

TWENTIETH CONGRESS OF THE)
REPUBLIC OF THE PHILIPPINES)
Second Regular Session)



HOUSE OF REPRESENTATIVES

House Bill No. 10266

Introduced by Hon. Antonio B. Legarda Jr.

AN ACT
PROVIDING UNIVERSAL ACCESS TO DIGITAL LEARNING RESOURCES FOR
STUDENTS IN STATE UNIVERSITIES AND COLLEGES THROUGH THE
ESTABLISHMENT OF A NATIONAL ACADEMIC CONTENT REPOSITORY AND
CAMPUS-WIDE HIGH-SPEED WI-FI, AND APPROPRIATING FUNDS
THEREFOR

EXPLANATORY NOTE

The right to education cannot be fully realized when students lack access to essential learning materials. For many students enrolled in State Universities and Colleges (SUCs), especially those from low-income and rural communities, the high cost of textbooks, poor internet connectivity, and limited access to academic materials remain significant barriers to learning.

In 2024, the Philippine Statistics Authority (PSA) and the Department of Information and Communications Technology (DICT) reported that only 48.8% or 13.56 million Filipino households had internet access at home.¹ Connectivity gaps remain particularly pronounced outside urban centers, and as of mid-2025, nearly 12,000 public schools nationwide still lacked internet access.²

These challenges are made worse by the high cost of textbooks and the lack of a centralized source of educational materials. Students who cannot afford required materials are often rely on shared or outdated materials, while valuable academic content produced by Filipino educators, including lecture materials, course modules,

¹ Philippine Statistics Authority, *Percentage of Households with Internet Connection Increased to 48.8 percent in 2024; Two in Every Three Individuals Aged 10 Years and Over Used the Internet*, July 21, 2025, accessed at: <https://psa.gov.ph/content/percentage-households-internet-connection-increased-488-percent-2024-two-every-three>

² Philippine News Agency, *Marcos Vows Internet for all 12k Offline Public Schools by Year-End*, July 28, 2025, accessed at: <https://www.pna.gov.ph/articles/1255297>

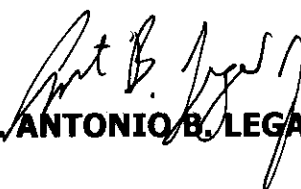
research outputs and open educational resources, remains scattered across institutions and inaccessible to many students.

This bill addresses these gaps through two complementary measures. First, it establishes a National Academic Content Repository (NACR) under the Commission on Higher Education (CHED), in partnership with DICT, to serve as a centralized platform for digital textbooks, lecture materials, research papers, course modules, and other learning resources that may be freely accessed by students and faculty across all SUCs. The NACR will promote locally produced content, support open educational resources, and ensure that materials remain current, accessible, and academically sound.

Second, the bill provides for campus-wide high-speed Wi-Fi in all SUCs, prioritizing underserved, rural, geographically isolated, and disadvantaged (GIDA) institutions. This will help ensure that students can effectively access digital learning resources regardless of location.

By institutionalizing access to both educational content and digital connectivity, this measure strengthens digital inclusion, expands learning opportunities, and promotes greater equity in higher education.

In view of the foregoing, the immediate passage of this bill is earnestly sought. This bill also serves as the counterpart measure to that filed in the Senate by Senator Loren Legarda.


HON. ANTONIO B. LEGARDA, JR.

TWENTIETH CONGRESS OF THE)
REPUBLIC OF THE PHILIPPINES)
Second Regular Session)

HOUSE OF REPRESENTATIVES

House Bill No. 10266

Introduced by Hon. Antonio B. Legarda Jr.

AN ACT
PROVIDING UNIVERSAL ACCESS TO DIGITAL LEARNING RESOURCES FOR
STUDENTS IN STATE UNIVERSITIES AND COLLEGES THROUGH THE
ESTABLISHMENT OF A NATIONAL ACADEMIC CONTENT REPOSITORY AND
CAMPUS-WIDE HIGH-SPEED WI-FI, AND APPROPRIATING FUNDS
THEREFOR

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 the “Universal Access to Learning
2 Resources Act.”
- 3 Section 2. ***Declaration of policy.*** – It is the policy of the State to promote the right
4 of all citizens to quality education and to ensure that higher education institutions are
5 equipped with the tools necessary to deliver accessible, inclusive, relevant, and
6 technology-enabled instruction. Toward this end, the State shall provide equitable
7 access to digital learning resources for all students enrolled in State Universities and
8 Colleges (SUCs), harness information and communications technology to bridge the
9 digital divide in higher education, and support the development and open sharing of
10 locally produced academic content, and promote open educational resources, digital
11 literacy, lifelong learning, and the responsible use of emerging educational
12 technologies. The State shall likewise ensure that digital learning opportunities are
13 accessible to all learners, including those in underserved, rural, geographically

isolated, and disadvantaged areas, and persons with disabilities, in order to expand access to quality higher education and improve learning outcomes.

Section 3. ***Definition of Terms.*** – For purposes of this Act, the following terms shall mean:

- a) *Campus-wide High-Speed Wi-Fi* refers to internet access provided throughout an SUC campus, including classrooms, libraries, dormitories, and common areas, at speeds sufficient to learning, research, and access to digital resources;
- b) *Digital Learning Resources* refers to educational materials in digital format, including textbooks, e-books, lecture videos, course modules, research papers, journals, and other learning materials used for teaching, learning, and research;
- c) *Open Educational Resources (OERs)* refers to teaching, learning, and research materials that may be freely accessed, used, adapted, and shared, subject to applicable laws and proper attribution;
- d) *State Universities and Colleges (SUCs)* refer to public higher education institutions established by law and funded by the national government.
- e) *Underserved, Rural, Geographically Isolated, and Disadvantaged Areas (GIDA)* refer to areas identified by the appropriate government agencies as having limited access to information and communications technology, internet connectivity, educational resources, and other essential services.

Section 4. ***Establishment of the National Academic Content Repository.*** –

There is hereby established a National Academic Content Repository (NACR) to be managed by the Commission on Higher Education (CHED), in technical partnership with the Department of Information and Communications Technology (DICT) and in coordination with SUCs. The NACR shall serve as the central government platform for the storage, curation, and dissemination of quality-assured digital learning resources.

It shall:

- a) Host digital textbooks, e-books, lecture videos, syllabi, research papers, course modules, open educational resources (OERs), and other digital learning materials spanning all academic disciplines offered in SUCs;
- b) Provide free and unencumbered online access to all students and faculty of SUCs nationwide, accessible through web-based and mobile platforms;

- c) Ensure that all content hosted therein is quality-assured, up-to-date, inclusive, accessible to persons with disabilities, and culturally relevant to the Philippine context;
- d) Maintain a metadata and cataloguing system consistent with international library and open access standards to facilitate search, retrieval, and attribution; and
- e) Provide mechanisms for faculty-generated content, with appropriate academic recognition, attribution, and intellectual property protections in accordance with existing law, including Republic Act No. 8293, otherwise known as “the *Intellectual Property Code of the Philippines*”.

Section 5. ***Digital Content Development and Acquisition.*** – To populate and sustain the NACR, CHED shall:

- a) Acquire licenses for digital textbooks and learning resources for courses offered across SUCs, with preference given to open access or perpetual license arrangements;
- b) Establish a grant program for locally-produced academic content to promote the creation and digitalization of localized, open educational resources by SUC faculty members and academic units;
- c) Enter into partnership arrangements with national and international academic publishers, libraries, and open access networks to secure affordable or no-cost access to peer-reviewed content;
- d) Constitute Content Review Panels composed of discipline-specific subject matter experts, drawn from SUC facilities and CHED-recognized professional organizations, to evaluate the academic quality, accuracy, and appropriateness of all content prior to inclusion in the NACR; and
- e) Establish a content update cycle ensuring that all hosted materials are reviewed for currency and accuracy at least once every three (3) years, or more frequently as determined by CHED.
- f) Encourage the development and dissemination of learning materials in Filipino and other Philippine languages, particularly for subjects where localized content would enhance learning outcomes and cultural relevance.

1 Section 6. ***Campus-Wide High-Speed Wi-Fi Access.*** – The DICT, in coordination
2 with CHED and SUCs, shall provide and maintain campus-wide high speed Wi-Fi
3 infrastructure in all SUCs nationwide. Such Wi-Fi access shall:

- 4 a) Be provided free of charge to all currently enrolled students and faculty of each
5 respective SUC;
- 6 b) Meet minimum bandwidth and speed standards to be prescribed jointly by DICT
7 and CHED, sufficient to support simultaneous access to the NACR and other
8 academic services;
- 9 c) Be deployed across all major campus areas, including classrooms, libraries,
10 dormitories, and common areas;
- 11 d) Incorporate cybersecurity measures to ensure network integrity, data
12 protection, and user privacy in compliance with Republic Act No. 10173,
13 otherwise known as the Data Privacy Act of 2012, and other applicable laws;
14 and
- 15 e) Be operated and maintained by each SUC in coordination with DICT, subject to
16 technical standards and guidelines issued by DICT.

17 Priority for initial deployment and funding allocation shall be given to SUCs in
18 underserved, rural, geographically isolated, and disadvantaged areas, as identified by
19 CHED and DICT in consultation with the Department of Economy, Planning, and
20 Development (DEPDev).

21 The DICT and CHED shall periodically review and update minimum bandwidth
22 standards to account for technological advancements, increases in user demand, and
23 emerging digital learning requirements.

24 Section 7. ***Responsibilities of SUCs.*** – Each SUC shall:

- 25 a) Designate an Open Learning Resources Unit or, where institutional capacity is
26 limited, a duly authorized officer, to serve as the institutional focal point for
27 coordination with CHED and DICT on matters pertaining to the NACR and
28 campus Wi-Fi;
- 29 b) Integrate NACR resources into library and information services, course syllabi,
30 and academic delivery systems;
- 31 c) Promote faculty participation in the creation, adaptation, and use of digital
32 content from the NACR;

- d) Incorporate digital literacy, academic integrity, and responsible use of online resources into relevant academic programs and student orientation activities;
- e) Maintain, operate, and secure campus Wi-Fi infrastructure in accordance with standards set by DICT; and
- f) Submit annual reports to CHED on NACR utilization rates, Wi-Fi coverage, user feedback, and related institutional performance indicators.

Section 8. ***Capacity Building, Technical Assistance, and Incentives.*** – CHED and DICT shall jointly:

- a) Design and deliver training programs for SUC faculty and staff on digital content creation, OER development, use of the NACR, and digital pedagogy;
- b) Provide technical assistance to SUCs for Wi-Fi installation, server infrastructure setup, and NACR integration, with priority to under-resourced institutions;
- c) Establish a recognition and incentive program for faculty and academic units whose content contributions to the NACR achieve national reach or significant academic impact; and
- d) Develop and update guidelines on open licensing, intellectual property in digital academic content, and ethical use of AI-generated materials, including standards on academic integrity, and protection against plagiarism and misinformation, consistent with evolving global best practices.

Section 9. ***Monitoring, Evaluation, and Reporting.*** – CHED, in coordination with DICT, shall:

- a) Establish a monitoring and evaluation framework for the NACR and campus Wi-Fi programs, including key performance indicators aligned with national higher education goals and international benchmarks;
- b) Conduct an annual review of implementation progress, content quality, access equity, and infrastructure performance;
- c) Make the annual report publicly available on the CHED and DICT official websites; and
- d) Publish key performance indicators including the number of active users, content contributions, student satisfaction metrics, and learning access outcomes.

1 Section 10. ***Appropriations.*** – The amount necessary to carry out the provisions of
2 this Act shall be charged against the current year’s appropriations of CHED and DICT.
3 Thereafter, such sums as may be necessary shall be included in the annual General
4 Appropriations Act.

5 Section 11. ***Implementing Rules and Regulations.*** – Within ninety (90) days from
6 the effectivity of this Act, CHED and DICT, in coordination with DBM, SUCs, and other
7 stakeholders, shall promulgate the necessary rules and regulations for the effective
8 implementation of this Act.

9 Section 12. ***Separability Clause.*** – If any part or provision of this Act is held invalid
10 or unconstitutional, the other provisions not affected shall remain in full force and
11 effect.

12 Section 13. ***Repealing Clause.*** – All laws, executive orders, issuances, decrees, rules
13 and regulations or any part thereof which are inconsistent with or contrary to the
14 provisions of this Act are deemed amended, modified, or repealed accordingly.

15 Section 14. ***Effectivity.*** – This Act shall take effect fifteen (15) days after its
16 publication in the *Official Gazette* or in a newspaper of general circulation.

Approved,