


SENATE

S. B. No. 1189

BY: 

INTRODUCED BY SENATOR ANA THERESIA "RISA" HONTIVEROS BARAQUEL

**AN ACT PROMOTING POSITIVE AND NON-VIOLENT
DISCIPLINE OF CHILDREN, PROHIBITING ALL FORMS OF
CORPORAL PUNISHMENT, HUMILIATING AND DEGRADING
TREATMENT, APPROPRIATING FUNDS THEREFOR, AND FOR
OTHER PURPOSES**

EXPLANATORY NOTE

We made a promise. During the Universal Periodic Review of the Philippines in 2012, the government expressed its commitment to prohibit all forms of corporal punishment in homes and other settings. Our legal framework currently recognizes the right of parents and guardians to "discipline" the child in child-rearing contexts, under values-formation pretexts. The Family Code recognizes the right and duty of those with parental authority over children "to impose discipline on them as may be required under the circumstances." Likewise, the Child and Youth Welfare Code upholds the right of parents "to discipline the child as may be necessary for the formation of his good character." The Code of Muslim Personal Laws, meanwhile, states that in relation to their children, parents have "the power to correct, discipline, and punish them moderately." Under the Rules and Regulations on the Reporting and Investigation of Child Abuse Cases, discipline administered by a parent or legal guardian to a child does not constitute cruelty provided it is reasonable in manner and moderate in degree, not physical nor psychological.

However, even as the right to discipline a child be culturally accepted and legally recognized, the data on corporal punishment inflicted against young Filipinos paint a violent picture, that is prevalent and alarming, and still tolerated. In a study on the wellbeing and vulnerability of child domestic workers, 22% of child domestic workers in the Philippines said their employers physically punish them.¹ In a study of the relationship between gender and physical punishment in China, Colombia, Italy, Jordan, Kenya, Philippines, Sweden, Thailand and the US, it was found out that 71% of Filipino girls and 77% of Filipino boys had experienced "mild" corporal punishment while nine per cent (9%) of girls and eight per cent (8%) of boys had experienced severe corporal punishment by someone in their own household in the past month.² In another survey, it was reported that of the 61.1% who had experienced physical punishment at home, 74.5% had been pinched, 49.7% beaten, 13.9% slapped, 3.6% kicked and 3% punched. The most common reasons cited for being physically punished were disobedience, by 35.6% of children who had been punished, and being "pasaway" or naughty by 35.3%.³ As another study suggests, these acts of violence against children are usually inflicted under the guise of "discipline".⁴

¹ Anti-Slavery International (2013), *Home Truths: Wellbeing and vulnerabilities of child domestic workers*. London: Anti-Slavery International

² Lansford, J. et al (2010), "Corporal Punishment of Children in Nine Countries as a Function of Child Gender and Parent Gender", *International Journal of Pediatrics*

³ Sanapo, M. and Nakamura, Y. (2010), "Gender and Physical Punishment: The Filipino Children's Experience", *Child Abuse Review*, published online in Wiley Online Library DOI: 10.1002/car.1148

⁴ Plan Philippines (2009), *Toward a Child-Friendly Education Environment-A Baseline Study on Violence Against Children in Public Schools* plan-international.org/learnwithoutfear/files/philippines-toward-a-child-friendly-education-environment

These reports have shown that nearly one child in every ten experience harsh physical discipline. They are burnt, beaten up, kicked and smothered. More than seven out of ten experience harsh psychological discipline. They are called names, cursed and threatened with abandonment. Almost nine out of ten suffer from “moderate” psychological discipline. They are yelled at or screamed at after being refused food.⁵

Corporal punishment may have been normalized by general practice and apparent cultural approval, but imposing physical, verbal, psychological cruelty on children creates injuries that can affect their emotional and mental development and can haunt and scar them for life. In some cases, it may already be abuse. Child abuse must not be, under any circumstances, committed under the pretence of legitimate exercise of parental authority. Children should not be raised in a cruel environment. Punishments should be corrective, not violent.

Indeed, there is a need to rethink the way our culture and our laws have allowed us to raise our children. This Positive Discipline Bill seeks to explicitly prohibit corporal punishment in all settings, including homes, schools, work places and places of detention. It also aims to advocate for non-violent forms of corrective measures that uphold the right of the parent to discipline their children in a manner that does not diminish the integrity and dignity of a child.

In 2012, we made a promise to end corporal punishment and continue to protect the rights and welfare of our children. It is 2016. Let the passage of this bill be the fulfilment of that promise.


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ANA THERESIA “RISA” HONTIVEROS BARAQUEL
Senator

⁵ Runyan, D. et al (2010), “International Variations in Harsh Child Discipline”, *Pediatrics*, published online 2 August

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SENATE

S. B. No. 1189

REGISTERED BY: 

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**AN ACT PROMOTING POSITIVE AND NON-VIOLENT
DISCIPLINE OF CHILDREN, PROHIBITING ALL FORMS OF
CORPORAL PUNISHMENT, HUMILIATING AND DEGRADING
TREATMENT, APPROPRIATING FUNDS THEREFOR, AND FOR
OTHER PURPOSES**

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

1 **SEC. 1. Short Title.** – This Act shall be known as the “*Positive Discipline Act of*
2 *2016*”.

3
4 **SEC. 2. Declaration of Policy.** – The State recognizes the vital role of
5 children and youth in nation building and shall promote and protect their
6 physical, moral, spiritual, intellectual, and social wellbeing. Pursuant thereto, no
7 child shall be subjected to torture or other cruel, inhuman or degrading treatment
8 or punishment. Such treatment or punishment violates the rights of the child,
9 their human dignity and physical integrity.

10
11 As such, the State shall:

12
13 (a) Promote positive and non-violent discipline of children at home, in school, in
14 institutions, in alternative care systems, in workplaces and in all other settings;
15 and establish the necessary structures and mechanisms and mobilize resources to
16 make this possible;

17
18 (b) Defend the right of children to assistance, including proper care and
19 nutrition, and special protection from all forms of neglect, abuse, cruelty,
20 exploitation and other conditions prejudicial to their development;

21
22 (c) Protect the best interests of the child through measures that will ensure the
23 observance of international standards of child protection, especially those
24 expressed in international conventions and treaties to which the Philippines is a
25 party of;

26
27 (d) Respect the responsibilities, rights and duties of parents, guardians or other
28 persons legally responsible for the child, including those exercising special or
29 substitute parental authority, to provide, in a manner consistent with the
30 evolving capacities of the child, appropriate direction and guidance in the
31 exercise of the children’s rights;

32 (e) Assist parents in the fulfilment of their parental obligations;

33

1 (f) Ensure that school discipline is administered in a manner consistent with the
2 child's human dignity; and
3

4 (g) Protect the child from all forms of physical or mental violence, injury from
5 abuse, neglect or negligent treatment, maltreatment or exploitation, including
6 sexual abuse, while in the custody of parents, guardians or any other person
7 under whose care the child is entrusted. Such protective measures shall include
8 effective procedures for the establishment of social programs to provide
9 necessary support for the child and for those who care for the child, as well as for
10 other forms of prevention and for identification, reporting, referral, investigation,
11 treatment and follow-up of instances of child maltreatment, and, as appropriate,
12 for legal or judicial action.
13

14 **SEC. 3. *Definition of Terms.* –**

15
16 As used in this Act:
17

18 (a) *Child* refers to a person who is below eighteen (18) years of age, or one over 18
19 but is unable to fully take care of one's self or protect one's self from abuse,
20 neglect, cruelty, exploitation or discrimination because of a physical or mental
21 disability or condition.
22

23 (b) *Corporal punishment* refers to an act or acts which involve physical force and
24 humiliating or degrading acts imposed upon a child as punishment for an alleged
25 or actual offense inflicted by an adult or by another child, who has been given or
26 has assumed authority or responsibility for punishment or discipline. It includes
27 physical, humiliating or degrading forms of punishment such as:
28

- 29 a. blows including beating, kicking, slapping, lashing on any part of a child's
30 body, with or without the use of an instrument such as cane, broom, stick,
31 whip or belt;
- 32 b. pulling hair, shaking, twisting joints, cutting or piercing skin, dragging or
33 throwing a child;
- 34 c. forcing a child, through the use of power, authority or threats, to perform
35 physically painful or damaging acts, such as holding a weight or weights for
36 an extended period; kneeling on stones, salt or pebbles;
- 37 d. refusal to provide the child's physical needs;
- 38 e. use of or exposure to substances that can cause discomfort or threaten the
39 child's health including fire, ice, water, smoke, pepper, alcohol, or
40 dangerous chemicals such as bleach or insecticides, excrement, or urine;
- 41 f. tying up a child;
- 42 g. imprisoning a child;
- 43 h. verbal abuse, or assaults including intimidation or threat of bodily harm,
44 swearing or cursing, ridiculing or denigrating the child;
- 45 i. making a child look or feel foolish in front of one's peers or the public such
46 as shaving his or her hair; and
- 47 j. other analogous acts.
48

49 (c) *Foster parents* refer to persons duly licensed by the Department of Social
50 Welfare and Development (DSWD) to provide planned, temporary, or substitute
51 parental care to children.
52

53 (d) *Guardians* refer to legal guardians and other persons, including relatives,
54 with physical custody of the child.
55

1 (e) *Institutions* refer to residential and nonresidential child-caring agencies,
2 including youth homes, youth rehabilitation centers, drop-in centers, temporary
3 shelters and orphanages; and churches or religious centers, including places of
4 worship and parish centers.

5
6 (f) *Parents* refer to biological parents, stepparents, adoptive parents, and the
7 common-law spouse or partner of the parent.

8
9 (g) *Persons legally responsible for the child, including those exercising special or*
10 *substitute parental authority* refer to those provided for under Presidential
11 Decree No. 603, otherwise known as *Child and Youth Welfare Code* as amended,
12 Executive Order No. 209 otherwise known as *Family Code of the Philippines* as
13 amended, and Republic Act No. 7610 otherwise known as *Special Protection of*
14 *Children Against Abuse, Exploitation and Discrimination Act*, as amended.

15
16 (h) *Positive and non-violent discipline* refers to a holistic, constructive and pro-
17 active approach to parenting or teaching that helps children develop appropriate
18 thinking and behavior in the short and long terms. It is based on the principles of
19 children's rights, child development and effective teaching.

20
21 (i) *Service providers* refer to persons who, whether in public or private settings,
22 provide services to children. These include social workers, center administrators
23 and personnel, interns, parent-teacher association officers, house parents, health
24 care providers, day care workers, volunteers, security guards in schools and
25 centers, guards in a youth detention home, law enforcement officers, *barangay*
26 officials and *tanods*, and jail officers.

27
28 (j) *School teacher, personnel, and officers* refer to persons exercising authority
29 over students, including administrators, student teachers, guidance counselors,
30 prefects of discipline, instructors, school personnel, scout masters, and Citizen's
31 Advancement Training (CAT) and Citizen's Military Training (CMT) or Reserved
32 Officers Training Corps (ROTC) commandants, tactical officers and student
33 officers.

34
35 (k) *Yayas, house helpers and caregivers* refer to domestic workers who have
36 direct contact with the child.

37
38 SEC. 4. *Promotion of Techniques on Positive and Non-Violent Discipline* – A
39 comprehensive program shall be formulated and implemented to promote
40 positive and non-violent discipline instead of corporal punishment of children. A
41 continuing information dissemination campaign shall be conducted nationwide
42 on how to practice positive discipline.

43
44 The positive and non-violent ways of disciplining children shall include:

45
46 (a) Acting as a positive role model to children and assuming the role of a
47 mentor or guide rather than someone who owns and controls children;

48
49 (b) Using difficult or challenging situations with children as an opportunity
50 to teach values and skills including how to manage stress, communicate
51 respectfully, handle conflict without hitting, consider other people's
52 feelings, and achieve goals without physically or emotionally harming
53 others;

1 (c) Providing warmth to children such as showing that they are still loved
2 even when they made a mistake, spending time with them, comforting
3 them when they are hurt or afraid, listening to them, looking at the
4 situation from their point of view, encouraging and motivating them when
5 they are facing difficult or challenging situations, and recognizing their
6 efforts and successes;

7
8 (d) Providing structure such as setting and explaining rules and hearing
9 their point of view, setting clear guidelines for behavior, preparing children
10 for difficult situations by telling them what to expect and how they can
11 cope, helping them find ways to fix their mistakes, teaching them about the
12 effects of their actions on other people, and giving them the information
13 they need to make good decisions;

14
15 (e) Controlling anger and avoiding threats of hitting, taking away love,
16 scaring them with monsters or other things that children are fearful of, as a
17 way to control or correct children's behavior;

18
19 (f) Considering the children's capacity, interests and need for support
20 according to their stages of development;

21
22 (g) Taking a problem-solving approach by ensuring that these processes
23 are observed:

- 24
25 (1) it leads to achievement of long-term goals for the child;
26 (2) the child is assured of the adult's love, respect and support;
27 (3) child and adult both reflect on the causes and consequences of
28 the problem, and discuss and agree on possible solutions; and
29 (4) the solutions identified address the root cause of the problems
30 and are appropriate to the child's level of understanding and
31 development;

32
33 (h) Other similar ways of promoting positive and non-violent discipline
34 approach.

35
36 **SEC. 5. Prohibition of Corporal Punishment.** – Corporal punishment of
37 children as defined in Sec. 3 (b) is hereby prohibited in homes, schools,
38 institutions, alternative care systems, workplaces, the juvenile welfare system,
39 places of religious worship, and in all other settings.

40
41 Parents, *yayas*, house helpers and caregivers, foster parents, guardians, relatives
42 who have custody of the child, or other persons legally responsible for the child,
43 including those exercising special or substitute parental authority, school
44 teachers, personnel, and officers of both public and private academic and
45 vocational institutions, employers and supervisors, service providers, priests,
46 nuns, pastors and other members of religious congregations or churches, or any
47 other person under whose care the child has been entrusted to and who inflicts
48 corporal punishment on the child, or causes another to inflict corporal
49 punishment on the child, shall be liable in accordance with existing penal laws.

50
51 **SEC. 6. Penalties.** The penalties under existing penal laws shall be imposed in
52 the maximum period, except where a higher penalty is provided for under Act No.
53 3815, as amended, otherwise known as the Revised Penal Code, under Republic
54 Act No. 7610, otherwise known as Special Protection of Children Against Abuse,

1 Exploitation and Discrimination Act, or under Republic Act No. 9262, otherwise
2 known as the Anti-Violence Against Women and their Children Act.

3
4 If the act is not penalized under the abovementioned laws, the penalty shall be
5 *arresto mayor* in its maximum period.

6
7 **SEC. 7. Interventions.** If the penalty imposed is higher than *arresto mayor*,
8 the offender/violator shall also: (1) undergo seminars on positive discipline,
9 anger management and children's rights; (2) undergo counselling or therapy;
10 and, (3) be directed to avail of other rehabilitative services if necessary.

11
12 If the penalty imposable for the act is only *arresto menor* or *arresto mayor*, the
13 prosecutor may, instead of filing the case, refer the accused to the local Social
14 Welfare and Development Office (SWDO) for assessment and intervention such
15 as seminars and counselling on children's rights and positive and non-violent
16 discipline of children, anger management, and referrals to other rehabilitative
17 services: *Provided*, That the offender has not been previously charged under this
18 Act.

19
20 **SEC. 8. Suspension of Parental Authority.** If the offender is a person
21 exercising parental authority but is not a parent, and has been previously charged
22 under this Act, the court may suspend parental authority in accordance with the
23 *Family Code of the Philippines*, as amended.

24
25 **SEC. 9. Interventions for a Parent who is an Offender.** If the offender is
26 a parent of the child, the prosecutor shall refer the parent to the local SWDO for
27 assessment and intervention such as seminars and counselling on children's
28 rights and positive and non-violent discipline of children, anger management,
29 and referral to other providers of rehabilitative services.

30
31 **SEC. 10. Other Remedies.** – The remedies available to the victim under
32 Republic Act No. 7610 and Republic Act No. 9262 shall be available to the child
33 where applicable.

34
35 **SEC. 11. Reporting.** – All instances of corporal punishment of children
36 brought to the attention of the *barangay* or the police, or a healthcare provider,
37 shall be reported to the local SWDO within eight (8) hours from the time of the
38 complaint, without prejudice to the continuation of the investigation or the filing
39 of the appropriate criminal case. Failure to report within the prescribed period
40 shall be a ground for administrative action against the *barangay* official or police
41 officer, or healthcare provider. *Provided*, that any person who is found to have
42 reported a case of corporal punishment that is proven baseless or malicious shall
43 be criminally, civilly, or administratively liable.

44 **SEC. 12. Persons Intervening Exempt from Liability.** – In every case of
45 corporal punishment, any person who, acting in good faith, responds or
46 intervenes without using violence or restraint greater than necessary to ensure
47 the safety of the victim, shall not be criminally, civilly, or administratively liable.

48
49 **SEC. 13. Who May File a Complaint.** – Complaints on acts of corporal
50 punishment against a child may be filed by the following:

- 51
52 (a) Offended party assisted by an adult;
53 (b) Parent or guardian;

- 1 (c) Ascendant or collateral relative within the third degree of consanguinity
2 or affinity;
3 (d) Officer, social worker or representative of a licensed child-caring
4 institution;
5 (e) Officer or social worker of the DSWD or the local SWDO;
6 (f) Police officer;
7 (g) The National Bureau of Investigation;
8 (h) *Barangay* official;
9 (i) Teacher, non-governmental organization (NGO) worker, health
10 provider, day care worker; or
11 (j) At least two (2) concerned persons from the place where the act
12 occurred who have personal knowledge of the act.
13

14 **SEC. 14. Jurisdiction.** – The Regional Trial Court (RTC) designated as a
15 Family Court shall have original and exclusive jurisdiction over cases of corporal
16 punishment of children. In the absence of such court in the place where the
17 offense was committed, the case shall be filed with the RTC in the place where the
18 crime or any of its elements was committed at the option of the complainant.
19

20 **SEC. 15. Confidentiality.** – All records pertaining to cases of corporal
21 punishment of children, including those in the *barangay*, the police, school, or
22 public or private healthcare facility shall be kept confidential and the right to
23 privacy of the victim shall be respected.
24

25 Whoever publishes or causes to be published, in any format, the name, address,
26 telephone number, school or any identifying information of a victim or
27 immediate family member of the victim, without consent, shall be penalized with
28 a fine of not more than two hundred thousand pesos (P 200,000.00).
29

30 **SEC. 16. Duties and Responsibilities of Government Agencies.** –
31

32 (a) The DSWD, in coordination with the Department of Education (DepEd), other
33 relevant government agencies, the private sector, including academic institutions,
34 NGOs, and parents-teachers-community associations shall formulate a
35 comprehensive program to promote the positive and non-violent discipline of
36 children and the prevention of the use of corporal punishment on children. The
37 program shall include capacity building of service providers, parenting education
38 on positive and non-violent discipline of children, child-friendly reporting
39 mechanisms, child protection services and support, and documentation, data
40 management and monitoring systems.
41

42 (b) The DSWD shall integrate positive and non-violent discipline of children in
43 the training of officials and staff of child-caring institutions. It shall ensure that
44 officials and staff of institutions do not use corporal punishment on any child
45 under their custody. It shall also ensure that appropriate action is taken against
46 erring officials and staff of the institutions.
47

48 (c) The DSWD shall integrate positive discipline in the capacity building activities
49 for the local SWDO to enable them to provide counselling and appropriate
50 intervention program for both offended child and offender.
51

52 (d) All local SWDOs shall adopt and implement programs and services to
53 promote the positive discipline of children and the prevention of the use of
54 corporal punishment on children. They shall also provide assistance to victims of
55 corporal punishment and their families. It shall, together with the DSWD and the

1 Local Government Units (LGUs), ensure the delivery of intervention programs
2 such as seminars and counselling for offenders.

3
4 (e) The local SWDO shall immediately conduct an assessment of every reported
5 instance of corporal punishment on a child, and determine the appropriate
6 interventions, considering the best interest of the child at all times. The
7 assessment shall be completed within three (3) calendar days, without prejudice
8 to the conduct of a more comprehensive case study report. The interventions may
9 include psychosocial interventions for the child and the family; protective
10 custody by the social worker; temporary placement for the child; medical and
11 legal services; counselling and seminars on children's rights, positive and non-
12 violent discipline of children and anger management; and referrals to other
13 rehabilitative services for the perpetrator. The assessment shall be conducted and
14 interventions shall be provided by the local SWDO whether or not a criminal case
15 is filed.

16
17 (f) The Council for the Welfare of Children (CWC) shall disseminate all relevant
18 information on this Act among concerned government agencies and entities. It
19 shall monitor the enforcement of this Act and the implementation of all programs
20 and services provided for under this Act. It shall also mobilize the different inter-
21 agency mechanisms within its national and local structures to support the
22 implementation of programs and services.

23
24 (g) The DepEd shall integrate positive and non-violent discipline of children in
25 the training of school officials, teachers and personnel. It shall ensure that school
26 officials, teachers and personnel do not use corporal punishment on any pupil or
27 student. It shall also ensure that appropriate administrative action is taken
28 against erring school officials, teachers and personnel.

29
30 The DepEd shall also integrate discussions on corporal punishment and positive
31 discipline in the curriculum of students to make children aware of their rights.

32
33 (h) The Commission on Higher Education (CHED) and the Technical Education
34 and Skills Development Authority (TESDA) shall integrate positive and non-
35 violent discipline of children in the curricula of education, psychology, social
36 work, and other disciplines related to child work. They shall also ensure that
37 appropriate administrative action is taken against erring school officials, teachers
38 and personnel.

39
40 (i) The LGUs shall mobilize, strengthen and support local structures, such as the
41 Local Councils for the Protection of Children, local special bodies, *Lupong*
42 *Tagapamayapa*, and children's welfare and protection organizations in
43 facilitating the reporting of, prevention of, and response to instances of corporal
44 punishment, and promotion of positive discipline in their respective localities. It
45 shall, together with the DSWD and the local SWDO, ensure the delivery of
46 intervention programs such as seminars and counselling for offenders.

47
48 (j) Local Councils for the Protection of Children (LCPC) shall support programs
49 that promote the positive and non-violent discipline of children, prevent the use
50 of corporal punishment on children, and coordinate with the local SWDO in
51 responding to such cases.

52
53 (k) The Department of Labor and Employment (DOLE) shall make the
54 attendance of employers to positive discipline trainings as a prerequisite for the
55 issuance of employment permits for children.

1
2 (l) The Philippine National Police (PNP) shall promote positive discipline and
3 non-violent ways of treating and handling children during arrest and while in
4 detention. It shall ensure that officials and staff do not use corporal punishment
5 and humiliating and degrading punishment on any child under their custody. It
6 shall integrate into their training curriculum the training of all police officers on
7 child-friendly and child-sensitive procedures in handling children, and
8 coordinate closely with government and private organizations for effective
9 investigation of cases.

10
11 (m) The *Sangguniang Kabataan* (SK) shall include in its programs the
12 prevention of corporal punishment on children.

13
14 (n) The DSWD shall seek assistance from other relevant government agencies
15 such as the Department of Justice (DOJ), Commission on Human Rights (CHR),
16 19 Philippine Information Agency (PIA), and the National Commission on
17 Indigenous Peoples (NCIP) to perform specific duties for the implementation of
18 this Act.

19
20 **SEC. 17. Appropriations.** – The amount necessary for the initial
21 implementation of this Act shall be charged against the current appropriations of
22 the DSWD, the DepEd, the TESDA , and the CHED. Thereafter, the amount
23 needed for the continued implementation of this Act shall be included in the
24 annual *General Appropriations Act*. For LGUs, the implementation of the
25 programs may be charged against the internal revenue allotment and other
26 internally generated funds of the LGU concerned.

27
28 **SEC. 18. Implementing Rules and Regulations.** – The DSWD, in
29 consultation with the CWC, DepEd, CHED, TESDA, Department of the Interior
30 and Local Government (DILG), Department of Health (DOH), other relevant
31 government agencies, LGUs, NGOs, and at least two (2) child focused
32 organizations, shall promulgate the *Implementing Rules and Regulations (IRR)*
33 of this Act within six (6) months from its approval. It shall likewise ensure that
34 techniques in, and examples of practicing positive discipline shall be extensively
35 enumerated, described, and explained in the IRR.

36
37 **SEC. 19. Supplementary Application.** – For purposes of this Act, the *Revised*
38 *Penal Code*, as amended, the *Child and Youth Welfare Code*, as amended, and
39 other applicable laws shall have supplementary application.

40
41 **SEC. 20. Separability Clause.** – If any section or provision of this Act is held
42 unconstitutional or invalid, the other sections or provisions shall not be affected.

43
44 **SEC. 21. Repealing Clause.** – All laws, presidential decrees, executive orders
45 and rules and regulations or parts thereof inconsistent with the provisions of this
46 Act are hereby repealed or modified accordingly.

47
48 **SEC. 22. Effectivity Clause.** – This Act shall take effect fifteen (15) days after
49 its publication in the *Official Gazette* or in a newspaper of general circulation.

Approved,