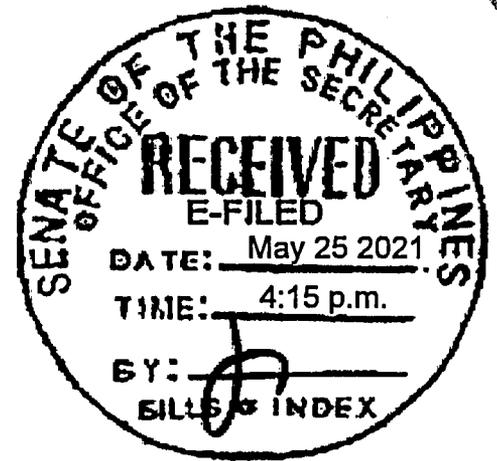


EIGHTEENTH CONGRESS OF THE
REPUBLIC OF THE PHILIPPINES
Second Regular Session

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SENATE

S.B. No. 2236

Introduced by
SENATORS VICENTE C. SOTTO III and WIN GATCHALIAN

AN ACT
INCORPORATING A DRUG ABUSE PREVENTION PROGRAM
IN SUBJECTS FROM GRADES 7 TO 12 UNDER THE K TO 12 BASIC
EDUCATION CURRICULUM, MANDATING CAPACITY BUILDING ON
DRUG ABUSE PREVENTION FOR TEACHERS, TEACHING DRUG ABUSE
PREVENTION TO PARTNERS, APPROPRIATING FUNDS THEREFOR, AND
FOR OTHER PURPOSES

EXPLANATORY NOTE

One of the worst forms of child labor, according to the International Labour Organization, is the use, procuring or offering of a child for illicit activities, in particular for the production and trafficking of drugs.¹ Production and trafficking of drugs may also entice minors and the youth to use and abuse these illegal substances. The Dangerous Drugs Board ("DDB"), the policy making and strategy-formulating body in the planning and formulation of policies and programs on drug prevention and control,² annually makes a report on the statistics on the profile of drug abusers to identify the individuals with problems on drug abuse in the country.

¹ Article 3 (c) of the International Labour Organization C.182 (Worst Forms of Child Labour Convention, 1999).

² <https://www.ddb.gov.ph/transparency-seal/about-us/mandate>. Accessed on June 9, 2020.

Based on the DDB's report, for calendar years 2017 and 2018, 27.32% and 28.14% of the population, respectively, who abused illegal drugs reached high school level. The statistics reveal that the illegal drugs commonly abused were methamphetamine hydrochloride or *shabu*, contact cement or rugby, cannabis or marijuana, and ecstasy.³ The figures further show that regardless of the level of educational attainment, individuals remain vulnerable to drug abuse. Hence, this bill is being introduced to establish a more developed school-based education for drug abuse prevention – a Drug Abuse Prevention Program – in the basic education system.

According to the United Nations Office on Drugs and Crime, drug abuse prevention has three (3) main components: (1) demand reduction strategies; (2) supply reduction strategies; and (3) strategies to mitigate the negative health and social consequences of drug use. Demand reduction strategies aim to reduce the desire and willingness to obtain and use drugs and to prevent, reduce or delay the uptake of drug use. Supply reduction strategies aim to disrupt the production and supply of illicit drugs, as well as limit the access and availability of licit drugs in certain contexts. Strategies to mitigate the negative health and social consequences of drug use aim to reduce the impact of drug use and drug-related activities on individuals and communities.⁴

Through this bill, demand reduction strategies and strategies to mitigate the negative health and consequences of drug use are sought to be implemented effectively. The bill likewise strengthens the provisions of Republic Act No. 9165 or the "Comprehensive Dangerous Drugs Act of 2002" on integrating the following instructions in subjects from Grades 7 to 12 under the K to 12 basic education curriculum of all public and private schools: (1) adverse effects of the abuse and misuse of dangerous drugs on the person, the family, the school, and the community; (2) preventive measures against drug abuse; (3) health, socio-cultural, psychological, legal and economic dimensions and implications of the drug problem; (4) steps to take when intervention on behalf of a drug dependent is needed, as well as

³ <https://www.ddb.gov.ph/component/content/category/45-research-and-statistics>. Accessed on June 9, 2020.

⁴ United Nations Office on Drugs and Crime, 2014. *School-Based Education for Drug Abuse Prevention*, p. 12.

the services available for the treatment and rehabilitation of drug dependents; and (5) misconceptions about the use of dangerous drugs such as, but not limited to, the importance and safety of dangerous drugs for medical and therapeutic use as well as the differentiation between medical patients and drug dependents in order to avoid confusion and accidental stigmatization in the consciousness of the students.⁵

The Drug Abuse Prevention Program is a responsive and inclusive program which aims to equip the young generation of Filipinos with critical information and skills on drug abuse prevention - aspiring to safeguard and protect their lives and their future. The passage of this bill is thus earnestly sought.



VICENTE C. SOTTO III

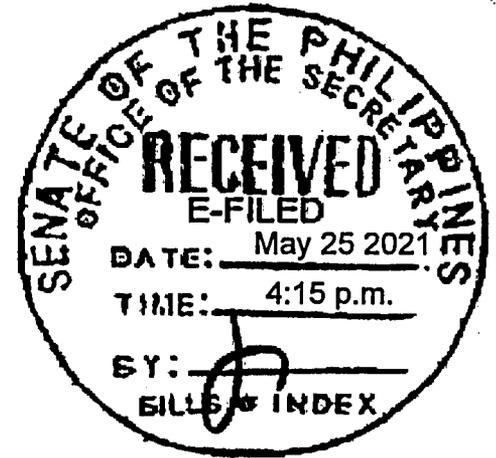


WIN GATCHALIAN

⁵ Section 34, Article IV of RA No. 9165.

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PREVENTION TO PARTNERS, APPROPRIATING FUNDS THEREFOR, AND
FOR OTHER PURPOSES**

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

1 Section 1. *Short Title.* – This Act shall be known as the “Drug Abuse
2 Prevention Program in Basic Education Act”.

3

4 Sec. 2. *Declaration of Policy and Objectives.* – The use of illegal drugs
5 has been one of the most pressing concerns in the country as minors and the
6 youth are continuously being utilized in the conduct of illegal drug activities
7 due to their tender age and vulnerability.

8 Hence, it is the policy of the State to protect minors and the youth from
9 drug abuse and exploitation by providing them quality education at the early
10 stages of their development in order to empower them to make their own

1 informed choices by equipping them with critical and relevant information on
2 drug abuse.

3 Pursuant to said policy, this Act aims to attain the following objectives:

4 a) To educate minors and the youth on the types of harmful and illegal
5 drugs and their pernicious effects to one's health through the program's
6 incorporation in subjects from Grades 7 to 12 under the K to 12 basic
7 education curriculum of the Department of Education ("DepEd"); and

8 b) To provide minors and the youth personal and social skills on drug
9 abuse prevention by discussing important matters such as the enhancement
10 of self-esteem at the early stages of personal development, anger management
11 and conflict resolution, risk assessment and decision making, interpersonal
12 and communication issues, and positive alternatives to drug use, among
13 others.

14

15 *Sec. 3. Incorporating a Drug Abuse Prevention Program in Subjects from*
16 *Grades 7 to 12 under the K to 12 Basic Education Curriculum of the DepEd. –*

17 All public and private basic education institutions shall be required to
18 incorporate a Drug Abuse Prevention Program in subjects from Grades 7 to 12
19 which are included under the K to 12 basic education curriculum of the
20 DepEd:

21 a) Grades 7 to 10 – Health;

22 b) Grade 11 – Physical Education and Health; and

23 c) Grade 12 – Personal Development.

24 The DepEd shall collaborate with the Department of Health ("DOH"),
25 the Dangerous Drugs Board ("DDB"), and relevant non-governmental
26 organizations ("NGOs") involved in drug demand reduction, to strengthen the
27 implementation of the program in subjects from Grades 7 to 12 under the K
28 to 12 basic education curriculum and formulate policies, guidelines, or rules
29 and regulations for this purpose.

30 Learners, school personnel, parents, drug counselors, and health
31 workers shall likewise be consulted on the prevalence of drugs in the

1 community and the personal and social context of the use of particular drugs
2 prior to the formulation of policies, guidelines, or rules and regulations on
3 the implementation of the program. The content of the program shall be in
4 consonance with the standards set by the aforementioned government
5 entities.

6

7 *Sec. 4. Contents of the Drug Abuse Prevention Program.* – The Drug
8 Abuse Prevention Program, in the subject “Health” for the secondary level,
9 particularly for Grades 7 to 10, shall discuss the general principles on drug
10 abuse and mental and emotional health such as, but not limited to, the
11 following:

- 12 a) Types of harmful and illegal drugs and their pernicious effects on
13 one’s body such as having a weak immune system, heart condition,
14 nausea, and abdominal pain, among others;
- 15 b) Ways that drugs can get into the body;
- 16 c) Possible effects of the use of drugs on the health of others;
- 17 d) Development of decision-making skills that will help learners to
18 improve their quality of life and properly deal with negative
19 situations such as, but not limited to, peer pressure which may
20 lead to drug abuse;
- 21 e) Information on helping students manage anger and resolve
22 conflicts to prevent them from using drugs;
- 23 f) Enhancement of self-esteem; and
- 24 g) Basic concepts and ideas on how to follow laws and the
25 consequences of disobeying laws.

26 The Drug Abuse Prevention Program, in the subjects “Physical
27 Education and Health” and “Personal Development” for Grades 11 and 12,
28 respectively, shall focus on the study of the surroundings and circumstances
29 which may easily affect learners such as, but not limited to, the following:

- 1 a) Environment of the learner and the affairs that he or she faces
- 2 everyday which may prompt him or her to use and abuse illegal
- 3 drugs;
- 4 b) Guidance on how to respond to circumstances which may involve
- 5 high risks and low gain choices and observation on different types
- 6 of attitudes, behaviors, and emotional reactions on drug abuse;
- 7 c) Learning and developing anger management, conflict resolution,
- 8 risk assessment, decision-making, interpersonal, and
- 9 communication skills; and
- 10 d) Further cultivation of human values, importance of community,
- 11 and seeking aid from guidance counselors, adults, and authorities
- 12 when dealing with problems related to drug abuse.

13
14 *Sec. 5. Capacity Building and Training for Teachers on Drug Abuse*
15 *Prevention.* – The DepEd, in consultation with DDB, the DOH, and relevant
16 NGOs, shall establish and provide capacity building and training courses for
17 teachers on drug abuse prevention to assist them in the employment of
18 appropriate learning strategies and resources. The courses shall be constantly
19 evaluated by the DepEd, in consultation with the DDB and the DOH, to ensure
20 their sustainability.

21 The DepEd shall require that all teachers continuously receive the
22 capacity building and training courses necessary on drug abuse prevention.
23 Attendance to these courses shall be considered as compliance with the
24 corresponding completed hours of the required trainings of the Civil Service
25 Commission (“CSC”) for purposes of promotion as may be applicable.

26 To the extent funds are made available for this purpose, the Local School
27 Boards shall require their local public schools to make available to teachers
28 the capacity building and training courses on drug abuse prevention provided
29 by the DepEd. To the extent possible, these courses shall be conducted at a
30 DepEd-approved location which is most conveniently situated near the local
31 public school.

1 **Sec. 6. Capacity Building and Training for Partners.** – The Local
2 Government Academy (“LGA”) of the Department of the Interior and Local
3 Government (DILG), in coordination with the DepEd, the DDB, and the DOH,
4 shall likewise develop a basic course on drug abuse prevention for the Local
5 School Board that shall serve as a partner in the implementation of the
6 program for the learners. The content of the course shall include basic
7 principles on the types of illegal drugs, their harmful effects, and how the
8 partners can teach and guide minors and the youth on matters related to drug
9 abuse. The basic course shall be constantly evaluated by the DepEd, in
10 consultation with the LGA, the DDB, and the DOH, to ensure its
11 sustainability.

12
13 **Sec. 7. Assessment and Evaluation of the Drug Abuse Prevention Program**
14 **and Other Reportorial Requirements.** – The DepEd shall conduct assessment
15 and evaluation to properly ascertain the sustainability, significance, and
16 impact of the program on its learners. It shall submit to both Houses of
17 Congress and the DDB, not later than May 31 of every year, a report on all
18 activities related to the program that were conducted during the school year
19 and any proposed amendments to the guidelines and rules and regulations
20 on drug abuse prevention.

21
22 **Sec. 8. Appropriations.** – The amount necessary for the implementation
23 of this Act shall be charged against those authorized in the current
24 appropriations of the DepEd and the DILG. Thereafter, the amount necessary
25 for the continued implementation of this Act shall be included in the annual
26 General Appropriations Act.

27
28 **Sec. 9. Implementing Rules and Regulations.** – The DepEd, in
29 consultation with the DDB, shall jointly promulgate the implementing rules
30 and regulations (IRR) to implement the provisions of this Act and issue the
31 same within sixty (60) days from its effectivity.

1 The IRR issued pursuant to this section shall take effect thirty (30) days
2 after its publication in a newspaper of general circulation.

3

4 Sec. 10. *Separability Clause.* – If any part, section or provision of this Act
5 is declared invalid or unconstitutional, the other parts thereof not affected
6 thereby shall remain in full force and effect.

7

8 Sec. 11. *Repealing Clause.* – All laws, acts, presidential decrees,
9 executive orders, administrative orders, rules and regulations, or parts
10 thereof inconsistent with or contrary to the provisions of this Act are hereby
11 modified, amended, or repealed accordingly.

12

13 Sec. 12. *Effectivity.* – Notwithstanding the non-issuance of the IRR, this
14 Act shall take effect fifteen (15) days after its publication in the Official
15 Gazette or in a newspaper of general circulation.

Approved,