby. The process can be made easier if you have everything plugged into a surge protector with its own switch.

   Turn off lights and other energy-sucking devices when they aren't being used.

   Replace older light bulbs with energy-saving fluorescent bulbs. Fluorescent light bulbs are a little more expensive, but much more efficient - they use about a seventh of the power and last about 12 times longer.

   Replace fluorescent light bulbs with Ultra Compact LEDs (UCLEDs). These use less energy and last longer than fluorescent light bulbs. Additionally, UCLEDs do not contain any dangerous mercury. Even though LED light bulbs are currently more expensive, remember that your money is spent for a good cause: it will pay for the development of cheaper and more effective generation of LEDs.

   If you're leaving your computer for a while, put it on stand-by. You'll be able to restart it quickly, and it'll take less energy than shutting it down and then restarting it.

5. Reduce the usage of refrigerants and air-conditioners.
6. Pack your refrigerator more tightly to reduce cooled air.

B. Water Conservation

1. Take short showers and share bathwater. Showers use much less water. The other choice is to fill a bucket with water and take a can or a jug, and keep filling it with water from the bucket and pouring it over your head - if you have some extra water save it for some other person to use. You can lather yourself up with the water turned off in the middle of the shower.
2. Pollute less. When washing dishes, wash greasy pans last to keep the water clean.
3. Turn off taps properly. Especially when brushing your teeth - every little bit helps.
4. Fix dripping taps. The constant drip wastes water, energy and money, so repair them as soon as possible. You can also save by installing an inexpensive "flow control" device in shower heads and faucets.
5. Use appliances efficiently. Running the clothes washer with a full load and using cold water (30 degrees Celsius) whenever possible can lead to big energy savings. Use detergents that clean clothes effectively in colder water.

C. Transportation

1. Use a bike. With gas prices so high, it will pay for itself. Ride it to work or school, for short distances, to run errands, or to have fun. Everyone benefits when you ride a bike. You help conserve our limited oil resources, you are not polluting, and you are exercising.
2. Walk short distances rather than drive. It may be convenient to drive, but let's face it, it probably takes longer than walking would, and emits pollutants to boot.
3. Use public transportation or carpool for long trips. These options may take a little longer, but you can read, listen to headphones, or talk to people instead of having to stare straight ahead for the length of your commute.
4. Consolidate your trips. If you must drive to do grocery, shopping, etc., plan to do all weekly errands on one day. You can get everything you need in one trip, saving you money and time. It's also more fuel efficient to start a car if it's already warmed up.
5. Research biodiesel. This is a diesel made from a percentage of plant and animal fat (in some cases reused fat). This is not suitable for all diesel engines.
6. Research energy efficient, electric, hybrid and diesel engines when buying a new car, motorbike or scooter.

D. Shopping

1. Buy only post-consumer recycled paper products, including toilet paper and tissues. The paper industry is the third greatest contributor to global warming emissions. Buying recycled is as important as recycling - it's called "closed loop" recycling.
2. Avoid using plastic bags from grocery stores. Bring canvas bags to carry your grocery items. Use re-useable bags and boxes. If you need a plastic one, make sure you use it again and again!

E. Community

1. Knowledge is power. Learn everything you can about global warming. What is it? How does global warming work? Why is it happening? What are the causes? What are the critics saying?
2. E-mail relevant articles to your friends and family to get them up to speed about global warming.
3. Write to your local council to ask for environmentally minded services such as recycling collection.
4. Educate yourself, you family, your friends, and everyone you meet. Our culture is just waking up to issues that have existed for years. The more people are aware of the issues the more likely they are to make decisions that will be constructive!

ENVIRONMENTAL PROTECTION: NATIONWIDE INITIATIVE (GOOD PRACTICES)

FOOD SECURITY: COMMUNITY-BASED GARDENING



Negros Occidental. *The Gulayan sa Bakod Program of the Eco-Entrepreneurial Greens Communities, Inc. (EEGCI) promotes community-based food gardening as a climate change adaptation practice in the province.*

HUMAN SECURITY: MANGROVES PLANTING AND PRESERVATION



Banacon, Bohol. *The Banacon Island Mangrove Forest is an eco-tourist destination with an approximate area of 425 hectares of mangroves. Aside from sequestering carbon emissions, mangroves could protect coastal communities from extreme weather events.*

WATER SUFFICIENCY: RAINWATER CATCHMENT



Marikina City. *Public schools like H. Bautista Elementary School use rainwater harvesting systems (RHWs) to collect water for watering plants, cleaning rooms and flushing toilets. RHWs alleviate the impacts of climate change on water security.*

CLIMATE-SMART INDUSTRIES AND SERVICES: AGROFORESTATION



Tublay, Benguet. *The municipality's coffee-based agroforestation program, empowers the community to participate in environmental conservation, climate change adaptation, and disaster mitigation initiatives while gaining economic benefits from it.*

ECOSYSTEM AND ENVIRONMENTAL STABILITY: ECOTOURISM SITES



New Lucena, Iloilo. *The municipality's Eco Park serves as an ecotourism site for students and private groups who want to learn about organic agriculture. It also enables the local government to manage its solid wastes in an environment-friendly manner.*

SUSTAINABLE ENERGY: SOLAR PANEL INSTALLATION



Kalayaan, Laguna. *The GreensPH and Green Earth Resolution installed a two-kilowatt solar panel and electrical system in the remote island community of Pulot-Bay, which now energizes the Pulot-Bay Elementary School.*

KNOWLEDGE AND CAPACITY DEVELOPMENT: PUROK SYSTEM



San Francisco, Camotes Island, Cebu. *The town, famed for its zero casualty during Typhoon Yolanda, has established the purok system since 2004 where the local community organizations were equipped with the understanding and discipline on how to manage wastes properly and prepare for emergencies.*

KNOWLEDGE AND CAPACITY DEVELOPMENT: CLIMATE FIELD SCHOOLS



Calasiao, Pangasinan. *The municipality is one of the beneficiaries of the Climate Change Commission's Climate Resiliency Field Schools (CRFS) Program, which was implemented by Rice Watch Action Network. The program aims to complement the efforts of the Department of Agriculture to raise awareness on the different climate change adaptation strategies for farming.*

SOURCE: https://www.niccdies.ph/storage/cms/CC_Executive%20Brief_V30.pdf

ENVIRONMENTAL PROTECTION: MAPÚA INITIATIVE

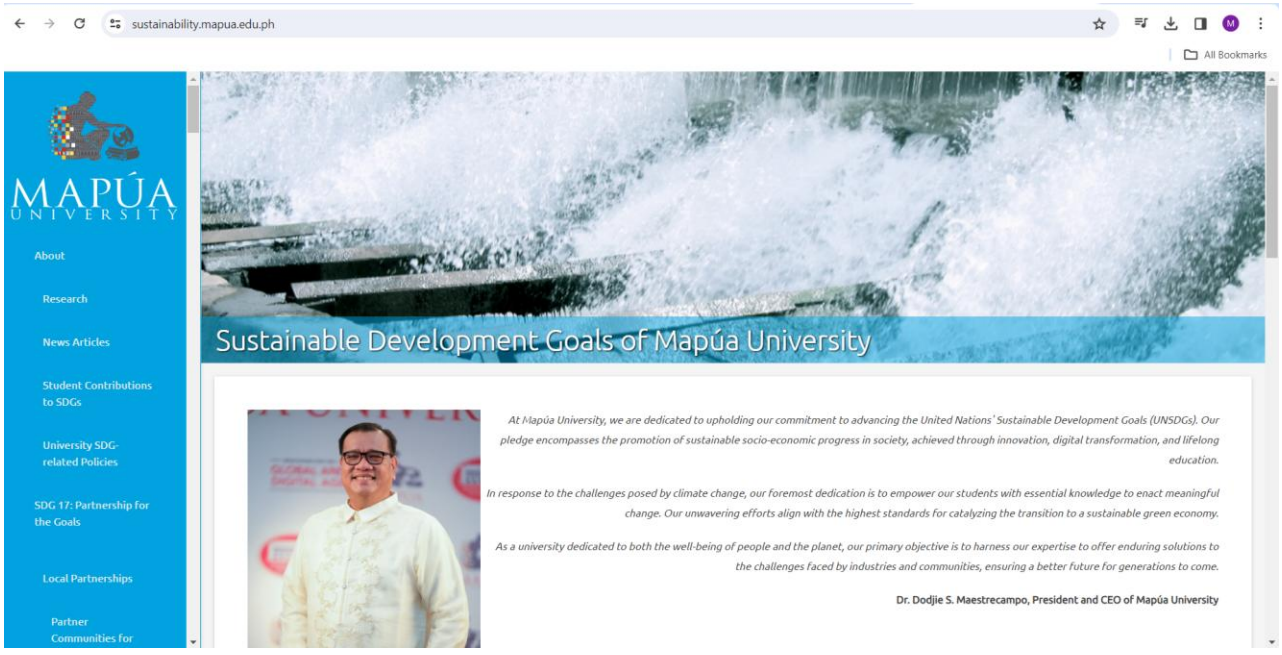
SUSTAINABILITY PROGRAM

The "Mapúa Sustainability" is a platform that links the university's various units such as administration, finance, procurement, campus maintenance, education, extension, research, and innovation, to harmoniously work with the least emissions to environment, embed sustainability in all operational functions with a leverage to produce graduates who could demonstrate sustainable principles and practices in creating designs, new technologies and knowledge which contribute to the world's sustainable development.

The University started to embark on carbon footprint reduction (CFR) campaign in 2010 initiated by the Campus Development Management Office (CDMO) as part of the energy conservation program (ECP). The campaign involved building redesign with energy efficiency concept. At the end of 2011, Mapúa registered a 7% decrease in kilowatt – hour per person consumption. In mid2011, the Sustainable Development Research Office (SDRO) was put up and become instrumental for Mapúa membership to the Global Universities Partnership on Environment for Sustainability (GUPES) established by the United Nations Environment Programme (UNEP). Starting 2012, SDRO initiated in-campus research and awareness campaign in cooperation with the Office of Social Orientation and Community Involvement Program (SOCIP). It also assisted the office of international linkages for research and development (ILRAD) organized various fora, workshops and conferences involving international partners and funding agencies.

Research, development and innovation (RDI) with international partners expand which may lead to the envisioned entrepreneurial ecosystem in the University. The RDI collaborations encompass through various programs and embraces experts from multiple disciplines resulted to the expansion of the sustainability programs. In addition to ECP and on Mapúa's quest to attain its sustainability goals, the University embarks on water conservation (quality control, treatment and reuse), recycling (resource regeneration), environment (natural and built – conservation, protection, control and remediation), health (well-being and risks) and transportation (policy and system). The outcomes of these programs are expected to contribute to the solution of the societal problems.

For more details, visit the Mapúa website - https://sustainability.mapua.edu.ph/



Recognizing National Issues and Concern

CHAPTER 9

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, loss of lives 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.

GEOGRAPHIC PROFILE OF THE PHILIPPINES

LOCATION:	Southeastern Asia, archipelago between the Philippine Sea and the South China Sea, east of Vietnam
CLIMATE:	Tropical marine; northeast monsoon (November to April); southwest monsoon (May to October)
TERRAIN:	Mostly mountains with narrow to extensive coastal lowlands
POPULATION DISTRIBUTION:	Population concentrated where good farmlands lie; highest concentrations are northwest and south-central Luzon, the southeastern extension of Luzon, and the islands of the Visayan Sea, particularly Cebu and Negros; Manila is home to one-eighth of the entire national population
NATURAL HAZARDS:	Astride typhoon belt, usually affected by 15 and struck by five to six cyclone storms each year; landslides; active volcanoes; destructive earthquakes; tsunamis **Volcanism:** significant volcanic activity; Taal (311 m), which has shown recent unrest and may erupt in the near future, has been deemed a Decade Volcano by the International Association of Volcanology and Chemistry of the Earth's Interior, worthy of study due to its explosive history and close proximity to human populations; Mayon (2,462 m), the country's most active volcano, erupted in 2009 forcing over 33,000 to be evacuated; other historically active volcanoes include Biliran, Babuyan Claro, Bulusan, Camiguin, Camiguin de Babuyanes, Didicas, Iraya, Jolo, Kanlaon, Makaturing, Musuan, Parker, Pinatubo and Ragang
CURRENT ENVIRONMENTAL ISSUES:	uncontrolled deforestation especially in watershed areas; illegal mining and logging; soil erosion; air and water pollution in major urban centers; coral reef degradation; increasing pollution of coastal mangrove swamps that are important fish breeding grounds; coastal erosion; dynamite fishing; wildlife extinction
INTERNATIONAL ENVIRONMENTAL AGREEMENTS:	**Party to:** Biodiversity, Climate Change, Climate Change-Kyoto Protocol, Desertification, Endangered Species, Hazardous Wastes, Law of the Sea, Marine Dumping, Ozone Layer Protection, Ship Pollution, Tropical Timber 83, Tropical Timber 94, Wetlands, Whaling **Signed, But Not Ratified:** Air Pollution-Persistent Organic Pollutants

GEOGRAPHY NOTE:

NOTE 1: For decades, the Philippine archipelago was reported as having 7,107 islands; in 2016, the national mapping authority reported that hundreds of new islands had been discovered and increased the number of islands to 7,641 - though not all of the new islands have been verified; the country is favorably located in relation to many of Southeast Asia's main water bodies: the South China Sea, Philippine Sea, Sulu Sea, Celebes Sea, and Luzon Strait

NOTE 2: Philippines is one of the countries along the Ring of Fire, a belt of active volcanoes and earthquake epicenters bordering the Pacific Ocean; up to 90% of the world's earthquakes and some 75% of the world's volcanoes occur within the Ring of Fire

NOTE 3: The Philippines sits astride the Pacific typhoon belt and an average of 9 typhoons make landfall on the islands each year - with about 5 of these being destructive; the country is the most exposed in the world to tropical storms

SOURCE: https://www.cia.gov/library/publications/the-world-factbook/geos/rp.html

DEFINITION AND RELATED 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 to 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.

NATIOANAL 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 the 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.

NSTP & DISASTER AWARENESS, PREPAREDNESS AND MANAGEMENT

In implementation of Disaster Risk Reduction and Management, the NSTP shall be guided with reference from:

REPUBLIC ACT 9163

Section 11. The 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.

REPUBLIC ACT 10121

Section 13. Accreditation, Mobilization and Protection of Disaster Volunteers and National Service Reserve Corps, CSOs and the Private Sector. – The government agencies, CSOs, private sector and LGUs may mobilize individuals or organized volunteers to augment their respective personnel complement and logistical requirements in the delivery of disaster risk reduction program and activities. The agencies, CSOs, private sector and LGUs concerned shall take full responsibility for the enhancement, welfare and protection of volunteers, and shall submit the lists of volunteers to the OCD, through the LDRRMOs for accreditation and conclusion in the database of community disaster volunteers.

A national roster of ACDVs, National Service Reserve Corps, CSOs and the private sector shall be maintained by the OCD through the LDRRMOs. Accreditation shall be done at the municipal level.

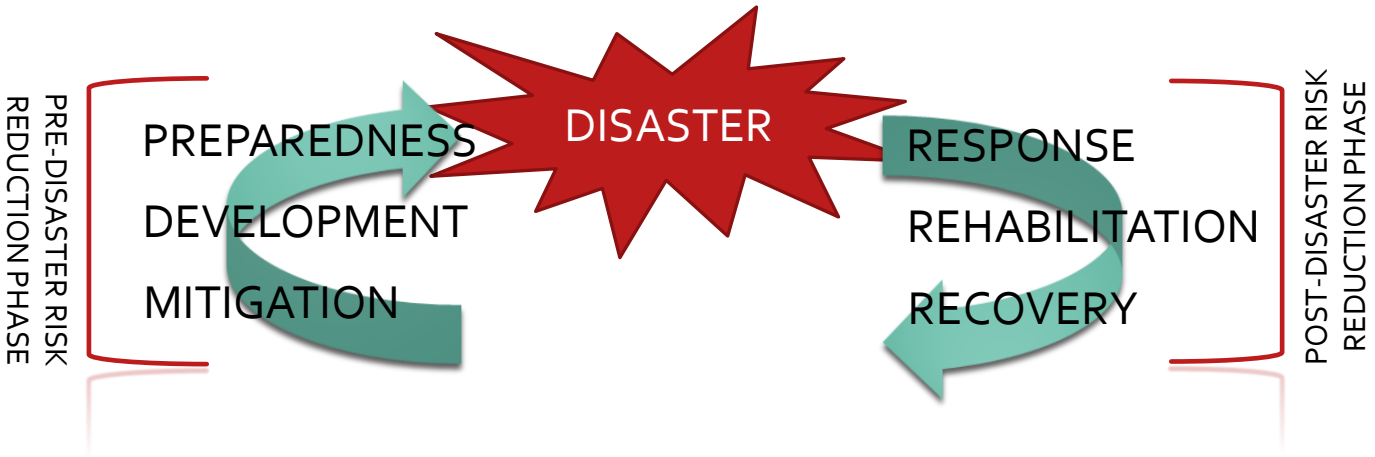
Mobilization of volunteers shall be in accordance with the guidelines to be formulated by the NDRRMC consistent with the provisions of this Act. Any volunteer who incurs death or injury while engaged in any of the activities defined under this Act shall be entitled to compensatory benefits and individual personnel accident insurance as may be defined under the guidelines.

DISASTER EQUATION AND 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 Equations as shown below:

$$H \times R + V = DISASTER$$

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:



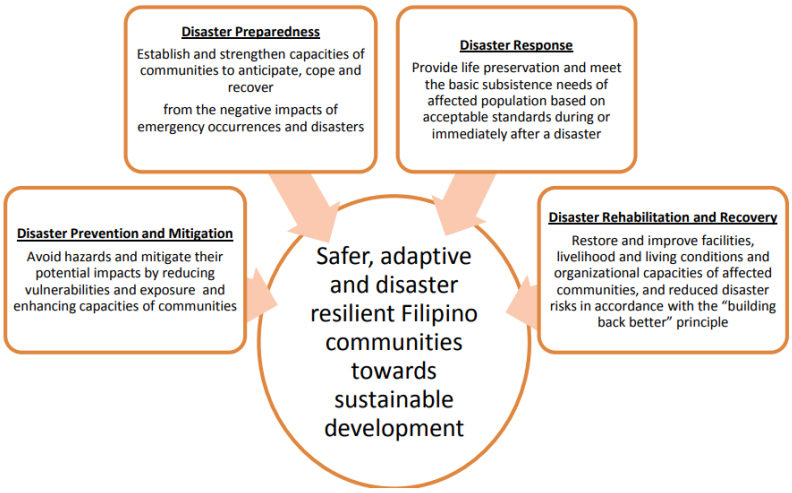
The comprehensive risk management process has the potential to break the cycle of damage and reconstruction when a community is subjected to repeated natural hazards. It refers to a range of policies, legislative mandates, professional practices, social, structural and non- structural adjustments and 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:

a. Engineering measures (keep hazard away from people).
b. Land use planning and management measures (Keep people away from hazard).
c. Control and protection works (modifying the hazard).
d. Early warning (predicting hazard)
e. Preparedness planning (prepare in anticipation of a hazard event).
f. Reconstruction planning after a disaster with the aim of reducing the vulnerability.
g. Mainstreaming risk management in development practice and institutionalization.

NATIONAL DISASTER RISK REDUCTION AND MANAGEMENT PLAN

The Philippines' National Disaster Risk Reduction and Management Plan (PNDRRMP) is a road map on how DRRM shall contribute to gender-responsive and rights-based sustainable development. It shall promote inclusive growth, build the adaptive capacities of communities, increase the resilience of vulnerable sectors, and optimize disaster mitigation opportunities with the end in view of promoting people's welfare and security.



NDRRMP THEMATIC AREAS

A. DISASTER PREVENTION AND MITIGATION

Disaster Prevention – the outright avoidance of adverse impacts of hazards and related disasters. It expresses the concept and intention to completely avoid potential adverse impacts through action taken in advance such as construction of dams or embankments that eliminate flood risk, land-use regulations that do not permit any settlement in high-risk zone and seismic engineering designs that ensure the survival and function of a critical building in any likely earthquake.

Disaster Mitigation – the lessening or limitation of the adverse impacts of hazards and related disasters. Mitigation measures encompass engineering techniques and hazard-resilient construction as well as improved environmental policies and public awareness.

B. DISASTER PREPAREDNESS – the knowledge and capacities developed by governments, professional response and recovery organizations, communities and individuals to effectively anticipate, respond to, and recover from the impacts of likely, imminent or current hazard events or conditions. Preparedness action is carried out within the context of DRRM and aims to build the capacities needed to efficiently manage all types of emergencies achieve orderly transitions from response to sustained recovery. Preparedness is based on a sound analysis of DRR and good linkages with early warning systems and includes such activities as contingency planning, stockpiling of equipment and supplies, the development of arrangements for coordination, evacuation and public information and associated training and field exercises. These must be supported by formal, institutional, legal and budgetary capacities.

C. DISASTER RESPONSE – the provision of emergency services and public assistance during or immediately after a disaster in order to save lives, reduce negative health impacts, ensure public safety and meet the basic subsistence needs of the people affected. Disaster response of predominantly focused on immediate and short-term needs and is sometimes called "disaster relief".

B. DISASTER REHABILITATION AND RECOVERY

Rehabilitation – measures that ensure the ability of affected communities and/or areas to restore their normal level of functioning by rebuilding livelihood and damaged infrastructure and increasing the communities' organizational capacity.

Post Disaster Recovery – the restoration and improvement where appropriate, of facilities, livelihood and living conditions of disaster-affected communities, including efforts to reduce disaster risk factors, in accordance with the principle of "build back better".

SOURCE: https://www.dilg.gov.ph/PDF_File/reports_resources/DILG-Resources-2012116-420ac59e31.pdf

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 s/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. 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)

Recognizing National Issues and Concern

CHAPTER 10

DISASTER PREPAREDNESS HANDS-ON TRAINING

MORSE CODE AND DIFFERENT WAYS TO SIGNAL SOS

It is a method of transmitting information of a series of on-off tones, or clicks that can be directly understood by a skilled listener or observer without special equipment. It is named for Samuel F. B. Morse, an inventor of the telegraph. The International Morse code encodes the ISO basic Latin alphabet, some extra Latin letters, the Arabic numerals and a small set of punctuation and procedural signals (prosigns) as standardized sequences of short and long signals called "dots" and "dashes", or "dits", as in amateur radio practice. Because many non- English natural languages use more than 26 Roman letters, extensions to the Morse alphabet exist for those languages.

Each Morse code symbol represents either a text character (letter or numeral) or a prosign and is represent by a unique sequence of dots and dashes. The duration of a dash is three times the duration of a dot. Each dot or dash is followed by as short silence, equal to the dot duration. The letters of a word are separated by a space equal to three dots (one dash), and the words are separated by a space equal to seven dots. The dot duration is the basic unit of time measurement in code transmission. To increase the speed of the communication, the code was designed so that the length of each character in Morse varies approximately inversely to its frequency of occurrence in English. Thus the most common letter in English, the letter "E", has the shortest code, a single dot.

In an emergency, Morse code can be sent by improvised methods that can be easily "keyed" on an off, making it one of the simplest and most useful methods of telecommunication. The most distress signal is Save Our Soul (SOS) or three dots, three dashes and three dots, internationally recognized by treaty.

DIFFERENT WAYS TO SIGNAL SOS

FIRE



Build three first in a triangle or in a straight line, with about 100 feet between them. Three fires are an internationally recognized distress signal.

WHISTLE



The International Whistle Code for helps is much easier. All you have to do to signal SOS is to blow the whistle three times. Two blasts of the whistle is a call-back signal which means "Come here". One blast can mean "Where are you?" or it can be a call-back signal if you hear anything that sound like a code.

FLASHLIGHT OR MOBILE PHONE



If you have a target you are attempting to signal, flash out SOS in Morse (three short flashes, three long flashes, three short flashes) in its direction. If you don't have a flashlight use your mobile phone. That of course, assuming that you don't have signal to make calls

TORCH



Built a fire you can signal SOS at night using torch. Find something to cover the light of the torch from the angle of the targeted plane, ship or helicopter. Move the objects that covers the light to signal SOS

PARTS OF YOUR BODY



Wave your arms and hands sideways and down to attract attention. If the potential rescue vehicle is close, simply stand with your hands and arms in the air

FIRST AID

In Encyclopedia Britannica states First Aid as "measures to be taken immediately after accident not with an idea to cure but in order to prevent further harm being done". It uses the available human and material resources at the site of accident to provide initial care to the victim of injury or sudden illness until more advance care is provided.

A simple way to remember the aims of first aid is to think of the **"Three P's"** (Preserve, Prevent, and Promote).

A. Preserve Life – your first aim is to preserve life by carrying out emergency first aid procedures. For example, opening a casualty's airway or performing cardiopulmonary resuscitation (CPR).

Preserving life should always be the overall aim of all first aiders. Remember though, this includes your own life. You should never put yourself or others in danger.

B. Prevent Deterioration – the second aim of first aid is to prevent the casualty's condition from deteriorating any further. For example, asking a casualty with a broken limb to stay still and padding around the injury will prevent the fracture from moving and causing further injury or pain.

In addition, this aim includes preventing further injuries. You should attempt to make the area as safe as possible and removing any dangers.

If removing danger is not possible, you should attempt to remove the patients from the patient from the danger or call for specialist for help.

C. Promote Recovery – finally, you can promote recovery by arranging prompt emergency medical help. In addition, simple first aid can significantly affect the long-term recovery of an injury. For example, quacking cooling a burn will reduce the risk of long-term scarring and will encourage early healing.

CHARACTERISTICS OF A GOOD FIRST AIDER

a. Gentle – should not cause pain.
b. Resourceful – should make the best use of things at hand.
c. Observant – should notice all signs.
d. Tactful – should not alarm the victim.
e. Emphatic – should be comforting.
f. Respectable – should maintain a professional and caring attitude.

HINDRANCES IN GIVING FIRST AID

a. Unfavorable Surroundings
   - Night Time
   - Crowded city lights; churches; shopping malls
   - Busy Highways
   - Cold and Rainy weather
   - Lack of necessary materials or helps.

b. The Presence of Crowds
   - Crowds curiously watch, sometimes heckle, and sometimes offer incorrect advice.
   - They may demand haste in transportation or attempt other improper procedures.
   - A good examination if difficult while a crowd looks on.

c. Pressure from Victim or Relatives
   - The victim usually welcomes help, but if he is drunk, he is often hard to examine and handle, and is often misleading in his responses.
   - The hysteria of relatives or the victim, the evidence of pain, blood and possible early death, exert great pressure on the first aider.
   - The first aider may fail to examine carefully and may be persuaded to do what he would know in calm moments to be wrong.

HOW TO DEAL WITH INJURIES

1. **Treatment of Wounds** – a wound is usually treated by bandaging.
2. **Locate wound position** – wound in different locations demand different treatment, therefore it is most important when a victim is still conscious not to move a lot and to remain in a seating or standing position (position of head should be the highest).
3. **Pay attention to the human body's anatomical shape** – during the treatment of a wound, the body's anatomy has to be noticed, because it will affect the bandaging method.
4. **Identify size of the wound (extent and intensity of blood outflow)**
   The size of a wound determines the treatment method, even though it follows the same principles. Cover wound and stop the bleeding. There are four methods to stop bleeding: applying pressure, bandaging, bandaging and applying pressure (tourniquet) and total bandaging.

   When trying to stop bleeding, do not bind too loose as blood will not stop but also do not bind too tight, as this will stop blood from flowing to the wounded area. Therefore it is necessary to ask a victim, whether the bandage is too loose or too tight. When no response can be obtained from the victim, the bandage tightness is done in such a way that the pulse can still be felt beneath the bandage.

OBJECTIVE OF FIRST AID

Participants will be able to simulate the treatment and bandaging techniques of bleeding wounds.

The principle of treating bleeding wounds is to as quickly as possible stop blood outflow, because it can be fatal if blood outflow exceeds 20% of the total blood in the body.

The next principle is to as quickly as possible cover the wound, because open skin presents an entrance for bacteria and other germs to the body. A sterile cloth should be used when applying a bandage to prevent the wound from catching an infection, or one should apply disinfectant to the wound if available.

Another important point is that the bandage applied to a wound should not too tight, because this might obstruct other parts, or too loose, because otherwise the bleeding will not stop. If the victim is conscious please ask him/her about the bandage tightness, but if the victim is unconscious one should check for pulse signs around the wound area.

BLEEDING WOUND TREATMENT ON ROUND BODY PART

- Determine if the wound needs a pressing tool or not, if considered necessary apply a pressing tool.
- Prepare an already folded bandage.
- Start binding starting from the wound



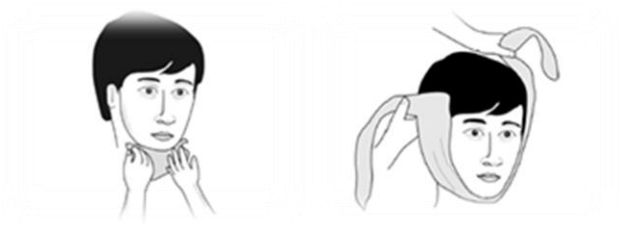
- Bind around the head in circles, upon arriving opposite of the wound area, cross the bandage.



- After crossing, tie bandage in shape of a parcel (not in the direction of first binding) until arriving at the position of the wound. When reaching the same position as the wound, tie with a slipknot



- If a wound exists on the chin or upper forehead, a triangular cloth is needed to prevent the bandage from coming loose.



- After the wound is pressed, tie a pair of strings from bottom to behind the head, going above the ears. Then tie with a slipknot.



- Tie another pair of strings to the direction of behind the head via below the ears. Make sure binding is not too loose and not too tight.



BROKEN BONE refers to a wound which occurs on a bone, in the form of cracking, breaking or sticking out of the body. Broken bones are injuries most common during earthquakes. The cause of a broken bone is for instance being struck by building debris, trampled on, getting squeezed.

3 TYPES OF BROKEN BONE WOUNDS

1. **Fractured bone** – a bone experiences trauma/impact it may cause the bone to crack, but not break apart.
2. **Closed broken bone** – a bone breaks, but is still inside the body.
3. **Open broken bone** – a bone breaks and sticks out through the skin.

SYMPTOMS OF BROKEN BONE WOUNDS

Several symptoms easily recognizable are among others:

- Black and blue
- Swollen
- Very painful when touched or moved
- Change in form
- Broken neck bone can be noticed when there are wounds on both head and neck
- Broken backbone can be noticed when there is a difference in the length of the legs
- Broken rib-bone is followed by breathing difficulties

The first aid principles to address a broken bone wound is through fixation to rest/minimize activity of the two joints that flank the broken bone. This is necessary to prevent friction of the broken bone. Friction of a broken bone can aggravate the wound.

TREATMENT OF BROKEN WOUNDS

Treatment of a broken bone wound (fixation) is known as splint bandaging. Fixation is done by applying two splints comprising of wood lined with thin cloth/sponge. The splints, each two centimeter in length are meant to flank the fracture location, which are then bound with a rope, and tightened to support the broken body part and prevent it from suspending.

Treating a broken neck is by propping up the neck to prevent any movement, whether left and right, to and fro, as well as turning around.

Keep in mind:
In treating broken bone wounds, do not try to restore the bone to its original position, by pressing, pulling or reinserting the stuck out bone.

If no splints are available, part of the victim's body can be utilized as a splint. For instance in the case of a broken lower arm, fixation can be done by binding the broken arm to the victim's body.



BASIC LIFE SUPPORT (BLS)

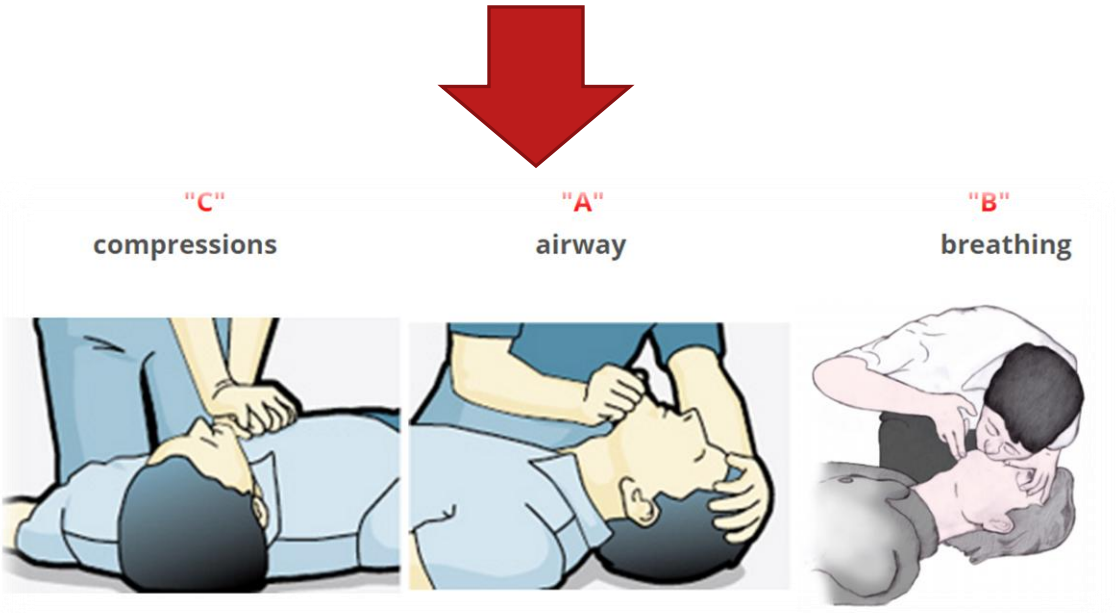
Basic life support (BLS) is a level of medical care which is used to victims of life-threatening illnesses or injuries until they can be given full medical care at a hospital. It can be provided by trained medical personnel, including emergency medical technicians, paramedics, and by qualified bystanders.

BACKGROUND

- Approximately 700,000 cardiac arrests per year in Europe.
- Survival to hospital discharge presently approximately 5-10%.
- Bystander CPR vital intervention before arrival of emergency services – double or triple survival from SCA (sudden cardiac arrest).
- Early resuscitation and prompt defibrillation (within 1-2 minutes) can be result in >60% survival.



Check for a clear airway | **Check for effective breathing** | **Check for shock & severe bleeding**



CHAIN OF SURVIVAL

Sequences of procedures performed to restore the circulation of oxygenated blood after a sudden pulmonary and/or cardiac arrest.

Chest compressions and pulmonary ventilation performed by anyone who knows how to do it, anywhere, immediately, without any other equipment.

PROTECTIVE DEVICES

1. **Approach Safely**
   - Scene
   - Rescuer
   - Victim
   - Bystanders



2. **Check Response**

   Shake shoulders gently ask "Are you all right?". If he responds:
   - Leave as you find him.
   - Find out what is wrong.
   - Reassess regularly

3. **Shout for Help**



4. **Open Airway**
   - Lay victim
   - Head tilt and chin lift

   For Non-healthcare rescuers:
   - No need for finger sweep, unless solid material can be seen in the airway





Head tilt, chin lift + jaw thrust

5. **Check Breathing**
   - Look, listen and feel for NORMAL breathing
   - Do not confuse agonal breathing with NORMAL breathing



AGONAL BREATHING
- Occurs shortly after the heart stops in up to 40% of cardiac arrests.
- Described as barely, heavy, noisy or gasping breathing.
- Recognize as a sign of cardiac arrest (Erroneous information can result in withholding CPR from cardiac arrest victim)

POTENTIALLY REVESIBLE CAUSE (5 H's & 5 T's)

Hypoxia	**T**ension pneumothorax
Hypovolemia	**T**amponade
Hypothermia	**T**oxic/therapy disturbances
Hyper/hypokalemia and metabolic disorder	**T**hrombosis coronary
H + ions (acidosis)	**T**hrombosis pulmonary



6. **Call Emergency Number (9-1-1)**

7. **Chest Compression**
   Place the heel of one hand in the center of the chest.
   - Place other hand on top.
   - Interlock fingers.
   - Compress the chest.
     - Rate 100 min-1
     - Depth 4-5 cm
     - Equal compression : relaxation
   - When possible change CPR operator every 2 min.

8. **Rescue Breaths p**
   - Pinch the nose.
   - Take a normal breath.
   - Place lips over mouth.
   - Blow until the chest rises.
   - Take about 1 second.
   - Allow chest to fall.
   - Repeat.

   Breathing: Mouth to Nose (When to use)
   - Can't open mouth.
   - Can't make a good seal.

WHEN CAN I STOP CPR?
- Victim revives
- Trained help arrives
- Too exhausted to continue
- Unsafe scene
- Physician directed (do not resuscitate orders)
- Cardiac arrest of longer than 30 minutes)

WHY CPR MAY FAIL?
- Delay in starting.
- Improper procedures (ex. Forget to pinch nose)
- No ACLS follow-up and delay in defibrillation
  - Only 15% who receive CPR live to go home.
  - Improper techniques.
- Terminal disease or unmanageable disease (massive heart attack).

INJURIES RELATED TO CPR
- Rib fractures
- Laceration related to the tip of the sternum
  - Liver
  - Lung
  - Spleen

COMPLICATION OF CPR
For victims that experienced vomiting/aspiration:
- Place victim on left side
- Wipe vomit from mouth with fingers wrapped in a cloth.
- Reposition and resume CPR.

BANDAGING

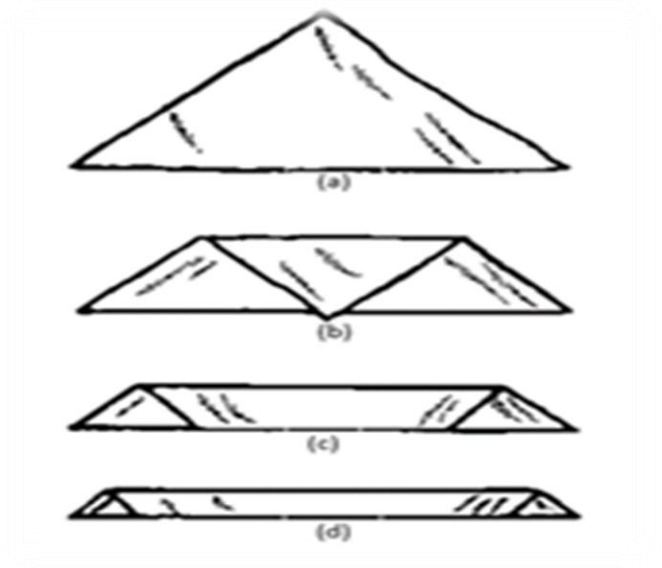
It is used to hold a dressing in place over a wound, to create pressure over a bleeding wound for control of hemorrhage, to secure a splint to an injured part of the body, and to provide support to an injured part.

DEFINITION

Any clean cloth or material used to hold the dressing in place.

- To control bleeding.
- It secures a split.
- To immobilize and support body parts.

FOUR (4) METHODS OF TRIANGULAR BANDAGE



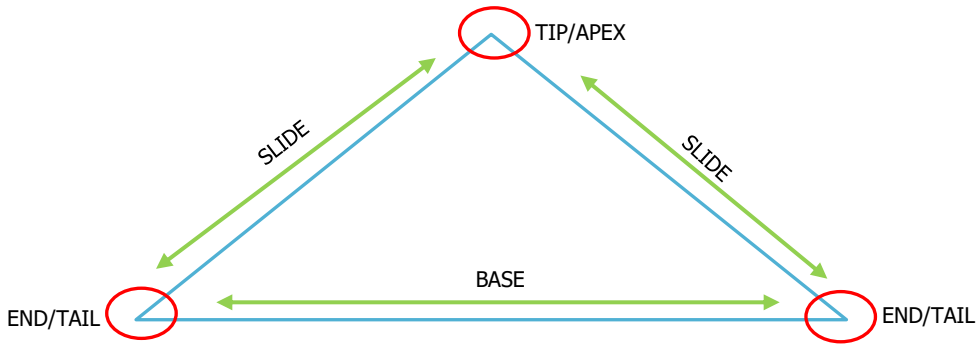
a. Open Phase

b. Broad Cravat Phase

c. Semi-Broad Cravat Phase

d. Narrow Cravat Phase

PARTS OF A TRIANGULAR BANDAGE



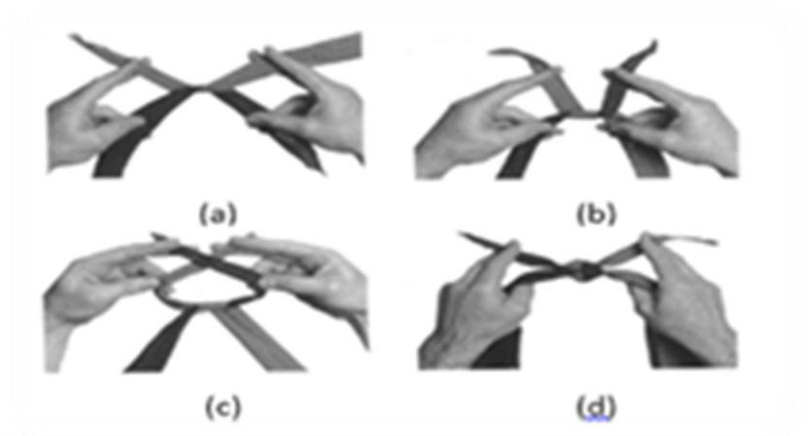
APPLICATION

a. Must be proper, neat, and correct.
b. Apply neatly not too loose, not too tight.
c. Always check for tightness may cause later swelling.
d. Tie ends with a square knot.

HOW TO TIE A SQUARE KNOT

RULES IN TYING SQUARE KNOT: left end over right end then right end over left end and (vice versa).

a. Pass the left end (dark) over and under the right.
b. Bring both ends up again.
c. Pass the right end (dark) over and under the left.
d. Pull the ends firmly to tighten; tuck ends.



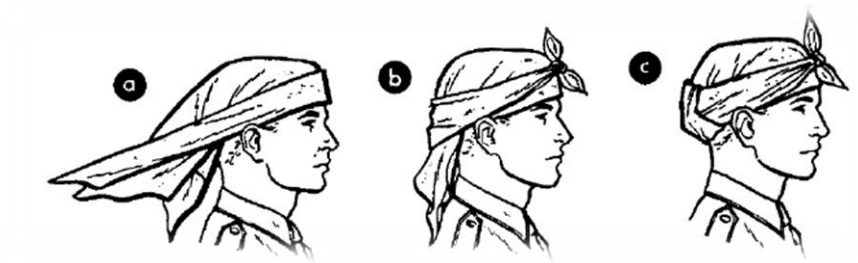
HOW TO UNTIE A SQUARE KNOT

a. Pull one end and one piece of bandage apart.
b. Hold the knot; pull the end through it and out.



FIVE (5) DIFFERENT TECHNIQUES ON BANDAGING

1. **Triangle of Forehead or Scalp -** The triangle of forehead or scalp (fronto - occipital) is used to hold dressing on the forehead or scalp.
   a. Place middle of base of triangle so that edge is just above the eyebrows and bring apex back, allowing it to drop over back of head (occiput). Bring ends of triangle backward above ears.
   b. Cross ends over apex at occiput, carry ends around forehead, and tie them in a square knot.
   c. Turn up apex of bandage toward top of head. Pin with safety pin or tuck in behind crossed part of bandage.



2. **Triangular Arm Sling -** A triangular arm sling (brachio-cervical triangle) is used for the support of fractures or injuries of hand, wrist, and forearm.

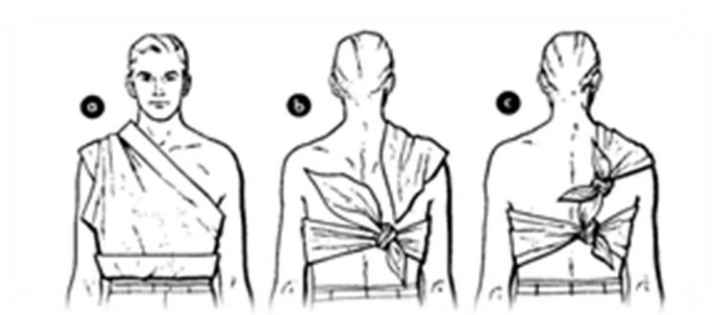
   Two version of this sling are discussed below:

   a. In this method of applying the sling, the forearm is supported from both shoulders by the sling.
      - Bent arm at elbow so that little finger is about a hand-breadth above level of elbow.
      - Place one end of triangle over shoulder on injured side and let bandage hang down over chest with based forward hand and apex toward below elbow.
      - Slip bandage between body and arm.
      - Carry low end up over shoulder on uninjured side.
      - Tie and two ends, by square knot, at the neck, not in the middle where it could cause discomfort when patients is lying on back.
      - Draw apex of bandage toward elbow until snug, bring it around to front, and fasten with safety pin or adhesive tape.

   b. If it is desirable to support the forearm without pressure on the collarbone or should of the injured side, the following steps are taken.
      - Bend arm at elbow so that the little finger is about a hand- breadth above level of elbow.
      - Drape upper end of triangle over uninjured shoulder
      - Slip bandage between body and arm.
      - Carry lower and up over flexed forearm (ends of fingers should extend slightly beyond base of triangle)
      - Slide lower end of bandage under injured shoulder between arm and body and secure the two ends with square knot.
      - Draw apex toward elbow until snug, and secure with safety pin or adhesive tape.



3. **Triangle of Chest or Back -** This bandage is used to hold dressing on burns or wounds of chest or back.
   a. Drop apex of triangle over shoulder on injured side. Bring bandage down over chest (or back) to cover dressing, so that middle of base of bandage is directly below injury. Turn up a cuff a base.
   b. Carry ends around and tie in a square knot, leaving one end longer than the other.
   c. Bring apex down and tie to long end of first knot.



4. **Cravat of Head or Ear** - The purpose of this bandage is too apply pressure to control hemorrhage from wounds of scalp, or to hold dressings on wounds of ear or lower scalp.
   a. Place middle cravat over dressing
   b. Pass each end completely around head.
   c. Tie in square knot.



5. **Cravat to Jaw (mento-vertico-occipital cravat) –** This is used to dressings on the chin, cheeks, and scalp ends upward with one end longer than the other.
   a. After making a triangular bandage into a cravat of proper width, place it under the chin carry ends upward with one end longer than the other.
   b. Bring longer end over top of head. Cross both ends on side of head. (Ends should now be of equal length).
   c. Pass ends around head in opposite directions and tie with square knot on other side of head on primary turn of cravat.



RAPPELLING

Rappelling, also referred to as rapping or the European "abseiling" (from the German word abseilen, meaning "to rope down"), is the controlled descent down a steep terrain using a fixed rope. The original body rappel, known as the "Dulfersitz", ran the rope around the rappeller's body for friction. Modern rappelling techniques employ some type of descender or friction device. This permits a rescuer to quickly access an injured or stranded subject in technical terrain.

It is important to understand that rappelling is dangerous. Rappelling accidents resulting in injury or death are frighteningly common.

The following are important safety considerations relating to rappelling;

- Verify the rope reaches the target.
- Double check your harness, carabiners, and all rigging prior to going over the edge.
- Check the carabiners are locked and not cross loaded.
- Use a buddy check system to have your rigging inspected by other rescuers.
- Employ a secondary conditional self- belay (autoblock, VT Prusik, etc.) as a backup.

- Keep the brake hand below the descending device – NEVER LET GO!
- Keep hair and clothing away from the descending device.
- Carry a cutting tool and a backup Prusik for emergencies.
- Remember that a rope under tension cuts extremely easily.
- Avoid dislodging rocks with the rope.
- Do not bounce during a rappel- dangerously shocks the rappel anchor
- Descend slowly and avoid excessive heat buildup
- Use well-fitting gloves when rappelling – otherwise they become a safety hazard.

Prior to rappelling, you should check every aspect of your system. The rappelling safety acronyms **B.R.A.K.E.S.**, developed by Cyril Shokoples 10 years ago and now widely used by climbing schools, can easily be employed as a pre-rappel checklist. It's a good idea to go through this list out loud by stating each letter and touching the part of the system you're checking. Confirm with your partner when possible that each component of the system has been set up appropriately and is going to be applied correctly.

B	Buckles	Check the buckles on your harness. Make sure they are snug and that all appropriate straps are doubled-back.
R	Rappel Device/ Rope	Check that the carabineer at attached to your device is locked, both strands of the rope have been loaded correctly in the device, and the rope is properly threaded through the rappel anchor.
A	Anchor	Confirm that the anchor is strong. If it's a tree, make sure it's alive, large enough to hold your weight, and that is has a good root base. If it's a boulder, ensure that it is not going to move. If rappelling off bolts or gear, confirm that they are suitably strong enough. Double- check that any webbing or cord isn't damaged or too faded.
K	Knots	Check all the knots in the system. Make sure that knots adjoining two ropes in a double-rope rappel are correctly tied with enough tail.
E	Ends	Confirm that the ends of your ropes are on the ground or that they reach the next anchor. Confirm that your system is closed with knots at the end of your rappel lines.
S	Safety Backup/ Sharp Edges	Use an auto block back-up and check to make sure that you aren't going to rappel over any sharp edges.

Note: *All the students of NSTP, CWTS, and ROTC including the Facilitators shall be invited for the Rappelling Activity*

Recognizing National Issues and Concern

CHAPTER 11

SUBSTANCE ABUSE EDUCATION

SUBSTANCE ABUSE EDUCATION

THE NATIONAL SITUATION (PDEA 2017 ANNUAL REPORT)

The Philippines remains to be a country that produces and consumes illegal drugs. Illegal drugs proliferate in the Philippine market because of the huge number of drug dependents who patronize not only one but several types of illegal drugs or otherwise called poly-drug users.

Two of the most prevalent and most abuse drugs in the Philippines are methamphetamine hydrochloride or shabu and cannabis sativa or marijuana. Based on the data of drug-related arrests in the country, the main drug of choice isshabu at 96.43%, followed by marijuana at 3.36% and other drugs (ecstasy, cocaine, nubain, valium).

The emergence of new drugs in the country puts another risk in the lives of Filipinos.

As of now, new emerging drugs are identified to have entered the country. These include new psychoactive substances under UNODC watch. In the Philippines, however, there are NPS that are already classified as dangerous drugs in accordance with DDB Regulations such as salvia divinorum, Benzylpiperazine, ketamine, and Alpha-Pyrrolidinopentiophenone or flakka.

People who suffered from addiction to illegal drugs more often than not put a strain to their personal and professional life. Aside from health concerns, these people tend to lose their homes, families, friends and jobs. These dependents tend to have financial strains due to their investments in illegal drugs which are very costly.

For FY 2017, the price of shabu is Php 5,000 per gram. Matijuana is priced at Php 100 per gram. Cocaine is valued at Php 4,200 per gram, while ecstasy's price is at Php 1,500 per tablet.

Due to the vast and porous shorelines and the various entry and exit points in the country, the advancers of illegal activities are very resilient and irrepressible to do illicit traffic in and out of the country.

In fact, illegal drug trafficking is the most prevalent and pervasive illegal drug activity in the Philippines. This includes the transportation of dangerous drugs and controlled precursors and essential chemicals (CPECs), manufacture, distribution, and use of illegal drugs.

In this regard, illegal drug trafficking proves to be a huge market in the country. Drug trafficking organizations are the foundation of illegal drug trade. They usually function as the manufacturer of illegal drugs in and out of the country.

This results to drug syndicates, transnational and local, exploiting and utilizing Filipinos, who are easily enticed by the huge amount of money involved, to be drug couriers.
Among these organizations are the African Drug Syndicates (ADS), Chinese/Filipino-Chinese Drug Syndicate and the Mexican Sinaloa Drug Syndicate.

With the strong pronouncement of the President to address the country's drug problem at the community level, there is the continuous monitoring and assessment of drug situation at the barangay level.

As of December 2017, out of the total 42,036 barangays in the country, 24,424, or 58.10%, are drug-affected.

SOURCE: http://pdea.gov.ph/our-accomplishments/annual-reports

DEFINITION AND RELATED TERMS

DRUGS
Drugs are chemicals that affect a person in such a way as to bring about physiological, emotional, or behavioral change. 'Dangerous drugs' are those that have high tendency for abuse and dependency, these substances may be organic or synthetic, and pose harm to those who use them.

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.

Drug abuse exists when a person continually uses a drug other than its intended purpose. This continued use can lead to drug dependence, a state of physical and psychological dependence or both on a dangerous drug.

DRUG DEPENDENCY
This is the state of physical and psychological dependence, or both, on a dangerous drug, or drugs, experienced by a person following the use of that substance on a periodic or continuous basis. A person dependent on drugs will experience withdrawal reactions (also known as "cold turkey", symptoms that occur after long-term use of a drug is reduced or stopped abruptly) after abstaining from drugs.

ADDICTION
Drug addiction is a complex, and often chronic, brain disease. It is characterized by excessive drug craving, seeking, and use. Addiction is caused by brain changes caused by constant drug use.

REASONS FOR ABUSING DRUGS

In an article from Recovery Connection (2019), it listed ten (10) reasons why people use drugs. It explains that there are circumstances that put a person to choice between properly using drugs and abusing it. Here is the reasons:

1. **Experimenting** – It is not uncommon for addiction to stem from a person being curious and experimenting with drugs or alcohol. It is a scenario that often starts with a young person using alcohol or marijuana out of curiosity. While it seems harmless, adolescents that experiment with drugs and alcohol are more likely to develop substance use disorder according to the National Institute on Drug Abuse.

2. **Family History / Genetics** - If you have a family history of drug addiction, you may have a genetic predisposition to develop an addiction to drugs or alcohol. It is stated that about 30% – 70% of a person's risk for addiction is linked to the genes they are born with along with other social factors.

3. **Prescription Drugs -** There is a popular misconception that any medication prescribed by a doctor is safe. Unfortunately, that is not always the case. Doctors prescribe medications to alleviate symptoms of physical or mental health issues. However, many individuals are not properly educated on the risks that the medications may carry. Chronic pain is often managed through opioid medications, which are highly addictive. Dependent upon the amount used and other factors, someone may require a medical detox just to stop using opioids. Likewise, those suffering from anxiety and depression may be prescribed addictive medications to ease symptoms. Non-addictive medication and/or pain recovery services are often available.

4. **Loneliness -** Addiction can start when an individual feels lonely or is isolated from the friends and family. They turn to drugs and alcohol thinking that it will fill a void that they have been living with. People lacking positive daily interaction may choose to use substances to feel happy or content. Additionally, users begin to alienate themselves further if they fear being judged or that help is not available to them.

5. **Peer Pressure -** Peer pressure usually applies to adolescents or young adults. The need to fit in, on some level, is built into each and every one of us. Some people may feel the need to participate in potentially harmful activities to do so. The pressure of being around others who are abusing drugs or alcohol can push someone to follow suit.

6. **Drugs And Alcohol Can Make You Feel Good** - There is a popular quote in the Big Book of Alcoholics Anonymous that states: "Men and women drink essentially because they like the effect produced by alcohol." While this seems obvious, some people like the effect so much that they are unable to stop. It may be difficult to see the harm in something that makes you feel good.

7. **Mental Health Disorder** - Depression, anxiety, and PTSD can put individuals at higher risk of developing an addiction. Using substances to cope with difficult feelings may seem like an easier path for some. Though they may seem crippling at times, there is help available to anyone struggling with a mental health disorder. Non-narcotic medications are often available for most mental health disorders. It's worth researching with a doctor to see if there is an alternative to addictive medications.

8. **Recreation** - Many people use drugs or alcohol socially with friends or to "unwind" after a long day. They often see substances as a way to relax or clear their minds. Recreational drug users are still at risk to become addicted if their use becomes more frequent or they use highly addictive substances.

9. **Alcohol Isn't Enough** - For some, alcohol stops doing the trick. A few beers after work or having drinks with friends at a local bar just doesn't have the same effect that it used to. Some individuals end up "chasing a buzz" that they were once able to attain with a few drinks. This can leave someone powerless over alcohol and unable to quit drinking.

10. **Self-Medicating** - People struggling with any of a multitude of ailments may turn to drugs or alcohol to ease their pain. Mental health disorders and chronic pain leave some seeking solutions on their own. Alcohol or other substances can alleviate symptoms and seem like a short-term solution. However, people should look for manageable, long-term solutions under medical supervision to combat these issues.

COMMONLY 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

COMMONLY ABUSED DRUGS AND THEIR EFFECTS

SUBSTANCE & METHOD OF USE	EFFECTS

ALCOHOL

Alcohol abuse is a pattern of problem drinking that results in health consequences, social, problems, or both. However, alcohol dependence, or alcoholism, refers to a disease that is characterized by abnormal alcohol-seeking behavior that leads to impaired control over drinking

Short-term effects of alcohol use include:
- Distorted vision, hearing and coordination
- Impaired judgement
- Altered perceptions and emotions
- Bad breath; hangover



Long-term effects of heavy alcohol use include:
- Loss of appetite, vitamin deficiencies, stomach ailments
- Skin problems
- Sexual impotence
- Liver damage
- Heart and central nervous system damage; memory loss

METHAMPHETAMINE

Methamphetamine is a stimulant drug chemically related to amphetamine but with stronger effects on the central nervous system. Street names for the drug include "speed," "meth," and "crank."

Methamphetamine is used in pill form, or in powdered form by snorting or injecting. Crystallized methamphetamine known as "ice," "crystal," or "glass," is a smokable and more powerful form of the drug

Effects of Methamphetamine use include:
- Euphoria
- Increased heart rate and blood pressure
- Increased wakefulness; insomnia
- Increased physical activity
- Decreased appetite; extreme anorexia
- Respiratory problems
- Hypothermia, convulsions, and cardiovascular problems which can lean to death
- Irritability, confusion, tremors
- Anxiety, paranoia, or violent behavior
- Can cause irreversible damage to blood vessels in the brain, producing strokes



Methamphetamine users who inject the drug and share needles are at risk for acquiring HIV/AIDS

COCAINE

Cocaine is a white powder that comes from the leaves of the South American coca plant. Cocaine is either "snorted" through the nasal passages or injected intravenously. Cocaine belongs to a class of drugs known as stimulants, which tend to give a temporary illusion of limitless power and energy that leave the user feeling depressed, edgy, and craving more. Crack is a smokable form of cocaine that has been chemically altered. Cocaine and crack are highly addictive. This addiction can erode physical and mental health and can become so strong that these drugs dominate all aspects of an addict's life.

Physical risks associated with using any amount of cocaine and crack:
- Increase in blood pressure, heart rate, breathing rate and body temperature
- Heart attacks, strokes and respiratory failure
- Hepatitis or AIDS through shared needles
- Brain seizures
- Reduction of the body's ability to resist and combat infection



Psychological risks:
- Violent, erratic or paranoid behavior
- Hallucinations and "coke bugs" – a sensation of imaginary insects crawling over the skin
- Confusion, anxiety and depression, loss of interest in food or sex
- "cocaine psychosis" – losing touch with reality, loss of interest in friends, family, sports, hobbies and other activities

Some users spend hundred or thousands of money on cocaine and crack each week and will do anything to support their habit. Many turn to drug selling, prostitution, or other crimes.

Cocaine and crack addicts often become unable to function sexually.

Even first time users may experience seizures or heart attacks, which can be fatal.

COMMONLY ABUSED DRUGS AND THEIR EFFECTS

SUBSTANCE & METHOD OF USE	EFFECTS
HALLUCINOGENS Hallucinogenic drugs are substances that distort the perception of objective reality. The most well-known hallucinogens include phencyclidine, otherwise known as PCP, angel dust, or loveboat; lysergic acid diethylamide, commonly known as LSD or acid; mescaline and peyote; and psilocybin, or "magic" mushrooms. Under the influence of hallucinogens, the senses of direction, distance, and time become disoriented. These drugs can produce unpredictable, erratic, and violent behavior in users that sometimes leads to serious injuries and death. The effect of hallucinogens can last for 12 hours. LSD produces tolerance, so that users who take the drug repeatedly must take higher and higher doses in order to achieve the same state of intoxication. This is extremely dangerous, given the unpredictability of the drug, and can result in increased risk of convulsions, coma, heart and lung failure, and even death	Physical risks associated with using hallucinogens: ▪ Increased heart rate and blood pressure ▪ Sleeplessness and tremors ▪ Lack of muscular coordination ▪ Sparse, mangled and incoherent speech ▪ Decreased awareness of touch and pain that can result in self-inflicted injuries ▪ Convulsions ▪ Coma; heart and lung failure Psychological risks associated with using hallucinogens: ▪ A sense of distance and estrangement ▪ Depression, anxiety and paranoia ▪ Violent behavior ▪ Confusion, suspicion and loss of control ▪ Flashbacks ▪ Behavior similar to schizophrenic psychosis ▪ Catatonic syndrome whereby the user becomes mute, lethargic, disoriented, and makes meaningless repetitive movements Everyone reacts differently to hallucinogens – there's no way to predict if someone can avoid a "bad trip"
CANNABIS SATIVA (MARIJUANA) Marijuana is the most widely used illicit drug in the United States and tends to be the first illegal drug teens use. It can be either smoked or swallowed.	Short term effects of using marijuana: ▪ Sleepiness ▪ Difficulty keeping track of time, impaired or reduced short term memory ▪ Reduced ability to preform tasks requiring concentration and coordination ▪ Increased heart rate ▪ Potential cardiac dangers for those with pre-existing heart disease ▪ Bloodshot eyes ▪ Dry mouth and throat ▪ Decreased social inhibitions ▪ Paranoia, hallucinations Long term effects of using marijuana: ▪ Enhanced cancer risk ▪ Decrease in testosterone levels for men; also lower sperm counts and difficulty having children ▪ Increase in testosterone levels for women; also increased risk of infertility ▪ Diminished or extinguished sexual pleasure ▪ Psychological dependence requiring more of the drug to get the same effect The physical effects of marijuana use, particularly on developing adolescents, can be acute. Marijuana blocks the messages going to your brain and alters your perceptions and emotions, vision, hearing, and coordination. A recent study of 1,023 trauma patients admitted to a shock trauma unit found that one-third had marijuana in their blood.





Source: National Institute on Drug Abuse, 2004

EFFECTS OF DRUG ABUSE

In several sources, it has been indicated that there are many effects of drug abuse. The effects can be classified as follows:

1. **Physiological/Physical Effects**
   - A. Systemic
     - a. Cardiac (Heart) Pathology – irregularity of heart beat, elevated or lowered blood pressure, chest pain, convulsions or death from cardiac arrest.
     - b. Pulmonary (Lung) Illnesses
     - c. Hepatic (Liver) Problems
     - d. Renal (Kidney) Diseases
   - B. General Health
     - a. Malnutrition or weight loss
     - b. Infections
     - c. Accidents
     - d. Blood Transmitted Disease
   - C. Usage
     - a. Tolerance – the individual needs more drugs to achieve the same effects they did previously with a smaller amount
     - b. Dependence – the substance becomes the central point to the individual's life and they can't function properly without it
     - c. Withdrawal – this happens when the individual reduced or stopped the substance use.
     - d. Overdose – the level of intoxication reaches a point where it begins to produce physical and/or psychological harm. This can lead to death.

2. **Psychological/Mental Health Effects**
   - A. Perception – auditory and visual hallucinations
   - B. Orientation – paranoia, psychosis
   - C. Memory
   - D. Judgement – depression that lead to suicide
   - E. Stress – either heightening or weakening of emotions

3. **Economic Effects**
   - A. Employment loss – individuals lose their effectivity and efficiency in the work place
   - B. Academic difficulties – for the youth, being unable to accomplish their course work can affect their performance at school and their grades
   - C. Financial problems – addiction to substance requires more monetary resources since the individual is forced to consume more of the substance to get their fix

4. **Social Effects**
   - A. Conflictual / Dysfunctional Relationships – an individual under the influence of drugs creates tension and conflict with their family members and among their peers that can result in broken relationships and abandonment.
   - B. Violence – some of the chemicals in the abused substance can impaired the mind to think illogically and to act aggressively that can have the individual act violently in social settings.
   - C. Safety – an individual under the influence of drugs can put someone in dangerous circumstances and can be prone to accidents.

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	→ Counseling
Regular Users	→ Counseling
Drug Dependent	→ Drug Rehabilitation
Mentally Ill Chemical Abuser (Substance Induced Psychosis)	→ Psychiatric Treatment

COMPREHENSIVE DANGEROUS DRUG ACT OF 2002

Comprehensive Dangerous Drugs Act of 2002 or Republic Act 9165 is an act that supersedes R.A. 6425 or the Dangerous Drugs Act of 1972. This amended law practices a more intensive approach against drug abuse, trafficking and enforcement. It also gives emphasis on the role of the educational system in information dissemination and prevention campaign. It re-evaluates the procedures, policies and programs concerning drug abuse. It highlights the importance of rehabilitation and reintegration of rehabilitated individuals to society.

These are some of the important provisions in the law:

UNLAWFUL ACTS AND PENALTIES

SEC. 5 Sale, Trading, Administration, Dispensation, Delivery, Distribution and Transportation of Dangerous Drugs and/or Controlled Precursors and Essential Chemicals

SEC. 6 Maintenance of a Den, Dive or Resort

SEC. 11 Possession of Dangerous Drugs

SEC. 15 Use of Dangerous Drugs

SEC. 19 Unlawful Prescription of Dangerous Drugs

DANGEROUS DRUGS TEST AND RECORD REQUIREMENTS

SEC. 36 Authorized Drug Testing

PARTICIPATION OF THE FAMILY, STUDENTS, TEACHERS AND SCHOOL AUTHORITIES IN THE ENFORCEMENT OF THE ACT

SEC. 46 Special Drug Education Center

PROGRAM FOR TREATMENT AND REHABILITATION OF DRUG DEPENDENTS

SEC. 54 Voluntary Submission of a Drug Dependent to Confinement, Treatment and Rehabilitation

SEC. 60 Confidentiality of Records under the Voluntary Submission Program

SEC. 61 Compulsory Confinement of a Drug Dependent who Refuses to apply under the Voluntary Submission Program

YOUTH'S IN DRUG ABUSE PREVENTION

As drug abuse and addiction is prevalent in younger generation, it is imperative that the youth take part in its prevention and rehabilitation efforts. Youth group or organizations can be a vehicle in which their community can help alleviate or eradicate the possibility of drug abuse. Whether individually or as a group, the youth is a good driving force that could shape the drug abuse prevention initiative of the country. Here are some ways the youth can step up in this endeavor:

1. **UNDERSTAND.** Know the concept and reality of drug abuse. Having a grasp of the addiction can help in avoiding it and watching out for others.
2. **LISTEN.** Open yourself up in the knowledge of the experts and experiences of others that have undergone the abuse. Hear the stories and get their lessons to heart.
3. **SHARE.** Share your knowledge and network in aiding others towards being informed and recognizing their role in drug prevention.
4. **ENCOURAGE.** Give your peers and family members a good push in the right direction whether its prevention or rehabilitation.
5. **SUPPORT.** Take part in activities beneficial in the drug abuse prevention initiative. Add your presence to the growing force tackling this issue.
6. **ORGANIZE.** Great minds think a like. Having a mutual goal, it is more purposeful to combine efforts and sources to create a bigger impact about the concern.
7. **INFORM.** Approached appropriate government agencies regarding incidents and cases of drug abuse.

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APPENDICES

REVISED IMPLEMENTING RULES AND REGULATIONS OF THE NATIONAL SERVICE TRAINING PROGRAM (NSTP)

Pursuant to Section 12 of Republic Act No. 9163 otherwise known as the National Service Training Program (NSTP) Act of 2001, the Commission on Higher Education (CHED), Technical Education and Skills Development Authority (TESDA), and Department of National Defense (DND), in consultation with concerned government agencies, the Philippine Association of State Universities and Colleges (PASUC), Coordinating Council of Private Educational Associations of the Philippines (COCOPEA), Non-Government Organizations (NGOs) and recognized student organizations, hereby jointly issue, adapt and promulgate the following implementing rules and regulations in implement the provisions of the Act.

Rule I GUIDING PRINCIPLES

Section 1. Guiding Principle. While it is 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 and promote the general welfare of the State, and in fulfillment thereof, the government may require each citizen to render personal military or civil service.

Section 2. Role of the Youth

a. In recognition of the vital role of the youth in nation building, the State shall promote civic consciousness among them and shall develop their physical, moral, spiritual, intellectual and social well-being. It shall inculcate the ideals of patriotism, nationalism, and advance their involvement in public and civic affairs.
b. As the most valuable resource of the nation, they shall be motivated, trained, organized and involved in military, literacy, civic welfare programs and other similar endeavors in the service of the nation.

Rule II DEFINITION OF TERMS

Section 3. As used in this Implementing Rules and Regulations (IRR), the following terms shall mean:

a. *"National Service Training Program" (NSTP)* – refers to the 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 the three (3) Program components, specifically designed to enhance the youth's active contribution to the general welfare;
b. *"Reserve Officers' Training Corps" (ROTC)* – refers to the Program component, 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" (LTS)* – refers to the Program component designed to train the students to teach literacy and numeracy skills to school children, out-of-school youths and other segments of society in need of their services;
d. *"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;
e. *"Program Component"* – refers to the service components of NSTP as defined herein;
f. *"Clustering"* – refers to the grouping of students enrolled to different schools and taking up the same NSTP component into one (1) group under the management and supervision of a designated school;
g. *"Cross Enrollment"* – refers to a system of enrollment were a student is officially enrolled in an academic program of an origin school but is allowed to enroll in the NSTP component of another accepting school; and
h. *"Non-Government Organization" (NGO)* – refers to any private organization duly accredited by CHED or recognized by TESDA.

Rule III PROGRAM IMPLEMENTATION

Section 4. Coverage

a. All incoming first year students, male and 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.

   The above provision, however, does not cover the following:

   a.1 Students who finished or graduated from a baccalaureate degree or two year technical-vocational or associate course and pursuing or enrolled in another or additional baccalaureate degree or two-year technical-vocational or associate course in SY 2003-2004, and;
   a.2 Students who completed any of the three NSTP components but considered freshmen to the course where they transferred or shifted.
   a.3 Foreign students or aliens

b. All higher and technical-vocational education institutions must offer at least one (1) of the NSTP components.

c. State Universities and Colleges (SUCs), shall offer the ROTC component and at least one (1) other NSTP component.

d. The Philippine Military Academy (PMA), Philippine Merchant Marine Academy (PMMA), and Philippine National Police Academy (PNPA) are exempted from the NSTP in view of the special character of these institutions. Other State Universities and Colleges of similar nature will be exempted subject to approval of the Department of National Defense.

e. Private higher 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).

Section 5. Program Components

a. The NSTP shall have the following components which the students can choose from as defined in Rule II, Section 3 hereof: The Reserve Officers Training Corps, Literacy Training Service (LTS), and Civic Welfare Training Service (CWTS).

b. All program components, the ROTC in particular, shall give emphasis on citizenship training and shall instill patriotism, moral virtues, respect for the rights of civilians and adherence to the Constitution.

c. The CHED, TESDA in consultation with the DND, and PASUC, COCOPEA and other concerned government agencies, may design and implement such other non-military training components as may be necessary in consonance with the provisions of R.A. 9163.

d. Within thirty (30) days from the approval of this revised IRR, the CHED, TESDA, and the DND shall jointly issue the minimum standards for the three (3) NSTP components which shall form part of these guidelines.

Section 6. Duration and Equivalent Course Unit

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

b. A One (1) Summer Program (OSP) in lieu of the two (2) semester program may be designed, formulated and adopted by the DND, CHED and TESDA, subject to the capability of the school and the AFP to handle the same.

c. Earned NSTP units shall not be included in the computation of Grade Point Average (GPA) grades of college graduating students.

Section 7. Clustering and Cross-Enrolment

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 students, shall allow their students to cross-enroll to other schools, irrespective or whether such school is under CHED or TESDA; and in the case of students taking the ROTC component, irrespective of whether the two semesters shall be taken from different schools whose ROTC are administered/managed by different branches of service of the AFP.

c. Students intending to cross-enroll shall be subject to the existing rules and regulations of the school of origin and the accepting school.

Section 8. Monitoring and Evaluation

a. Management

1. 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.
2. There should be an NSTP Office in each school or college/university headed by an NSTP Director or its equivalent position responsible for the implementation of the Program. Each of the NSTP components is considered a distinct and/or separate unit under the NSTP office, and the head of the unit shall report directly to the NSTP Director or its equivalent position.
3. A functional chart of the NSTP Office shall be structured based on the capability of the institution to sustain the component program being offered based on the number of enrollees.
4. In the case of ROTC, the school authorities and DND, subject to the policies, regulations and programs of DND on the military component of the training, shall exercise joint supervision over its implementation.

5. Schools which have contracted CHED-accredited or TESDA- recognized NGOs to formulate and administer training modules for any of the NSTP components shall jointly exercise such academic and administrative supervision with those NGOs. Within forty-five (45) days from approval and issuance of this IRR, the CHED, TESDA and DND shall issue the necessary guidelines for the accreditation of non-government organizations (NGOs) and training modules to be utilized by these NGOs.

b. Monitoring

1. CHED Regional Offices, TESDA Provincial/District Offices and DNDAFP (through the Major Service Reserve Commands), shall oversee and monitor the implementation of the NSTP under their respective jurisdiction, to determine if the trainings conducted are in consonance with the Act. These Sub Offices shall submit periodic reports to the Central Offices of CHED, TESDA and DND.

2. CHED deputized officials shall coordinate and conduct spot visits to actual NSTP activities.

3. At the end of every school year the Higher Education Institution shall submit an Annual Report to the CHED Regional Office copy furnished the Office of Student Services in electronic template, indicating the following:
   3.1 names who finished under each NSTP component,
   3.2 the programs, projects and activities undertaken with pictorials and documentation as much as possible, and
   3.3 financial statements on the funds collected, allocated and utilized.

   The annual report on NSTP by the university or college shall be made available to faculty, students and the general public in the NSTP Office.

   In regions with universities and colleges having two or more campuses, the university concerned shall consolidate the report before submission to CHED Regional Offices.

4. In cases of violations of guidelines, warnings and/or sanctions may be imposed to schools and accredited NGOs that disregarded or grossly violated the provisions of this implementing rules and regulations.

RULE IV FEES AND INCENTIVES

Section 9. Fees.

a. No fees shall be collected for any of the NSTP components except basic tuition which should not be more than fifty (50%) percent of the charges of the school per academic unit. NSTP tuition collected shall constitute a Trust Fund, which shall be exclusively used for the operation of the Program.
b. NSTP funds derived from NSTP-related operations shall serve as augmentation to sustain un-programmed activities of NSTP.
c. The unexpended fund balance shall be carried over to the next semester; provided, however, NSTP funds shall not be converted into savings at the expense of the proper implementation of the program
d. Subsidies from the government, any legal agency or institution appropriated for NSTP shall be included in the preparation of the program of expenditure and report on the utilization of funds.
e. Expenditures/disbursements shall be subjected to periodic audits by the proper school authorities and concerned NSTP officers;
f. The NSTP Director or its equivalent shall submit a comprehensive report on the utilization of the NSTP Funds by program component to the school head, two weeks after the end of every semester.
g. Rental space of school and other similar expenses shall not be charged to NSTP.

Section 10. Incentive, Insurance and Protection

a. Incentives
   1. A program of assistance/incentives for ROTC students shall be provided and administered by DND, in accordance with existing laws and regulations and subject to the availability of funds.
   2. A Special Scholarship Program and other forms of assistance and incentives for qualified NSTP students shall be administered by CHED and TESDA, with funds for the purpose to be included in the annual regular appropriations of the two agencies, subject to the availability of funds.
   3. The college or university may provide scholarship and other forms of assistance and incentives to qualified and deserving NSTP students, the funding of which shall come from available NSTP funds of the school.
   4. Personnel involved in the NSTP shall be provided honorarium and other incentives based on the standard policy set forth by the HEIs.

b. Insurance and Protection
   1. School authorities concerned, CHED and TESDA shall ensure that health and accident group insurances are provided for students enrolled in any of the NSTP components.
   2. Schools that already provide health and accident group insurance and collect the necessary fees for the purpose from their students as of the effectivity of this Rules, are deemed to have complied with this requirement.

Rule V ORGANIZATION OF NSTP GRADUATES

Section 11. Organization of NSTP Graduates

a. Graduates of the non-ROTC components of the NSTP shall belong to the National Service Reserve Corps (NSPC) and could be tapped by the State for literacy and civic welfare activities, especially in times of calamities through the joint efforts of DND, CHED and TESDA, in coordination with DILG, DSWD and other concerned agencies/associations.
b. The CHED, TESDA and DND, in consultation with other concerned government and non-government agencies, shall issue the necessary guidelines for the establishment, organization, maintenance and utilization of the National Service Reserve Corps.
c. Graduates of the ROTC program shall form part of the Citizen Armed Force pursuant to RA 7077, subject to the requirements of DND.

Rule VI MISCELLANEOUS PROVISIONS

Section 12. Certificate of Completion. Certificate of Completion with corresponding serial number issued by CHED, TESDA or DND, shall be awarded to students who have successfully complied with the program requirements.

Section 13. Information Dissemination. The CHED, TESDA and DND shall provide information on these Act and IRR to all concerned publics through different modes of disseminating information.

Section 14. Amendatory Clause

a. Section 35 of Commonwealth act No.1, Executive Order No. 207 of 1939, Section 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 the Act are hereby deemed amended and modified accordingly.

b. This Rules may be amended, modified, or replaced jointly by CHED, TESDA and DND, in consultation with PASUC, COCOPEA, NGOs and recognized student organizations.

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

Section 16. Effectivity. This rules shall take effect 15 days after publication in a newspaper of general circulation and shall remain in force and effect until revoked or amended.

Adopted and Issued on_____day of_____2006.

AVELINO CRUZ, JR.	CARLITO S. PUNO,	DPA Sec.AGUSTO "BOBOY"SYJUCO
Secretary, DND	Chairman, CHED	Director General, TESDA

HOW TO DO A CASE ANALYSIS

Step 1 A particular case or a problem situation will be given to the students to read, study, analyze and solve.

Step 2 The students shall be provided with problem questions or statements that will help them in focusing their reading and analyzing the case.

Step 3 Provide reading time. Give the participants ample time to read and re-read the case. Below are some tips on reading cases.

- Read through the whole case. If the case is divided into sections, read the titles of the subsections first to get a general idea of the whole case. After this, read the case line by line. Do not skim the material or skip sections.
- Pick out salient points and important ideas from the case. Salient ideas may take the form of problems, issues, concerns and activities.
- Write down notes on the margins of the paper.

Step 4 Ask the students to analyze the case breaking it down into the following:

- Define the central problem.
- Break down the problem into its main aspects or factors like activities or issues. Then, break down further the factors into elements.
- Query the elements, sift through the evidence, weigh the pros and cons, then arrive at conclusions.
- Think entirely different possibilities to the case.
- Let the students analyze first the elements, then the factors or aspects and ask them to come up with a solution to the central problem.

EXERCISE RUBRICS

CRITERIA	(60-70%)	(75-85%)	(90-100%)
Points	[12-14]	[15-17]	[18-20]
Conflict Identification [20]	The student, through the analysis presented, has overlooked possible conflicts from the situation provided.	The student was only able to recognize a single conflict from the case given.	The analysis provided demonstrates the student's recognition of multiple problems presented on the case.
Points	[12-14]	[15-17]	[18-20]
Plan of Action [20]	Plan of action given lacks clarity and direction.	The plan of action yielded some feasible plan in response to the problem cited.	The plan of action provided multiple specific, measurable, attainable and realistic steps on how the conflicts identified can be addressed.
Points	[3.00-3.50]	[3.75-4.25]	[4.50-5.00]
Deadline Compliance [5]	Document submission fell beyond two weeks from the set deadline.	Document is submitted one week later than the specified date of submission.	Document is submitted within the given deadline.
Points	[3.00-3.50]	[3.75-4.25]	[4.50-5.00]
Writing Style and Format [5]	Document follows a different format and manifests multiple incorrect spelling and grammatical errors.	Follows format, however, some misspelled words and some grammatical errors are present on the document.	The paper reflects no errors in terms of spelling and grammar and has followed the prescribed format.
CI + PA + DC + WSF = STUDENT'S TOTAL SCORE			

CASE ANALYSIS
FILIPINO IDENTITY AND MORAL STANDARD

24/7 SCHOOL LIFE: THE NSTP EXPERIENCE

Christopher is just one of the typical freshman students taking NSTP-CWTS. Still adjusting from high school life to college life, he braved himself as he takes on the Mapúan lifestyle. He meets old and new friends, get acquainted with the busy school schedule and get familiar with his surroundings and professors. As he went with his week, he noticed that his subjects include a course called NSTP100. Intrigued, he went to his first NSTP class. Here is his blog post for that day:

Christopher said:
What a day I had? It is a weekend, a Sunday at that! I was supposed to spend this day in the comforts of my home or at least inside a church with mu family. Yet, I have to wake up early and go to school. It isn't enough that I have to go to school every day even Sundays are not spared. I spend my family day at school listening to a boring lecture about this subject called NSTP. What is it anyways? Why do I have to spend long hours every Sunday for this course? If I heard it right from my facilitator, it is not even credited for my academic grades. It is just a requirement for graduation. So, why should I give attention to this course?

They say that it is all about community service. Well, I participate in my community's activities. I help as much as I can. Isn't that enough for a community service? My classmates told me that we will just clean streets and plant trees in the barangays. If that's what we will do every Sunday, what is the lecture and lessons for? Its too long for a community service class. I'll be sleeping the whole duration of the class and I won't be the only one. I know what I will do! I will just arrive late for class. As long as I attend the class, I will pass this course. It will be an easy pass for me. Then, in class, I'll just chat with my classmates or play my gadgets to pass the time. The activities are child's play. I am no longer a kid now, why play? I am in college already. I am mature now. I should be focusing my attention in studying my program. It serves a purpose to my career. Finally, I am just a student, I can't make a big difference in the world even if I want to. I still relay on my family for support, I can't help other people with their problems. It is just too big and too complicated for me. The government is there to do that, right? They should be the one responding to this problem and not students like me. I can't do anything about their problem.

I have no intention of taking this course but I have to. My parents insist that I finish this course. It is just too dragging. It is just too boring and I see no point in taking it.

GUIDE QUESTIONS:

1. As a student, how do you exercise the values being promoted by the University?
2. Other than the core values of the University, what other values do you think are being practiced by the Mapúans?
3. Suppose that Christopher is your friend. What pieces of advice can you give for him to appreciate the NSTP Program?

CASE ANALYSIS
NATIONAL SECURITY

Deliberate, Not Desperate:
The Philippines' National Security Strategy On The West Philippine Sea

by Julio S. Amador III and Edcel John A. Ibarra

There were arguments that the Philippine government should not have solely relied on international courts to manage the country's most pressing national security concern: the maritime disputes in the West Philippine Sea. Some commentators pointed out that the Philippines depended heavily on other countries (particularly the United States), that the government seemed complacent and lax in handling the disputes, that Filipinos could never retrieve the West Philippine Sea, and that the country was lacking external security and losing in its strategy. However, what these commentators missed was that filing an arbitration case against China formed only one part of a broader strategic framework. Indeed, the legal approach was not out of desperation but a deliberate component of the Philippine strategy on the West Philippine Sea.

The Philippine strategy

The Philippines did not simply bring China to court. Even before filing the case, the government had already wisely chosen to settle the dispute with an Arbitral Tribunal under Annex VII of the United Nations Convention on the Law of the Sea (UNCLOS), with a registry at the Permanent Court of Arbitration (PCA), rather than with the other international courts listed by the Convention. Unlike in those other courts, states influence the ad hoc selection of the judges in the Arbitral Tribunal: disputants each choose one tribunal member and agree on the remaining three from a closed list of potential members, for a total of five tribunal members. The Philippines naturally appointed a judge who espoused an aligned jurisprudence. Meanwhile, China refused to participate in the entire process, thereby also relinquishing its privilege to appoint a judge. The President of the International Tribunal for the Law of the Sea (ITLOS) appointed the other four tribunal members instead, as per UNCLOS.

As it awaited the decision, the government also enlisted the help of the international community to make China abide by the eventual ruling. Since the submission of the case to the arbitral tribunal in 2013, Philippine diplomats had been engaging their counterparts in their countries of assignment to support the country's position. By asking support, the Philippines created an international pro-compliance constituency that China cannot ignore now that the tribunal had released its decision. The strategy had been historically tested: rallying the international community can tame intransigent states. In Nicaragua v. United States, Nicaragua successfully lobbied the UN General Assembly to adopt a resolution that the United States comply with the ruling of the International Court of Justice. Similarly, in Netherlands v. Russia, Greenpeace, in whose behalf the Netherlands filed a case at ITLOS, generated enough international attention on the case, which pressured Russia to eventually release the detainees.

Arbitration fell under the legal track of the government's three-track approach to the disputes. Alongside it, the Philippines maintained multilateral cooperation with regional stakeholders through ASEAN—the political track—and continued bilateral discussions with China—the diplomatic track. Apparent failures in the political track (the failure of ASEAN to issue a joint communiqué on the South China Sea disputes) and the diplomatic track (a stalemate in the bilateral consultations with China on the disputes after the standoff at Scarborough Shoal) in 2012 had ultimately prompted the Philippines to file the arbitration case in 2013, but this did not preclude it to continue engaging ASEAN and China.

Indeed, there had also been improvements on these two tracks. On the political track, ASEAN had been identifying developments in the South China Sea as a cause of regional concern in its joint communiqués since 2013. On the diplomatic track, the Philippines maintained bilateral discussions with China on other, non-contentious issues. In fact, in terms of economic relations, the Philippines' total trade with, foreign direct investment from, and official development assistance from China since 2013 had indicated no clear sign of deterioration.

"The Philippine strategy on the West Philippine Sea is therefore a comprehensive package of legal, political, diplomatic, and defense approaches."

The government's overall diplomatic strategy went with a defense plan as well. The Philippines embarked on strengthening its defense relations with allies while improving its own military capabilities. On defense relations, the Philippines, among others, adopted the Enhanced Defense Cooperation Agreement with the United States, agreed in principle on the transfer of defense equipment and technology with Japan, and signed a strategic partnership agreement with Vietnam. On defense-capability improvement, spending for the security sector had generally been increasing since 2010 when President Benigno S. Aquino III assumed office. In fact, in 2013, real defense spending exceeded three billion USD at 2014 prices for the first time in history. This growing appropriation, in turn, allowed the Armed Forces of the Philippines (AFP) to continue modernizing its assets.

Filling in the gap in public diplomacy

The Philippine strategy on the West Philippine Sea was therefore a comprehensive package of legal, political, diplomatic, and defense approaches, but, as noted above, Filipinos might not have necessarily viewed it as such. The salience of negative perceptions pointed to a gap in the efforts of the Department of Foreign Affairs (DFA) to communicate the Philippine strategy on the disputes, a gap that could have been remedied through more public diplomacy. For its part, the DFA had been keen to explain the legal approach to the domestic public. For instance, the department's spokesperson had been going around the country to discuss the arbitration case with local stakeholders. But, in addition, there should have been efforts to support local government units—especially those that administer the contested areas—and educational institutions to conduct information campaigns on their own. There should have been a wider presence in social media, too. In terms of content, the government's legal efforts could have been contextualized in the bigger picture of the Philippine strategy, because the connection might not necessarily have been automatically construed. Ultimately, there should have been extra effort to convince the domestic public that going to arbitration was the country's best option, as the alternatives—multilateral balancing through ASEAN, bilateral negotiations with China, and, most especially, military confrontation—indicated slim success at that time. Past efforts moreover indicate that there are improvements on the political, diplomatic, and defense aspects. After all, the flexibility of the Philippine strategy made it possible to pursue different strategies simultaneously.

Source: http://www.fsi.gov.ph/wp-content/uploads/2016/08/2016-0714-Vol-3-No-9-Deliberate-Not-Desperate-PH-Strategy-on-WPS-Amador-Ibarra.pdf

GUIDE QUESTIONS:

1. How significant is the issue regarding safeguarding our national security? What are the important measures the Philippines is making in order to ensure are national security?
2. Do you agree to the measures our country is doing to ensure our national security? If yes, what are your reason to state that the country is on the right track? If no, what are your suggestions or alternative measures to secure our national territory?
3. As a student, how can you contribute in safeguarding our national security? What are your everyday activities and actions that reflects our effort towards national security?

CASE ANALYSIS
ENVIRONMENTAL AWARENESS & PROTECTION

NATURE RESERVE INSTITUTE AND BARANGAY BAYALSE

The Nature Reserve Institute is a Non-Government Organization (NGO) that caters to different barangays in attending to their environmental issues. They provide their expertise in aiding the community for planning their environmental preservation efforts.

Recently, the Institute receives a new project. For the span of six (6) months to a year, the group will help Brgy. Bayalse in their environmental concerns. Here is their profile sheet:

COMMUNITY PROFILE SHEET	
BARANGAY NAME:	BARANGAY BAYALSE
CAUSE DIAGNOSIS:	The area is currently hit by extensive and sporadic effects of global warming or climate change.
CURRENT SITUATION:	Excessive heat has been the customized situation of the barangay over a long period of time. The residents regard it as normal condition of the area and take it as a gift from God that there are no incidents of deaths and/or destruction of properties. However, for the past couple of months, their condition is getting alarming. The rain fall is unpredictable, it gave no sign when it will start and when it will stop. Oftentimes, it lasts for 2-3 days continuously. If its not raining, the community experiences a long duration of drought.
PHYSICAL EFFECT/S:	1. FLOODING: Many residents have left the community and a large number are evacuated in other areas. Many have lost their valuable properties damaged during the unexpected midnight flooding. Some of the homes have already disappeared below the muddy water. 2. LANDSLIDES: Due to the soil structure that does not permeate water easily, whenever it rains, it causes landslides. This resulted to loss of properties, lives and causes road accidents. 3. DROUGHT: Months of dry weather results to food shortages and uncultivated farm lands.
ECONOMIC EFFECT/S:	1. LIVELIHOOD ACTIVITIES DISRUPTION: The crop farming activities which is regarded as their major means of livelihood is consistently being disrupted by the unpredictable weather. Their alternative source of income which is fishing is also hindered by the constant flood. 2. UNDELIVERABLE COMMODITIES AND SUPPLIES: The community is unreachable during and after a flood or landslides.
PSYCHO-SOCIAL EFFECT/S:	1. FEARS/ANXIETY OF THE PEOPLE: There is a constant fear in the people every time they hear about a bad weather. They fear the possibility of lives and property loss. 2. HELPLESSNESS: The residents feel hopelessness and wait for God's mercy. 3. CONFUSION: They are at a loss to what is happening in their area and what proper action to take to remedy the current situation.

GUIDE QUESTIONS:

1. What are the different problems have you identified upon reading the community situation of Brgy. Bayalse?
2. What steps can you propose in response to the concerns you have enumerated?
3. If you are living in this community, as a student, what can you do to solve the concerns and issues of Brgy. Bayalse?

CASE ANALYSIS
DISASTER AWARENESS, PREPAREDNESS AND MANAGEMENT

RESEARCH GROUP URGES MORE ACCESSIBLE EARTHQUAKE INFORMATION TO FILIPINOS

By Rappler Jene-Anne Pangue Posted last 03 May 2019

MANILA, Philippines – Are Filipino households prepared for a strong earthquake?

A study released on Wednesday, May 1, showed that most Filipino households hardly have earthquake preparedness plans. This lack of preparation was the reason the Harvard Humanitarian Initiative (HHI) urged disaster risk reduction and management (DRRM) offices to ensure that information on earthquakes are accessible and comprehensible to all, especially among the less educated Filipinos.

HHI's study, through its DisasterNet Philippines project, was gathered from a nationwide household survey conducted between March and April 2017, with a total of 4,368 interviews. There were 240 household respondents in each of the 18 regions, except with the National Capital Region (NCR), where more were tapped for the survey.

Coincidentally, the results of the survey were released just a few days after strong earthquakes jolted Luzon and Visayas.

Need for a boost

HHI Resilient Communities Program Director Vincenzo Bollettino said in a statement that timely access to disaster information and plans for what to do during an earthquake can save lives.

"Filipinos should be aware of the Department of Interior and Local Government's (DILG) guidelines on disaster preparedness (Operation Listo) and acquaint themselves with evacuation routes, evacuation shelter locations and should have emergency kits prepared," Bollettino added.

The study showed that the highly educated members of the household were more likely to have earthquake disaster plans (below 10%) than the less educated ones (below 5%).

More highly educated respondents of the survey and heads of household were more likely to have a plan in case of earthquakes.

The familiarity on the Philippine Institute of Volcanology and Seismology (Phivolcs) Earthquake Intensity Scale (PEIS), a seismic scale used to measure the intensity of a temblor, was more common at 62% among households with members who completed tertiary education and have skilled professionals.

This is followed at 49% by households with a member who finished secondary education, 35% for those with a member who graduated from primary school, and only 24% for households without members who either reached or finished any school level.

Even before the magnitude 6.1 earthquake jolted Central Luzon on April 22, this region, along with Western Visayas only showed 3% of preparedness planning at the household level.

The least prepared regions at 1% each were Ilocos Region and Cagayan Valley. Near the bottom at 2% preparedness were Bicol, Zamboanga Peninsula, and Soccsksargen.

Central Visayas reported the highest level of preparedness at 15%, while Metro Manila, which was also hit by the recent earthquake ranked at the second highest level of preparedness planning at 13% before the disaster happened.

Other factors

Familiarity with PEIS were more common at 51% among younger respondents at 18 to 35-years old than the older Filipinos. This was followed by Filipinos with ages 36-55 at 48% and only 43% for 56 and older.

The survey also showed that households dependent on agriculture or fishing as their main livelihood are less likely to have an earthquake management plan at 3%, than skilled and unskilled workers at 8%.

Communications coordinator of HHI DisasterNet Philippines Mark Toldo said that the study aims to present specific data for each type of disaster after its general study on the perceptions of disaster resilience and preparedness in the Philippines.

"What we're doing right now is we're getting specific data from the results of the survey on each type of disaster such as earthquake. The other month, we released some data on drought. We hope to release more specific data in the coming months," Toldo said.

GUIDE QUESTIONS:

1. Do you agree or disagree with the article? Why? State stories or read articles regarding this.
2. How can we remedy the problem presented in the article? State concrete actions or solutions.
3. How can you aid the government and the community in being disaster ready?

CASE ANALYSIS
SUBSTANCE ABUSE EDUCATION

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 hardcore 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 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 the 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 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 the 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 everyday, 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 drugs 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 though the truckloads of garbage, dirty clothes and other things I can't seem to remember if its 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 in weight. A few months later, my family found me. They took me home, their frail, lanky and almost lifeless daughter.

GUIDE QUESTIONS:

1. What are the things that push Cecilia to get involved with drugs? What are its effects on her life?
2. What can she and her family do in order to aid her in her predicament? Kindly chart or list down your treatment or rehabilitation regiment?
3. Suppose that Cecilia is your friend. What pieces of advice can you give for her in order for her to take a step towards staying away from drugs and maintaining a clean, drug-free life?

ADDITONAL RESOURCES

TITLE	WEBSITE	QR CODE
Republic Act 7722 Higher Education Act of 1994	http://www.officialgazette.gov.ph/downloads/1994/05may/19940518-RA-07722-FVR.pdf	
Republic Act 9163 The National Service Training Program Law	https://www.officialgazette.gov.ph/2002/01/23/republic-act-no-9163/	
Philippine Constitution	https://www.officialgazette.gov.ph/constitutions/1987-constitution/	
Republic Act 8491 Flag Heraldic Code of the Philippines	https://www.officialgazette.gov.ph/1998/02/12/republic-act-no-8491/	
Republic Act 9418 Volunteer Act of 2007	https://www.officialgazette.gov.ph/2007/04/10/republic-act-no-9418/	
Executive Order No. 579 Encouraging the Formulation and Implementation of Green Philippines Programs through the National Service Training Program (NSTP)	https://www.officialgazette.gov.ph/2006/11/30/executive-order-no-579-s-2006/	
Republic Act 9512 Environmental Awareness and Education Act of 2008	https://www.officialgazette.gov.ph/2008/12/12/republic-act-no-9512/	
Republic Act 9003 Ecological Solid Waste Management Act of 2000	https://www.officialgazette.gov.ph/2001/01/26/republic-act-no-9003-s-2001/	
Republic Act 9275 Philippine Clean Water Act of 2004	https://www.officialgazette.gov.ph/2004/03/22/republic-act-no-9275/	
Republic Act 9729 The Climate Change Act of 2009	https://www.officialgazette.gov.ph/2009/10/23/republic-act-no-9729/	
Republic Act 6969 Toxic Substances and Hazardous and Nuclear Wastes Control Act of 1990	https://www.officialgazette.gov.ph/1990/10/26/republic-act-no-6969/	
Republic Act 8435 Agriculture and Fisheries Modernization Act of 1997	https://www.officialgazette.gov.ph/1997/12/22/republic-act-no-8435-s-1997/	
Republic Act 8749 Philippine Clean Air Act of 1999.	https://emb.gov.ph/wp-content/uploads/2015/09/RA-8749.pdf	

TITLE	WEBSITE	QR CODE
Republic Act 9512 National Environmental Awareness and Education Act of 2008	https://www.lawphil.net/statutes/repacts/ra2008/ra_9512_2008.html	
Republic Act 9513 Renewable Energy Act of 2008	https://www.lawphil.net/statutes/repacts/ra2008/ra_9513_2008.html	
Republic Act 10121 Disaster Risk and Reduction Management	https://www.lawphil.net/statutes/repacts/ra2010/ra_10121_2010.html	
Republic Act 9165 Comprehensive Dangerous Drug Act of 2002	https://www.lawphil.net/statutes/repacts/ra2002/ra_9165_2002.html	