



## HOUSE OF REPRESENTATIVES

H. No. 6740

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BY REPRESENTATIVES LACSON, PINGOY, RODRIGUEZ, SANTIAGO (N.), MENDOZA (M.), CHAVEZ, ESTRELLA (R.), MADRONA, VALDEZ, PRIETO-TEODORO, JAVIER, CUA (J.), CODILLA, CARI, DEL MAR, ESCUDERO, ABANTE, NICOLAS, VILLANUEVA, VILLAR, ALMARIO, SOON-RUIZ, TEODORO, SUSANO, ARENAS, DUEÑAS, GONZALES (N.) AND DE GUZMAN, PER COMMITTEE REPORT NO. 2307

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AN ACT ESTABLISHING AT LEAST ONE (1) SPECIAL EDUCATION (SPED) CENTER FOR EACH SCHOOL DIVISION AND AT LEAST THREE (3) SPED CENTERS IN BIG SCHOOL DIVISIONS FOR CHILDREN WITH SPECIAL NEEDS (CSNs), CREATING THE IMPLEMENTING MACHINERY THEREOF, PROVIDING GUIDELINES FOR GOVERNMENT FINANCIAL ASSISTANCE AND OTHER INCENTIVES AND SUPPORT, AND FOR OTHER PURPOSES

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

1           SECTION 1. *Title.* – This Act shall be known as the “Special Education  
2 (SPED) Act of 2009”.

3           SEC. 2. *Declaration of Policy.* – It is hereby declared the policy of the  
4 State to protect and promote the rights of children with special needs (CSNs)  
5 to quality education and to take appropriate steps to make such education  
6 accessible to them. The State recognizes their vital role in national

1 development and that finding solutions to their problems forms an integral part  
2 of national development strategies.

3 It is also the policy of the State to give full support for their welfare and  
4 development to ensure their full integration to society as well as to facilitate  
5 their active participation in the affairs of the State. Towards this end and also  
6 pursuant to the mandate stated in Section 13, Article II; Section 13, Article  
7 XIII; Section 1 and Section 2, paragraphs 1 and 3, Article XIV of the 1987  
8 Constitution; Article 3 of Presidential Decree No. 603 (The Child and Youth  
9 Welfare Code); and Sections 12 to 14 of Republic Act No. 7277 (Magna Carta  
10 For The Disabled), the State shall institutionalize an adequate and relevant  
11 educational program for every child with special needs through the  
12 establishment of Special Education (SPED) centers and of their vital support  
13 mechanisms. Thus, all CSNs, irrespective of the degree of sensory, physical or  
14 intellectual disability or needs, will have the opportunity to be educated in the  
15 most educationally enhancing environment consistent with the provision of a  
16 quality education that best meets their needs.

17 SEC. 3. *Objectives.* -- The objectives of the SPED Act of 2009 are:

18 (a) To provide access to basic education among CSNs, namely: the  
19 gifted/talented, students/children with mental retardation/intellectual disability,  
20 with visual impairment, with hearing impairment, with orthopedic/physical  
21 handicap, with learning disability, with speech defect, with behavior problems,  
22 with autism and those with health problems through the formal system and  
23 other alternative delivery services in education;

24 (b) To ensure that CSNs fully develop their abilities, talents, interests  
25 and all aspects of their development to become more responsible for their lives  
26 and more effective partners in all of the affairs and concerns of the country;

1 (c) To ensure that CSNs understand, appreciate and respect differences  
2 amongst groups and members in society and also to understand the nature of  
3 society in which they live;

4 (d) To inform the parents about the full continuum of services, possible  
5 placement options during discussions about their children's education and  
6 other relevant information to enable them to make informed decisions and  
7 choices;

8 (e) To equip the parents, caregivers and teachers with the capabilities  
9 to identify, prevent, refer and intervene with the developmental disorders  
10 and disabilities of children as well as in the relevant individual  
11 programming/planning for the student where such program differs significantly  
12 from the standard curriculum and other matters that enhance the role of parents  
13 and other caregivers as the primary educators and caregivers of their children  
14 from birth onwards;

15 (f) To involve private groups, local government units and national  
16 agencies other than the Department of Education (DepED) in the education of  
17 CSNs; and

18 (g) To effectuate significant and positive changes in community  
19 attitudes towards disability and the need to provide special education, care and  
20 other needs of CSNs.

21 SEC. 4. *Definition of Terms.* – For purposes of this Act, these terms are  
22 defined as follows:

23 (a) “Disability” refers to: (1) a physical or mental impairment that  
24 substantially limits one or more psychological, physiological or anatomical  
25 function of an individual or activities of such individual; (2) a record of such  
26 an impairment; and (3) being regarded as having such an impairment.

27 (b) “Impairment” refers to any loss, diminution or aberration of  
28 psychological, physiological or anatomical structure or function.

1 (c) "Handicap" refers to a disadvantage for a given individual,  
2 resulting from an impairment or a disability, that limits or prevents the function  
3 or activity that is considered normal, given the age and sex of the individual.

4 (d) "Persons with disabilities (PWD)" refers to those suffering from  
5 restriction or different abilities, as a result of a mental, physical, sensory or  
6 neurological impairment, to perform an activity in the manner or within the  
7 range considered normal for a human being.

8 (e) "Marginalized/disadvantaged persons with disabilities" refers to  
9 disabled persons who lack access to rehabilitative services and educational  
10 opportunities due to poverty, abandonment, illness and other forms of neglect.  
11 For purposes of this Act, the word "poor" refers to persons who either have no  
12 means of livelihood or have incomes below the poverty threshold as  
13 determined by the National Statistics Coordinating Board (NSCB).

14 (f) "Children and youth with special needs" refers to those who are  
15 gifted and are fast learners; and those who are disabled, impaired and  
16 handicapped and in need of special education as well as services  
17 for rehabilitation. They differ from the average children in: (1) mental  
18 characteristics; (2) sensory abilities; (3) neuromuscular or physical  
19 characteristics; (4) social attributes; (5) multiple handicaps; and/or (6)  
20 developmental lag to such an extent that requires the use of modified school  
21 practices or special education services to develop them to maximum capability.  
22 They may fall within the ages zero to twenty-one (0-21) years and may be  
23 classified as follows:

24 (i) "Gifted children and fast learners" are those capable of superior  
25 performance and these include those with demonstrated achievement or  
26 potential ability in one or more of the following areas: general intellectual  
27 ability, specific academic aptitude, creative or productive thinking ability,  
28 leadership ability, ability in the visual or performing arts and psychomotor

1 ability, or those individuals who consistently manifest the following cluster of  
2 traits: above average ability (including intelligence), high creativity (implies  
3 the developmental appreciation of innovative ideas), high task commitment  
4 (related to a high degree of motivation), and those who by reason thereof,  
5 require services or activities not ordinarily provided by the school.

6 (ii) "Students/Children with mental retardation/intellectual disability"  
7 are those who have substantial limitation in present functioning characterized  
8 by significant sub-average intellectual functioning, existing concurrently with  
9 related limitations in two or more of the applicable adaptive skill areas:  
10 communication, self-care, home living, social skills, community use, self-  
11 direction, health and safety, functional academics, leisure and work.

12 (iii) "Students/Children with visual impairment" are those who are blind  
13 or have low vision. Persons are blind if they have visual capacity of 20/200 or  
14 less in the better eye after maximum correction. The low vision persons retain  
15 relatively low degree of vision and can read only enlarged print or regular or  
16 regular print under special conditions.

17 (iv) "Students/Children with hearing impairment" are those who are  
18 deaf or hard-of-hearing. Deaf persons are those whose hearing are non-  
19 functional for ordinary purposes in life. The hard-of-hearing have sense of  
20 hearing which, although defective, is functional with or without a hearing aid.

21 (v) "Students/Children with behavior problems" are those who cannot  
22 adjust to the socially accepted norms of behavior and, consequently disrupt  
23 their academic progress, the learning efforts of their classmates and  
24 interpersonal relations.

25 (vi) "Students/Children with orthopedic/physical handicap" are those  
26 whose impairment permanently or temporarily interferes with the normal  
27 functions of the joints, muscles or limbs.

1 (vii) "Students/Children with special health problems" are those who  
2 have health conditions that tend to keep children out-of-school or those with  
3 chronic and/or debilitating illness like cardiac (heart) diseases, asthma,  
4 diabetes, tuberculosis and other respiratory ailments, carcenonza, epilepsy,  
5 malnutrition and others.

6 (viii) "Students/Children with learning disabilities" are those who  
7 although normal in sensory, emotional and intellectual abilities, exhibit  
8 disorders in perception, listening, thinking, reading, writing, spelling or  
9 arithmetic. They have such conditions as perceptual handicap, brain injury,  
10 minimal brain dysfunction, dyslexia and developmental aphasia.

11 (ix) "Students/Children with speech defects" are those whose speech  
12 differs from the average so far as to draw unfavorable attention to the manner  
13 of speaking rather than to the thought conveyed.

14 (x) "Students/Children with autism" are those with developmental  
15 disabilities, having onset before thirty (30) months of age which is marked by  
16 disturbance in development, language and relationship with persons, activities  
17 and objects and which may coexist with intellectual disability and epilepsy.  
18 Children afflicted with this disorder have perceptual, cognitive, communication  
19 and social difficulties which change over time.

20 (xi) "Students/Children with multi-handicaps" are those with more than  
21 one disability such as the deaf-blind, those with autism and with intellectual  
22 disability and others.

23 (g) "Auxiliary aids and services" are services that are basically non-  
24 education, but impinge on the education process of the child with special  
25 needs. These include:

26 (i) Therapy;

27 (ii) Qualified interpreters or other effective methods of delivering  
28 materials to individuals with hearing impairments;

1 (iii) Qualified readers, taped tests or other effective methods of  
2 delivering materials to individuals with visual impairments;

3 (iv) Acquisition or modification of equipment or devices; and

4 (v) Other similar services and actions or all types of aids and services  
5 that facilitate the learning process of people with mental disability.

6 (h) "Special instructional materials" refers to textbooks in Braille, large  
7 type or any other medium or any apparatus that convey information to a  
8 student or otherwise contributes to the learning process.

9 (i) "Private sector participation" refers to all forms of indispensable,  
10 substantial and meaningful participation of private individuals, partnerships,  
11 groups or entities, community-based organizations or nongovernmental  
12 organizations in the delivery of educational and rehabilitative services for  
13 students and CSNs.

14 (j) "Basic education" refers to at least six (6) years of elementary  
15 education and at least four (4) years of secondary education including pre-  
16 school education.

17 (k) "Special education" refers to basic education that takes into account  
18 the special needs of both disabled children and gifted children that require a  
19 systematic and deliberate process for them to achieve functional literacy and  
20 which will bring the individual to the highest level of his potential and  
21 capacity. It is also defined as that type of education tailored to meet the needs  
22 of children who cannot profit because of disabilities or exceptional abilities.  
23 The trend in SPED is towards integration with the education of normally-abled  
24 children.

25 (l) "Functional literacy" refers to the level of literacy necessary for the  
26 student or child to become a useful citizen and effective member of the society.

27 SEC. 5. *Coverage.* – This Act shall cover all students and CSNs  
28 nationwide.

1           SEC. 6. *Creation of the Bureau of Special Education.* – To attain the  
2 objectives of this Act, the Bureau of Special Education (BSPED), hereinafter  
3 referred to as the Bureau, is hereby created to institutionalize and govern  
4 special education in the Philippines. The Bureau is primarily tasked with  
5 the formulation and administration of an appropriate curriculum and  
6 developmentally-suited programs to primarily achieve functional literacy of the  
7 students/children with special needs and ensure their integration to society.  
8 The full continuum of educational services shall also be made available by the  
9 Bureau to those CSNs below school age through regular home visits,  
10 consultations, day care activities and any proper medium or program.

11           The BSPED shall function as a regular bureau of the DepED under the  
12 direct supervision of the Department Secretary and shall be headed by a  
13 director and assistant director.

14           Three (3) division chiefs shall serve as heads for the: (a) Gifted Children  
15 Division (GCD); (b) Children with Disabilities Division (CDD); and  
16 (c) Special Services and Auxiliary Aids Division (SSAAD), and whose staff  
17 shall be equitably distributed in accordance with the current needs and  
18 concerns of their respective divisions. They shall assist the director in the  
19 formulation, implementation and improvement of the framework and  
20 components of the SPED program.

21           The Philippine Printing House for the Blind under the existing  
22 organizational structure of the DepED shall become part of the SSAAD and  
23 shall take charge of the production of materials that convey information to a  
24 student or otherwise contribute to the learning process.

25           SEC. 7. *SPED Centers in Regular Schools.* – At least one (1) SPED  
26 center for each school division and at least three (3) SPED centers in big  
27 school divisions shall be established in regular schools, where there are no



1 existing SPED centers. These SPED centers shall be administered by the  
2 principal of the regular school.

3 The SPED center shall function as the resource center for the  
4 implementation of inclusive education that will accept all kinds of children in  
5 regular schools. It shall: (a) support CSNs to be integrated/included in regular  
6 schools; (b) assist in the conduct of school-based training; (c) produce  
7 appropriate teaching materials; and (d) conduct assessment of CSNs. It shall  
8 also be the responsibility of the SPED centers to assist and facilitate the  
9 transfer/admission of qualified children with disabilities to post-secondary or  
10 tertiary education institutions and monitor the same.

11 Each SPED center shall have specialized teachers who can handle  
12 children and youth with special needs who may include, but shall not  
13 be limited to, those with visual impairment, hearing impairment, autism,  
14 learning disabilities, behavioral problems, multiple disabilities, mental  
15 retardation/handicap and mental giftedness.

16 Regular teachers currently handling special education of CSNs shall  
17 henceforth be classified as SPED teachers.

18 There shall be an assistant principal for each SPED center. He/She shall  
19 administer and supervise the alternative educational programs, early  
20 intervention programs, monitoring, supervision and technical assistance and  
21 human resource training/SPED personnel enhancement programs, referral and  
22 placement procedures, advisory services and other components of the SPED  
23 program in his/her jurisdiction. He/She shall also be responsible for the  
24 formation and supervision of a placement committee under his/her jurisdiction  
25 as well as in the resolution of disagreements on placement and services.

1           The SPED teachers and school administrators managing SPED centers  
2 and special schools shall be assigned a salary grade which is three (3) salary  
3 grades higher than that of a regular teacher and school administrator  
4 respectively.

5           SEC. 8. *Other Personnel of SPED Centers.* – The administrative core  
6 and placement committee of the SPED unit for each city and province shall  
7 comprise:

8           (a) One (1) educational psychologist or psychometrician;

9           (b) One (1) physical therapist;

10          (c) One (1) occupational therapist;

11          (d) One (1) speech and language therapist/speech correction teacher;

12          and

13          (e) One (1) education supervisor.

14           They shall also be jointly tasked to develop and maintain a data bank in  
15 special education in their respective jurisdictions. The placement committee  
16 shall, among others, ensure that students with disabilities are educated as close  
17 as possible to their homes and alongside their age-appropriate peer groups, and  
18 that these students attend their local schools or travel the shortest distance  
19 possible in the availment of educational services, in consultation with, and  
20 active participation of parents.

21           SEC. 9. *Itinerant SPED Teachers.* – Itinerant SPED teachers shall also  
22 be appointed whenever necessary. He/She shall assist isolated or remote  
23 schools with specialized equipment, individual programs, curriculum  
24 adjustment, teaching aids and building modifications.

1           SEC. 10. *Authority of the Secretary of Education to Give Grants to, or*  
2 *Enter Into Cooperative Arrangements for the Creation of SPED Centers.* –

3           The Secretary of Education is hereby authorized to give grants to, or enter into  
4 cooperative arrangements or contracts with public or private non-profit  
5 agencies, institutions or organizations for the establishment or creation of  
6 SPED centers for CSNs: *Provided*, That a grant made pursuant to this section  
7 may be made only for the following or similar programs:

8           (a) Technical assistance of SPED centers providing educational  
9 assistance for CSNs;

10          (b) Pre-service or in-service training of professionals or related  
11 services of personnel preparing to serve or serving CSNs;

12          (c) Replication of successful innovative approaches in providing  
13 educational or related services to CSNs;

14          (d) Facilitation of parental involvement in the education of their CSNs;

15          (e) Diagnosis and educational evaluation of CSNs at risk of being  
16 certified CSNs;

17          (f) Consultative, counseling and training services for the families of  
18 CSNs; and

19          (g) Familiarization of the municipality or city to be served by a SPED  
20 center with the problems and potentialities of such children.

21           SEC. 11. *Provision for Continuing Research to Identify Special Needs*  
22 *of CSNs.* – The Bureau by itself or in association with such organizations or

23 institutions as determined by the Secretary of the DepED to be appropriate,  
24 shall undertake continuing research to identify and design programs that shall

25 meet the full range of needs of CSNs: *Provided*, That such continuing research  
26 shall also be used to develop instructional techniques for use by the SPED

27 centers that will improve the acquisition of CSNs of skills necessary for  
28 transition to independent living, vocational training or competitive

1 development: *Provided, further,* That such continuing research shall further be  
2 used to design physical education and therapeutic recreation program for use  
3 by the centers to increase the potential of CSNs for community participation.

4 SEC. 12. *Student Assistance.* – The Bureau shall provide financial  
5 assistance to economically marginalized but deserving students with special  
6 needs at the elementary and secondary levels which may come in the form of  
7 scholarship grants, transportation allowance, food allowance, board and  
8 lodging allowance, book allowance, student loan programs, artistic and cultural  
9 tours, training programs, subsidies and other incentives. Marginalized disabled  
10 persons and those coming from indigenous communities shall be the priority in  
11 the grant of the aforesaid assistance.

12 Special equipment like wheelchair, crutches, special toilet and hygiene  
13 requirements, hearing aids, eyeglasses, and such other assistive devices  
14 required by the students to optimize education and participation in the  
15 educational process shall also be provided for free and at discounted rates to  
16 deserving students and at very affordable rates in general through a reasonable  
17 funding scheme that shall be designed by the Bureau.

18 SEC. 13. *Medical Assistance.* – The Bureau shall prepare a scheme that  
19 will ensure adequate and free medical assistance and intervention programs,  
20 including those essential to the student or child's rehabilitation like therapy,  
21 psychometric assessments, medical examinations and the like with government  
22 clinics, hospitals and other health facilities. In case the medical services are not  
23 offered by the nearest or accessible government clinics, hospitals and other  
24 health facilities, or cannot be obtained by reason of critical immediacy or the  
25 need to obtain a more specialized or advanced treatment, CSNs shall be  
26 entitled to a grant of twenty percent (20%) discount from the services of  
27 private hospitals and clinics: *Provided,* That these private hospitals and clinics  
28 may claim the cost as tax credit.

1           SEC. 14. *Nutritional Programs.* – The nutritional programs for CSNs  
2 shall be supervised by the National Nutrition Council (NNC) and the  
3 Department of Health (DOH) in coordination with the local government  
4 unit (LGU) health officer.

5           SEC. 15. *Establishment of Specialized Day Care Centers.* – Day care  
6 centers specially designed for pre-school children and their parents, where  
7 early identification of disabilities and special needs and introductory  
8 educational and intervention programs will be administered, shall also be  
9 established near or within existing SPED centers, or those that will be created  
10 by the Bureau with the support of the Department of Social Welfare and  
11 Development (DSWD) and the LGU in the area. As far as practicable, existing  
12 day care centers and facilities shall be maximized.

13           SEC. 16. *Recreational and Artistic Opportunities.* – The Bureau shall  
14 institute a program for students/children with special needs to afford them full  
15 opportunities for safe and wholesome recreation and activities, individual as  
16 well as social, for the wholesome use of his/her leisure hours and for the  
17 advancement of their physical, mental, social and cultural development.

18           SEC. 17. *Continuing Education and Assistance to Teachers/Instructors*  
19 *of Students with Special Needs.* – The Bureau shall enhance the right of the  
20 teachers/instructors to professional advancement and ensure that the teaching  
21 staff will attract the best available talents through adequate remuneration,  
22 scholarship and training grants, teacher exchange programs, incentives and  
23 allowances and other means of securing job satisfaction and fulfillment as well  
24 as their long and stable tenure in their respective posts. A similar program  
25 shall be designed for support personnel like interpreters, psychologists, social  
26 workers and others who are also involved in the education and rehabilitation of  
27 the child.

1           The Bureau shall identify at least one (1) leading institution or  
2 university in Luzon, Visayas and Mindanao, whose faculty is considered or  
3 regarded as highly competent in the area of special education, and where a  
4 uniform or standardized curriculum for any post-graduate studies education  
5 program shall be designed to benefit SPED teachers and other personnel of  
6 SPED centers. The manner of selection of such institution shall be provided  
7 under the implementing rules and regulations of this Act.

8           SEC. 18. *Parent, Sibling and Caregiver Education.* – There shall be a  
9 formal training and counseling program for parents, siblings and caregivers of  
10 CSNs, for them to acquire a working knowledge of special education, gain an  
11 understanding of the psychology of CSNs, be aware of their crucial role as  
12 educators so that they maximize their knowledge and skills to attain the  
13 optimum development of the potentials of the child.

14           SEC. 19. *Special Instructional Materials.* – Publishers shall grant to the  
15 DepED, through the SSAAD, the authority to transcribe adopted instructional  
16 materials into Braille, large-type and audio-tape without penalty or payment of  
17 royalty. Furthermore, on or before the second (2<sup>nd</sup>) working day after the  
18 adoption of textbook titles by the DepED, each publisher of newly adopted  
19 instructional materials shall provide computerized files as specified by the  
20 DepED which may be copied and distributed, upon request, to a school  
21 division for instructional purposes.

22           Copies of these instructional materials shall be furnished without cost to  
23 either the student or teacher who is blind or visually impaired. The materials  
24 are to be loaned to the public school district and are to be returned to SSAAD  
25 when no longer needed.

1           SEC. 20. *Incentives to Private Sector Participation.* – Partnership  
2 between the government and private institutions catering to the needs of  
3 students/children with special needs shall be encouraged. All profits and  
4 income generated by the SPED center derived from its fundamental function as  
5 an educational institution shall be exempt from income tax. Any donation,  
6 contribution, bequest and grant which may be made to the center shall be  
7 exempt from the donor's tax and the same shall be considered as allowable  
8 deduction from the gross income in the computation of the income tax of the  
9 donor, in accordance with the provisions of the National Internal Revenue  
10 Code of 1997, as amended: *Provided*, That such donations shall not be  
11 disposed of, transferred or sold. Economic, technical and cultural books  
12 and/or publications shall be imported duty-free upon certification by the  
13 DepED that such imported books and/or publications are for economic,  
14 technical, vocational, scientific, philosophical, historical or cultural purposes,  
15 in accordance with the provisions of the Tariff and Customs Code, as  
16 amended.

17           SEC. 21. *Local Government Unit (LGU) Participation.* – The LGUs  
18 shall be responsible for the:

19           (a) Provision of buildings or centers which are PWD-friendly and sites  
20 where there are no existing school facilities that will house the special  
21 education of students/children with special needs, as well as the establishment  
22 of day care centers as mentioned in Section 15;

23           (b) Organization of one (1) parent-teacher association in every school  
24 in their respective jurisdictions offering special education to students/children  
25 with special needs;

26           (c) Identification, coordination and the tapping of public or private  
27 volunteers and private organizations, national or international, for information

1 dissemination campaigns, funding programs and other projects to augment the  
2 funding for SPED programs and equipment, among others; and

3 (d) Provision of counterpart funds for the training and seminars of  
4 parents and teachers and nutritional programs for the students/children with  
5 special needs in their respective localities to be determined by the Bureau, in  
6 coordination with the Department of Budget and Management (DBM) and the  
7 Department of Finance (DOF).

8 SEC. 22. *Public Information, Education and Communication.* – A  
9 nationwide information dissemination campaign on the prevention, early  
10 identification and intervention programs for CSNs shall be intensified. This  
11 shall be the joint responsibility of the Philippine Information Agency (PIA),  
12 the Council for the Welfare of Children (CWC), and the DepED. The DepED,  
13 in collaboration with the DOH and the Department of Labor and Employment  
14 (DOLE), shall also disseminate materials and information concerning effective  
15 practices in working with, training and educating CSNs.

16 SEC. 23. *Appropriations.* – The Secretary of the DepED shall  
17 immediately include in the Department's program the implementation of this  
18 Act, the funding of which shall be included in the annual General  
19 Appropriations Act.

20 SEC. 24. *Implementation.* – The DepED, through the BSPED, in  
21 coordination with the DILG, the DOH, the DOF, the CWC and the National  
22 Council on Disability Affairs (NCDA), shall promulgate and issue the  
23 necessary guidelines for the creation and operation of SPED centers within  
24 sixty (60) days after the effectivity of this Act.

25 SEC. 25. *Separability Clause.* – If, for any reason, any provision or part  
26 hereof is declared invalid, other provisions not affected thereby shall remain in  
27 full force and effect.



1           SEC. 26. *Repealing Clause.* – All laws, decrees, executive orders, rules  
2 and regulations contrary to or inconsistent with the provisions of this Act are  
3 hereby repealed or modified accordingly.

4           SEC. 27. *Effectivity Clause.* – This Act shall take effect fifteen (15)  
5 days after its publication in any newspaper of general circulation.

Approved,

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