

Republic of the Philippines  
HOUSE OF REPRESENTATIVES  
Quezon City

TWENTIETH CONGRESS  
First Regular Session



**COMMITTEE REPORT NO. 2**

Submitted by the Committees on Basic Education and Culture and Appropriations on September 23, 2025.

Re : **HOUSE BILL NO. 4745**

Recommending its approval in substitution of House Bills Numbered 18, 28, 347, 483, 1281, 1734, 1820, 1928, 2266, 2281, 2521, 2561, 2762, 3228 and 4020.

Sponsors : Reps. Romulo and Suansing (M.A.)

Mr. Speaker:

The Committees on Basic Education and Culture and Appropriations, to which were referred House Bill No. 18, introduced by Reps. Ferdinand Martin G. Romualdez, Andrew Julian K. Romualdez, and Jude A. Acidre, entitled:

**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**

House Bill No. 28, introduced by Rep. Jaime R. Fresnedi, entitled:

**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**

House Bill No. 347, introduced by Rep. Ziaur-Rahman "Zia" Alonto Adiong, entitled:

**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**

House Bill No. 483, introduced by Rep. Roman T. Romulo, entitled:

**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**

House Bill No. 1281, introduced by Rep. Bernadette G. Escudero, entitled:

**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**

House Bill No. 1734, introduced by Rep. Ryan S. Recto, entitled:

**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**

House Bill No. 1820, introduced by Reps. Joseph Kim C. Yu and Jeyzel Victoria C. Yu, entitled:

**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**

House Bill No. 1928, introduced by Rep. Atty. Gerville “Jinky Bitrics” R. Luistro, entitled:

**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**

House Bill No. 2266, introduced by Rep. Patrick Michael D. Vargas, entitled:

**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**

House Bill No. 2281, introduced by Rep. Ma. Victoria Co-Pilar, entitled:

**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**

House Bill No. 2521, introduced by Rep. Giselle Mary L. Maceda, entitled:

**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**

House Bill No. 2561, introduced by Reps. Miguel Luis R. Villafuerte, Vincenzo Renato Luigi R. Villafuerte, Tsuyoshi Anthony “Hori” G. Horibata and Terry L. Ridon, entitled:

**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**

House Bill No. 2762, introduced by Rep. Amado Carlos A. Bolilia IV, entitled:

**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**

House Bill No. 3228, introduced by Rep. Emilio Bernardino L. Yulo, entitled:

**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**

and House Bill No. 4020, introduced by Rep. Binky April M. Tupas, entitled:

**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**

have considered the same and recommend that the attached House Bill No. 4745,  
entitled:

**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 approved in substitution of House Bills Numbered 18, 28, 347, 483, 1281, 1734, 1820, 1928, 2266, 2281, 2521, 2561, 2762, 3228 and 4020, with Reps. Romualdez (F.M.), Romulo, Romualdez (A.J.), Acidre, Fresnedi, Adiong, Escudero, Recto, Yu (J.K.), Yu (J.V.), Luistro, Vargas, Co-Pilar, Maceda, Villafuerte (M.L.), Villafuerte (V.R.L.), Horibata, Ridon, Bolilia, Yulo, Tupas, Suansing (M.A.), Cruz (A.P.), Roman, Leviste, Gatchalian, Roque, Amatong, Veloso-Tuazon, Benitez (J.M.), Mercado-Revilla, Lazatin, Marquez, Labadlabad, Ferrer (A.), Ouano-Dizon, Sagarbarria, Alano, Pleyto, Rodriguez (E.), Gonzales (A.M.), Vergara, Gonzales (C.S.), Lacson, Suansing (M.A.), Baronda, Primicias-Agabas, Acosta, Teves, Erice, Dagooc, Cendaña, Tinio, Garcia (A.), Fuentesbella, Singson (Ronald), Bondoc, Tan (K.M.), Hernandez (F.), Lagdameo (M.Y.M), Ongchuan, Momo, Alvarez (J.), Tan (J.), Corvera, Hernandez (C.A.), Gonzales (Alexandria), Pancho, Celeste, Bautista (J.M.), Poe, Espina, Yap (Coco), Matugas, Tallado, Beltran, Cruz (R.), Lagdameo (J.M.), Loria, Oreta, Yatco, Ceniza, Regencia, Macapagal-Arroyo, Co (R.L.), Diokno, San Fernando, Zubiri, Benitez (A.), Chungalao, Domogan, Pimentel, Pumaren, and Rodriguez (M.) as authors thereof.



**MIKAELA ANGELA B. SUANSING**  
Chairperson  
Committee on Appropriations

**THE HONORABLE SPEAKER**  
HOUSE OF REPRESENTATIVES  
QUEZON CITY

Respectfully submitted,



**ROMAN T. ROMULO**  
Chairperson  
Committee on Basic Education and Culture

Republic of the Philippines  
HOUSE OF REPRESENTATIVES  
Quezon City

TWENTIETH CONGRESS  
First Regular Session

**HOUSE BILL NO. 4745**

(In substitution of House Bills Numbered 18, 28, 347, 483, 1281,  
1734, 1820, 1928, 2266, 2281, 2521, 2561, 2762, 3228, and 4020)

---

Introduced by Reps. Romualdez (F.M.) Romulo, Romualdez (A.J.), Acidre, Fresnedi, Adiong, Escudero, Recto, Yu (J.K.), Yu (J.V.), Luistro, Vargas, Co-Pilar, Maceda, Villafuerte (M.L.), Villafuerte (V.R.L.), Horibata, Ridon, Bolilia, Yulo, Tupas, Cruz (A.P), Roman, Leviste, Gatchalian, Roque, Amatong, Veloso-Tuazon, Benitez (J.M.), Mercado-Revilla, Lazatin, Marquez, Labadlabad, Ferrer (A.), Ouano-Dizon, Sagarbarria, Alano, Pleyto, Rodriguez (E.), Gonzales (A.M.), Vergara, Gonzales (C.S.), Lacson, Suansing (M.A.), Baronda, Primicias-Agabas, Acosta, Teves, Erice, Dagooc, Cendaña, Tinio, Garcia (A.), Fuentebella, Singson (Ronald), Bondoc, Tan (K.M.), Hernandez (F.), Lagdameo (M.Y.M), Ongchuan, Momo, Alvarez (J.), Tan (J.), Corvera, Hernandez (C.A.), Gonzales (Alexandria), Pancho, Celeste, Bautista (J.M.), Poe, Espina, Yap (Coco), Matugas, Tallado, Beltran, Cruz (R.), Lagdameo (J.M.), Loria, Oreta, Yatco, Ceniza, Regencia, Macapagal-Arroyo, Co (R.L.), Diokno, San Fernando, Zubiri, Benitez (A.), Chungalao, Domogan, Pimentel, Pumaren, and Rodriguez (M.)

---

**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  
2 Act”.

3  
4       **SEC. 2. Declaration of Policy.** – It is the declared policy of the State to protect  
5 and promote the right of all citizens to quality education at all levels, and to take  
6 appropriate steps to make such education accessible to all.  
7

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

6  
7 The State shall improve the quality and access to basic education for children in  
8 the far-flung, isolated, disadvantaged, and conflict-affected areas, as well as those in  
9 Last Mile Schools, by investing in school infrastructures and access roads and  
10 programs responsible to their unique contexts.

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

- 13  
14 a) *Basic education* refers to the intended basic learning needs which provide  
15 the foundation on which subsequent learning can be based. It includes  
16 kindergarten, elementary and secondary education as well as alternative  
17 learning systems for out-of-school learners and those with special needs;  
18  
19 b) *Basic Education School* refers to learning institutions accredited by the  
20 Department of Education (DepEd) to deliver services addressing the intended  
21 basic learning needs of students;  
22  
23 c) *Geographically Isolated and Disadvantaged and Conflict-Affected Areas*  
24 (*GIDCA*) refer to schools or communities situated in remote or marginalized  
25 locations, with limited access to essential services and infrastructure, or  
26 impacted by conflict of insecurity;  
27  
28 d) *Indigenous Cultural Communities (ICCs)/Indigenous Peoples (IPs)* refer to  
29 the same definition stated in Section 3h, Chapter 2 of Republic Act No. 8371,  
30 or “The Indigenous Peoples’ Rights Act of 1997”, which describes it as “group  
31 of people or homogenous societies identified by self-ascription and ascription  
32 by others, who have continuously lived as organized community on  
33 communally bounded and defined territory, and who have, under claims of  
34 ownership since time immemorial, occupied, possessed and utilized such  
35 territories, sharing common bonds of language, customs, traditions and  
36 other distinctive cultural traits, or who have, through resistance to political,  
37 social and cultural inroads of colonization, non-indigenous religions and  
38 cultures, became historically differentiated from the majority of Filipinos.  
39 ICCs/IPs shall likewise include peoples who are regarded as indigenous on  
40 account of their descent from the populations which inhabited the country,  
41 at the time of conquest or colonization, or at the time of inroads of non-  
42 indigenous religions and cultures, or the establishment of present state

1 boundaries, who retain some or all of their own social, economic, cultural  
2 and political institutions, but who may have been displaced from their  
3 traditional domains or who may have resettled outside their ancestral  
4 domains”; and

- 5  
6 e) *Last Mile Schools* refer to public basic education schools with gaps in  
7 resources and facilities which are located in the GIDCA.  
8

9 **SEC. 4. *Establishment of Last Mile Schools.*** – The Last Mile Schools are hereby  
10 established, under the administration of the DepEd, to cater to the basic education of  
11 learners throughout the country’s GIDCA.  
12

13 The establishment of Last Mile Schools in locations situated by the ICCs shall be  
14 undertaken in consideration of the rights of the IPs, in accordance with Republic Act  
15 No. 8371.  
16

17 **SEC. 5. *Access to Education.*** – The DepEd shall collaborate with concerned  
18 national government agencies for the delivery of the infrastructures necessary to  
19 ensure access to education in the Last Mile Schools, namely:  
20

- 21 a) Department of Public Works and Highways (DPWH), for the construction of  
22 access roads leading to the location of Last Mile Schools;  
23 b) Department of Energy (DOE) and National Electrification Administration  
24 (NEA), for the installation of electricity; and  
25 c) Department of Information and Communications Technology (DICT), for the  
26 installation of information and communications technology.  
27

28 **SEC. 6. *Criteria.*** – The indicators used in identifying a public school to be  
29 considered a Last Mile School may include the following:  
30

- 31 a) Having less than four (4) classrooms;  
32 b) With makeshift or nonstandard rooms;  
33 c) Absence of or irregular electricity;  
34 d) Have not been allocated funds for repairs or new construction projects in the  
35 last four (4) years unless destroyed;  
36 e) With travel distance of more than one hour from the center of a city or  
37 municipality, or with difficulty of terrain or of such nature as to be considered  
38 having difficulty of access to existing educational institutions;  
39 f) Having multigrade classes or rooms;  
40 g) With less than five (5) teachers;  
41 h) Having a student population of less than one hundred (100) learners;  
42 i) With more than seventy-five percent (75%) IP learners; and

- 1 j) Having such other circumstances that make it difficult for learners to access  
2 school facilities.  
3

4 **SEC. 7. Tailored Programs for Last Mile Schools.** – The DepEd shall formulate  
5 and implement programs responsive to the unique context of Last Mile Schools,  
6 teachers, and learners, including but not limited to:  
7

- 8 a) Learning delivery and intervention mechanisms;  
9 b) School staffing standards, given the unique needs of learners in last mile  
10 schools;  
11 c) Formula for school maintenance and other operating expenses, in  
12 consultation with the Department of Budget and Management (DBM);  
13 d) Learning tools and equipment;  
14 e) Learner support services;  
15 f) Relevant pre-service teacher education curriculum and assessment (with the  
16 Teacher Education Council (TEC), the Commission on Higher Education, and  
17 the Professional Regulation Commission);  
18 g) Relevant in-service training, through the National Educators’ Academy of the  
19 Philippines; and  
20 h) Teacher, school head, and school evaluations, in coordination with the Civil  
21 Service Commission (CSC).  
22

23 **SEC. 8. Implementation.** – The school building program for the Last Mile Schools  
24 shall be established and completed within a period of five (5) years after the effectivity  
25 of this Act.  
26

27 To facilitate synchronicity, harmony and complementarity of plans, resources and  
28 efforts of both the national government and the local government units (LGUs)  
29 towards the attainment of the objectives of this Act, the DepEd shall plan and  
30 implement the programs, projects, and activities that address the needs of the Last  
31 Mile Schools, in coordination and collaboration with the National Commission on  
32 Indigenous Peoples (NCIP), DPWH, DICT, DOE, NEA, Department of Social Welfare  
33 and Development (DSWD), Department of Environment and Natural Resources  
34 (DENR), National Disaster Risk Reduction and Management Council (NDRRMC), and  
35 concerned LGUs.  
36

37 **SEC. 9. Reporting on Learner Outcomes.** – The DepEd shall assess and report  
38 on learner outcomes separately for students enrolled in Last Mile Schools, to ensure  
39 that progress and gaps are systematically monitored and addressed.  
40

1           **SEC. 10. *Policy Review.*** – The DepEd shall review and revise existing relevant  
2 policies, standards, and guidelines to directly address the specific conditions and  
3 contexts of Last Mile Schools.

4  
5           **SEC. 11. *Appropriations.*** – The amount necessary for the implementation of this  
6 Act shall be included in the budgets of the concerned Departments, agencies and  
7 Government-Owned and Controlled Corporations in the annual General Appropriations  
8 Act.

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

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

18  
19           **SEC. 14. *Repealing Clause.*** – All laws, decrees, orders and rules and regulations  
20 contrary to or inconsistent with the provisions of this Act are hereby repealed or  
21 amended accordingly.

22  
23           **SEC. 15. *Effectivity.*** – Notwithstanding the non-issuance of the implementing  
24 rules and regulations, this Act shall take effect fifteen (15) days after its publication in  
25 the *Official Gazette* or in a newspaper of general circulation.

26  
27           *Approved,*

House of Representatives  
Committee Affairs Department

**FACT SHEET**

House Bill No. **4745**

(In substitution of House Bills Numbered 18, 28, 347, 483, 1281, 1734, 1820, 1928, 2266, 2281, 2521, 2561, 2762, 3228, and 4020)

**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**

*Introduced by: REPS. ROMUALDEZ (F.M.) ROMULO, ROMUALDEZ (A.J.), ACIDRE, FRESNEDI, ADIONG, ESCUDERO, RECTO, YU (J.K.), YU (J.V.), LUISTRO, VARGAS, CO-PILAR, MACEDA, VILLAFUERTE (M.L.), VILLAFUERTE (V.R.L.), HORIBATA, RIDON, BOLILIA, YULO, TUPAS, SUANSING (M.A.), CRUZ (A.P), ROMAN, LEVISTE, GATCHALIAN, ROQUE, AMATONG, VELOSO-TUAZON, BENITEZ (J.M.), MERCADO-REVILLA, LAZATIN, MARQUEZ, LABADLABAD, FERRER (A.), OUANO-DIZON, SAGARBARRIA, ALANO, PLEYTO, RODRIGUEZ (E.), GONZALES (A.M.), VERGARA, GONZALES (C.S.), LACSON, SUANSING (M.A.), BARONDA, PRIMICIAS-AGABAS, ACOSTA, TEVES, ERICE, DAGOOC, CENDAÑA, TINIO, GARCIA (A.), FUENTEBELLA, SINGSON (RONALD), BONDOC, TAN (K.M.), HERNANDEZ (F.), LAGDAMEO (M.Y.M), ONGCHUAN, MOMO, ALVAREZ (J.), TAN (J.), CORVERA, HERNANDEZ (C.A.), GONZALES (ALEXANDRIA), PANCHO, CELESTE, BAUTISTA (J.M.), POE, ESPINA, YAP (COCO), MATUGAS, TALLADO, BELTRAN, CRUZ (R.), LAGDAMEO (J.M.), LORIA, ORETA, YATCO, CENIZA, REGENCIA, MACAPAGAL-ARROYO, CO (R.L.), DIOKNO, SAN FERNANDO, ZUBIRI, BENITEZ (A.), CHUNGALAO, DOMOGAN, PIMENTEL, PUMAREN, AND RODRIGUEZ (M.)*

*Committee Referral: COMMITTEE ON BASIC EDUCATION AND CULTURE (Primary)*

*Committee Chairperson: REP. ROMAN T. ROMULO*

*Committee Referral: COMMITTEE ON APPROPRIATIONS (Secondary)*

*Committee Chairperson: REP. MIKAELA ANGELA B. SUANSING*

**OBJECTIVES:**

- To ensure equitable access to education most especially for those in geographically isolated and disadvantaged conflict-affected areas in the country
- To realize a five-year roadmap of the education system that shall bridge the gap, and navigate the way towards the development of families in geographically isolated and disadvantaged conflict-affected communities

**KEY PROVISIONS:**

- Defines geographically isolated and disadvantaged and conflict-affected areas (GIDCA) as schools or communities situated in remote or marginalized locations, with limited access to essential services and infrastructure, or impacted by conflict of insecurity

- Defines Last Mile Schools as public basic education schools with gaps in resources and facilities which are located in the GIDCA
- Establishes the Last Mile Schools, under the administration of the Department of Education (DepEd), to cater to the basic education of learners throughout the country's GIDCA
- Provides that the establishment of Last Mile Schools in locations situated by the Indigenous Cultural Communities shall be undertaken in consideration of the rights of the Indigenous Peoples (IPs), in accordance with Republic Act No. 8371, or "The Indigenous Peoples' Rights Act of 1997"
- Mandates the DepEd to collaborate with concerned national government agencies for the delivery of the infrastructures necessary to ensure access to education in the Last Mile Schools, namely:
  - a) Department of Public Works and Highways, for the construction of access roads leading to the location of Last Mile Schools;
  - b) Department of Energy and National Electrification Administration, for the installation of electricity; and
  - c) Department of Information and Communications Technology, for the installation of information and communications technology
- Sets the following indicators used in identifying a public school to be included among the Last Mile Schools: a) having less than four (4) classrooms; b) with makeshift or nonstandard rooms; c) absence or irregular electricity; d) have not been allocated funds for repairs or new construction projects in the last four (4) years unless destroyed; e) with travel distance of more than one hour from the center of a city or municipality, or with difficulty of terrain or of such nature as to be considered having difficulty of access to existing educational institutions; f) having multigrade classes or rooms; g) with less than five (5) teachers; h) having a student population of less than one hundred (100) learners; i) with more than seventy-five percent (75%) IP learners; and j) having such other circumstances that make it difficult for learners to access school facilities
- Mandates the DepEd to formulate and implement programs responsive to the unique context of Last Mile Schools, teachers, and learners, such as: (1) Learning delivery and intervention mechanisms; (2) School staffing standards, given the unique needs of learners in last mile schools; (3) Formula for school maintenance and other operating expenses, in consultation with the Department of Budget and Management; (4) Learning tools and equipment; (5) Learner support services; (5) Relevant pre-service teacher education curriculum and assessment (with the Teacher Education Council, the Commission on Higher Education, and the Professional Regulation Commission); (6) Relevant in-service training, through the National Educators' Academy of the Philippines; and (7) Teacher, school head, and school evaluations, in coordination with the Civil Service Commission.
- Provides that the implementation of the school building program for the Last Mile Schools shall be established and completed within a period of five (5) years after the effectivity of this Act

- Directs the DepEd to assess and report on learner outcomes separately for students enrolled in Last Mile Schools, to ensure that progress and gaps are systematically monitored and addressed
- Directs the DepEd to review and revise existing relevant policies, standards, and guidelines to directly address the specific conditions and contexts of Last Mile Schools
- Allocates funds for the implementation of this Act to be included in the budgets of the concerned Departments, agencies, and Government-Owned and Controlled Corporations in the annual General Appropriations Act

**RELATED LAWS:**

- Republic Act No. 9155, or the “Governance of Basic Education Act of 2001”
- Republic Act No. 10533, or the “Enhanced Basic Education Act of 2013”