



SENATE

S. No. 2960

PREPARED AND SUBMITTED JOINTLY BY THE COMMITTEES
ON HIGHER, TECHNICAL AND VOCATIONAL EDUCATION
(UPON THE RECOMMENDATION OF THE SUBCOMMITTEE
ON PHILIPPINE QUALIFICATIONS FRAMEWORK); BASIC
EDUCATION; AND FINANCE, WITH SENATORS
VILLANUEVA, ESTRADA, CAYETANO (A.), GATCHALIAN,
POE, AND BINAY AS AUTHORS THEREOF

AN ACT INSTITUTIONALIZING THE LIFELONG LEARNING
DEVELOPMENT FRAMEWORK, BROADENING THE MANDATE
OF THE PHILIPPINE QUALIFICATIONS FRAMEWORK -
NATIONAL COORDINATING COUNCIL (PFQ-NCC),
AMENDING FOR THE PURPOSE REPUBLIC ACT
NO. 10968, OTHERWISE KNOWN AS THE PHILIPPINE
QUALIFICATIONS FRAMEWORK ACT, APPROPRIATING
FUNDS THEREFOR AND FOR OTHER PURPOSES

*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 “Lifelong Learning Development Framework (LLDF)
3 Act.”

1 SEC. 2. *Declaration of Policy.* – It is hereby declared
2 the policy of the State to create an environment free from
3 poverty, hunger, violence, and war, and to ensure equity,
4 inclusion, and a healthy environment for everyone. To this
5 end, the State shall promote lifelong learning as a means
6 to achieve full, productive, freely chosen and decent work
7 for all, and to promote a more sustainable national,
8 regional, and local development. The State shall promote
9 universal literacy and promote the constitutional right of
10 all citizens to quality and accessible education at all levels
11 and prescribe the duties of the State in this regard.

12 SEC. 3. *Definition of Terms.* – As used in this Act:

13 (a) *Community Learning Center (CLC)* refers to a
14 venue outside the formal education system, including, but
15 not limited to, learning hubs, reading centers, libraries,
16 and e-libraries, to provide lifelong learning opportunities
17 for community development and improvement of the
18 quality of life;

1 (b) *Learning city, municipality, or barangay* refers to
2 a city, municipality, or barangay which effectively
3 mobilizes its resources to: 1) promote inclusive learning in
4 all education levels; 2) encourage learning in families and
5 communities; 3) facilitate continuous learning for and in
6 the workplace; 4) extend the use of modern learning
7 technologies; 5) enhance quality and pursuit of excellence
8 in learning; and 6) foster a culture of learning throughout
9 life;

10 (c) *Lifelong learning provider* refers to any
11 establishment, corporation, organization, public or private
12 institution for lifelong education providing lifelong
13 vocational training or offering supplementary education for
14 school curricula. It also refers to a center or an office
15 attached to an existing educational institution that offers
16 lifelong education to persons other than its regular
17 students;

18 (d) *Lifelong learning* refers to a principle that
19 recognizes learning as a continuum and not confined to a

1 particular period in life or the school system but takes
2 place in all modes and locales, at all stages of life, which
3 results in improving knowledge, know-how, skills,
4 competencies, and/or qualifications for personal, social,
5 and/or professional reasons. As a conceptual framework
6 and organizing principle for educational policy, lifelong
7 learning, also known as lifelong education, encompasses all
8 modes of learning and all types of formal, non-formal, or
9 informal educational activities;

10 (e) *Basic literacy* refers to the ability of a person to
11 read, write, and compute;

12 (f) *Functional literacy* refers to the ability of a person
13 to read, write, compute, and comprehend. The skills must
14 be sufficiently advanced to enable the individual to
15 participate fully and efficiently in activities commonly
16 occurring in his or her life situation that requires a
17 reasonable ability to communicate by written language and
18 other digital means; and

1 (g) *Tertiary education* refers to the stage of education
2 following the secondary cycle which covers post-secondary
3 non-degree diploma, technical-vocational education and
4 training, and higher education programs, including
5 graduate studies.

6 SEC. 4. *Guidelines.* – The following guidelines shall
7 be respected at all times:

8 (a) All citizens shall be guaranteed equal
9 opportunities for lifelong learning;

10 (b) Lifelong learning shall be conducted based on the
11 willingness of the learner to voluntarily participate and
12 study accordingly; and

13 (c) Lifelong learning shall not be exploited as a tool
14 for political propaganda or personal prejudice.

15 SEC. 5. *Lifelong Learning Development Framework.* –
16 A Lifelong Learning Development Framework (LLDF)
17 shall describe and set the standards for the development of
18 action components and desirable measures for success to

1 promote and implement lifelong learning in cities,
2 municipalities, barangays, and lifelong learning providers.

3 (a) The LLDF shall have the following objectives:

4 (1) Promote functional literacy at all levels of society;

5 (2) Promote inclusive learning in the educational
6 system;

7 (3) Revitalize learning in families and communities;

8 (4) Facilitate learning for and in the workplace, with
9 the participation of industry and other stakeholders;

10 (5) Extend the use of modern learning technologies;

11 (6) Ensure the quality of learning; and

12 (7) Foster a culture of learning throughout life.

13 (b) The action components and corresponding success
14 measures shall include the following:

15 (1) Promotion of Literacy at All Levels of Society. —

16 This component upholds the importance of promoting basic
17 and functional literacy for all and includes activities that
18 provide every citizen the opportunity to become literate

1 and obtain foundational and transversal skills. Adult
2 literacy rate shall be the corresponding success measure
3 for this action component.

4 (2) Promotion of Inclusive Learning in the
5 Educational System. – No person, regardless of ability, sex,
6 social background, language, ethnicity, religion, or culture,
7 shall be excluded from participating in the lifelong
8 learning system. The following activities and
9 corresponding success measures shall fall under this
10 component:

11 (2.1) Expanding access to early childhood care and
12 education, with net enrolment rate in pre-primary
13 education, as its success measure;

14 (2.2) Scaling micro-credential initiatives, promoting
15 transferable skills development, and recognizing
16 alternative learning certifications through the Philippine
17 Credit Transfer System (PCTS), as the success measure;

1 (2.3) Promoting inclusivity and equity in education by
2 expanding access to and participation in alternative
3 education programs for underserved groups, with the
4 number of beneficiaries reached and the quality of
5 programs provided, as success measures;

6 (2.4) Expanding access to formal education from
7 primary to tertiary level, with the average number of years
8 of formal education by people aged twenty-five (25) and
9 older, as success measure;

10 (2.5) Expanding access to and participation in adult
11 education and technical-vocational education and training,
12 with percentage of citizens aged twenty-five (25) to
13 sixty-four (64) who were monitored and reported to have
14 received education or training in the last twelve (12)
15 months, as success measure; and

16 (2.6) Providing support for underrepresented and
17 marginalized groups, including women, youth, indigenous
18 peoples, and persons with disabilities, to ensure equitable
19 access to education through inclusive learning options,

1 pathways, and support mechanisms, with the adoption of
2 quality measures by local government units (LGUs) and
3 the successful integration and retention of learners, as
4 success measures.

5 (3) Revitalization of Learning in Families and
6 Communities. – Lifelong learning shall not be confined to
7 educational or business settings but shall also include
8 learning within families and local communities. The
9 following activities and corresponding success measures
10 shall fall under this component:

11 (3.1) Establishing or recognizing community-based
12 learning spaces and providing learning resources to
13 families and communities, with the number of functional
14 community-based infrastructure or spaces dedicated to
15 lifelong learning, as success measure; and

16 (3.2) Motivating citizens to participate in family and
17 community learning, giving special attention to vulnerable
18 and disadvantaged groups, such as indigent families,
19 migrants, people with disabilities, minorities, and

1 third-age learners, with (i) the availability or presence of
2 LGU legislation to support learning in families, (ii)
3 percentage of community members participating in
4 community learning activities on a regular basis, and (iii)
5 percentage of community members engaging in learning
6 activities, as success measures.

7 (4) Facilitation of Learning for and in the Workplace. –
8 Lifelong learning shall support the economic activities and
9 the workforce in the community and related environs. The
10 following activities and corresponding success measures
11 shall fall under this component:

12 (4.1) Ensuring that all members of the workforce
13 have access to a broad array of learning opportunities as
14 part of work-to-work transition, with the rate of employees'
15 participation in job-related education and training, as
16 success measure;

17 (4.2) Providing appropriate learning opportunities for
18 unemployed youths and adults, with the percentage of
19 their enrollment in various employment or

1 entrepreneurship training programs offered in the city,
2 municipality, or barangay, as success measure; and

3 (4.3) Promoting innovative, transparent, equitable,
4 and sustainable financing mechanisms as well as
5 non-financial incentives for workers' participation in
6 training, with the percentage of workers' enrollment in and
7 completion of training programs directly resulting from the
8 introduced financing mechanisms and incentives, as
9 success measure.

10 (5) Extension of the Use of Modern Learning
11 Technologies. — Cities, municipalities, or barangays shall
12 enable all citizens to use information and communication
13 technologies (ICT), particularly the internet and all forms
14 of relevant media, for learning and self-empowerment. The
15 following activities and corresponding success measures
16 shall fall under this component:

17 (5.1) Training administrators, teachers, and
18 educators to use technologies that enhance learning, with
19 the percentage of teachers or educators who received ICT

1 training in the last twelve (12) months, as success
2 measure; and

3 (5.2) Expanding citizens' access to ICT tools and
4 learning programs, with the number of established ICT
5 tools and learning programs, as well as the percentage of
6 users who regularly utilize ICT for class activities in
7 schools and other lifelong learning spaces, as success
8 measures; and

9 (5.3) Enhancing comprehensive digital literacy,
10 including cybersecurity awareness and exposure to
11 emerging technologies, with the percentage of individuals
12 who received digital literacy programs in the last twelve
13 (12) months, as success measure.

14 (6) Enhancement of Quality Learning. – The following
15 activities and corresponding success measures shall fall
16 under this component:

17 (6.1) Promoting a paradigm shift from teaching to
18 learning, from the mere acquisition of information to the
19 development of creativity and learning skills, with the

1 measure of learning acquired, assessed according to
2 relevant standards, as success measure;

3 (6.2) Employing appropriately trained
4 administrators, teachers, educators, and subject matter
5 experts, with the availability of appropriately trained
6 teachers or educators as success measure;

7 (6.3) Fostering an environment where learners have,
8 as far as practicable, ownership of their learning, with
9 ratio of students to teachers in kindergarten, elementary,
10 junior high school, senior high school, and adult and
11 continuing education, as success measure; and

12 (6.4) Ensuring that skills training is relevant to
13 business and labor market needs, with employment,
14 engagement, and productive activities of graduates, as
15 success measure.

16 For the purpose of this component, education
17 agencies shall provide assessment mechanisms, which
18 include various dimensions such as learning to know, to do,
19 to be, to live together, and to use technology with success

1 measures and performance indicators, in coordination with
2 the Philippine Qualifications Framework - National
3 Coordinating Council (PQF-NCC).

4 (7) Fostering a Culture of Learning Throughout Life. --
5 The following activities and corresponding success
6 measures shall fall under this component:

7 (7.1) Organizing and supporting public events that
8 encourage and celebrate learning, with the existence of
9 public activities such as adult learning week, learning
10 festivals, International Literacy Day, and the use of
11 different modalities to promote and celebrate learning, as
12 success measure;

13 (7.2) Providing adequate information, career
14 counselling, vocational guidance, and support to all
15 citizens, and stimulating them to learn through diverse
16 pathways, with the percentage of learners satisfied with
17 the information and counselling received, as success
18 measure; and

1 (7.3) Acknowledging the importance of learning in
2 informal and non-formal settings and developing systems
3 that recognize and reward all forms of learning, with the
4 availability of LGU ordinance and practice of recognizing,
5 validating, and accrediting all learning outcomes aligned
6 with the PCTS and Republic Act No. 10968 or the
7 "PQF Act", as success measures.

8 (8) Improvement of Governance and Participation of
9 All Stakeholders. – All sectors of society shall have a key
10 role in learning and education, and shall participate in
11 building learning cities, municipalities, or barangays. The
12 following activities and corresponding success measures
13 shall fall under this component:

14 (8.1) Establishing inter-sectoral coordination
15 mechanisms to involve governmental and non-governmental
16 organizations and the private sector in effectively building
17 learning cities, municipalities, or barangays, to encourage
18 stakeholder mobilization and coordination in developing

1 learning cities, municipalities, or barangays as success
2 measure;

3 (8.2) Encouraging all stakeholders to provide quality
4 learning opportunities and unique contributions towards
5 building a learning city, municipality, or barangay, with
6 stakeholders' commitment, plans, and actions for the
7 development of better, more accessible learning
8 opportunities within their areas of responsibility and the
9 existence of partnerships and cooperation between the city,
10 municipality, or barangay, and the private sector to
11 support the learning strategy, as success measures;

12 (8.3) Strengthening intersectoral coordination
13 mechanisms to involve governmental and non-governmental
14 organizations and the private sector in effectively building
15 learning cities, municipalities, or barangays to encourage
16 stakeholder mobilization and coordination in developing
17 learning cities, municipalities, or barangays, as success
18 measure;

1 (8.4) Establishing coordination among government
2 and stakeholders in the collection, analysis, and
3 dissemination of labor market information, with the use of
4 tools and latest technologies, supportive of skills
5 development and lifelong learning policies, strategies,
6 programs, as success measure; and

7 (8.5) Establishing inter-LGU mechanism to support
8 the development and implementation of related lifelong
9 learning programs.

10 (9) Boosting of Resource Mobilization and Utilization. –
11 The following activities and corresponding success
12 measures shall fall under this component:

13 (9.1) Encouraging greater financial investment in
14 lifelong learning by the national and local governments,
15 civil society, private sector organizations, and individuals,
16 with public expenditure on education and learning as a
17 percentage of the total LGU budget, and for different levels
18 or types of education, as success measure;

1 (9.2) Making effective use of all stakeholders' learning
2 resources and developing innovative funding mechanisms
3 to support lifelong learning for all, with innovative
4 initiatives of mapping and utilizing human, financial,
5 cultural, and other resources available to the city,
6 municipality, or barangay to facilitate learning, as success
7 measure;

8 (9.3) Adopting pro-poor funding policies and providing
9 various types of support to disadvantaged groups, with the
10 allocation and effective use of funds to support the
11 participation of disadvantaged groups in learning, as
12 success measure;

13 (9.4) Encouraging citizens to contribute their talents,
14 skills, knowledge, and experience on a voluntary basis,
15 with citizens' contribution to helping other citizens, as
16 success measure; and

17 (9.5) Encouraging the exchange of ideas, experiences,
18 and best practices between and among organizations in
19 different cities, municipalities, and barangays, with the

1 number of international, inter-city, inter-municipality, or
2 inter-barangay partnerships and exchanges with other
3 lifelong learning institutions, as success measure.

4 The success measures for each component shall be
5 reviewed and evaluated annually, and amended and
6 modified by the PQF-NCC, as it may deem necessary. For
7 each success measure, whether enumerated under this Act,
8 or thereafter amended or modified, performance indicators
9 shall be identified by the PQF-NCC.

10 *SEC. 6. Additional Role and Member of PQF-NCC. –*

11 The mandate of the PQF-NCC established by virtue of
12 Republic Act No. 10968 is further strengthened to assume
13 the powers and functions provided under this Act. In
14 addition to the existing composition of the PQF-NCC, the
15 Secretaries of the Department of the Interior and Local
16 Government (DILG) and the Department of Trade and
17 Industry (DTI) shall be members of the PQF-NCC.

1 All members of the PQF-NCC may designate their
2 respective representatives, whose rank shall not be lower
3 than Assistant Secretary or its equivalent.

4 SEC. 7. *Additional Powers and Functions of the*
5 *PQF-NCC.* – In addition to its mandate under Republic
6 Act No. 10968, the PQF-NCC shall have the following
7 specific powers and functions:

8 (a) Formulate, implement, review, and amend the
9 LLDF, including the action components and success
10 measures, for the effective implementation of this Act;

11 (b) Formulate a master plan, in consultation with
12 relevant government agencies, for the promotion of lifelong
13 learning and the designation of learning cities,
14 municipalities, or barangays; develop guidelines for
15 designation as such; and designate these LGUs based on
16 such guidelines;

17 (c) Monitor and evaluate the master plan and work
18 with the LGUs on its mandatory implementation and
19 execution;

1 (d) Implement the PCTS within and across the
2 different levels of education and modalities of delivery and
3 recognition, in partnership with lifelong learning
4 institutions, and the Philippine Qualifications Register
5 (PhQuar);

6 (e) Include in its annual report to the Office of the
7 President, the Senate of the Philippines, and the House of
8 Representatives its progress and accomplishments in
9 relation to the LLDF;

10 (f) Support the capabilities and capability-building
11 activities of the designated learning city, municipality, or
12 barangay to effectively implement and measure the
13 achievements/outcomes of the Master Plan;

14 (g) Integrate relevant provisions of Republic Act
15 No. 8759 or the "Public Employment Service Office Act of
16 1999" to facilitate a seamless transition between education
17 and employment;

18 (h) Recommend criteria for programs that promote
19 sustainable education under Republic Act No. 11292 or the

1 "Seal of Good Local Governance Act of 2019". These criteria
2 shall be aligned with the Lifelong Learning National
3 Master Plan and shall serve as basis for recognizing local
4 government initiatives that foster inclusive, accessible, and
5 quality lifelong learning opportunities; and

6 (i) Perform such other functions related to the
7 implementation of the LLDF.

8 SEC. 8. *Lifelong Learning National Master Plan.* –

9 Within six (6) months from the effectivity of this Act, the
10 PQF-NCC, with the participation of relevant stakeholders,
11 shall formulate a national master plan to promote lifelong
12 learning that aligns with and supports the objectives and
13 priorities of the Philippine Development Plan (PDP). The
14 master plan shall serve as a strategic blueprint for the
15 promotion of lifelong learning and the establishment of
16 learning cities, municipalities, or barangays across the
17 country.

18 The master plan shall be reviewed every five (5)
19 years to ensure its alignment with evolving national

1 development goals and stakeholder needs. It shall include
2 the following components:

3 (a) Medium and long-term policy objectives and
4 basic direction for lifelong learning promotion and the
5 establishment of learning cities, municipalities, or
6 barangays;

7 (b) Implementation of lifelong learning activities and
8 guidelines for the funding of lifelong learning providers;

9 (c) Investment plans and budgetary requirements
10 for the promotion and expansion of lifelong learning
11 providers and learning cities, municipalities, or barangays;
12 and

13 (d) Guidelines for the evaluation of lifelong
14 education programs and learning cities, municipalities, or
15 barangays.

16 The PQF-NCC shall actively collaborate with other
17 relevant government agencies in the formulation of the
18 master plan to ensure comprehensive policy coherence. It
19 shall also coordinate with LGUs in the mandatory

1 implementation and execution of the master plan, with
2 clear reference to the PDP's overarching objectives.

3 SEC. 9. *Designation of Learning Cities,*
4 *Municipalities, or Barangays.* - The PQF-NCC shall
5 designate a city, municipality, or barangay as a learning
6 city, municipality, or barangay based on its proven
7 capacity to carry out the component activities and attain
8 the success measures under this Act. The PQF-NCC shall
9 also develop guidelines in using the action components
10 under this Act to assess if a city, municipality, or barangay
11 may qualify for designation as a learning city,
12 municipality, or barangay.

13 A designated learning city, municipality, or barangay
14 shall enjoy additional support and funding for the
15 following:

16 (a) Operation of lifelong learning provider and
17 community learning centers;

18 (b) Cultivation and posting of certified lifelong
19 education teachers;

1 (c) Development of lifelong education programs; and

2 (d) Other projects to be conducted for the promotion
3 of citizens' participation in lifelong education.

4 The PQF-NCC shall designate geographically isolated
5 and disadvantaged areas desiring to become learning
6 cities, municipalities, or barangays to receive the
7 assistance provided under this Act. The PQF-NCC shall
8 assist them in the attainment of success measures as
9 indicated under this Act or thereafter amended or
10 modified.

11 SEC. 10. *Functions of Designated Learning Cities,*
12 *Municipalities, or Barangays.* – Heads of LGUs designated
13 as learning cities, municipalities, or barangays, shall guide
14 and support activities for the promotion of lifelong
15 learning, whether initiated by the LGU or a lifelong
16 learning provider.

17 The LGUs designated as learning cities,
18 municipalities, or barangays, shall undertake measures to
19 institutionalize the following:

1 (a) Opportunities for counseling, coaching,
2 mentoring, and information-sharing on lifelong learning;

3 (b) Operation of lifelong learning programs;

4 (c) Establishment and operation of CLCs to foster
5 the implementation of lifelong educational programs and
6 provision of access to ICT for e-learning, blended, distance,
7 or open learning, and community and enterprise-based
8 trainings to all persons, especially the underprivileged;

9 (d) Lifelong learning opportunities for residents
10 within their jurisdictions; and

11 (e) Guidance on all lifelong learning
12 activities/programs for stakeholders, including, but not
13 limited to, private organizations.

14 SEC. 11. *Support and Subsidy for Lifelong Learning*
15 *Provider.* – The heads of learning providers offering
16 lifelong learning shall submit an annual report to the
17 appropriate government agency which has jurisdiction over
18 them, detailing the programs offered, number of attendees,

1 and other relevant data necessary to assess the success of
2 the lifelong learning program.

3 The LGU shall appropriate the necessary amount to
4 ensure and guarantee that lifelong learning in its
5 jurisdiction is accessible to all residents, including, but not
6 limited to, women, youth, indigenous persons, and persons
7 with disabilities.

8 SEC. 12. *Literacy Education Programs.* – The LGUs
9 shall endeavor to enhance basic capabilities of all Filipinos,
10 by, among others, developing and promoting adult literacy
11 programs, which shall be offered in designated schools
12 within the learning cities, municipalities, or barangays.
13 This shall be done in coordination with the Literacy
14 Coordinating Council created under Republic Act No. 7165
15 or “An Act Creating the Literacy Coordinating Council,
16 Defining its Powers and Functions, Appropriating Funds
17 Therefor, and for Other Purposes”, as amended by Republic
18 Act No. 10122, as well as the Bureau of Alternative
19 Education of the Department of Education created under

1 Republic Act No. 11510 or the "Alternative Learning
2 System Act".

3 SEC. 13. *Lifelong Learning in Private Enterprises.* –
4 Private corporations, institutions, workplaces, and other
5 similar establishments are encouraged to provide inclusive
6 lifelong learning to their employees to ensure that their
7 skills remain relevant and responsive to the changes of the
8 world of work. Private enterprises are encouraged to
9 conduct activities for the promotion of lifelong learning,
10 and give consideration and/or incentives to employees who
11 enroll in graduate studies or in any form of lifelong
12 learning and continuing education by allowing revised
13 schedules, alternative work arrangements, and adjusted
14 workloads without sacrificing the quality of work. The
15 participation of private enterprises in the following areas
16 supportive of lifelong learning shall also be promoted:

17 (a) Providing information to employees regarding
18 current and future skills needed;

1 (b) Updating of skills standards and training design
2 responsive to changing needs in the labor market;

3 (c) Development of enterprise- and community-based
4 skills training and career guidance mechanisms; and

5 (d) Collaboration through the involvement of all
6 relevant stakeholders in pooling expertise, resources, and
7 funding towards concrete upskilling and reskilling actions.

8 The employers are also encouraged to provide
9 scholarships and incentives to their employees who wish to
10 pursue lifelong learning activities.

11 SEC. 14. *Appropriations.* – Notwithstanding the
12 provisions of Sections 235 and 272 of Republic Act No.
13 7160 or the “Local Government Code of 1991”, a portion of
14 the Special Education Fund shall be used to fund the
15 objectives of this Act within the LGUs’ respective areas of
16 jurisdiction. In addition, the amount necessary for the
17 initial implementation of this Act shall be sourced from the
18 current budgets of the concerned agencies and/or LGUs.
19 Thereafter, the concerned agencies and LGUs shall include

1 in their annual budget such appropriations as necessary to
2 subsidize the continued operation of the lifelong learning
3 institutions and other related activities.

4 SEC. 15. *Implementing Rules and Regulations.* –
5 Within ninety (90) days from the effectivity of this Act, the
6 PQF-NCC shall, in coordination with other concerned
7 government agencies and civil society organizations,
8 formulate and issue the necessary rules and regulations to
9 implement the provisions of this Act.

10 SEC. 16. *Separability Clause.* – If, for any reason, any
11 part or provision of this Act is declared invalid or
12 unconstitutional, the remaining parts or provisions not
13 affected shall remain in full force and effect.

14 SEC. 17. *Repealing Clause.* – The relevant provisions
15 of Republic Act No. 10968 are hereby amended to conform
16 with the provisions of this Act. Section 272 of Republic Act
17 No. 7160 is also amended accordingly pursuant to the
18 provisions of this Act.

1 All other laws, presidential decrees, executive orders,
2 and rules and regulations contrary to or inconsistent with
3 the provisions of this Act are repealed or modified
4 accordingly.

5 SEC. 18. *Effectivity.* – This Act shall take effect fifteen (15)
6 days after its publication in the *Official Gazette* or a
7 newspaper of general circulation.

 Approved,

