

1156



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

September 15, 2025

**REGIONAL MEMORANDUM**

No. **1156** s.2025

**PARTICIPATION IN THE ONLINE PROGRAM IMPLEMENTATION  
 REVIEW (PIR) OF THE EARLY LANGUAGE, LITERACY,  
 AND NUMERACY PROGRAM**

To: Schools Division Superintendents  
 OIC CLMD Chief  
 All Others Concerned

1. Pursuant to the attached Memorandum dated September 5, 2025, this Office, through the Curriculum and Learning Management Division (CLMD), invites the field to attend the Online Program Implementation Review (PIR) of the Early Language, Literacy, and Numeracy (ELLN) Program on September 16, 2025, via MS Teams through this link: <https://tinyurl.com/ELLN205PIR>.
2. Participants in this activity shall be the CLMD and CID Chiefs, as well as Regional and Division ELLN Coordinators.
3. Immediate dissemination of and compliance with this Memorandum are desired.



**RONEL K. FIRMO CESO IV**  
 Assistant Regional Director  
 Officer In-Charge  
 Office of the Regional Director

Enclosure: As stated

Reference: As stated

To be indicated in the Perpetual Index under the following subjects:

ELLN                      PROGRAM                      REVIEW

CLMD-DGA



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Republic of the Philippines  
**Department of Education**  
BUREAU OF LEARNING DELIVERY

**MEMORANDUM**  
**BLD-2025-\_\_\_\_\_**

TO : **ALL REGIONAL DIRECTORS**

FROM :   
**GERSON MARVIN M. ABESAMIS**  
Director IV

SUBJECT : **PROGRAM IMPLEMENTATION REVIEW OF THE EARLY LANGUAGE, LITERACY, AND NUMERACY (ELLN) PROGRAM**

DATE : September 5, 2025

In line with the Department of Education's continuing commitment to strengthen foundational skills in early grade learning, the Bureau of Learning Delivery – Teaching and Learning Division (BLD-TLD) shall conduct an Online Program Implementation Review (PIR) of the Early Language, Literacy, and Numeracy (ELLN) Program on September 16, 2025, via MS Teams through this link: <https://tinyurl.com/ELLN2025PIR>.

The PIR aims to:

- Assess the implementation of the ELLN Program in terms of coverage, effectiveness, and challenges;
- Review learner performance data from the Comprehensive Rapid Literacy Assessment (CRLA) and the Rapid Mathematics Assessment (RMA) vis-à-vis program targets;
- Identify good practices and innovations in teaching early language, literacy, and numeracy; and
- Recommend program adjustments and capacity-building needs for teachers and school leaders.

Participants in the PIR shall include CLMD and CID Chiefs, as well as Regional and Division ELLN Coordinators.

Each region shall accomplish the budget report using the attached template in Appendix A and prepare a five-minute presentation addressing the guide questions in Appendix B. These reports shall be uploaded to <https://tinyurl.com/ELLNPIR2025> on or before September 15, 2025.

Immediate and wide dissemination of this Memorandum is desired.



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**Appendix A**

**A. Historical Budget Performance**

Year	2021	2022	2023	2024	2025
Allocation					
Utilized Amount					
Utilization Rate					

**B. FY 2025 Program Status - Physical and Financial Performance**

Major Deliverables/Outputs	2025 Targets	Status as of June 30, 2025	Status as of Aug. 21, 2025

**FY 2025 Financial Performance**

As of June 30, 2025			As of August 21, 2025		
Allotment	Obligation	%	Allotment	Obligation	%

**C. FY 2026 Plans and Targets**

Major Deliverables/Outputs	Physical Target	Financial Requirement	Timeline of Delivery

**D. Issues and Concerns**






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**Guide Questions for the Program Implementation Review of ELLN**

**A. Program Implementation**

1. What specific activities, interventions, or strategies have been implemented to strengthen early literacy and numeracy in your division/region?
2. How regularly have monitoring and evaluation activities been conducted for the program?

**B. Teacher Capacity and Training**

3. What training or professional development opportunities related to ELLN have teachers participated in?
4. What additional training, mentoring, or capacity-building support do teachers and school leaders require?

**C. Instructional Practices**

5. What evidence demonstrates that teaching has shifted toward explicit, systematic, and structured instruction (aligned with the Science of Reading)?
6. How do teachers differentiate instruction to meet the needs of struggling learners as well as advanced learners?

**D. Learning Resources**

7. What resource gaps or shortages does the region continue to face?

**E. Learner Outcomes**

8. Based on CRLA and RMA results, what improvements or challenges have been observed in learners' literacy and numeracy skills?
9. What patterns or trends have emerged in the reading and numeracy levels of learners across Key Stage 1?

**F. Challenges**

10. What major challenges or barriers have affected the effective implementation of the ELLN Program (e.g., class size, time allotment, parental involvement, teacher readiness)?
11. What measures have been taken by schools, divisions, or regions to address these challenges?
12. What issues remain unresolved and require higher-level support?

**G. Best Practices and Recommendations**

13. What good practices or innovations in teaching early literacy and numeracy have been identified in your school, division, or region?
14. What recommendations can be provided to further improve the implementation of the ELLN Program at the school, division, regional, and national levels?



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**Program Matrix**  
**September 16, 2025**  
**MS Teams**

A. Opening Program

Welcome Remarks -----	<b>Rosalina J. Villaneza</b> Chief, TLD
Statement of Purpose and Objectives ---	<b>Emily A. Mallari</b> Supervising EPS
Presentation of Participants -----	<b>Lea D. Estuye</b> Senior EPS
Message -----	<b>Gerson Marvin M. Abesamis</b> Director IV

B. PIR Proper

Presentation: ELLN Program Implementation ----	<b>Regional ELLN Coordinators</b>
Open Forum	

C. Synthesis -----	<b>Jerome C. Hilario</b> Supervising EPS
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**ROSALINDA SERRANO**  
Master of Ceremony