

Republic of the Philippines
HOUSE OF REPRESENTATIVES
Quezon City, Metro Manila



TWENTIETH (20th) CONGRESS
FIRST REGULAR SESSION

House Bill No. 243

Introduced by
Rep. **ROBERT NAZAL**

AN ACT INSTITUTIONALIZING FUTURE-PROOF SKILLS TRAINING IN ARTIFICIAL INTELLIGENCE, CODING, DATA SCIENCE, CLIMATE ADAPTATION, AND GREEN TECHNOLOGIES IN BASIC AND HIGHER EDUCATION, PROVIDING FUNDS THEREFOR, AND FOR OTHER PURPOSES

EXPLANATORY NOTE

The 21st century is defined by rapid technological transformations and the intensifying impacts of the climate crisis. The world is shifting toward digital economies and green transitions, and the Philippines must empower its youth and workers with future-ready skills to remain competitive, inclusive, and resilient.

According to the World Economic Forum's Future of Jobs Report 2023, over 44% of worker skills will change within the next five years, with AI, big data, and green technologies dominating labor demand. The ILO highlights the need for green skills and lifelong learning in addressing job displacement caused by climate change. The Philippine Development Plan (PDP) 2023–2028 emphasizes "future-proofing" the Filipino workforce. The International Labor Organization (ILO) warns that millions of jobs may be displaced due to automation and climate shifts, but also notes that millions of new "green and digital jobs" can be created, provided that education and training systems are reconfigured to meet emerging demands.

In the Philippine context, the Development Academy of the Philippines (2022) reports that nearly 58% of Filipino workers are vulnerable to displacement from automation unless significant upskilling occurs. This is echoed in the Philippine Development Plan (PDP) 2023–2028, which calls for the transformation of human capital development through digital literacy, AI education, STEM strengthening, and the promotion of lifelong learning.

The Philippine Future Skills Act aligns with the goals of Bagong Henerasyon Partylist to invest in the potential of our youth and build an agile and empowered generation.

Therefore, this Act seeks to institutionalize these strategic directions by mandating government-led, system-wide reforms that embed future skills development in education, governance, and economic policy.



Rep. ROBERT NAZAL
Bagong Henerasyon Party-List

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

CHAPTER I – GENERAL PROVISIONS

SECTION 1. SHORT TITLE.

This Act shall be known as the “Philippine Future Skills Act.”

SECTION 2. DECLARATION OF POLICY.

It is the policy of the State to equip the Filipino workforce with future-proof skills that ensure long-term employment, competitiveness, and resilience in the face of rapid technological change, climate volatility, and shifting industrial landscapes. The State affirms its commitment to institutionalize skills development in digital technologies, green innovation, artificial intelligence, data science, and climate adaptation across all levels of education.

The State shall promote an agile and inclusive education ecosystem, foster collaboration between the public and private sectors, and ensure that education and training systems respond dynamically to the evolving demands of the labor market and national development goals.

SECTION 3. OBJECTIVES.

This Act aims to:

1. Mainstream education and training in artificial intelligence, coding, data science, climate adaptation, and green technologies across all educational levels;
2. Align national human capital development with global digital and green trends;
3. Ensure inclusivity and accessibility of future skills training, particularly for women, out-of-school youth (OSYs), persons with disabilities (PWDs), and indigenous peoples (IPs);
4. Promote lifelong learning and flexible, stackable credentialing systems; and
5. Strengthen industry-academe-government collaboration in the co-creation of curricular, assessment, and employment pathways.

SECTION 4. DEFINITION OF TERMS.

As used in this Act:

- A. Future Skills refer to evolving competencies that enable individuals to succeed in a world increasingly shaped by automation, artificial intelligence, climate change, and interconnected global systems. These include digital, technological, environmental, and human-centered competencies.
- B. Micro-Credentialing refers to a certification process that recognizes short-term, skills-specific learning achievements that can be accumulated toward formal qualifications.
- C. Green Technologies refer to innovations designed to minimize environmental impact, conserve energy and natural resources, and support sustainability.
- D. Climate Adaptation refers to the ability to anticipate, respond to, and reduce vulnerabilities related to climate-related risks and disasters.
- E. National Future Skills Framework (NFSF) refers to the guiding document to be developed under this Act, outlining core competencies, curricula standards, and implementation strategies for future-proof skills development.

CHAPTER II – SCOPE AND COVERAGE

SECTION 5. COVERAGE.

This Act shall apply to:

1. All public and private basic and higher education institutions;

2. State Universities and Colleges (SUCs) and Local Universities and Colleges (LUCs);
3. Technical Education and Skills Development Authority (TESDA)-accredited Technical-Vocational Institutions (TVIs);
4. Alternative Learning System (ALS) providers and community learning centers;
5. All relevant government agencies engaged in human capital development.

CHAPTER III – NATIONAL FUTURE SKILLS FRAMEWORK

SECTION 6. CREATION AND IMPLEMENTATION OF THE NATIONAL FUTURE SKILLS FRAMEWORK.

There shall be a National Future Skills Framework (NFSF) established and regularly updated every three (3) years by the Department of Education (DepEd), the Commission on Higher Education (CHED), the Technical Education and Skills Development Authority (TESDA), the Department of Science and Technology (DOST), and the Department of Information and Communications Technology (DICT), in consultation with industry stakeholders.

The Framework shall identify and define essential future-proof skills across three core domains:

- A. Digital and Technological Skills (e.g., AI, coding, cybersecurity);
- B. Green and Climate Resilience Skills (e.g., renewable energy, disaster risk reduction); and
- C. Human-Centered and Interdisciplinary Skills (e.g., systems thinking, innovation leadership).

The Framework shall also establish assessment benchmarks, curriculum alignment tools, inclusion strategies, and modalities for digital learning and open educational resources (OERs).

The Framework shall be developed in consultation with relevant industry partners, education experts, civil society, and international organizations to ensure relevance, inclusivity, and global benchmarking.

CHAPTER IV – CURRICULUM AND PROGRAM INTEGRATION

SECTION 7. INTEGRATION IN BASIC EDUCATION.

DepEd, in coordination with TESDA, DOST, and DICT, shall integrate future-proof skills into the K–12 and ALS curriculum. This integration shall include digital literacy, coding, data interpretation, green technologies, climate science, and AI fundamentals. Learning materials shall be localized, inclusive, and accessible in regional languages.

Integration shall occur progressively:

- A. Grades 4–6: Introductory digital and climate concepts;
- B. Grades 7–10: Applied programming, green technologies, and AI ethics;
- C. Grades 11–12: Specialized tracks and immersion with tech and green industries.

Future-proof skills shall also be integrated into ALS to reach marginalized sectors.

SECTION 8. INTEGRATION IN HIGHER EDUCATION.

CHED shall require HEIs to offer courses, minors, and interdisciplinary degree programs in artificial intelligence, data science, environmental technologies, and green energy systems. HEIs shall be encouraged to undertake related research and faculty upskilling.

CHED shall also support the offering of graduate certificates, stackable micro-credentials, and distance education delivery of future skills programs, especially in underserved areas.

CHAPTER V – GOVERNANCE, IMPLEMENTATION, AND CAPACITY BUILDING

SECTION 9. GOVERNANCE STRUCTURE.

A National Future Skills Council (NFSC) shall be established, chaired by the Secretary of Education, to oversee implementation, coordination, and periodic review of this Act. It shall include representatives from CHED, TESDA, DICT, DOST, DTI, and relevant industry and civil society sectors.

Regional and Local Implementation Boards shall also be created to localize future skills training in partnership with local government units.

SECTION 10. CAPACITY BUILDING AND INFRASTRUCTURE.

By 2027, all instructors teaching future-proof skills shall be required to complete accredited certification programs.

At least one (1) Future Skills Training Center shall be established in each region by 2026. These centers shall serve as hubs for digital, green, and innovation-based training, equipped with updated laboratories and AI infrastructure.

Open Educational Resources (OERs) shall be developed and made publicly available. A Digital Access Fund shall subsidize connectivity and devices for marginalized learners.

CHAPTER VI – INCLUSION, INDUSTRY LINKAGES, AND GLOBAL MOBILITY

SECTION 11. EQUITY AND INCLUSION.

CHED and TESDA shall provide scholarships, training vouchers, and learning materials to learners from marginalized sectors, including women, OSYs, PWDs, and IPs.

Community-based and barangay-level workshops shall be supported through LGU-led programs.

SECTION 12. INDUSTRY AND INNOVATION LINKAGE.

Incentives shall be provided for industries co-developing curricula, providing internships, and donating equipment. A Youth Future Tech Innovation Fund shall support student-led startups. The DFA and DTI shall promote international recognition of Filipino future skills credentials to expand global mobility and job matching.

CHAPTER VII – FUNDING, MONITORING, AND FINAL PROVISIONS

SECTION 13. FUNDING AND MONITORING.

The amount of THREE BILLION PESOS (PhP 3,000,000,000.00) is hereby appropriated for the initial implementation of this Act and shall be included in the General Appropriations Act (GAA) annually thereafter.

An Annual Future Skills Education Report shall be prepared by DepEd and CHED and submitted to Congress.

Private sector donations, endowments, and CSR projects supporting this Act shall be entitled to tax deductions.

SECTION 14. IMPLEMENTING RULES AND REGULATIONS.

The NFSC shall promulgate the implementing rules and regulations (IRR) of this Act within ninety (90) days from its effectivity.

SECTION 15. CONGRESSIONAL OVERSIGHT.

A Congressional Oversight Committee on Future Skills shall be created to monitor the implementation of this Act and recommend legislative updates as necessary.

SECTION 16. SEPARABILITY CLAUSE.

If any provision of this Act is declared unconstitutional or invalid, the remainder of the Act not affected thereby shall remain in full force and effect.

SECTION 17. REPEALING CLAUSE.

All laws, executive orders, administrative orders, and other issuances inconsistent with this Act are hereby repealed or amended accordingly.

SECTION 18. EFFECTIVITY.

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

Approved