



SENATE

S. No. 1365

(IN SUBSTITUTION OF SENATE BILL NO. 740)

PREPARED BY THE COMMITTEES ON BASIC EDUCATION,
ARTS AND CULTURE; YOUTH, WAYS AND MEANS; AND
FINANCE WITH SENATORS GATCHALIAN, BINAY,
VILLANUEVA, ZUBIRI, DRILON, HONTIVEROS AND DELA
ROSA AS AUTHORS THEREOF

AN ACT INSTITUTIONALIZING THE ALTERNATIVE
LEARNING SYSTEM IN BASIC EDUCATION FOR
OUT-OF-SCHOOL YOUTH, ADULTS, AND
CHILDREN IN SPECIAL EXTREME CASES AND
APPROPRIATING FUNDS THEREFOR

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

1 SECTION 1. *Short Title.* – This Act shall be known as
2 the “Alternative Learning System Act”.

3 SEC. 2. *Declaration of Policy.* – It is the policy of the
4 State to promote the right of all citizens to quality
5 education at all levels and shall take appropriate steps to
6 make such education accessible to all. The State shall

1 likewise give the highest priority to the enactment of
2 measures that promote human development and the
3 acceleration of social progress, thereby reducing social,
4 economic, and political inequalities.

5 Towards this end, the State shall provide the out-of-
6 school youth, adults, and children in special extreme cases
7 with opportunities to improve their knowledge, values,
8 other life skills, and readiness for higher education, work
9 or self-employment through a system of non-formal,
10 informal, and/or indigenous education which are tailored to
11 respond to their learning needs and life circumstances. The
12 State shall also ensure the close partnership and
13 collaboration between the government and the private
14 sector in achieving this goal.

15 SEC. 3. *Objectives.* – This Act aims to achieve the
16 following objectives:

17 a) Provide adequate, timely and quality attention and
18 support to the basic learning needs of out-of-school youth,
19 adults, and children in special extreme cases;

1 b) Guarantee equitable opportunity for all learners,
2 including those who reside in the unreached, underserved,
3 conflict-affected communities, and communities in
4 emergencies to avail of systematic and appropriate
5 alternative basic education programs outside of the formal
6 school system;

7 c) Promote lifelong learning anchored on the
8 Alternative Learning System (ALS) K to 12 Basic
9 Education Curriculum (BEC) that takes a holistic,
10 integrated and inter-sectoral approach, and provide
11 pathways across modes of learning that will ensure that
12 learners will become caring, self-reliant, independent,
13 productive, and patriotic citizens, by allowing such
14 learners to pursue further education or seek employment
15 after participating in the ALS program and passing the
16 accreditation and equivalency assessment;

17 d) Hire, capacitate, and deploy ALS teachers to
18 implement a range of ALS programs especially in far-flung,
19 unserved, underserved, conflict-affected communities, and
20 communities in emergencies;

1 e) Design specialized programs for persons with
2 disabilities, taking into consideration their different levels
3 of learning needs and other functional difficulties in the
4 development of instructional materials and learning
5 modules in accessible format;

6 f) Develop, integrate, and utilize informal education
7 approaches and strategies in the delivery of the ALS
8 program and the assessment of learning outcomes and
9 competencies of ALS learners by providing flexibility in the
10 duration of learning programs, learning contents, and
11 delivery strategies, among others;

12 g) Improve access to education and other learning
13 opportunities and raise the level of literacy to contribute to
14 an individual's sustainable future; and

15 h) Strengthen non-formal basic education programs
16 but ensure support to the policy of the Department of
17 Education (DepEd) that school age children and youth
18 should be enrolled in formal education, and that they
19 should be able to return to the formal education system in
20 the event that they drop out.

1 SEC. 4. *Definition of Terms.* – For purposes of this
2 Act:

3 a) *Accreditation and Equivalency Assessment and*
4 *Certification* or *A&E Assessment and Certification* is a
5 process in ALS that comprises an exam and other
6 assessments deemed appropriate and anchored on the
7 competencies of the ALS K to 12 BEC.

8 b) *Accreditation and Equivalency Program* is a
9 program aimed at providing an alternative pathway of
10 learning for out-of-school youth, adults, and children in
11 special extreme cases who are literate and have not
12 completed basic education. Through this program, school
13 dropouts are able to complete elementary and secondary
14 education outside the formal school system.

15 c) *Adult* refers to a person at least eighteen (18)
16 years of age and above.

17 d) *ALS K to 12 Basic Education Curriculum* or *ALS*
18 *K to 12 BEC* refers to the architectural blueprint indicating
19 the competency, content, key stages, and standards for the
20 ALS program under this Act. The ALS K to 12 BEC is

1 benchmarked on the DepEd K to 12 formal school
2 curriculum and focuses on the 21st Century Skills:
3 Information, Media and Technology Skills, Learning and
4 Innovation Skills, Communication Skills, and Life and
5 Career Skills.

6 e) *Basic Education* is intended to meet the basic
7 learning needs which provide the foundation on which
8 subsequent learning can be based. It encompasses
9 kindergarten, elementary and secondary education as well
10 as alternative learning systems for out-of-school learners
11 and those with special needs.

12 f) *Basic Literacy Program* refers to the program
13 component of ALS that is aimed at eradicating illiteracy
14 among out-of-school youth and adults by developing basic
15 literacy skills of reading, writing, and numeracy.

16 g) *Children* refer to persons under eighteen (18)
17 years of age.

18 h) *Children in Special Extreme Cases* refer to those
19 under the age of eighteen (18) and who have been deprived
20 of access to formal basic education due to economic,

1 geographic, political, cultural, and social barriers, such as
2 persons with disabilities, indigenous peoples, children in
3 conflict with the law, learners in emergencies, and other
4 marginalized sectors of society.

5 i) *Indigenous Peoples* refer to a group of people or
6 homogenous societies identified by self-ascription and
7 ascription by others, who have continuously lived as
8 organized community on communally bounded and defined
9 territory, and who have, under claims of ownership since
10 time immemorial, occupied, possessed and utilized such
11 territories, sharing common bonds of language, customs,
12 tradition and other distinctive cultural traits or who have,
13 through resistance to political, social and cultural inroads
14 of colonization became historically-differentiated from the
15 majority of the Filipinos.

16 j) *Indigenous Peoples Education* refers to the
17 program that supports education initiatives undertaken
18 through formal, non-formal, and informal modalities with
19 emphasis on any of, but not limited to, the key areas of
20 indigenous knowledge systems and practices and

1 community history, indigenous languages, indigenous
2 learning system (ILS) and community life cycle-based
3 curriculum and assessment, educational goals, aspirations
4 and competencies specific to the indigenous cultural
5 community (ICC), engagement of elders and other
6 community members in the teaching-learning process,
7 assessment, and management of the initiative, recognition
8 and continuing practice of the community's ILS, and the
9 rights and responsibilities of ICCs.

10 k) *Informal Education* refers to diverse forms of
11 learning that are intentional or deliberate but are not
12 institutionalized. Informal education is less organized and
13 structured than either formal or non-formal education. It is
14 a lifelong process of learning by which every person
15 acquires and accumulates knowledge, skills, attitudes and
16 insights from daily experiences at home, at work, at play
17 and from life itself.

18 l) *Lifelong Learning* refers to all learning activities
19 undertaken throughout life for the development of
20 competencies and qualifications. Adult learning and

1 education, technical-vocational education or training, and
2 literacy are all significant components of the lifelong
3 learning process. It is rooted in the integration of learning
4 and living. It covers learning activities for people of all
5 ages in all life-wide contexts, such as family, school,
6 community, and workplace, and through a variety of
7 modalities, whether formal, non-formal, and informal,
8 which together meet a wide range of learning needs and
9 demands.

10 m) *Microcertification*, also known as micro-
11 credentialing, is a process where learners can gain credits
12 when they satisfy a cluster of pre-determined tasks,
13 activities, competencies or requirements, leading towards
14 achieving the credit requirements for A&E certification.

15 n) *Non-Formal Education* or *NFE* refers to any
16 organized and systematic educational activity carried
17 outside the framework of the formal education system to
18 provide selected types of learning to a segment of the
19 population.

1 o) *Out-of-School Youth* or *OSY*, for purposes of this
2 Act, shall refer to persons aged fifteen (15) to thirty (30)
3 years old who did not finish basic education and are not
4 enrolled in school.

5 p) *Persons with Disabilities* refer to those who have
6 long-term physical, mental, intellectual or sensory
7 impairments which in interaction with various barriers
8 may hinder their full and effective participation in society
9 on an equal basis with others.

10 q) *Private Sector* includes non-governmental
11 organizations or associations, civil society organizations, or
12 individuals.

13 r) *Recognition of ALS Providers* is the process by
14 which the DepEd acknowledges and validates potential
15 partners from the private sector in the delivery of ALS
16 programs. The process lays out a set of standards of service
17 delivery, as well as a system of rewards and incentives, to
18 ensure quality delivery of ALS programs.

19 SEC. 5. *The Alternative Learning System.* – The
20 Alternative Learning System is a parallel learning system

1 that provides a viable alternative to the existing formal
2 education instruction. It encompasses both non-formal and
3 informal sources of knowledge and skills.

4 The ALS is hereby institutionalized to strengthen and
5 expand the ALS program under Republic Act No. 10533 or
6 the “Enhanced Basic Education Act of 2013” and provide
7 increased opportunities for out-of-school youth, adults, and
8 children in special extreme cases to develop basic and
9 functional literacy, life skills, and pursue an equivalent
10 pathway to complete basic education. It covers those who
11 have been deprived of access to formal basic education due
12 to economic, geographic, political, cultural, and social
13 barriers, including persons with disabilities, indigenous
14 peoples, children in conflict with the law, learners in
15 emergencies, persons deprived of liberty, migrant workers,
16 and other marginalized sectors of society.

17 SEC. 6. *Bureau of Alternative Education (BAE)*. – The
18 Bureau of Alternative Education (BAE) shall be created to
19 serve as the focal office for the implementation of the ALS
20 programs of the DepEd. It shall be headed by a Director IV

1 who shall be under the supervision of the Secretary of
2 Education.

3 *SEC. 7. Powers and Functions of the BAE.* – The BAE
4 shall have the following powers and functions:

5 a) Establish minimum quality standards in the
6 development of the ALS curriculum and learning
7 materials, program planning, implementation, monitoring,
8 evaluation, and management, including recognition of
9 service providers, competency standards for ALS
10 personnel, and requirements for ALS learning
11 environments, among others, to help promote assurance of
12 the program;

13 b) Promote and ensure the certification and
14 accreditation of learners through alternative learning
15 programs, both non-formal and informal in nature, as
16 anchored on the competencies of the ALS K to 12 BEC;

17 c) In partnership with other government agencies,
18 local government units (LGUs), and the private sector,
19 ensure access to educational opportunities for learners of
20 different interests, learning needs, capabilities,

1 demographic characteristics, and socioeconomic status,
2 who have been unable to complete formal basic education;

3 d) Coordinate with various agencies and industries
4 for skills development to promote the learners'
5 employability, efficiency, productivity, and competitiveness
6 in the labor market, as well as assist the learners to
7 become entrepreneurs;

8 e) Coordinate, encourage close partnerships, and
9 establish linkages with LGUs and the private sector on
10 matters pertaining to the sustainable implementation of
11 ALS programs, post-program support activities and
12 community mapping, and manage nationwide database for
13 out-of-school youth, adults, and children in special extreme
14 cases; and

15 f) Such other powers and functions as may be
16 necessary for the effective and efficient implementation of
17 ALS programs, projects, and activities.

18 SEC. 8. *ALS Programs.* – The DepEd shall strengthen
19 the implementation of a range of priority non-formal

1 education (NFE) programs including but not limited to the
2 following:

3 a) Basic Literacy Program for nonliterates, neo-
4 literates, and post-literates;

5 b) A&E programs for elementary and secondary
6 education dropouts;

7 c) Indigenous peoples education program for members
8 of ICCs; and

9 d) Supplemental lifelong learning and academic
10 bridging programs for ALS completers.

11 To effectively deliver the NFE programs, the DepEd
12 may utilize appropriate, relevant and responsive learning
13 modalities, such as:

14 a) modular instruction;

15 b) online, digital or mobile learning;

16 c) face-to-face learning sessions and tutorials;

17 d) radio or television-based instruction;

18 e) blended learning or a combination of various
19 modalities;

1 f) workshops, simulations, and internship to
2 inculcate life skills, work readiness and livelihood training,
3 entrepreneurship, post-literacy, personal interest, and
4 community development skills; and

5 g) provision of inclusive and safe learning
6 environments.

7 SEC. 9. *Accreditation and Equivalency Assessment*
8 *and Certification for ALS Learners.* – The DepEd shall
9 regularly conduct ALS A&E Assessments and
10 Certifications as a means to measure and certify
11 competencies of ALS program completers and other
12 learners who opt to secure elementary and secondary level
13 certifications. It shall also conduct microcertification of
14 sub-sets of competencies drawn from the ALS K to 12 BEC.
15 Such assessments and certifications can be done both at
16 the national and local levels.

17 Elementary level A&E passers are qualified to enroll
18 in junior high school. Junior high school level A&E passers
19 are qualified to enroll in technical and vocational education
20 and training (TVET) programs accredited by the Technical

1 Education and Skills Development Authority (TESDA), or
2 find gainful employment or self-employment. Senior high
3 school level A&E passers are qualified to enroll for higher
4 education or more advanced TVET programs that require a
5 senior high school diploma.

6 Measures shall be undertaken in order for the
7 general public, especially educational and training
8 institutions, government agencies, and employers to
9 recognize the nature and value of certifications provided to
10 ALS learners.

11 SEC. 10. *Expansion of the ALS Teacher Program.* – To
12 reach more out-of-school youth, adults, and children in
13 special extreme cases, and to accommodate learners with
14 disabilities, the ALS teacher program shall be
15 strengthened. The ALS teachers shall deliver quality
16 community-based ALS programs for out-of-school youth,
17 adults, and children in special extreme cases who are
18 willing to develop basic and functional literacy and life
19 skills, and pursue an equivalent pathway to complete basic
20 education.

1 To promote the professional growth of ALS teachers,
2 the Department of Budget and Management, in
3 consultation with the DepEd and the Civil Service
4 Commission, shall create teaching positions and allocate
5 the corresponding salary grades.

6 The DepEd shall also hire ALS literacy volunteers
7 and instructional managers to be ALS teachers through a
8 contracting scheme to augment the needed human
9 resource requirements for the implementation of ALS
10 programs.

11 **SEC. 11. *ALS Teacher Education and Training.*** – In
12 coordination with the Commission on Higher Education
13 (CHED) and other relevant partners in the government,
14 the academe, and the private sector, the DepEd shall
15 develop and conduct training programs and workshops for
16 ALS teachers to ensure that they have the necessary
17 knowledge and capacity to carry out the programs under
18 the ALS curriculum, as well as enhance their skills on
19 their roles as academic, administrative, and community
20 leaders.

1 The CHED shall likewise develop a standardized and
2 formalized ALS curriculum for a specialized degree in ALS
3 teaching.

4 SEC. 12. *Establishment of the ALS Community*
5 *Learning Centers.* – There shall be established at least one
6 (1) ALS Community Learning Center (CLC) in every
7 municipality and city throughout the country to serve as a
8 learning environment to facilitate the full implementation
9 of the ALS K to 12 BEC and other ALS programs. Priority
10 should be given to areas where there is limited or no access
11 to formal basic education or high concentration of out-of-
12 school youth, adults, and children in special extreme cases.

13 Each ALS CLC shall be constructed in accordance
14 with the specifications, criteria, and other details as
15 provided and approved by the DepEd, in consultation with
16 the municipal or city mayor or a duly authorized
17 representative, to ensure the orderly implementation of
18 ALS programs.

19 To augment the number of existing ALS CLCs and
20 those established under this Act, the facilities of all DepEd

1 schools throughout the country shall likewise be used as
2 learning centers during no class days and after regular
3 class hours during class days. Guidelines shall be
4 developed by the Bureau of Alternative Education in
5 collaboration with the strands of operations and
6 administration of DepEd on the use of facilities of public
7 schools for the delivery of ALS programs.

8 Further, to ensure that every learner has equitable
9 access to ALS programs, every CLC shall be open and
10 operational seven (7) days a week and be provided with
11 adequate learning resources and facilities, including a
12 space for childcare for parents attending ALS classes.

13 *SEC. 13. Recognition of ALS Providers, Standards of*
14 *ALS Service Delivery, and System of Rewards and*
15 *Incentives.* – In recognition of the distinct competence and
16 commitment of the private sector in the delivery of ALS
17 services, the DepEd, in consultation with such sector, shall
18 formulate and adopt a set of standards of service delivery,
19 including teacher qualification, teacher deployment,
20 teacher training, remuneration, and system of rewards and

1 incentives which are responsive to the needs and distinct
2 situations of the particular areas where the providers
3 serve. The DepEd shall include in the Implementing Rules
4 and Regulations of this Act the minimum requirements
5 and conditions for such set of standards to ensure quality
6 delivery of ALS programs.

7 SEC. 14. *Partnership with Government Agencies.* – To
8 effectively deliver quality ALS programs, the DepEd shall
9 partner with the following government agencies in the
10 implementation of this Act:

11 a) Commission on Higher Education (CHED) – The
12 CHED shall assist the DepEd in promoting among higher
13 education institutions (HEIs) the admission of ALS A&E
14 passers. The CHED shall support the DepEd in the
15 development of college readiness supplemental programs
16 and provide access to scholarships.

17 b) Technical Education and Skills Development
18 Authority (TESDA) – The TESDA shall assist the DepEd
19 in equipping the ALS learners with technical-vocational
20 skills and provide access to national certification, as

1 applicable, to improve their work readiness. The TESDA
2 shall support the DepEd in implementing post-program
3 support activities including providing access to
4 scholarships.

5 c) Department of Labor and Employment (DOLE) –
6 The DOLE shall promote gainful employment, on-the-job
7 training, and apprenticeship opportunities for ALS
8 learners.

9 d) Department of Trade and Industry (DTI) – The
10 DTI, in partnership with the DepEd, shall promote
11 opportunities for entrepreneurship, including access to
12 micro-financing and seed capital to ALS learners.

13 e) Department of Agriculture (DA) – The DA, in
14 partnership with the DepEd, shall develop a training
15 program for ALS learners and promote opportunities for
16 agricultural entrepreneurship, including easy access to
17 credit.

18 f) Department of Social Welfare and Development
19 (DSWD) – The DSWD shall support the DepEd ALS
20 programs by sharing its community mapping data,

1 referring prospective learners, and providing access to
2 other social services to ALS learners.

3 g) Department of the Interior and Local Government
4 (DILG) – The DILG shall help enlist the support of the
5 LGUs as DepEd partners in the implementation of the
6 ALS program. The DepEd shall coordinate with the DILG
7 on matters requiring LGU participation including but not
8 limited to the generation and mapping of data related to
9 education as a dimension of poverty under Republic Act
10 No. 11315 or the “Community-Based Monitoring System
11 Act.”

12 h) Department of Justice (DOJ) – The DOJ shall
13 collaborate with the DepEd to facilitate, expand, and
14 strengthen the implementation of ALS programs for
15 persons deprived of liberty.

16 i) National Commission on Indigenous Peoples
17 (NCIP) – The NCIP shall assist the DepEd to develop a
18 culturally responsive curriculum that respects and takes
19 into account the indigenous knowledge system and
20 practices and indigenous learning systems. Such

1 curriculum shall be integrated with the prescribed ALS
2 curriculum.

3 j) Department of Information and Communications
4 Technology (DICT) – The DICT shall help the DepEd in the
5 ALS implementation by providing digital resources to the
6 various ALS CLCs and guidance for the digital literacy
7 component of the ALS K to 12 BEC and the ALS non-
8 formal education programs.

9 k) Department of Health (DOH) – The DOH shall
10 assist ALS teachers in the delivery of health education and
11 other services that promote the health and wellbeing of
12 ALS learners, especially female childbearing youth and
13 adult learners. It shall partner with the DepEd in
14 providing ALS programs for the qualified patients of its
15 various Drug Treatment and Rehabilitation Centers.

16 l) Such other relevant government agencies whose
17 mandated functions and mechanisms are necessary to
18 effectively and sustainably implement ALS programs.

19 SEC. 15. *Partnership with LGUs.* – LGUs shall
20 partner and coordinate with the DepEd in the delivery of

1 ALS programs to their constituents. In partnership with
2 other government agencies and stakeholders, LGUs shall
3 identify and mobilize prospective ALS learners, provide
4 access to conducive learning environments, contribute
5 available resources to ALS programs, promote post-
6 program activities, and introduce local innovations, as
7 necessary.

8 SEC. 16. *Local School Board.* – The Local School
9 Board, established pursuant to Section 98 of Republic Act
10 No. 7160 or the “Local Government Code of 1991,” shall
11 perform the following additional functions in the delivery
12 of ALS programs:

13 a) Coordinate ALS implementation with the DepEd at
14 the city or municipal level, including the identification of
15 priority ALS programs, establishment, operation and
16 maintenance of ALS CLCs, provision of technical
17 assistance to ALS teachers, program monitoring and
18 evaluation including parallel assessments, and
19 coordination with partners in the government and the
20 private sector for post-program support activities;

1 b) Allow the use of a portion of the Special Education
2 Fund under Sections 235 and 272 of Republic Act No. 7160
3 for the operation and maintenance of ALS programs within
4 the city or municipality and the supplementary local cost of
5 meeting such needs, including but not limited to the hiring
6 of additional ALS teachers within the LGU's area of
7 jurisdiction; and

8 c) Such other functions to ensure the effective and
9 sustainable implementation of ALS programs.

10 Notwithstanding the provisions of Section 98 of
11 Republic Act No. 7160, the composition of the Local School
12 Boards shall also include as members the division ALS
13 program supervisors in provinces and cities, and the
14 district ALS coordinators in municipalities.

15 SEC. 17. *Mandatory Annual Review and Impact*
16 *Assessment of the ALS Program.* – The DepEd, in
17 partnership with the private sector, shall conduct a
18 mandatory annual review of the ALS program, and submit
19 such annual report to Congress to measure its
20 effectiveness and ensure its proper implementation.

1 An evaluation system shall be established to assess
2 the impact of the ALS program and the progress of the
3 learners who have completed the program.

4 SEC. 18. *Prohibition from Collection of Fees.* – All
5 DepEd ALS programs are free of charge and collection of
6 all kinds of fees, costs or charges is prohibited.

7 SEC. 19. *Tax Incentives.* – Any donation, contribution,
8 bequest or grant, in cash or services, whether local or
9 foreign, which may be made by individuals and
10 organizations, including private entities which shall
11 provide the appropriate services, materials, and delivery
12 support services for the promotion of the ALS program,
13 shall be exempt from the donor's tax and the cost of which
14 shall be considered as an allowable deduction from the
15 gross income in the computation of the income tax of the
16 donor in accordance with the provisions of the National
17 Internal Revenue Code of 1997, as amended.

18 SEC. 20. *Transportation and Teaching Aid Allowance*
19 *of ALS Teachers and Facilitators.* – Notwithstanding the
20 receipt of a special hardship allowance, ALS teachers and

1 facilitators shall be entitled to their corresponding
2 transportation and teaching aid allowances subject to
3 guidelines that may be issued by the DepEd.

4 SEC. 21. *Appropriations.* – The amount necessary for
5 the implementation of this Act shall be charged against
6 those authorized in the current appropriations of the
7 DepEd. Thereafter, the amount necessary for the
8 continued implementation of this Act, including the
9 construction and establishment of the ALS CLCs, shall be
10 included in the annual General Appropriations Act.

11 SEC. 22. *Implementing Rules and Regulations.* –
12 Within ninety (90) days from the approval of this Act, the
13 Secretary of Education, in consultation with concerned
14 government agencies and other education stakeholders,
15 shall formulate the rules and regulations implementing
16 the provisions of this Act. The Implementing Rules and
17 Regulations (IRR) issued pursuant to this section shall
18 take effect thirty (30) days after its publication in a
19 newspaper of general circulation.

1 SEC. 23. *Transitory Provision.* – All existing ALS
2 programs, including ALS centers or facilities, established
3 pursuant to the provisions of Republic Act No. 10533 shall
4 continue to operate pursuant to, and be regulated by, the
5 provisions of this Act and its IRR.

6 SEC. 24. *Separability Clause.* – If any part, section or
7 provision of this Act is declared invalid or unconstitutional,
8 the other parts thereof not affected thereby shall remain in
9 full force and effect.

10 SEC. 25. *Repealing Clause.* – All laws, acts,
11 presidential decrees, executive orders, administrative
12 orders, rules and regulations, or parts thereof, inconsistent
13 with or contrary to the provisions of this Act are hereby
14 amended, modified or repealed accordingly.

15 SEC. 26. *Effectivity.* – This Act shall take effect fifteen
16 (15) days after its publication in the *Official Gazette* or in a
17 newspaper of general circulation.

Approved,