

Republic of the Philippines
HOUSE OF REPRESENTATIVES
Quezon City
TWENTIETH CONGRESS
Second Regular Session
HOUSE BILL NO. 10347



Introduced by: **REP. ELMER V. CATULPOS**
(I-Tahanan Partylist)

EXPLANATORY NOTE

Every Filipino parent makes the same quiet sacrifice: they send a child to school so that the child may have a better life. But the world that child will graduate into has changed. In the offices, the shops, and the industries of today — here and across the globe — artificial intelligence is no longer the future; it is the ordinary tool of daily work, as common on the desk as the calculator and the computer before it. Businesses are investing in it and searching, often in vain, for workers who can use it well. The question before our schools is no longer whether our children will meet this technology, but whether they will meet it prepared — or be left behind by a world that did not wait.

This bill answers with preparation. Its principle is as old as the classroom itself: when a teacher assigns a book, the student reads it, and the examination reveals who understood. Artificial intelligence is, to this generation, what the reading assignment was to every generation before — a source the teacher directs the student to study, and the examination still reveals who understood. The tool is faster; the pedagogy is the same. Under this Act, the teacher assigns the topic; the learner explores it with the aid of AI; and the school then examines not what the machine produced, but what the learner actually knows — through oral defense, applied projects, supervised work, and questions that ask why and how, not merely what.

Here lies the answer to the honest fear that machines will teach our children to stop thinking: one cannot prompt what one does not know. A student empty of knowledge can ask nothing of the machine and cannot judge what it returns. Skillful use of AI does not replace learning — it exposes whether learning happened. And so this Act shifts our examinations toward the very things no machine can memorize for a child: understanding, reasoning, creativity, and judgment. Memorization is what the machine has made cheap; understanding is what it has made precious. Our schools shall test the precious thing.

There is also a matter of fairness that can no longer be ignored. In the well-resourced private schools, children are already using these tools daily, guided and unafraid. If our public schools ban or ignore what the privileged already command, we will widen the very gap that public education exists to close. Fluency in the tools of the modern workplace must not

become a privilege of the wealthy. And there is a matter of national survival: the industries that employ millions of our people — our services, our offices, our business process sector — will ride this wave or be swallowed by it, depending on whether the Filipino workforce is its master or its casualty. A nation of AI-ready graduates is a nation that keeps its jobs and wins the new ones.

To its credit, the government has begun. The Department of Education has issued its first foundational guidelines welcoming AI as a tool — never a replacement for the teacher — and a national training effort, backed by international partners, has begun to reach teachers and learners. These are welcome and admirable steps. But they are steps of policy and of projects: a policy may be quietly reversed by the next administration, and a project funded by grants ends when the grant ends. The college student and the technical-vocational trainee, moreover, still wait for their turn. What is given by policy can be taken away by policy. Only a law can make readiness permanent, fund it from the nation's own budget, and extend it to every level of learning.

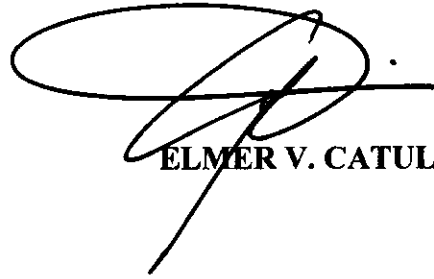
And while we prepare our learners, we must also protect them. Across the country, schools — left without guidance and facing a technological earthquake alone — reached for the only tool being sold to them: detection software that claims to identify machine-written work. But these tools guess; they do not know. Independent research has documented their false accusations — and documented that they fall hardest on students who do not write in the polished English of the native speaker. Consider what that means: a machine that mistakes Filipino English for cheating. An honest student loses a scholarship, carries a record of dishonesty, weeps before a disciplinary board — on the word of an algorithm that cannot be questioned, cross-examined, or made to explain itself. No Filipino learner's future should rest on a machine's guess. This Act guarantees that none ever will: sanctions shall rest on real evidence and human judgment, as due process has always demanded. And no child should be made to bow their head in shame before their classmates on the word of a machine — the laws that have always protected a child's dignity remain in full force, and this Act shields no one who breaks them.

None of this is asked of our teachers empty-handed. The teacher is the hero of this Act, not its target. A national program, permanently funded, shall train and capacitate every teacher in the use of these tools — to guide their students, to design the new examinations, and to lighten their own burdens, for the same technology that helps the student research can help the teacher prepare lessons and materials. The State shall equip first, and only then expect. And the first principle of the government's own guidelines is written into this law: the machine is a tool, and never the teacher. Nothing in this Act shall ever replace the Filipino teacher; everything in it is meant to stand beside them.

This measure likewise answers the direction the President set in his State of the Nation Address of July 27, 2026: "AI is here to stay; and so we adopt it to harness its potential to enhance critical sectors, from our educational system to our industries." The President reported that AI-readiness training has reached at least 1.8 million students, parents, and teachers alike, and called for these initiatives to be scaled across all sectors to ensure our global competitiveness. This bill takes the President at his word and gives his direction the

one thing only Congress can give it: permanence — funded from the nation's own budget, extended to every level of learning, and secured beyond the life of any program, any grant, or any administration.

We taught our children to read books; now we must teach them to command the newest one. The measure of our schools is the readiness of the children they send into the world. In view of the foregoing, the immediate passage of this bill is earnestly sought.



ELMER V. CATULPOS

Republic of the Philippines
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Quezon City

TWENTIETH CONGRESS
Second Regular Session

HOUSE BILL NO. 10347

Introduced by Representative ELMER V. CATULPOS
(I.Tahanan Party-list)

AN ACT PREPARING EVERY FILIPINO LEARNER FOR THE AGE OF ARTIFICIAL INTELLIGENCE BY INTEGRATING AI LITERACY, GUIDED USE, AND CREATIVE-THINKING ASSESSMENT INTO EDUCATION, ESTABLISHING A PERMANENTLY FUNDED NATIONAL TEACHER CAPACITATION PROGRAM, PROTECTING LEARNERS FROM SANCTIONS BASED ON UNRELIABLE AI-DETECTION SOFTWARE, AND FOR OTHER PURPOSES

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

SECTION 1. Short Title. — This Act shall be known as the “Handa sa Kinabukasan Act” or the “AI-Ready Education and Learner Protection Act.”

SECTION 2. Declaration of Policy. — It is the policy of the State to prepare every Filipino learner for a world of work in which artificial intelligence is an ordinary professional tool, by teaching its knowledgeable, ethical, and creative use; to ensure that examinations measure understanding, reasoning, and creativity — the why and the how — rather than memorization alone; to equip and capacitate teachers first, through a permanently funded national program, before expecting new competencies of them; to ensure that fluency in modern tools never becomes a privilege of the wealthy; and to protect every learner’s right to due process by guaranteeing that no academic sanction shall rest upon the unverifiable output of detection software. The State affirms that artificial intelligence in education is a tool, and never the teacher, and that nothing in this Act shall diminish or replace the role of the Filipino educator.

SECTION 3. Definition of Terms. — As used in this Act:

- (a) *Generative artificial intelligence (AI)* refers to any system capable of producing text, images, code, or other content in response to prompts, including large language models and successor technologies.
- (b) *AI fluency* refers to the competency of using generative AI knowledgeably, ethically, and effectively, including the formulation of prompts, the critical evaluation of outputs, and the demonstration of personal understanding and contribution.
- (c) *AI detection software* refers to any tool, algorithm, or system that analyzes an academic submission to generate a probability, score, classification, or flag indicating that it was produced in whole or in part by generative AI, including tools that purporst to infer authorship or AI use from statistical or linguistic features.

- (d) *Academic sanction* refers to any formal adverse action against a learner's academic standing, including a failing grade on the affected work or course imposed as penalty for alleged academic dishonesty, a notation of dishonesty on any record, suspension, expulsion, probation, disqualification, denial of enrollment, graduation, or certification, or revocation of a scholarship or financial aid.
- (e) *Academic institution* refers to any public or private school, college, university, institutions of higher learning (IHL) or technical-vocational institution regulated or supervised by the Department of Education (DepEd), the Commission on Higher Education (CHED), or the Technical Education and Skills Development Authority (TESDA) including chartered state universities and colleges governed by boards of regents or trustees.
- (f) *Learner* refers to any student, pupil, apprentice, or trainee enrolled in or seeking credentials from an academic institution.

SECTION 4. Scope and Relationship to Existing Laws and Issuances. — This Act shall apply to all academic institutions and shall be implemented in harmony with Republic Act No. 9155, Republic Act No. 7722, Republic Act No. 7796, and the Data Privacy Act of 2012. It builds upon, institutionalizes, and makes permanent the direction begun by the foundational guidelines of the DepEd on artificial intelligence in basic education and the national AI-training initiatives, and extends the same to higher and technical-vocational education. This Act shall complement, and not duplicate, pending measures on the integration of AI subjects into the curriculum, and shall be implemented in harmony with any national framework on artificial intelligence that may be enacted, as the education-sector application of the principle that high-risk uses of artificial intelligence that maybe enacted, as the education-sector application of the principle that high-risk uses of artificial intelligence require human oversight

SECTION 5. Integration of AI Fluency and Guided Use Into Learning. — The DepEd, the CHED, and the TESDA shall integrate into their respective curricula and standards, at levels appropriate to the learners' age and capacity, the knowledgeable and guided use of generative AI as a learning tool. Such integration shall follow the principle that one cannot prompt what one does not know: knowledge remains the foundation, and AI fluency is built upon it, never in place of it. Teachers shall be empowered to assign topics for learners to explore with the aid of AI and to require learners to demonstrate, by examination and defense, what they themselves have understood, judged, and created from that exploration. Frameworks for prompting, critical evaluation of AI output, and creative and innovative thinking shall form part of this integration.

SECTION 6. Modernization of Assessment. — Within eighteen (18) months from the effectivity of this Act, the DepEd, the CHED, and the TESDA shall each issue updated assessment frameworks for their respective institutions, which shall: (a) assume the availability of generative AI in the learning environment; (b) emphasize modalities that measure understanding, reasoning, creativity, and judgment — the why and the how — rather than memorization or the statistical properties of submitted text, including oral examination and defense, supervised in-class writing and synthesis, applied and project-based assessment, portfolio assessment, and demonstration of process and revision; (c) establish standards for the ethical and disclosed use of AI by learners, including attribution and demonstration of personal contribution; and (d) be subject to public consultation with learners, teachers, institutions, employers, and civil society prior to issuance.

SECTION 7. Ethical and Disclosed Use. — Learners shall disclose the use of AI tools in their academic work in the manner provided by the assessment frameworks under Section 6. Academic

institutions shall retain full authority to set policies on the disclosed use of AI, to design assessments that by their nature cannot be completed by AI alone, and to uphold academic integrity through evidence and human judgment as provided in Part II.

SECTION 8. National Teacher AI-Capacitation Program. — There is hereby established a National Teacher AI-Capacitation Program, permanently funded under this Act, to train and capacitate teachers, faculty, and education personnel across basic, higher, and technical-vocational education in: (a) the guided use of AI in teaching and the supervision of learners' use; (b) the design and conduct of the modernized assessments under Section 6; and (c) the use of AI to lighten the teacher's own burdens, including lesson preparation and the development of materials. The Program shall be integrated into the existing in-service training and faculty-development systems of the DepEd, the CHED, and the TESDA, shall build upon existing national AI-training initiatives, and shall confer certifications that maybe recognized for professional development and advancement, subject to applicable laws, rules, and issuances. No new competency under this Act shall be demanded of a teacher for compliance purposes unless the training has been made available in accordance with the phased implementation under Section 9.

SECTION 9. Digital Equity and Phased Implementation. — Recognizing the unequal resources of schools, the implementation of this Act shall be phased and resource-conscious, with priority in funding, equipment, connectivity, and training given to public schools and underserved areas. No school, teacher, or learner shall be penalized for non-compliance with obligations under this Act where the non-compliance is directly attributable to the lack of resources, equipment, or connectivity that are necessary for compliance and have not yet been provided or made reasonably available.

SECTION 10. Prohibition on Sanctions Based on AI Detection Software. — No academic institution, and no administrator, faculty member, or employee thereof, shall impose an academic sanction upon any learner based solely upon the output, score, flag, or classification of AI detection software. Where an academic institution considers such output for purposes of initiating an inquiry, it shall: (a) treat the output only as a secondary and non-dispositive lead; (b) disclose to the learner, in writing, that such output was considered and provide a copy of the output and the basis for its generation to the extent available; (c) require corroboration by independent evidence and human evaluation of the learner's work and explanations; and (d) ensure that the learner is afforded a meaningful opportunity to be heard and to present evidence.

Nothing in this section prohibits an academic institution from: (a) setting policies on the disclosed use of AI; (b) designing assessments that cannot be completed by AI alone; or (c) imposing sanctions upon academic dishonesty established through independent evidence and human judgment, including oral examination, comparison of drafts and process, and testimony, with the learner's right to be heard preserved throughout.

SECTION 11. Restriction on Subscription, Licensing, or Procurement of AI Detection Software for Disciplinary Use.

- (a) No academic institution under the jurisdiction of the Department of Education (DepEd) or the Technical Education and Skills Development Authority (TESDA) shall procure, license, subscribe to, or otherwise obtain access to AI detection software for the purpose of flagging learner submissions for disciplinary action or for imposing an academic sanction. Existing

subscriptions, licenses, or procurements for such disciplinary purpose shall not be renewed and shall be terminated within one (1) year from the effectivity of this Act.

Use of AI detection software by such institutions for internal research, curriculum development, or professional development, without any inquiry or sanction directed at an identifiable learner, is not prohibited, subject to applicable data privacy and procurement rules.

- (b) Consistent with the academic freedom, institutional autonomy and without prejudice to CHED's authority to supervise and review disciplinary cases, an IHL may procure, license, or subscribe to AI detection software subject to the following minimum safeguards:
- (i) **Non-dispositive character.** AI detection software output shall not create any presumption of academic dishonesty and shall not be the sole basis for the filing of charges, the initiation of formal disciplinary proceedings, or the imposition of any academic sanction.
 - (ii) **Prohibited configuration or purpose.** No AI detection software shall be configured, used, or institutionalized in a manner that, in effect, makes its output a primary driver of disciplinary outcomes or replaces human judgment.
 - (iii) **Written disclosure.** Where an IHL considers AI detection output in any inquiry involving an identifiable learner, the IHL shall inform the learner in writing that such output was considered and shall provide a copy of the output and available relevant details on how it was generated, subject to reasonable limits on proprietary information.
 - (iv) **Human evaluation and corroboration.** Any use of AI detection software output in an integrity inquiry must be subjected to human evaluation and corroborated by independent evidence. The learner shall be afforded a fair and reasonable opportunity to explain and to present supporting evidence before any decision is made, consistent with due process in student disciplinary cases.
 - (v) **CHED minimum standards.** CHED shall issue guidelines establishing minimum standards for compliance with this subsection, including documentation of human review and safeguards against automated or presumptive sanctioning.

Existing IHL subscriptions or licenses shall be reviewed for compliance within one (1) year from effectivity. Non-compliant subscriptions or licenses shall be terminated or modified to comply.

SECTION 12. Rights and Remedies of Learners. — A learner sanctioned in violation of Section 10, as determined by the academic institution's disciplinary process consistent with this Act, or upon review by the appropriate regulator, shall be entitled to:

- (a) reversal of the sanction and expunging of related notations from the learner's record within a period to be set in the implementing rules;
- (b) re-evaluation of the affected work by means consistent with this Act;
- (c) an administrative complaint before the DepEd, the CHED, or the TESDA, as applicable, through a simple and accessible process, without prejudice to CHED's authority to supervise and review disciplinary cases involving institutions of higher learning;
- (d) civil action for damages against the institution where the violation caused demonstrable injury; and
- (e) free legal assistance through the Public Attorney's Office where the learner is indigent.

Nothing in this Act shall be construed to immunize any person from liability under existing laws in connection with accusations based on AI detection software outputs, including where applicable, Republic Act No. 10175, Republic Act No. 7610, Republic Act No. 10627 and Republic Act No. 10173. The remedies under this Act are in addition to remedies and penalties under existing laws.

SECTION 13. Institutional Accountability and Protection of Educators in Good Faith.

— An academic institution that violates this Act shall be liable, upon proceedings before the appropriate regulator, to the following administrative sanctions: (a) for the first violation, a written warning and order to comply; (b) for the second violation, an administrative fine of not less than One hundred thousand pesos (P100,000.00) nor more than Five hundred thousand pesos (P500,000.00); and (c) for the third and subsequent violations, a fine of not less than Five hundred thousand pesos (P500,000.00) nor more than Two million pesos (P2,000,000.00), with possible suspension, downgrading, or withdrawal of permit, recognition, or authority to operate, subject to due process and applicable laws and rules.

A teacher, faculty member, or employee who acts in good faith and in accordance with the frameworks under this Act, or to whom the capacitation under Section 8 has not yet been made available pursuant to the phased implementation under Section 9, shall incur no personal liability under this Act. However, any teacher, faculty member, or employee, who, despite having undergone training, shall knowingly and maliciously violate the rights of a learner under Part II shall be subject to administrative consequences under applicable civil service rules, labor rules, and institutional policy. The good-faith protection under this section applies only to liability under this Act and shall not shield any person from liability under other laws.

SECTION 14. Non-Retaliation. — No institution, administrator, faculty member, or employee shall retaliate against a learner who in good faith asserts rights under this Act. Retaliation shall itself constitute a violation subject to Section 13.

SECTION 15. Implementing Agencies. — The DepEd, the CHED, and the TESDA shall implement this Act within their respective jurisdictions, with the support of the Department of Information and Communications Technology and the Department of Science and Technology for connectivity, tools, and technical standards, and in consultation with teacher and learner organizations, institutional associations, employers, and civil society and where appropriate, the National Privacy Commission on data protection matters.

SECTION 16. Appropriations. — The amount necessary to carry out this Act, particularly the National Teacher AI-Capacitation Program and the digital-equity provisions, shall be provided under a new appropriation in the annual General Appropriations Act, and shall not be sourced by diminishing existing education programs. Additional funding may be sourced from grants and partnerships, provided that the Program shall never depend upon them for its continuity.

SECTION 17. Implementing Rules and Regulations. — Within ninety (90) days from the effectivity of this Act, the DepEd, the CHED, and the TESDA, in consultation with the DICT, the DOST, teacher and learner organizations, institutional associations, and civil society organizations with demonstrated competence in artificial intelligence and education policy, shall jointly promulgate the implementing rules and regulations. Failure to promulgate the same shall not prevent the implementation of this Act.

SECTION 18. Congressional Oversight. — A Congressional Oversight Committee, composed of the chairpersons and members of the appropriate committees of both Houses, shall

monitor the implementation of this Act, particularly the reach of the teacher-capacitation program and the protection of learners, and review its effectiveness within three (3) years from its effectivity.

SECTION 19. Separability Clause. — If any provision of this Act is declared invalid or unconstitutional, the other provisions not affected thereby shall remain in full force and effect.

SECTION 20. Repealing Clause. — All laws, decrees, executive orders, rules and regulations, and other issuances or parts thereof inconsistent with this Act are hereby repealed, amended, or modified accordingly.

SECTION 21. Effectivity. — This Act shall take effect fifteen (15) days after its publication in the Official Gazette or in a newspaper of general circulation.

Approved.