



Republic of the Philippines  
Department of Education



AUG 26 2005

DepED ORDER  
No. 50 s. 2005

**REVISED IMPLEMENTING GUIDELINES ON THE IMPLEMENTATION  
OF CITIZENSHIP ADVANCEMENT TRAINING (CAT) IN BOTH  
PUBLIC AND PRIVATE SECONDARY SCHOOLS**

To: Regional Directors  
Schools Division/City Superintendents  
Heads, Public and Private Secondary Schools

1. In order to ensure the effective implementation of the Citizenship Advancement Training (CAT) in both public and private secondary schools, the Regional and Division Offices are strongly advised to monitor its implementation and ensure that the guidelines are strictly complied with.

2. The following are enclosed to provide guidance to the implementers:

Enclosure 1 - Revised Implementing Guidelines of the Citizenship Advancement Training for both Public and Private Secondary Schools

Enclosure 2 - Roles of the Stakeholders

Enclosure 3 - Program Competencies

3. The Regional and Division Offices are advised to submit the names, designations and contact numbers of their respective CAT Coordinators to the Bureau of Secondary Education, Attention: Curriculum Development Division at fax no. 632-77-46 for the purpose of facilitating the implementation of the program.

4. Immediate dissemination of this Order is directed.

*R. C. Bacani*  
**RAMON C. BACANI**  
Undersecretary  
Officer-In-Charge

Encls.: As stated

Reference: DepED Order: No. 52, s. 2004

Allotment: 1—(D.O. 50-97)

To be indicated in the Perpetual Index  
under the following subjects:

CHANGE  
POLICY  
STUDENTS  
TRAINING PROGRAMS

**REVISED IMPLEMENTING GUIDELINES  
OF THE CITIZENSHIP ADVANCEMENT TRAINING (CAT)  
FOR BOTH PUBLIC AND PRIVATE SECONDARY SCHOOLS**

Citizenship Advancement Training (CAT) is a restructuring of the Citizens Army Training, and is a component of Makabayan, separate from MAPEH in the Fourth Year. It aims to enhance the students' social responsibility and commitment to the development of their communities and develop their ability to uphold law and order as they assume active participation in community activities and in assisting the members of the community specially in times of emergency.

The components of the CAT program are:

*Military Orientation* provides learning opportunities for the students to gain knowledge, skills and understanding of the rights and duties of citizenship and military orientation with focus on leadership, followership, and personal discipline.

*Community Service* refers to any activity that helps achieve the general welfare and the betterment of life of the members of the community, or enhancement of its facilities especially those devoted to improving health, education, safety, recreation and morale of the citizenry.

*Public Safety and Law Enforcement Service* encompasses all programs and activities which are contributory to the maintenance of peace and order and public safety and observance of and compliance with laws.

**Course Requirement**

- The Program is a requirement for graduation for all Fourth Year high school students in both public and private secondary schools.
- The minimum requirement for the Course shall be completion of any or a combination of its three program components, for a period of thirty-five (35) hours in a school year. The school shall determine the program component that shall be offered in consultation with the teacher-facilitators, PTCA and representatives of the Student Body Organization. Classes maybe conducted during Saturdays upon the approval of the School Head and PTCA.
- A "Passed" rating shall be a requirement for eligibility in the selection of honor students.

### **Rating System**

CAT shall be a separate component of MAKABAYAN along with Araling Panlipunan (AP), Edukasyon sa Pagpapahalaga (EP), Technology and Livelihood Education (TLE), and Music, Arts, PE and Health (MAPEH).

It shall be rated on a **Pass-Fail** basis. The computation of the student's grade shall be reflected in the class record of the teacher using the following criteria as basis for passing or failing:

Periodical Test	25%
Quizzes	10%
Participation/Performance	40%
Output/Project	25%
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	100%

*There shall only be one mark or rating for CAT within the school year.*

### **Medium of Instruction**

English may be used as the medium of instruction during classes.

### **Uniform and Training**

- School uniforms or P.E. uniforms shall be used and no other uniforms like fatigue and combat shoes shall be required.
- Cadet Officers Candidate Course (COCC) or Cadet Officers Training Course (COTC) and bivouacs are strictly prohibited.
- Tactical inspections, presentation of sponsors, CAT graduation rites, and similar activities are likewise strictly prohibited.

### **Certification of course completion**

The teacher-facilitator shall issue a certification to the student within two weeks upon completion of the program requirements.

### **Teaching Load**

The teaching load of the teacher-facilitators in the program shall follow the provisions in item No. 7 of DepEd Order No. 43, s. 2002, entitled "The 2002 Basic Education Curriculum" dated August 29, 2002. One class hour is equivalent to one teaching load.

### **Exemption from the Program**

- Aliens and members of families of diplomatic corps shall be exempted from CAT.
- The following previous issuances granting exemption to Scouts and Girl Scouts from taking CAT shall still be observed:
  - DECS Order No. 106, s. 1998      Revised Rules on the Exemption of Scouts from CAT
  - DECS Order No. 30, s. 1999      Revised Rules on the Exemption of Girl Scouts from CAT

### **Coordinatorship of the program**

- A Regional Supervisor, preferably the MAPEH supervisor, shall be designated as Regional Coordinator who shall monitor the activities of CAT at the regional level.
- A Division Supervisor, preferably the MAPEH supervisor, shall likewise be designated as Division Coordinator. He/she shall monitor the implementation of CAT at the division level and submits periodic reports to the Regional Coordinator.
- Any Makabayan head teacher, preferably the MAPEH head teacher, may be designated as School Coordinator, otherwise the Principal shall assume the responsibility. He/she shall supervise the teacher-facilitators in the implementation of CAT and shall submit periodic reports to the Division Coordinator on the activities conducted in the course of implementing the program.

(Enclosure 2 to DepED ORDER No. 50s. 2005)

### **Role of the Stakeholders**

- *Barangay Chairman*

1. Facilitate the conduct of community service activities of the students at the barangay level
  - 1.1 Designate Purok Leaders who will coordinate the activities in their respective areas and will ensure students' safety and security
  - 1.2 Facilitate the provision of medical assistance through the barangay health center in case of emergency
2. Plan with the teacher-facilitators and school head the activities to be undertaken by the students in the community, the time frame required, the arrangements to be made and the people in the community who will be involved
3. Assist in monitoring the implementation of the program at the barangay level and provide feedback to the school head and teacher-facilitators.

- *School Head*

1. Designate the CAT teacher-facilitators
2. Assist the teacher-facilitators in the implementation of the Citizenship Advancement Training (CAT)
3. Coordinate with the barangay chairman the community activities of the students
4. Plan with the teacher-facilitators and the barangay chairman the activities to be undertaken by the students in the community, the time frame required, the arrangements to be made and the people in the community who may be involved in the said program
5. Monitor and evaluate the implementation of the program

- *Teacher-Facilitators*

1. Implement the program in coordination with the school head and in collaboration with the Barangay Chairman
2. Supervise the community service activities in coordination with the Barangay Chairman and the purok leader
3. Plan the activities to be undertaken by the students in consultation with other CAT teacher-facilitators of the school and present this to the school head and Barangay Chairman
4. Implement the teaching-learning activities

**PROGRAM COMPETENCIES  
(Citizenship Advancement Training)**

At the end of the program, the student shall have developed the following competencies:

**A. MILITARY ORIENTATION**

<i>Learning Competencies</i>	<i>Content Outline</i>
<ol style="list-style-type: none"> <li>1. Demonstrate appreciation and understanding of the various aspects of the national service program                             <ol style="list-style-type: none"> <li>1.1 Discuss the legal basis and conceptual framework of the program</li> <li>1.2 Discuss the objectives of program</li> </ol> </li> <li>2. Demonstrate desirable attitudes and characteristics of a good Filipino citizen at all times                             <ol style="list-style-type: none"> <li>2.1 Discuss the meaning and importance of good citizenship</li> <li>2.2 Relate how good citizenship contributes to the progress of a country</li> <li>2.3 Show respect and reverence to elders, persons in authority, and other people in the society</li> <li>2.4 Practice punctuality and promptness at all times</li> <li>2.5 Advocate obedience and cooperation in the school and in the community</li> <li>2.6 Discuss ways by which a citizen should manifest patriotism and loyalty to his/her country</li> <li>2.7 Explain how courage and bravery characterize a true Filipino soldier and citizen</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>A. Military Orientation                             <ol style="list-style-type: none"> <li>1. Course Introduction                                     <ol style="list-style-type: none"> <li>1.1 Legal basis</li> <li>1.2 Conceptual framework of the National Service Program</li> <li>1.3 Objectives of the program</li> </ol> </li> <li>2. Good Citizenship                                     <ol style="list-style-type: none"> <li>2.1 Respect and reverence</li> <li>2.2 Punctuality and promptness</li> <li>2.3 Obedience</li> <li>2.4 Cooperation</li> <li>2.5 Patriotism and loyalty   <ol style="list-style-type: none"> <li>2.5.1 Respect for the Philippine National Flag and National Anthem</li> </ol> </li> <li>2.6 Courage and bravery</li> <li>2.7 Honesty and integrity</li> </ol> </li> <li>3. Duties and Obligations of a Citizen (as required by the Constitution)</li> <li>4. Basic Military Concepts                                     <ol style="list-style-type: none"> <li>4.1 Military history</li> <li>4.2 Military organization</li> <li>4.3 Military service</li> <li>4.4 Courtesy and discipline   <ol style="list-style-type: none"> <li>4.4.1 Salute</li> </ol> </li> <li>4.5 Elementary map reading</li> <li>4.6 Leadership</li> </ol> </li> </ol> </li> </ol>

<p>3. Perform the duties and obligations of a citizen as required by the Constitution and the national defense policy</p> <p>4. Demonstrate understanding and appreciation of the various aspects of military in the country</p> <p>4.1 Relate the historical development of military in the country</p> <p>4.2 Discuss the military organization and its structure and primary functions</p> <p>4.3 Identify the specific services being rendered by the military in the country</p> <p>4.4 Discuss how courtesy and discipline are being applied in both civilian and military</p> <p>4.5 Observe courtesy and discipline before persons/agents in authority, elders, and other people in the community</p> <p>4.6 Explain the basic concept of elementary map reading</p> <p>4.7 Apply the skills in map reading when necessary</p> <p>5. Demonstrate knowledge and skills involving military drills and ceremonies</p> <p>5.1 Discuss the purpose or importance of military drills and ceremonies</p> <p>5.2 Define the basic terminologies in drills and ceremonies</p> <p>5.3 Follow the general rules in performing military drills</p> <p>5.4 Differentiate the parts of command (preparatory command and command of execution)</p> <p>5.5 Execute proper command during military drills</p>	<p>4.7 Drills</p> <p>4.7.1 Introduction and purpose</p> <p>4.7.2 Definition of terms</p> <p>4.7.3 General rules for drill</p> <p>4.7.4 Commands</p> <p>4.8 School of the Soldier without Arms</p> <p>4.8.1 Position of attention</p> <p>4.8.2 Facings</p> <p>4.8.3 Eye right or left</p> <p>4.8.4 Steps and Marchings</p> <p>4.9 Drills (<i>Squad and Platoon only</i>)</p>
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<p>6. Demonstrate proper execution of positions, facings, steps and marchings without arms (rifle)</p> <p>6.1 Explain the proper ways of executing position of attention, facings, steps and marchings without arms</p> <p>6.2 Assess the correctness of executing position of attention, facings, steps and marchings without arms</p> <p>7. Demonstrate proper application of the skills (position of attention, facings, steps and marchings without arms) in squad and platoon drills</p> <p>7.1 Discuss the elements that make up a squad and a platoon</p> <p>7.2 Execute the basic skills necessary for squad and platoon drills</p>	
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**B. COMMUNITY SERVICE**

<i>Learning Competencies</i>	<i>Content Outline</i>
<p>1. Demonstrate appreciation and understanding of the various aspects of community and community organization</p> <p>1.1 Identify the factors that make up a community and the activities that bind the people in the community</p> <p>1.2 Describe the physical environment of one's community</p> <p>1.3 Relate the physical environment to the lifeways of the people</p> <p>1.4 Present a narrative history of the community</p> <p>1.5 Explain the population of the community in terms of some demographic characteristics and how these characteristics may affect the community</p> <p>1.6 Analyze the possible causes and</p>	<p>A. Knowing the Community</p> <p>1. Physical environment</p> <p>2. History</p> <p>3. Demography</p> <p>4. Community organization</p> <p>5. Problems and concerns</p> <p>6. Development plans</p> <p>7. Current programs and projects</p> <p>8. Student's role</p> <p>8.1 Initiating changes in the community</p> <p>8.2 Conceptualizing community projects</p>



<p>solutions to the environmental problems of the community</p> <p>1.7 Discuss the importance of community development plans and programs/projects</p> <p>1.8 Analyze which community programs are being implemented well and not being implemented well</p> <p>1.9 Identify ways by which one can serve the community with the assistance of the LGU</p>	
<p>2. Express one's commitment to serve the community</p> <p>2.1 Show concern in addressing the environmental problems</p> <p>2.1.1 Explain why health and sanitation should be a community undertaking</p> <p>2.1.2 Assist the people in the community in protecting themselves from the outbreak of diseases</p> <p>2.1.3 Practice health and sanitation in one's daily life</p> <p>2.1.4 Propose projects/programs about beautification and waste management</p> <p>2.1.5 Cite ways by which the people can help the local government in the proper disposal of garbage</p> <p>2.1.6 Commit one's self to a garbage-free environment</p> <p>2.2 Demonstrate active participation in addressing social and civic concerns</p> <p>2.2.1 Campaign vigorously in the community against drug abuse and pornography</p>	<p>B. Serving the Community</p> <p>1. Addressing environmental concerns</p> <p>1.1 Health and sanitation</p> <p>1.2 Beautification</p> <p>1.3 Waste management and others</p> <p>2. Participation in Social and Civic Concerns</p> <p>2.1 Drug education</p> <p>2.2 Assistance to victims of child abuse</p> <p>2.3 Campaign against pornography</p> <p>2.4 Safeguarding the electoral and political processes</p> <p>2.5 Others</p>

<p>2.2.2 Make informed decision about using prohibited drugs</p> <p>2.2.3 Assist victims of child abuse and exploitation through information dissemination</p> <p>2.2.4 Promote respect for children's rights</p> <p>2.2.5 Analyze why some children are forced to work at their age</p> <p>2.2.6 Assess the extent of child labor in the community</p> <p>2.2.7 Express support for the rights of children not to be used as cheap labor</p> <p>2.2.8 Assist the community leaders in safeguarding the electoral and political processes at the local and national levels</p> <p>2.2.9 Extend support to changes in the community when necessary</p>	
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**C. PUBLIC SAFETY**

<b><i>Learning Competencies</i></b>	<b><i>Content Outline</i></b>
<p>1. Demonstrate commitment to the enforcement of community or barangay and municipal ordinances</p> <p>1.1 Discuss the importance of ordinances to the people in the community</p> <p>1.2 Explain some important ordinances in the community</p> <p>1.3 Analyze which ordinances in the community are being enforced successfully and which are being violated most often</p> <p>1.4 Design a plan of action to assist the barangay council in enforcing those ordinances that are violated most often</p>	<p>1. Community Ordinances</p> <p>2. Crime Prevention</p> <p>2.1 Campaign against crime</p> <p>3. Disaster preparedness and assistance</p> <p>3.1 Fire safety and fire prevention</p> <p>3.2 Earthquake</p> <p>3.3 Tsunami</p> <p>3.4 Typhoon and flood</p> <p>3.5 Disaster preparedness program</p> <p>3.6 Disaster relief</p> <p>4. Review and application of first aid</p> <p>4.1 Examination of victims</p> <p>4.2 Bandaging and dressing</p>

<p>1.5 Recommend to the barangay council priority ordinances</p> <p>2. Demonstrate active participation in the prevention of crime in their community</p> <p>2.1 Identify the major criminal offenses in the community</p> <p>2.2 Discuss the possible causes of the problem</p> <p>2.3 Analyze the most common offenses committed in the community</p> <p>2.4 Analyze which of these offenses are a great threat to the community</p> <p>2.5 Compare crime rate in the community over a certain period of time</p> <p>2.6 Recommend to the barangay how the problem of criminality can be addressed</p> <p>2.7 Initiate the implementation of the plan</p> <p>2.8 Assess the implementation of the plan</p> <p>3. Demonstrate readiness and desire to assist victims in times of emergency</p> <p>3.1 Analyze the major causes of fire</p> <p>3.2 Explain how fire can be prevented</p> <p>3.3 Convince their neighborhood or community to be fire safety conscious at all times</p> <p>3.4 Suggest ways of ensuring public safety in the event of fire, earthquake, typhoon or flood</p> <p>3.5 Discuss emergency measures during and after an earthquake</p> <p>3.6 List things to be prepared in the event of an evacuation</p> <p>3.7 Explain the usual signs of an oncoming tsunami</p> <p>3.8 Explain what needs to be done when such signs become manifest</p>	<p>4.3 Lifting and moving of victims</p>
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<ul style="list-style-type: none"> <li>3.9 Prepare a plan with the barangay about what the community must do in the event of fire, earthquake, tsunami, typhoon or flood</li> <li>3.10 Propose to the barangay a disaster Preparedness program or plan</li> <li>3.11 Assess the implementation of the Program or plan</li> <li>3.12 Assist the community leaders in The disaster relief program</li> </ul> <p>4. Demonstrate knowledge and skills in first aid during period of emergency</p> <ul style="list-style-type: none"> <li>4.1 Review the necessary knowledge and skills on first aid appropriate for the victim in any emergency situation</li> <li>4.2 Perform proper procedures in giving first aid to victims of any emergency situation</li> <li>4.3 Apply the proper use of bandage and dressing</li> <li>4.4 Apply the appropriate technique in lifting and moving the victim from danger to a safe place</li> </ul>	
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