



Republic of the Philippines
Department of Education
REGION VIII - EASTERN VISAYAS

September 30, 2026

OFFICE MEMORANDUM

FTAD-2026- **512**

**RESULTS OF THE TERM 1 TECHNICAL ASSISTANCE PROVISION OF THE
REGIONAL FIELD TECHNICAL ASSISTANCE COMPOSITE TEAMS
(RFTACT) TO SCHOOLS DIVISIONS**

To: Regional Functional Division Chiefs
All Others Concerned

1. This Office, through the Field Technical Assistance Division (FTAD), disseminates the results of the Term 1 Technical Assistance Provision of the Regional Field Technical Assistance Composite Teams (RFTACT) to Schools Divisions (SDs) for information, appropriate action, and necessary follow-through.
2. All Functional Divisions are requested to follow up on the findings, recommendations, and agreed interventions arising during the TA provision, particularly those pertaining to unresolved issues and identified gaps. The concerned RO TA providers are encouraged to integrate their monitoring of the Schools Divisions' implementation of the agreed interventions in their succeeding TA activities, ensure sustained follow-through so that TA findings and recommendations translate into concrete actions and improvements at the Schools Divisions and school levels.
3. Effective interventions and practices that address identified issues and close gaps shall be documented and shared, when appropriate, for possible adaptation by other Schools Divisions.
4. Immediate dissemination of and compliance with this Memorandum are desired.

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FTAD-GMM



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CONSOLIDATED QUARTERLY TECHNICAL ASSISTANCE (TA) PROVISION REPORT

A. RESOLVED ISSUES AND CONCERNS

Schools Divisions	Issues/Concerns	Intervention	Concerned Regional Functional Division
Baybay City, Maasin City, Calbayog City, and Southern Leyte	Need to strengthen the standardized implementation of Workplace Application Plan (WAP)	• Sustained utilization of uniform WAP template; strengthened HRDS-CID coordination; strengthened monitoring; prepare monitoring plan and tool. • Ensured WAP preparation, update records, and conduct subject-specific monitoring using a common monitoring tool.	HRDD
Ormoc City and Leyte	Monitoring of Workplace Application Plan (WAP) implementation	Established WAP monitoring systems, developed monitoring tools, conducted follow-up and validation activities, and strengthened HRDS monitoring.	HRDD
Maasin City and Samar	Absence of centralized and updated database of teachers' profiles	• Established centralized profiling system for teachers. • Established database of teachers' profiles.	HRDD-NEAP



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Baybay City, Biliran, Leyte, Ormoc City	NEAP scholarship protocol compliance	• Observe proper screening and endorsement. • Observed timelines, protocols, and coordination mechanisms.	HRDD-NEAP
Baybay City, Leyte, Northern Samar, and Ormoc City	NEAP database and reporting	• Create database and reporting system. • Create database and reporting mechanisms. • RO created database and reporting mechanisms.	HRDD-NEAP
Leyte	Inclusion of SNED learners in the regular assessment for literacy and numeracy	SDO-wide dissemination on SNED learners, both tagged and those with observed manifestations, emphasizing that they should not be included in the regular assessment for literacy and numeracy.	CLMD
Southern Leyte	Presence of SNED learners in regular classes who are not yet ready for mainstreaming	SDO SPED focal with PSDSs identified concerned schools, SPED teachers conducted direct coaching to the concerned teachers, and monitored the result.	CLMD
Baybay City	Institutionalized Strategic TA Diagnostic and Maturity Tool utilization	Ensured utilization of the Strategic TA Diagnostic and Maturity Tool as basis for an in-depth TA provision to schools.	FTAD
Baybay City	Need to replicate effective school interventions	Monitored and tracked down the effective interventions to be replicated by other schools.	FTAD



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Baybay City; Tacloban City	Teaching Overload Pay implementation	Ensure compliance with DO 5, s. 2024. / PSDSs conducted advocacy activities regarding entitlement to overload pay for teachers covering absent teachers beyond the 6-hour teaching load.	FTAD & AD
Baybay City and Calbayog City	School-site titling (5 priority schools)	Conducted verification, ocular inspection, and follow-up.	ORD-Legal
Catbalogan City	Only 3 out of 9 secondary schools and all elementary schools had non-functional SGCs	Conducted interventions to ensure School Governance Council functionality.	FTAD
Baybay City, Catbalogan City, Leyte, and Tacloban City	Schools have functional libraries	Strengthened functional library initiatives.	CLMD
Leyte	Low NER and Completion Rate	Child mapping and alignment of SIP and AIP.	PPRD
Catbalogan City, Leyte, Samar, Ormoc City, and Southern Leyte	Schools without clinics and medical supplies	Strategically support schools and allocate MOOE funds.	ESSD-SHS
Tacloban City Maasin City	Low Net Enrollment Rate (NER) -- in Kindergarten at 61.99% -in Kindergarten, Elementary and JHS	Implemented enrollment efforts to ensure all school-age learners are captured in school.	PPRD



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Tacloban City	Need to expand opportunities for scholarship and trainer development	Craft tracking system for pool of scholars and identified scholars/trainers; proper assessment of potential scholars.	HRDD-NEAP
Biliran	Need to properly implement DO 005, s. 2024 and payment of Teaching Overload Pay	- Conducted re-orientation to school heads and AOs on DO 005, s. 2024 and DM 54, s. 2024. - Reviewed teacher deployment and staffing requirements in schools with teaching overload concerns. - Shared overload pay computation and strengthen compliance monitoring.	FTAD and AD
Maasin City and Southern Leyte	Non-Compliance with 1:1 AO-School Ratio and Teacher Administrative Workload	Fast-tracked the deployment of AO to schools	AD
Baybay City, Leyte, and Ormoc City	Synchronization of HRD and HRMO data	Integrated systems for IPBT implementation. Integrated records and systems.	HRDD
Maasin City	Need to establish Guidance Office in schools	Ensured that schools with no Guidance Office conduct Guidance-related activities are conducted either in the school head's office or in a designated safe space.	ESSD
Northern Samar	10% of the schools' Child Protection Committees are Functional	Conducted trainings, in-depth TA and coaching to schools to ensure functionality of their CPCs.	ESSD



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Northern Samar and Southern Leyte	Need to strengthen the Customer Satisfaction Measurement (CSM) implementation	Implemented the CSM system in the Division Office.	ORD-PAU
Ormoc City	Need to cascade the Capability Building on Strategic TA Provision to DFTACT members.	Cascaded the Capability Building on Strategic TA Provision to the DFTACT members.	FTAD
Ormoc City	Need for a timely liquidation of MOOE and other downloaded funds to schools	Conducted close monitoring and TA provision to concerned schools	FD
Southern Leyte and Tacloban City	Teacher Induction Program (TIP/IPBT) implementation	• SDO Southern Leyte has rescheduled the TIP and will submit the data to RO. • Capacitated the new school heads on the conduct of TIP	HRDD

Total Number of Resolved Issues: **26****B. UNRESOLVED ISSUES AND CONCERNS**

Schools Divisions	Issues/Concerns	Bottlenecks	RFTACT Recommendation/s	Concerned Regional Functional Division
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Baybay, Biliran, Borongan City, Ormoc City, Samar, Eastern Samar, Leyte, Maasin City, Southern Leyte, Tacloban City	School Site Titling and Ownership Issues	Insufficient funding; Documentary deficiencies; Slow agency processing; Limited technical support.	Establish partnership with stakeholders for support/assistance while waiting for the fund to be released by the CO for school site titling; Ensure timely submission of fund requests for surveying, titling, and special patent applications using the prescribed template under RM No. 1059 dated August 17, 2026, with complete documentary requirements and CSW.	ORD-Legal
Maasin City	Non-establishment of SGCs in some schools	Some schools still without functional SGCs.	Re-orient the schools in organizing the SGCs.	FTAD
Baybay City, Biliran, Borongan City, Calbayog City, Samar, Eastern Samar, Leyte, Ormoc City,	Non-functional School Governance Councils (SGCs)	Monitoring requirements; Low stakeholder participation and governance issues.	Continue support and validation; Sustain TA and validation efforts; Intensify governance support initiatives; Strengthen community involvement and SGC capacity-building.	FTAD



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13 SDOs	Low Reading Performance, Numeracy, and NAT Results	Inconsistent implementation fidelity; Weak intervention impact evaluation; Limited learner progress tracking; Gaps in assessment literacy; Insufficient alignment of classroom assessment with national assessments.	Strengthen implementation of ARAL Program; Institutionalize intervention impact assessment; Utilize SIIF and learner data for planning; Intensify coaching on HOTS, assessment design and remediation; Replicate effective interventions regionwide (Project SIGLA, BRTE, QUEST, NUMERACY, TUKLAS, SUYOD, CARE, DAYAG, TAGDON, ARAL, Bisita Eskwela, Math Chronicles, Project EXCELLED); Sustain the conduct of monitoring, coaching, mentoring, classroom observations, and TA provision.	CLMD
Maasin City	Lack of funding for external tutors under ARAL Summer Classes	No funding released	Elevate concern for policy action.	CLMD
Ormoc City	Need to replicate effective school interventions	Replication not yet fully institutionalized.	Document and scale successful interventions.	CLMD
Southern Leyte, Northern Samar, Maasin City, Calbayog City, and Samar	Low Enrollment, Retention, and Completion Rates	High number of at-risk learners; Weak retention mechanisms; Socio-economic barriers; Insufficient monitoring of drop-out risks.	Strengthen learner tracking systems; Institutionalize home visitation and retrieval programs; Enhance LGU and stakeholder participation; Monitor at-risk learners regularly.	PPRD



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Calbayog City, Samar, Eastern Samar, and Catbalogan City	Teacher Induction Program (TIP/IPBT) implementation	Incomplete reporting and monitoring; Limited participation and incomplete reporting; Variations in implementation across districts and schools; Need for consistent reporting and monitoring	Ensure full compliance with TIP reporting requirements; Strengthen monitoring and mentoring support for beginning teachers.	HRDD
Maasin City, Leyte, Baybay City, Calbayog City, Borongan City, Eastern Samar, Catbalogan City	Lack of Centralized Teacher Database and Scholarship Management	Some divisions continue to rely on manual records and delayed updating; Short timelines for submission requirements; Database updating and utilization still ongoing; Data gathering and updating from schools may be delayed; Continuous updating and validation required.	Establish a unified teacher database across schools; Use the database as the primary reference for transparent and appropriate selection of participants; Integrate teacher profile systems with HRD and HRMO records; Sustain the development of teacher profiling systems and strengthen scholarship screening processes.	HRDD-NEAP



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Biliran, Borongan City, Samar, Eastern Samar, Catbalogan City, Tacloban City	Workplace Application Plan (WAP) implementation	Need for stronger implementation and sustained monitoring and evaluation of implementation results; Incomplete monitoring database and delayed submission of WAPs; Factors affecting learner performance still need to be addressed.	Continue end-of-term assessment; Sustain implementation and regular monitoring to ensure compliance with established timelines, and transfer of learning; Maintain strong support to priority schools and continue utilization of monitoring results for intervention planning.	HRDD
Northern Samar and Samar	Non-Compliance with 1:1 AO-School Ratio and Teacher Administrative Workload	Insufficient AO positions that results to continued assignment of administrative functions to teachers.	Fast-track AO deployment; Monitor compliance with teacher workload policies; Maximize school clustering arrangements.	AD
Borongan, Ormoc City, and Southern Leyte	Teaching Overload Pay Implementation	Inconsistent implementation; misunderstanding of policy provisions; documentation concerns.	Continue policy clarification sessions; Institutionalize workload audit and monitoring mechanisms.	AD & FTAD
Baybay City, Biliran, Borongan City, Calbayog City, Eastern Samar, and Southern Leyte	Non-functional Child Protection Committees (CPCs)	Insufficient training opportunities and monitoring.	Sustain CPC capacity-building and integrate functionality monitoring into regular TA activities.	ESSD-LRP

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Ormoc City, Calbayog City, Baybay City, and Northern Samar	Insufficient School Health Clinics and Guidance Facilities	Limited physical space and funding.	Prioritize schools without facilities; Maximize partnerships with LGUs and stakeholders.	ESSD-SHS
Northern Samar, Maasin City, and Samar	Limited Functional Libraries and Reading Facilities	Lack of facilities, learning resources, and library personnel.	Continue provision of library resources and establish classroom-based reading spaces like reading corners, reading nooks, mini-libraries, and literacy corners while awaiting library development.	CLMD
Biliran, Calbayog City, Catbalogan City, and Samar	Limited ICT Resources and Teacher Laptops	Large number of teachers without DepEd- owned laptops; Limited ICT resources and damaged equipment; Limited availability of functional devices; inadequate replacement funds.	Prioritize repair and replacement of repairable ICT equipment by including it in the school's WFP/APP; Strengthen partnerships for ICT resource augmentation; Maintain an updated inventory database.	ORD-ICTU
Biliran, Borongan City, Calbayog City, Catbalogan City, Samar, Eastern Samar, Maasin City, Leyte, Tacloban City	AOM, NS, ND Compliance and MOOE Liquidation Concerns	Delayed submission of documents; reconciliation issues; and inadequate financial management capacity.	Continue finance coaching programs; Establish compliance tracking dashboard; Strengthen fiscal management support especially to IUs schools; Intensify follow-up of long- outstanding findings.	FD



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Ormoc City	Need to institutionalize Strategic TA Diagnostic and Maturity Tool utilization	Full submission and utilization of results still in progress.	Complete assessment cycle and utilize findings for TA planning.	FTAD
Baybay City	Monitoring of private schools	Coverage and monitoring challenges.	Sustain TA provision.	QAD
Ormoc City	Alignment of SIP and AIP to strategic direction	Need for continuous coaching.	Ensure planning documents reflect strategic priorities.	PPRD
Maasin City and Southern Leyte	Need to ensure evidence-based SBM Self-Assessment	Validation process still ongoing.	Use validation findings for TA planning.	FTAD
Calbayog City, Samar, and Catbalogan City	Lesson Planning and Assessment concerns	Need for stronger assessment practices; Need to strengthen assessment practices; Need to strengthen assessment quality and compliance.	Continue TA and instructional supervision; Sustain instructional support and monitoring; Continue TA provision and monitor implementation.	CLMD
Baybay City and Maasin City,	Inclusive Education / SNED Concerns	Insufficient SPED-trained teachers; Limited specialized support services.	Continue capability-building and establish stronger referral and support systems for inclusive education.	CLMD



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13 SDOs	Quality Management System (QMS) implementation	QMS still in preparation stage; Need for further capacity-building on ISO standards.	Transition readiness into full implementation; SDO to continue implementation and RO to provide additional technical assistance on ISO 9001:2015.	ORD/PPRD
Maasin City	No updated PD policy for SSES implementers	Policy gaps	Recommend policy updating.	CLMD/PPRD/HRDD
Maasin City	Insufficient ALS funds	Limited funding allocation.	Continue advocacy for resource augmentation.	CLMD

Total Number of Unresolved Issues: **26**

C. RFTACT ATTENDANCE AND EVALUATION RESULTS

RFTACT Teams	SDOs	RFTACT Evaluation Results	SDOs	RFTACT Evaluation Results
1	Baybay City		Maasin City	
1	Biliran		Ormoc City	
1	Leyte		Tacloban City	
1	Southern Leyte			



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2	Borongan City	Eastern Samar	
2	Calbayog City	Northern Samar	
2	Catbalogan City	Samar	

D. KEY FINDINGS:

1. Several promising practices have emerged from the divisions.
2. Learning Performance Remains the Most Critical Regional Concern.
3. School Site Titling Continues to be a Major Governance and Legal Challenge.
4. Financial Accountability Concerns Persist Across Divisions.
5. School Governance Structures and Stakeholders Engagements Require Strengthening
6. Human Resource Systems Need Further Institutionalization
7. Digital and Institutional Systems Require Strengthening

E. RECOMMENDATIONS:

1. Document the impact evaluation of these promising practices and innovations as basis for institutionalization and replication across other divisions to improve overall regional performance.
2. a. Intensify Reading, Numeracy, and NAT interventions by fully institutionalizing the ARAL Program, maximizing School Innovation and Improvement Fund (SIIF), and evidence-based strategies. b. Institutionalize intervention impact assessment. Discontinue ineffective programs and strengthen high-impact interventions. c. Conduct quality learner tracking and intervention evaluation.
3. a. Accelerate titling activities through stronger inter-agency coordination. b. Prioritize high-risk schools without ownership documents. c. Monitor utilization of titling funds and establish annual targets per SDO.
4. a. Strengthen finance coaching and reconciliation activities by deploying technical assistance teams to SDOs with recurrent AOMs/NS/ND findings. b. SDOs to establish tracking systems for AOMs, NS, and ND.



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5. a. Institutionalize functional School Governance Councils (SGCs) and Child Protection Committees (CPCs) by integrating governance indicators into TA monitoring.
b. Institutionalize evidence-based School-Based Management (SBM) self-assessment process.
6. a. Ensure compliance with DO 002, s. 2024 and DO 005, s. 2024.
b. Strengthen WAP monitoring and documentation.
c. Enhance TIP/IPBT implementation monitoring.
d. Institutionalize scholarship and talent pool databases.
e. Monitor AO deployment and workload balancing.
7. a. Prioritize ICT resource allocation to schools with critical shortages.
b. Prioritize repair and replacement of ICT equipment.
c. Strengthen partnerships for additional resources.
d. Strengthen PMIS utilization.
e. Improve QMS readiness and ISO capability-building.

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Noted:



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