



HOUSE OF REPRESENTATIVES

H. No. 10823

BY REPRESENTATIVES ROMULO, SALCEDA, ROMUALDEZ (Y.M.), DALIPE, ACIDRE, CO (E.), GATCHALIAN, FRESNEDI, AQUINO, CASTRO (F.), MACAPAGAL-ARROYO, SAULOG, BOSITA, SALO, CORVERA, PLEYTO, DIMAPORO (S.A.), HERNANDEZ, GARCIA (D.), MARIANO-HERNANDEZ, MANUEL, MANQUIZ, RODRIGUEZ (E.), COJUANGCO (J.), PADIERNOS, BARONDA, TAN (K.M.), CHAN, GULLAS, MIGUEL, GATO, MERCADO-REVILLA, REVILLA (R.J.), DELOS SANTOS, YAP (ERIC), YAP (EDVIC), SORIANO, QUIMBO, BOLILIA, PALMA, PRIMICIAS-AGABAS, PUMAREN, SUAREZ, HERRERA, ABANTE, ALONTE, ALVAREZ (M.), ALVAREZ (J.), ARENAS, BAUTISTA-LIM, BERNOS, BONGALON, CABREDO, CAMPOS, CARI, CELESTE, CO (A.N.), CUA, CUARESMA, DE VENECIA, DEL MAR, FUENTEBELLA, GO (E.C.), GONZAGA, HARESCO, LACSON, LARA, NAVA, SALIMBANGON, TIANGCO, UMALI, VARGAS-ALFONSO, VILLARAZA-SUAREZ, VIOLAGO, ZAMORA (M.C.), ZUBIRI, ABALOS, ADIONG, ADVINCULA, AMANTE, ANG, ASISTIO, ATAYDE, AUMENTADO, BASCUG, CHATTO, CO-PILAR, CRUZ (A.), CRUZ (R.), DAGOOC, EUDELA, FORTES, GARCIA (M.A.), GARDIOLA, GO (M.), GUTIERREZ, KHONGHUN, LAGON (D.), LAGON (S.), LAZATIN, MACEDA, MAGSINO, MATIBAG, MERCADO, NOGRALES (M.), OUANO-DIZON, PADUANO, PANALIGAN, PANCHO, PLAZA, SALI, TALLADO, TULFO (J.), UNABIA, VARGAS, VERGARA, VERZOSA, VILLAFUERTE (M.L.), YAP (C.), AGARAO, BENITEZ, BUHAIN, DALOG, DUTERTE, ECLEO, FLORES, GOMEZ, GUINTU, KHO (R.), MARIÑO, ORDANES, ORTEGA, REVILLA (B.), SILVERIO, TOLENTINO, VELOSO-TUAZON, VILLAFUERTE (L.R.), ESCUDERO, CALDERON, SOLON, BORDADO, EMANO, NISAY, RAMA, SINGSON (R.V.), CAJAYON-Uy, YU (D.G.), BARBA, TAN (J.), AQUINO-MAGSAYSAY, RODRIGUEZ (R.), SUANSING (M.A.), CAGAS, TAN-TAMBU, RIVERA, VILLARICA, MARQUEZ AND LEE

AN ACT

ESTABLISHING PUBLIC BASIC EDUCATION SCHOOLS IN GEOGRAPHICALLY ISOLATED AND DISADVANTAGED AND CONFLICT-AFFECTED AREAS, PROVIDING ACCESS ROADS LEADING TO LAST MILE SCHOOLS, 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 “Last Mile Schools Act”.

2

3 **SEC. 2. Declaration of Policy.** – It is the declared policy of the State to protect and
4 promote the right of all citizens to quality education at all levels, and take appropriate steps to
5 make such education accessible to all.

1 The State recognizes and promotes the rights of Indigenous Cultural Communities within
2 the framework of national unity and development. To this end, the State shall recognize the
3 right of indigenous families and communities to retain shared responsibility for upbringing,
4 training, education and well-being of their children, consistent with the rights of the child.
5

6 The State shall improve the quality and access to basic education of children in the far-
7 flung, isolated, disadvantaged and conflict-affected areas, as well as those in Last Mile Schools,
8 by investing on school infrastructures and roads leading to the said public schools.
9

10 **SEC. 3. *Definition of Terms.*** – As used in this Act:
11

12 (a) *Basic education* refers to the intended basic learning needs which provide the
13 foundation on which subsequent learning can be based. It includes kindergarten,
14 elementary and secondary education as well as alternative learning systems for out-
15 of-school learners and those with special needs;
16

17 (b) *Basic Education School* refers to learning institutions accredited by the Department
18 of Education (DepEd) to deliver services addressing the intended basic learning
19 needs of students;
20

21 (c) *Indigenous Cultural Communities (ICCs)/Indigenous Peoples (IPs)* refer to the same
22 definition stated in Section 3h, Chapter 2 of Republic Act No. 8371, or “The
23 Indigenous Peoples’ Rights Act of 1997”, which describes it as “group of people or
24 homogenous societies identified by self-ascription and ascription by others, who
25 have continuously lived as organized community on communally bounded and
26 defined territory, and who have, under claims of ownership since time immemorial,
27 occupied, possessed and utilized such territories, sharing common bonds of
28 language, customs, traditions and other distinctive cultural traits, or who have,
29 through resistance to political, social and cultural inroads of colonization, non-
30 indigenous religions and cultures, became historically differentiated from the
31 majority of Filipinos. ICCs/IPs shall likewise include peoples who are regarded as
32 indigenous on account of their descent from the populations which inhabited the
33 country, at the time of conquest or colonization, or at the time of inroads of non-
34 indigenous religions and cultures, or the establishment of present state boundaries,
35 who retain some or all of their own social, economic, cultural and political
36 institutions, but who may have been displaced from their traditional domains or who
37 may have resettled outside their ancestral domains”; and
38

39 (d) *Last Mile Schools* refer to public basic education schools with gaps in resources and
40 facilities which are located in geographically isolated and disadvantaged and
41 conflict-affected areas (GIDCA).

1 **SEC. 4. *Establishment of Last Mile Schools.*** – The Last Mile Schools are hereby
2 established, under the administration of the DepEd, to cater to the basic education of learners
3 throughout the country’s GIDCA.
4

5 The establishment of Last Mile Schools in locations situated by the ICCs shall be
6 undertaken in consideration of the rights of the IPs, in accordance with Republic Act No. 8371.
7

8 **SEC. 5. *Access to Education.*** – The DepEd shall collaborate with concerned national
9 government agencies for the delivery of the infrastructures necessary to ensure access to
10 education in the Last Mile Schools, namely:
11

- 12 (a) Department of Public Works and Highways (DPWH), for the construction of access
13 roads leading to the location of Last Mile Schools;
- 14 (b) Department of Energy (DOE) and National Electrification Administration (NEA),
15 for the installation of electricity; and
- 16 (c) Department of Information and Communications Technology (DICT), for the
17 installation of information and communications technology.
18

19 **SEC. 6. *Criteria.*** – The indicators used in identifying a public school to be included
20 among the Last Mile Schools are the following:
21

- 22 (a) Having less than four (4) classrooms;
- 23 (b) With makeshift or nonstandard rooms;
- 24 (c) Absence of or irregular electricity;
- 25 (d) Have not been allocated funds for repairs or new construction projects in the last
26 four (4) years unless destroyed;
- 27 (e) With travel distance of more than one hour from the center of a city or municipality,
28 or with difficulty of terrain or of such nature as to be considered having difficulty of
29 access to existing educational institutions;
- 30 (f) Having multigrade classes or rooms;
- 31 (g) With less than five (5) teachers;
- 32 (h) Having a student population of less than one hundred (100) learners;
- 33 (i) With more than seventy-five percent (75%) IP learners; and
- 34 (j) Having such other circumstances that make it difficult for learners to access school
35 facilities.
36

37 **SEC. 7. *Implementation.*** – The school building program for the Last Mile Schools shall
38 be established and completed within a period of five (5) years after the effectivity of this Act.
39

40 To facilitate synchronicity, harmony and complementarity of plans, resources and efforts
41 of both the national government and the local government units (LGUs) towards the attainment
42 of the objectives of this Act, the DepEd shall plan and implement the programs, projects, and
43 activities that address the needs of the Last Mile Schools, in coordination and collaboration
44 with the National Commission on Indigenous Peoples (NCIP), DPWH, DICT, DOE, NEA,

1 Department of Social Welfare and Development (DSWD), Department of Environment and
2 Natural Resources (DENR), National Disaster Risk Reduction and Management Council
3 (NDRRMC), and concerned LGUs.

4
5 **SEC. 8. Appropriations.** – The amount necessary for the implementation of this Act shall
6 be included in the budgets of the concerned Departments, agencies and Government-Owned
7 and Controlled Corporations in the annual General Appropriations Act.

8
9 **SEC. 9. Implementing Rules and Regulations.** – Within ninety (90) days from the
10 approval of this Act, the Secretary of Education shall, in consultation with the NCIP, DPWH,
11 DICT, DOE, NEA, DSWD, DENR, NDRRMC, and Union of Local Authorities of the
12 Philippines, formulate the rules and regulations implementing the provisions of this Act.

13
14 **SEC. 10. Separability Clause.** – If any provision of this Act is held invalid or
15 unconstitutional, the other provisions not so declared shall remain in force and effect.

16
17 **SEC. 11. Repealing Clause.** – All laws, decrees, orders and rules and regulations contrary
18 to or inconsistent with the provisions of this Act are hereby repealed or amended accordingly.

19
20 **SEC. 12. Effectivity.** – This Act shall take effect fifteen (15) days after its publication in
21 the *Official Gazette* or in a newspaper of general circulation.

Approved,