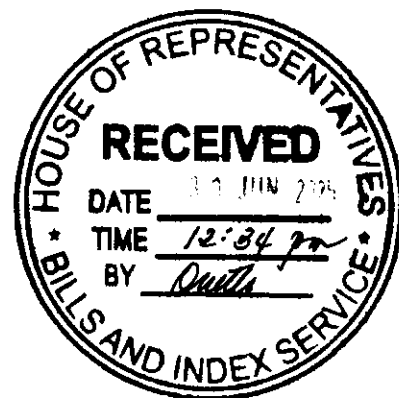


Republic of the Philippines
HOUSE OF REPRESENTATIVES
Quezon City

TWENTIETH CONGRESS
First Regular Session

House Bill No. 166



Introduced by: HON. VINCENZO RENATO LUIGI VILLAFUERTE

EXPLANATORY NOTE

Changing times call for an innovative step. With the transformation of our society from a simple to a highly complicated and technological one with computers and other hi-tech gadgets, it is just proper to equip oneself with the necessary arm to succeed. And what better time than to start them in an early age.

In the earlier times, intelligence and emotional quotient (IQ and EQ) are already sufficient for the holistic development of a child, however, we could no longer limit ourselves to these factors given that children nowadays must develop a high TQ or what we now call technological quotient.

Digital Literacy, Coding, and AI Readiness in basic and tertiary education are increasingly critical in the modern world as it nearly touches every aspect of one's lifestyle, especially with one's communication, education, and employment. Nowadays, individuals heavily rely on technology with their respective transactions as we now settle financial transactions through digital platforms for payments of utility bills, government services, tuition fees, transportation, healthcare, insurance, and more. Our State is even lobbying the institutionalization of E-government in the country to facilitate government processes for faster delivery of services nationwide, as well as enhance citizen participation to ensure that all individuals have equal and speedy access to these services for their utilization. Lastly, our healthcare system is likewise transitioning to telemedicine for online consultations, mostly for those living in remote areas.

However, advancement in technology also means the increasing rate of cybercrimes such as online threats, scams, and online hacks with our online accounts, which requires adequate knowledge in handling and addressing such issues through digital literacy and AI readiness. In 2024, the Police Anti-Cybercrime Group reported that cybercrime rose by 21.84% during the first quarter.

Therefore, the inclusion of digital literacy, coding, and AI readiness in basic and higher education, as well as the establishment of regional future skills centers in all public and private

educational institutions nationwide is necessary for lifelong digital upskilling amongst Filipinos.

In light of the foregoing, the immediate passage of this bill is earnestly sought.

A handwritten signature in black ink, consisting of several overlapping loops and a long horizontal stroke, positioned above the printed name.

HON. VINCENZO RENATO LUIGI VILLAFUERTE
District 2, Camarines Sur



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Introduced by: HON. VINCENZO RENATO LUIGI VILLAFUERTE

AN ACT INSTITUTIONALIZING DIGITAL LITERACY, CODING, AND AI READINESS IN BASIC AND HIGHER EDUCATION, ESTABLISHING REGIONAL FUTURE SKILLS CENTERS, AND PROMOTING LIFELONG DIGITAL UPSKILLING FOR ALL FILIPINOS

Section 1. This Act shall be known as the “**National Digital Skills and AI Readiness Act of 2025.**”

Section 2. It is the policy of the State to prepare every Filipino for the rapidly evolving digital and AI-driven global economy. The State recognizes the need to equip the youth and workforce with future-proof skills such as digital literacy, coding, data analytics, and artificial intelligence to ensure inclusive development, employment generation, and technological competitiveness.

Section 3. The program shall have the following objectives:

- a. Integrate digital skills and AI education across all levels of formal education;
- b. Establish Regional Future Skills Centers to provide free training and certifications;
- c. Facilitate public-private partnerships in upskilling programs;
- d. Promote digital inclusion for marginalized sectors;
- e. Foster ethical awareness and critical thinking in the use of AI technologies.

Section 4. Immediately upon the effectivity of this Act, the Department of Education (DepEd), shall revise the existing educational curricula to achieve the following:

- a. Integrate **basic coding, digital literacy, and algorithmic thinking** in the Grades 6 to 12 curriculum;
- b. Provide modules on **responsible AI use, digital safety, and ethics**;
- c. Ensure teachers receive **upskilling and certification** in digital teaching methods; and
- d. Collaborate with local IT companies for curriculum development and real-world relevance.

Section 5. The Commission on Higher Education (CHED) shall revise the existing educational curricula in tertiary education by requiring all SUCs to offer at least one-AI related subject across non-tech courses including, but not limited to Business, Education, and Agriculture as may be determined by the CHED.

Furthermore, CHED shall establish a ladderized “Digital Career Track” across fields within SUCs, from certificate to degree programs to ensure the augmentation of this Act.

Section 6. The Technical Education and Skills Development Authority (TESDA), in collaboration with the Department of Information and Communications Technology (DICT) and the Commission on Higher Education (CHED) shall establish at least one (1) Future Skills Center in every region to offer free training programs in digital coding, digital marketing, data science, cloud computing, and AI tools, as well as government-subsidized certification programs on global tech platforms including, but not limited to Google, Microsoft, OpenAI, and Amazon Web Services (AWS).

The Future Skills Center shall likewise offer On-site and online learning options accessible to all interested students, Overseas Filipino Workers, Senior Citizens, and Out-of-School Youth to further improve their skills or simply acquire new skills or knowledge for whatever purpose it may deem serve them.

Section 7. An acceleration fund on Youth Digital Work and AI Talent shall be created with the objective of providing training scholarships and laptop subsidies for low-income youth and support AI bootcamps, hackatons, and incubators across the country.

Section 8. The State recognizes the indispensable role of Local Government Units (LGUs) in implementing this Act. Therefore, LGUs who launch youth digital work programs within their respective jurisdictions, with the guidance of the implementing agencies mentioned herein, shall be given incentives which shall be determined upon the effectivity of this Act.

Section 9. There is hereby created the National Council on AI and Digital Talent shall be headed by the Secretary of DICT or its duly designated representative, and composed of a representative of DepEd, CHED, TESDA, DTI, DOLE and other industry leaders. The council shall administer the following:

- a. Publish an annual AI and Tech Jobs Forecast Report;
- b. Develop the National AI Literacy Framework; and
- c. Ensure inclusive access to digital upskilling across rural and urban.

Section 10. Such amount as may be necessary to implement the provisions of this Act is hereby included in the annual appropriations of DICT, DepEd, CHED, and TESDA under the General Appropriations Act (GAA).

Section 11. The DICT, in coordination with relevant agencies, shall issue the necessary Implementing Rules and Regulations within ninety (90) days after the effectivity of this Act.

Section 12. If any provision of this Act is declared invalid or unconstitutional, the other provisions not affected by such declaration shall remain in full force and effect.

Section 13. All laws, executive orders, administrative orders, and rules and regulations inconsistent with this Act are hereby repealed or amended accordingly.

Section 14. This Act shall take effect fifteen (15) days after its complete publication in the Official Gazette or in two (2) newspapers of general circulation.

Approved,