



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

July 27, 2026

REGIONAL MEMORANDUM

No. **938** s. 2026

**CONDUCT OF THE BLSS EQUITY MONITORING AND FIELD VALIDATION OF THE
LEARNER SUPPORT FRAMEWORK (LSF)**

To: Schools Division Superintendents
School Heads Concerned
All Others Concerned

1. In reference to a Memorandum from the Office of the Director, Bureau of Learner Support Services (OD-BLSS) dated July 20, 2026 relative to the conduct of **BLSS Equity Monitoring and Field Validation for the Implementation of Learner Support Framework (LSF)** on **August 5-7, 2026**, this Region, in coordination with the Schools Division Offices, selected the following schools as participants in the activity:

Date	Schools Division Office	Name of School	Classification of School
Day 1, August 5, 2026	Catbalogan City	Eastern Visayas Regional Science High School	Science School
	Samar	Patong National High School	Last Mile School
	Samar	Rawis Elementary School	IPEd
Day 2, August 6, 2026	Leyte	Sta. Fe Stand Alone Senior High School	Stand-Alone SHS
Day 3, August 7, 2026	Tacloban City	Leyte National High School	Very Large School

2. The participants to this activity are as follows:

Office / Unit	Names	No. of Participants
Bureau of Learner Support Services (ODir)		2

Regional Office	EdgarY. Tenasas, SDS/DU&SPPS In-Charge Eden A. Dadap, PDO IV Gerlec Caandoy, YFD TA I Mark Justin Renomeron, TA I Jazz Hembra – LRP TA II Kristel Jane Marie Cotejar –TA II Georgie De La Cruz – HNU TA II Driver	8
Central Office BLSS Division focal (LRPD, SHD, HNU, LWO, YFD, SSD)		6
Field Participants		50
Total pax:		66

3. Transportation, meals, accommodation, and other expenses of the participants to this activity shall be charged to the downloaded funds to the concerned Schools Division Offices, in accordance with the government rules on accounting and auditing procedures.

4. Any query relative to this activity may directly be communicated to the activity focal, Ms. Eden A. Dadap at 0920-901-7954.

5. Immediate dissemination of and compliance with this Memorandum are desired.

SALUSTIANO T. JIMENEZ JD, EdD, CESO III
Regional Director

Enclosures: as stated

References: as stated

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

EQUITY MONITORING SPPS

SPPS-EAD



Republic of the Philippines
Department of Education
BUREAU OF LEARNER SUPPORT SERVICES

OFFICE OF THE DIRECTOR

TO : **RONNIE S. MALLARI, PhD, CESO III**
Regional Director, DepEd Region IV-B MIMAROPA

DR. SALUSTIANO T. JIMENEZ, CESO III
Regional Director, DepEd Region VIII

RONELO AL K. FIRMO
Officer-in-Charge, Office of the Regional Director DepEd
Region IX

DR. ALLAN G. FARNAZO, CESO III
Regional Director, DepEd CARAGA

FROM : **DR. MIGUEL ANGELO S. MANTARING**
Director IV

SUBJECT : **ADVANCED MEMORANDUM ON THE CONDUCT OF BLSS EQUITY
MONITORING AND FIELD VALIDATION OF THE LEARNER
SUPPORT FRAMEWORK**

DATE : 20 July 2026

In line with the Department of Education's (DepEd) continuing efforts to strengthen monitoring and evaluation systems under the Basic Education Monitoring and Evaluation Framework (BEMEF) and the Quality Basic Education Development Plan (QBEDP), particularly in advancing learner well-being as a key pillar of reform, the Bureau of Learner Support Services – Office of the Director (BLSS-OD) will conduct the **BLSS Equity Monitoring and Field Validation for the Pilot Implementation of the Learner Support Framework (LSF)**. The first batch of the monitoring activity will be held on August 5-7, 2026, while the second batch will be held on August 18-20, 2026. This initiative supports the Department's mandate to ensure safe, inclusive, and supportive learning environments through a more integrated and data-driven approach to learner support services. Please see schedule below for reference:

Batch	Schedule	Participating Regions
Batch 1	August 5-7, 2026	Region VIII and Region IX
Batch 2	August 18-20, 2026	Region IV-B and CARAGA

The activity aims to operationalize the Learner Support Framework (LSF) as a unified system for measuring school-level implementation and learner-level outcomes, addressing existing gaps such as the absence of a standard rating system, limited learner-level data, and fragmented monitoring mechanisms. As part of its pilot implementation, Equity Monitoring and Field Validation shall be conducted in twenty (20) schools across four (4) regions, selected based on equity considerations including geographical and economic vulnerability, school size, and the presence of marginalized learners. The activity will serve as both a baseline evaluation of learner support conditions and a needs assessment to

inform targeted interventions and improve program delivery.

Relative thereto, we further request the following:

1. Provision of technical and administrative assistance in the planning and conduct of the activity, including coordination with identified venue providers, local partners, and relevant stakeholders;
2. Assistance in logistical arrangements, such as accommodation, service vehicles, and other related requirements, subject to existing government procurement, budgeting, and auditing rules and regulations;
3. Designation of a Regional Focal Person/Point of Contact to closely coordinate with the BLSS Secretariat on all preparatory and operational requirements; and
4. Support in facilitating local coordination and the necessary clearances for the smooth and efficient conduct of the activity.

Please note that this Memorandum is issued to facilitate the timely implementation of the activity and shall serve as the basis for the processing of the necessary administrative, logistical, and financial requirements, pending the issuance of the corresponding Memorandum from the Office of the Undersecretary for Governance and Operations.

For more information about the event, please see attached Concept Note for your reference. For questions or concerns, please message us at blss.od@deped.gov.ph



Republic of the Philippines
Department of Education
BUREAU OF LEARNER SUPPORT SERVICES

OFFICE OF THE DIRECTOR

CONCEPT NOTE

BLSS Equity Monitoring and Field Validation of the Learner Support Framework

I. Rationale

The Department of Education (DepEd) implements the Basic Education Monitoring and Evaluation Framework (BEMEF) through DepEd Order No. 29, s. 2022, as a core component of the Quality Basic Education Development Plan (QBEDP). BEMEF serves as a vital mechanism for assessing the effectiveness of DepEd's policies and programs in delivering quality education to Filipino learners. The framework is anchored on six major components—inputs, processes, outputs, outcomes, impact, and sustainability—which collectively support the attainment of the QBEDP goals.

Under the leadership of DepEd Secretary Sonny M. Angara, the 5-Point Reform Education Agenda was introduced to address urgent challenges in the basic education sector. This agenda highlights five priority areas: creating an enabling learning environment, promoting teacher welfare, prioritizing learner well-being, ensuring efficient learning delivery across modalities, and building a future-ready education workforce. Learner well-being as a central priority of the Department of Education (DepEd) focuses on creating safe, inclusive, and supportive learning environments that nurture both the physical and mental health of learners. It emphasizes holistic care by promoting positive experiences in school, ensuring protection and support, and fostering conditions that enable learners to thrive and achieve better learning outcomes.

These priorities demonstrate DepEd's commitment to strengthening the education system by addressing critical factors that influence both teaching and learning. The 5-Point Reform Agenda aligns with the four foundational pillars of the QBEDP—access, equity, quality, resiliency, and well-being—ensuring that DepEd programs and initiatives are responsive to national goals and local needs.

The Learner Support Framework aims to consolidate and harmonize the existing standards and indicators of the various programs, policies, and activities of the Bureau for Learner Support Services (BLSS) with the standards of Health Promoting Schools, and to define what must be achieved in establishing a sustainable, holistic school health and nutrition program that promotes healthier behaviors and improves learning outcomes.

The primary objectives of Equity Monitoring are to assess the performance of regions and examine how programs are implemented at the school level, in order to inform the provision of targeted interventions for those with emerging needs. It also seeks to strengthen program delivery, bridge performance gaps, and ensure equitable conditions across implementation sites. Through this, Equity Monitoring provides evidence-based insights to improve both the quality and fidelity of program implementation across schools and regions.

Specific aims include:

- Evaluating the status of program implementation and identifying areas that require additional support, particularly in select Last Mile Schools (LMS).
- Gathering insights, identifying gaps, and providing technical assistance to enhance learner support outcomes.
- Documenting best practices across various regions and division offices.

This initiative is designed to enhance the efficiency, responsiveness, and overall effectiveness of BLSS programs and interventions at the field level. By systematically assessing the distribution and utilization of resources, the monitoring will help ensure that support reaches the schools and learners who need it most.

More than just data collection, the initiative is a proactive approach to capacity building and empowerment. Field personnel will be equipped with the necessary guidance, tools, and technical assistance to improve program delivery, respond to local challenges, and drive positive outcomes within their specific contexts.

Monitoring activities are intended to be conducted quarterly; however, due to time constraints this year, they will be conducted semi-annually. This will allow the BLSS and field offices to track progress, adjust strategies as needed, and sustain momentum toward achieving equity goals. Ultimately, this initiative is not just about oversight—it is about turning equity from a principle into a lived reality for every learner, especially those in the most remote and marginalized communities.

It is emphasized that this monitoring initiative is not intended to duplicate the ongoing efforts of the Regional and Division Offices, including the Progress Monitoring of Oplan Kalusugan sa DepEd (OK sa DepEd) and SBFP conducted by the SHD, and Learner Formation activities conducted by YFD. Alternatively, it serves to complement existing mechanisms, ensuring that our programs remain responsive, data-driven, and aligned with DepEd's broader goals for learner welfare and development.

In line with these efforts, the Bureau of Learner Support Services – Office of the Director (BLSS-OD) will conduct the **Pilot Implementation of the Learner Support Framework**.

II. Objectives

The activity aims to assess:

1. Assess the status of program implementation across regions and schools, including identification of implementation gaps, procurement-related issues and concerns, and other operational bottlenecks affecting delivery of BLSS programs;
2. Operationalize the Learner Support Framework (LSF) as the standardized results-based framework for all BLSS programs, ensuring a unified approach to monitoring and evaluation;
3. Orient and align regional and division implementers on the 3-Star Rating System and the Healthy Learning Institution pillars as the common standard for assessing school-level capacity and maturity;
4. Strengthen equity monitoring systems through improved collection, analysis, and utilization of learner-level data to ensure evidence-based decision-making;
5. Identify areas requiring further technical and programmatic support based on school-level and learner-level evidence, with emphasis on equity gaps and implementation challenges; and

6. Document best practices across Regional Offices (ROs) and Schools Division Offices (SDOs) and develop actionable recommendations to improve program implementation, monitoring, reporting, and targeting for FY 2026 onwards.

III. Methodology

The activity will be conducted face-to-face and will be participated in by representatives of each of the regional offices, with the following set of activities to be undertaken:

Method	Description
Courtesy Call	Courtesy Call to ROs and SDOs (Region IV-B, VIII, IX, CARAGA)
Planning Sessions	Small-group, facilitated sessions focused on reviewing regional data, identifying gaps, and developing interventions. Activities include problem analysis, intervention design, and action planning.
School Visits	Visit to selected schools to validate findings from the Regional and Schools Division Offices
Needs Assessment and Capacity Building	Conduct of Needs assessments and capacity building materials and sessions if necessary

IV. Indicative Program of Activities

Pre-Monitoring Activities

1. There shall be one (1) Monitoring Team composed of two (2) representatives from each Division under the Bureau of Learner Support Services (BLSS), namely the School Health Division (SHD), Youth Formation Division (YFD), School Sports Division (SSD), and Learning Resources and Planning Division (LRPD), together with representatives from the Office of the Director.
2. The Monitoring Team shall be composed of the following roles: a Team Leader who shall oversee the overall monitoring activities and ensure that all objectives are met; and other members who shall act as Secretariat and Coordinators, with responsibilities covering documentation and reporting requirements, communication and logistical coordination, actual conduct of monitoring activities, data gathering, and provision of technical assistance as necessary.
3. Each monitoring activity shall include at least one (1) to two (2) representatives from each of the following offices: Office of the Director, LRPD, SHD, YFD, and SSD.
4. The Monitoring Team shall identify priority regions to be visited based on established criteria outlined in Annex A. In parallel, the Regional Office, through the Education Support Services Division (ESSD), shall provide a list of at least three (3) schools to be visited by the Central Office Monitoring Team, based on criteria provided in Annex B.
5. All monitoring visits shall be conducted within a three-day period and completed within the same week to ensure efficiency and coordination of activities.
6. The Central Office Monitoring Team shall convene to finalize the schedule and itinerary submitted by the designated coordinator/s, in coordination with the ESSD of the Regional Office. The Monitoring Team shall directly coordinate with the ESSD,

which shall likewise facilitate coordination with concerned focal persons from the Regional Offices and Schools Division Offices to be visited.

7. Each Division team shall be responsible for securing its travel authority and, when necessary, arranging transportation bookings and other required travel documents.
8. A pre-monitoring orientation shall be conducted for all members of the Monitoring Team to ensure full understanding of the monitoring tool and its proper administration, including standardized procedures and reporting requirements.

Actual Monitoring Activities

1. The monitoring activity shall commence with a courtesy call to the Regional Director and/or Schools Division Superintendent, or their authorized representative, to present the objectives of the activity prior to proceeding to the identified school for monitoring.
2. The Monitoring Team shall conduct in-depth discussions and interviews with designated focal persons responsible for the programs under review, including Budget Officers accountable for downloaded funds.
3. The Team Leader shall provide technical assistance based on issues and gaps identified during the monitoring, including guidance and support to facilitate the effective implementation of programs, activities, and projects (PAPs).
4. A post-monitoring conference shall be conducted with focal persons from the Regional Office and Schools Division Office to present initial findings and recommendations.
5. On succeeding days, the Monitoring Team shall visit at least two (2) or more schools per area to observe actual program implementation and further validate findings gathered at the Regional and Division levels.

Post-Monitoring Activities

1. After the monitoring activity, the Monitoring Teams shall reconvene by Division to compile and document all findings gathered during the field visit.
2. The Teams shall formulate detailed recommendations to address identified challenges and gaps encountered during implementation.
3. A comprehensive monitoring report shall be prepared, containing key observations, actions taken, and recommended improvements for program implementation.
4. The Monitoring Team may endorse and elevate matters requiring decisions, comments, or inputs from the Management Committee (MANCOM) or Executive Committee (EXECOM), as appropriate.
5. The Teams shall submit a consolidated and comprehensive monitoring report, including relevant data provided by the Regional Offices and Schools Division Offices, and draft a formal endorsement letter to the Regional Office for approval of the Bureau Director.
6. The Monitoring Team shall be responsible for the liquidation and reimbursement of all travel-related expenses, which shall be charged against the LSP-YFD funds, subject to existing accounting and auditing rules and regulations.

Indicative Program

Day 1 Arrival of the Participants, Opening Program, and Plenary Session		
Time	Activity	Person-in-Charge
07:00 a.m. – 12:00 n.n.	Travel and Arrival of Participants Registration of Participants	
12:01 p.m. – 01:00 p.m.	Lunch	OD TWG
01:01 p.m. – 01:20 p.m.	Preliminaries	
01:21 p.m. – 01:30 p.m.	Opening Message TBD	
01:31 p.m. – 01:35 p.m.	Expectation Setting and House Norms	TBD
01:36 p.m. – 03:00 p.m.	Planning and Evaluation session with the Regional Offices	TBD
03:01 p.m. – 03:15 p.m.	Health Break	TBD
03:16 p.m. – 05:00 p.m.	Planning and Evaluation Session with the Schools Division Offices	TBD
05:01 p.m. – 07:00 p.m.	Dinner	
Day 2 Workshop Activities		
Time	Activity	Person-in-Charge
07:00 a.m. – 08:00 a.m.	Breakfast and Preparations	
08:01 a.m. – 08:20 a.m.	Preliminaries and Management	TBD
08:21 a.m. – 10:00 a.m.	Visit to School No. 1	
10:01 a.m. – 10:15 a.m.	Health Break	
10:16 a.m. – 12:00 a.m.	Visit to School No. 2	TBD
12:01 p.m. – 01:00 p.m.	Lunch Break	
1:01 p.m. – 02:45 p.m.	Visit to School No. 3	TBD
2:45 p.m. – 03:00 p.m.	Health Break	
3:00 p.m. – 05:00 p.m.	Visit to School No. 4	TBD
5:01 p.m. – 07:00 p.m.	Dinner	
Day 3 Plenary and Closing Program		
Time	Activity	Person-in-Charge
07:00 a.m. – 08:00 a.m.	Breakfast and Preparations	

08:01 a.m. – 08:20 a.m.	Preliminaries	TBD
08:21 a.m. – 10:00 a.m.	Visit to School No. 5	
10:01 a.m. - 10:15 a.m.	Mental Health Break	
10:16 a.m. - 12:00 n.n.	Closing Program/Wrapping	TBD
12:01 p.m. – 01:00 p.m.	Lunch Break	
01:01 p.m. – onwards	Travel out	Participants and TWG

V. Participants

Below are the expected participants:

Office/ Unit	No. of Participants
Bureau of Learner Support Services (ODir)	2
Regional Office	2
Central Office BLSS Division focal (LRPD, SHD, NHU, LWO, YFD, SSD)	6
Regional BLSS Unit focal (LRPD, SHD, NHU, LWO, YFD, SSD)	6
Field Participants (School Personnel, PTA, other stakeholders)	50
Local Government Unit	3
Total	69

VI. Utilization of Funds

A. Fund Coverage and Validity

The funds allocated for the implementation of the Equity Monitoring Program, charged against the FY 2025 Continuing Appropriations, shall remain valid for obligation and disbursement until December 31, 2026, subject to existing government accounting, auditing, budgeting, and procurement rules and regulations. The utilization of funds shall be guided by DepEd Memorandum No. DM-OUGOPS-2026-07-75, entitled *Guidelines on the Allocation, Utilization, Documentation, and Reporting of Program Support Funds (PSF) for the Field Implementation of Learner Support Programs for Fiscal Year 2026*.

Each of the four (4) participating regions shall be provided with Eight Hundred Thousand Pesos (Php 800,000.00) to cover expenses that may be incurred in the conduct of the monitoring activities, including the following:

1. Travel expenses related to the conduct of site visits, including transportation from the assembly point to the identified schools;
2. Meals and other necessary expenses during the conduct of Focus Group Discussions (FGDs); and
3. Program Support Funds (PSF) for the pilot implementation of the Learner Support Framework.

All expenditures shall be supported by complete and appropriate documentary requirements. Implementing units shall ensure the timely liquidation of funds and the submission of financial and narrative reports in accordance with applicable auditing, budgeting, and procurement policies and guidelines.

VII. Expected Output

By the end of the activity, the following outputs are expected to be produced:

1. 3-Star Checklist – validated school-level baseline evaluation using the LSF school-level indicators;
2. Equity Monitoring Tool – validated school-level assessment of budgetary, capacity-building, and programmatic support needs using the LSF school-level indicators;
3. Intervention and Action Plans – RO, SDO, and school-specific strategies addressing identified equity gaps

VIII. Legitimization

At the end of the activity, all participants will be requested to evaluate the activity. Afterward, certificates of participation will be distribution.