



DEPARTMENT OF EDUCATION
Region X- Northern Mindanao
DIVISION OF MALAYBALAY CITY
Purok 6, Casisang, Malaybalay City



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DIVISION MEMORANDUM

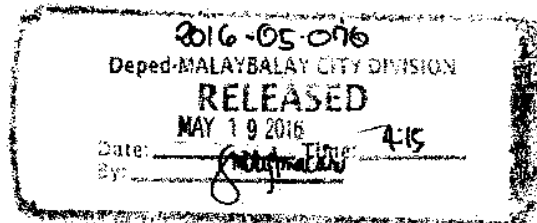
No. 252 s. 2016

TO: Chief/ Education Program Supervisors and staff, SGOD and CID
Public Schools District Supervisor
Senior/ Education Program Specialists
Public Elementary and Secondary School Heads
This Division

FROM: 
EDILBERTO L. OPLENARIA, CESO VI
OIC- Schools Division Superintendent

DATE: May 19, 2016

SUBJECT: 2016 NATIONAL LITERACY AWARDS (NLA)



1. For the information and guidance of all concerned, this office hereby disseminates the herein DepEd Memorandum No. 81, s. 2016 dated May 18, 2016, re: "2016 NATIONAL LITERACY AWARDS (NLA)" the content of which is self-explanatory.

2. Immediate and wide dissemination of this memorandum is highly desired.

Encl:

As stated

Copy furnished:

Records Unit

To be posted in the website.



Republic of the Philippines
Department of Education

18 MAY 2016

DEPED MEMORANDUM
No. **81** s. 2016

2016 NATIONAL LITERACY AWARDS (NLA)

To: Regional Directors
Schools Division Superintendents
Public and Private Elementary and Secondary School Heads

1. The Department of Education (DepEd), through the Literacy Coordinating Council (LCC), will conduct the **2016 National Literacy Awards (NLA)** in September 2016.

2. Generally, the NLA aims to recognize best practices in literacy, which help alleviate poverty, provide livelihood, address welfare needs, promote freedom, and make education facilities accessible. The specific objectives of the NLA are to:

- a. contribute to the realization of the goal of universalizing literacy in the Philippines by creating public awareness of and interest in the programs, projects, and activities addressing this concern;
- b. sustain, expand, and institutionalize literacy efforts by motivating and recognizing individuals, institutions, and local government units (LGUs), through granting awards and appropriate recognition;
- c. encourage the development and replication of innovative, creative, and indigenous literacy programs; and
- d. bestow honor upon and give recognition to the outstanding individuals and government and nongovernment organizations (NGOs) for their dedication, commitment, and contribution to the universalization of literacy in their respective communities.

3. The NLA has the following categories:

- a. **Outstanding Literacy Program** – an award given to a civil society organization, NGO, private organization, or educational/academic institution, that has developed and implemented a literacy program which has had a positive impact on the learners and their respective communities; and
- b. **Outstanding Local Government Unit** – an award given to an LGU that has developed and implemented literacy policies, programs, and projects, which have impacted positively on the quality of life of their constituents. The LGU category is divided into highly urbanized city, component/component independent city, class A municipality (first to third class), and class B municipality (fourth to sixth class).

4. Nomination and selection of regional winners shall be conducted from June 1 to 24, 2016. Announcement of regional winners will be on June 28, 2016. The regional winners must be submitted to the LCC Secretariat on or before **June 30, 2016**.

5. The regional winners must submit the following documents:

- a. a clear, simple, straightforward, and comprehensive Executive Summary of not more than five pages in A4 bond size, double-spaced, describing the nominated program/s or local government unit based on the set criteria, and highlighting the literacy component of the program for validation;
- b. three copies of the nominee's portfolio of not more than 50 pages in A4 bond size, double-spaced, containing only related documents and data including photographs (size: 3" x 5", not to exceed 20 pieces; video documentation is not encouraged) in accordance with the category and criteria but limited to those in effect within two years prior to the date of entry;
- c. electronic copy (in CD) of nominee's portfolio including photographs for uploading in the LCC website;
- d. individual score sheets of the Regional Selection Committee (RSC) members duly signed by the rater and countersigned by the RSC Chairperson; and
- e. brief but complete documentation of all stages of the selection process signed by the Coordinator and countersigned by the Chairperson.


6. The regional directors and Alternative Learning System (ALS) focal persons who are designated members of the RSC are enjoined to spearhead the nomination and selection process at the regional level. They are advised to apply the revised set of criteria and guidelines for selection and follow the new schedule provided. They are expected to submit to the LCC Secretariat a brief report on how the regional nominees were selected together with the list of nominees.

7. The following documents are enclosed for reference:

- | | |
|------------------|---|
| Enclosure No. 1 | - 2016 NLA Timetable of Activities |
| Enclosure No. 2 | - 2016 NLA Categories and Procedures |
| Enclosure No. 3 | - 2016 NLA Guidelines on the Selection Process |
| Enclosure No. 4a | - 2016 NLA Outstanding LGU Category
Nomination Form |
| Enclosure No. 4b | - 2016 NLA Outstanding Literacy Program
Category Nomination Form |
| Enclosure No. 5a | - 2016 Score Sheet
Outstanding Local Government Units |
| Enclosure No. 5b | - 2016 Score Sheet
Outstanding Literacy Program |

8. For more information, all concerned may contact **Ms. Marianne C. Centeno**, Technical Assistant, Literacy Coordinating Council Secretariat, Department of Education Central Office at 2/F, Bonifacio Bldg., DepEd Complex, Meralco Ave., Pasig City, at telephone nos. (02) 631-0567; (02) 631-0590; (02) 635-9996, or at telefax no. (02) 631-1579.

9. Immediate dissemination of this Memorandum is desired.



BR. ARMIN A. LUSTRO FSC
Secretary

Encls.:

As stated

Reference:

DepEd Memorandum No. 16, s. 2016

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

ALTERNATIVE LEARNING SYSTEM
BUREAUS AND OFFICES
OFFICIALS
ORGANIZATIONS
PRIZES OR AWARDS
STRAND: Curriculum and Instruction
TEACHERS

LITERACY COORDINATING COUNCIL

2016 National Literacy Awards Timetable of Activities

May 30, 2016	Issuance of NLA DepEd Memorandum
May 31	Selection of the National Board of Judges (BOJ)
June 1 - 24	Regional search/selection (by division)
June 28	Announcement of regional winners (Awarding of regional winners will be held after the National Literacy Conference and Awards in September 2016.)
June 30	Deadline for submission of regional entries to the LCC Secretariat
July 1 - 6	Initial review of regional entries by the LCC Secretariat and preparation of documents/materials for the briefing of the BOJ
July 7	Organization/briefing of the BOJ
July 7- July 22	Shortlisting of entries by the BOJ/Evaluation of the submitted entries from the regions
July 26	Deliberation meeting of the BOJ and LCC Secretariat coordinators for the top five NLA shortlisted entries
July 27	Submission of documents for Special Award of Excellence in Literacy
July 28	Briefing of the BOJ and LCC Secretariat Coordinators for the Special Award of Excellence in Literacy
August 2 - 4	Ocular visit of BOJ and LCC Secretariat Coordinators to LGU nominee for the Special Award of Excellence
August 5	Final deliberation meeting of the BOJ and LCC Secretariat Coordinators on the Special Award of Excellence in Literacy
August 8 – Sept. 16	Ocular visit of the BOJ and LCC Secretariat coordinators to the top five (5) shortlisted entries
September 20	Final deliberation of winners by the BOJ and LCC Secretariat coordinators
September 22	Report of BOJ to the Council on the national winners and Special Award of Excellence in Literacy
September 28 - 30	National Literacy Conference and Awards

LITERACY COORDINATING COUNCIL

**2016 NATIONAL LITERACY AWARDS
Categories and Procedures**

The Department of Education (DepEd) and the Literacy Coordinating Council (LCC) will mobilize all sectors of society, government agencies, non-government organizations, people's organizations, local government units, and the entire civil society to promote and disseminate the importance of literacy in national progress and subsequently inspire them to develop, implement and sustain literacy programs and projects throughout the country.

Literacy programs and projects have been proven to help alleviate poverty, provide livelihood, address social welfare needs, promote freedom and make education facilities more accessible. Through these programs and projects, coordination among agencies can be developed and continuous capability building for literacy workers can be achieved.

Numerous stakeholders and advocates of literacy and continuing education presently conduct literacy projects nationwide to address the present problem of illiteracy. In spite of difficulties, such as poor compensation, hampered mobility due to geographical and peace and order problems, and inadequacy of teaching materials, to name a few, the commitment and dedication of these workers and institutions have not wavered even slightly. These literacy workers and organizations truly deserve special recognition for their devotion and dedication toward the campaign against illiteracy. In the desire to recognize their significant contribution and bestow them with honor, the LCC launched the National Literacy Awards (NLA) in 1994. This award is given every other year.

AWARDS OBJECTIVES

1. Contribute to the realization of the goal of universalizing literacy in the Philippines by creating public awareness of and interest in programs, projects, and activities addressing this concern;
2. Sustain, expand, and institutionalize literacy efforts by motivating and recognizing individuals, institutions, and local government units through awards and appropriate recognition;
3. Encourage the development and replication of innovative, creative, and indigenous literacy programs; and
4. Bestow honor on and recognition to outstanding individuals and government and non-government organizations for their dedication, commitment, and contribution to the universalization of literacy in their respective communities.

AWARDS CATEGORIES

Outstanding Literacy Program Award

The Outstanding Literacy Program award is given to a civil society organization, non-government organization, private organization or educational/academic institution that has developed and implemented a literacy program which has had a positive impact on learners and the community.

Outstanding Local Government Unit Award

The Outstanding Local Government Unit (LGU) award is given to an LGU that has developed and implemented literacy policies, programs and projects, which have impacted positively on the quality of life of their people.

The Local Government Unit category is divided into four sub-categories, namely, highly urbanized city, component city, class A municipality (first to third class), and class B municipality (fourth to sixth class).

PROCEDURES

Distribution of Nomination Forms

The National Literacy Awards Selection Committee, through its National Secretariat, will distribute the application forms to DepEd regional offices nationwide and to selected non-government organizations. These forms will also be made available to all individuals and institutions, government

organizations and non-government organizations who would like to nominate candidates.

Information Awareness Campaign

The DepEd Secretary shall issue an appropriate memorandum requiring all division and district supervisors to disseminate the information regarding the awards.

Concerned non-government organizations will be requested to inform their members nationwide of the contest.

A nationwide tri-media campaign will be launched to create greater public awareness and participation.

Regional Selection Committee

Step 1 - Organization of Regional Selection Committee

A Regional Selection Committee (RSC) shall be organized as follows:

- Chairperson - Regional Director
Department of Education
- Co-Chairperson - Regional Director
Department of the Interior and Local Government
- Members - Regional Director
Philippine Information Agency;
Regional Director
National Economic and
Development Authority;
President
Academe (State University in the
Region)
- Coordinator - Regional Chief
ALS Focal Person

Note: The Chairperson shall vote only to break a tie. The Coordinator must document all stages of the selection process for submission to the LCC Secretariat together with the entry documents. The Coordinator shall have no voting capacity.

Step 2 - **Selection**

The RSC shall evaluate all entries in the five categories submitted by the different school divisions. The RSC shall review the documents submitted and select the top three nominees per category (using the prescribed individual score sheets) from which the final regional nominee/finalist for each category will be selected.

Step 3 - **Project Site Visit**

The RSC shall conduct on-site validation of the top three nominees/finalists for further verification. Interviews with the concerned public shall likewise be administered in project sites.

Step 4 - **Selection of Final Regional Nominee/Finalist**

The RSC shall select and submit individual rankings for the three regional nominees/finalists for each category. Ranking shall be processed and the entry with the highest ranking shall be chosen as the regional entry to vie for the national awards.

Step 5 - **Submission of Regional Entries**

The RSC shall submit the regional entries to the LCC Secretariat according to specifications on or before the closing of office hours in June 3, 2016. Entries submitted beyond the due date shall not be accepted and shall be considered disqualified.

Likewise, the following must be included in the documents:

- Individual score sheets of RSC members duly signed by the rater and countersigned by the RSC Chairperson.
- Documentation of all stages of the selection process signed by the Coordinator and countersigned by the Chairperson.

National Selection Process

- Step 1** A Board of Judges (BOJ) shall be constituted composed of not more than three members per category.
- Step 2** Each member of the BOJ for every category shall review the entries and select the top five nominees from which the final winners shall be chosen.
- Step 3** The BOJ for each category shall meet to discuss the strong and weak points of the selected entries and finalize the five nominees to be visited.
- Step 4** The BOJ shall conduct a site visit of the top five nominees for further verification. Interviews with nominees/finalists, project managers, local officials, beneficiaries, community members, and other constituents shall likewise be conducted.
- The BOJ shall rank the entries based on their site visit and endorse them to the Council. They shall keep their results strictly confidential.
- Step 5** LCC officials shall declare and award the winners during the National Literacy Awards to coincide with the celebration of the National Literacy Week in September 2016.

For inquiries, all concerned may contact:

Ms. Marianne C. Centeno

Technical Assistant and Focal Person
Literacy Coordinating Council Secretariat
Department of Education
2th Floor, Bonifacio Building, DepEd Complex
Meralco Avenue, Pasig City

or contact/e-mail at:

tel. nos.: 631-05-67; 635-99-96
telefax: 631-05-90; 631-05-79
e-mail: aiannecenteno@gmail.com

Guidelines for the National Literacy Awards shall also be available on the LCC website: <http://lcc.deped.org.ph>.

LITERACY COORDINATING COUNCIL

2016 NATIONAL LITERACY AWARDS Guidelines on the Selection Process

Selection Committee

A Regional Selection Committee (RSC) shall be organized composed of the following:

- | | |
|----------------|---|
| Chairperson | – Department of Education Regional Director |
| Co-Chairperson | – Department of the Interior and Local Government
Regional Director |
| Members | – Philippine Information Agency Regional Director
National Economic and Development Authority
Regional Director
Academe (State University) President |
| Coordinator | – DepEd Regional ALS Focal Person |

The Literacy Coordinating Council shall provide information on the functions and responsibilities of the RSC. This shall be discussed by the RSC chairperson with the members. The chairperson shall give background information on the criteria for selection and the timetable of activities.

IN THE ABSENCE OF THE CHAIRPERSON, ANY MEMBER OF THE RSC MAY PRESIDE OVER THE MEETINGS.

Documentary Requirements

Nominees for the NLA must submit the following documents:

- a clear, simple, straightforward and comprehensive Executive Summary of not more than five (5) pages in A-4 bond size, double-spaced, describing the nominated program/s or local government unit based on the set criteria, and highlighting the literacy component of the program for validation;
- three (3) copies of the nominee's portfolio of not more than fifty (50) pages in A-4 bond size, double-spaced, containing only related documents and data including photographs (size: 3"x5", not to exceed 20 pieces; video documentation is not encouraged) in accordance with the category and criteria but limited to those in effect within two (2) years prior to the date of entry;

- electronic copy (in CD) of nominee's portfolio including photographs for uploading in the LCC website;
- individual score sheets of the Regional Screening Committee (RSC) members duly signed by the rater and countersigned by the RSC Chairperson; and
- brief but complete documentation of all stages of the selection process signed by the Coordinator and countersigned by the Chairperson.

Entries/Nominees

To qualify as nominee for the NLA, entries in all categories must already be in existence for at least two (2) years. The categories are literacy program and local government units.

- ***Literacy Program***

Only literacy programs initiated by non-government organizations, private educational institutions, people's organizations, and socio-civic groups may be nominated.

If the mandate or main function of a government agency/line agency involves the management, implementation and sustainability of literacy programs and projects, this agency cannot be nominated under the program category. However, if a government agency initiates/implements literacy programs as a supplement to its regular government function, a *Special Citation* shall be given by LCC during the awarding ceremonies.

Likewise, outstanding literacy advocates shall be given due recognition and citation for their stewardship of a literacy program/project.

A special citation shall be given only once to the qualified government or line agency.

- ***Local Government Units***

The local government unit (LGU) shall be the nominee. The leadership of the local chief executive may be duly noted and recognized, but the efforts of the LGU are the main consideration. Other government organizations involved in the LGU program/project shall act as support agencies to the LGU.

Focus should be on the literacy development efforts of the various sectors: agriculture, social services, environment, infrastructure, and other groups (youth, elderly, women, IPs, especially-abled persons, etc.).

To be fair in the assessment of the LGU's efforts in promoting literacy and continuing education, the Outstanding LGU category shall be sub-categorized into:

1. Highly Urbanized Cities
2. Independent Component and Component Cities
3. First to Third Class Municipalities
4. Fourth to Sixth Class Municipalities

This subdivision ensures equal and fair judging since some cities/municipalities have greater means and more resources for the development, implementation, and sustainability of literacy programs.

Hall of Fame and Special Award of Excellence

First place winners that maintain the rank for three (3) years are eligible for the Hall of Fame Awards. Subsequently, Hall of Fame awardees will not be eligible to join the regular contest.

Hall of Fame contenders shall be subject to monitoring and evaluation by the Council.

A Special Award of Excellence in Literacy may be extended by the Council to Hall of Fame awardees that are deserving of the said award upon strong recommendation by the evaluating team.

LITERACY COORDINATING COUNCIL

**2016 NATIONAL LITERACY AWARDS
OUTSTANDING LOCAL GOVERNMENT UNIT CATEGORY**

*A biennial activity of the Literacy Coordinating Council
that gives recognition to government and non-government organizations for outstanding
implementation and sustainability of their literacy programs and projects*

NOMINATION FORM

Please type all answers. Use additional sheets if necessary. Follow the instructions strictly.

COMMUNITY PROFILE

Name of Municipality/City/Province _____
Type of Municipality/City (income class) _____
Name of Municipality/City mayor _____
Number of Barangays _____ Population (as of last census) _____
Number of Illiterates _____ Number of Illiterates Made Literate _____
Number of Literates enrolled in training program/s _____

Describe major educational activities in the municipality/city and socio-economic profile of the people.

Percentage of population (10 years old and over) considered literate as of the last census _____

PLANNING AND DEVELOPMENT

Briefly describe the local government's agenda/program for literacy and continuing education, as stated in the municipality/city development plan (Enclose municipal/city development plan).

List and provide a brief description of ordinances and resolutions related to literacy and continuing education passed and implemented by the municipality/city and/or school board over the past three years (Enclose copy of each ordinance or resolution).

Describe resources (human, physical and financial), which the municipal/city council or local school board provides for literacy-related and continuing education programs on previous and current year (Enclose approved/signed municipal/city budget for the year).

MANAGEMENT OF LITERACY/ CONTINUING EDUCATION PROGRAM/PROJECT

Provide the following information. Use additional sheets as needed.

Name of project _____

Background of project (include history, rationale, components, cooperating agencies)

Describe project management, funding (allocation of resources), networking, sustainability.

To further illustrate effective management, include a list of problems encountered and corresponding solutions taken.

Delivery systems/strategies to sustain and institutionalize literacy/continuing education program.

Describe approaches in initiating and delivering literacy/continuing education projects (including local government officials and community participation, use of indigenous resources, learning materials, media technology, etc.).

Positive effects of the program/project on clients.

Describe improvements in the quality of life of community members, other changes in the community as a result of the project intervention, and economic opportunities generated. Include tables of comparative literacy rates and/or graduates against enrollees.

List of institutions or networks involved in the implementation of literacy and continuing education program/project and other programs/projects implemented (government agencies, NGOs, private organizations, civic organizations, etc.).

Briefly describe of the involvement and/or participation of elective and appointive municipal/city officials in literacy/continuing education of the local government.

Describe strategies undertaken by local Officials to generate awareness or interest and to encourage (1) other officials, (2) community members, and (3) intended beneficiaries to support the literacy program/project.

Describe briefly the results of such advocacy efforts.

NOMINATED BY

Name	Office and Position
1. _____	_____
2. _____	_____
3. _____	_____

I hereby swear to the best of my knowledge that all information contained in this nomination form is true and the supporting documents are authentic.

Date Submitted

Signature of Nominators

1. _____
2. _____
3. _____

LITERACY COORDINATING COUNCIL

**2016 NATIONAL LITERACY AWARDS
OUTSTANDING LITERACY PROGRAM CATEGORY**

*A biennial activity of the Literacy Coordinating Council
that gives recognition to government and non-government organizations for outstanding
implementation and sustainability of their literacy programs and projects*

NOMINATION FORM

Please type all answers. Use additional sheets if necessary. Follow instructions strictly.

Provide a clean copy of program/project logo, if there is any.

PROGRAM/PROJECT

Name of Program/Project _____

Proponent _____

Background of the Program/Project (include history, rationale, components, coverage, funding sources, cooperating agencies).

Program/Project site (barangay, locality, province).

List of institutions and networks, both government and non-government and private organizations, and brief description of the role or significant contributions of each to the program.

ON DEVELOPMENT ORIENTATION

Describe comprehensive content of the program/project (scope/extent of literacy skills obtained by project beneficiaries) and relevance to socio-cultural needs, community situation and aspirations, as well as sensitivity to indigenous customs and practices (culture-sensitive).

Include supporting documents such as brochures, profile, learning modules and/or training design for literacy workers, articles or write-ups about the program/project, and other related documents.

ON DELIVERY

Describe strategies and approaches, culture-fitness, indigenous resources, learning materials, and media technology used as regards the effective delivery of the literacy program to learners.

ON MANAGEMENT AND EVALUATION

Describe project management, sustainability, funding (if possible, enumerate how funding and other forms of resources were generated), previous funding sources and reason/s for withdrawal of support; operationalization and networking system with government agencies and non-government and civic organizations in the planning and implementation of literacy programs/projects.

Include supporting documents such as information, education and communication materials used in generating resources or social mobilization activities. To further illustrate effective management, include a list of problems encountered and corresponding solutions taken.

ON EFFECTS OF PROGRAM/PROJECT ON LEARNERS

Describe improvement in the quality of life of learners or community members, other changes in the community as a result of the project intervention (you may use project impact indicators set prior to implementation), and economic opportunities generated.

You may attach existing case studies on the project and other similar supporting documents. Provide table/s of comparative literacy rates and/or graduates against enrollees. (Provide names of persons made literate/whose literacy level improved through the project/program.)

ON INSTITUTIONALIZATION/SUSTAINABILITY AND/OR REPLICATION OF LITERACY PROGRAM/PROJECT

Describe how the program/project has been sustained and/or institutionalized through support and participation of community development workers and stakeholders.

Describe how the program/project has been replicated in other sites.

ON LITERACY WORKER/S

Briefly describe the literacy worker/s, their admirable qualities, if any; brief description of functions of the literacy workers.

WINNING EDGE

Summary of points that make the project deserving of the award.

NOMINATED BY

Name	Office and Position
1. _____	_____
2. _____	_____
3. _____	_____

I hereby swear to the best of my knowledge that all information contained in this nomination form is true and the supporting documents are authentic.

Date Submitted

Signature of Nominators

1. _____

2. _____

3. _____

LITERACY COORDINATING COUNCIL
2016 NATIONAL LITERACY AWARDS

SCORE SHEET
OUTSTANDING LOCAL GOVERNMENT UNIT (LGU)
Highly Urbanized City
Independent Component/Component City
Class A Municipality (1st to 3rd)
Class B Municipality (4th to 6th)

Factors for Evaluation	Percentage Weight	Rating
A. Rationale for the Program	15	
1. Planning and Development	8	
<ul style="list-style-type: none"> • Situation Analysis 		
<ul style="list-style-type: none"> > Community-based Monitoring System (CBMS), literacy mapping or other similar mechanism 		
Background information on:		
<ul style="list-style-type: none"> – Total number of population (male/female; age; specific groups such as Indigenous People, street children, senior citizens, etc.) 	2	
<ul style="list-style-type: none"> – Socio-economic status, education profile of target group/community/beneficiaries 	3	
<ul style="list-style-type: none"> – Total number of illiterates (male/female; age; specific groups such as Indigenous People, street children, senior citizens, etc.) 	3	
2. Development and Annual Investment Plans	3	
<ul style="list-style-type: none"> • Literacy in Comprehensive Development Plan/ Annual Investment Plan 		
<ul style="list-style-type: none"> > Goals 	1	
<ul style="list-style-type: none"> > Objectives 	1	
<ul style="list-style-type: none"> > Strategies 	1	
3. Policies	4	
<ul style="list-style-type: none"> • Legislative support to promote literacy, such as ordinances and resolutions 		
B. Program/Project Management and Implementation	35	
1. Relevant and Effective Approaches	15	
<ul style="list-style-type: none"> • Implementation of the K to 12 Basic Education Program 	3	
<ul style="list-style-type: none"> • At least two literacy programs/projects initiated by the Local Government Unit 		
<ul style="list-style-type: none"> > Program/Project scope/reach (e.g., total immersion, focused group, etc.) 	3	
<ul style="list-style-type: none"> > Relevance/Responsiveness to community needs 	3	

Factors for Evaluation	Percentage Weight	Rating
<ul style="list-style-type: none"> • Programs/Projects of other government agencies in partnership with or localized by the Local Government Unit (e.g., DepEd, DOH, DSWD, DA, DENR, NGO, other organizations) <ul style="list-style-type: none"> > Program/Project scope/reach (e.g., total immersion, focused group, etc.) > Relevance/Responsiveness to community needs • Support mechanisms (e.g., networks, volunteer program, NSTP, donations, civic activities, etc.) 	<p style="text-align: center;">2</p> <hr/> <p style="text-align: center;">2</p> <hr/> <p style="text-align: center;">2</p> <hr/>	<hr/> <hr/> <hr/> <hr/>
<p>2. Monitoring and Evaluation</p>	<p style="text-align: center;">8</p> <hr/>	<hr/>
<ul style="list-style-type: none"> • Documentation and records keeping (e.g., site visits, video documentation) • Status report • Researches/Studies undertaken • Publication of results 	<p style="text-align: center;">2</p> <hr/> <p style="text-align: center;">2</p> <hr/> <p style="text-align: center;">2</p> <hr/> <p style="text-align: center;">2</p> <hr/>	<hr/> <hr/> <hr/> <hr/>
<p>3. Organizational Structure and Management</p>	<p style="text-align: center;">7</p> <hr/>	<hr/>
<ul style="list-style-type: none"> • Designation of literacy coordinators and facilitators employed by LGU • Presence of active local LCCs in city/municipality/barangay • Functional Local School Board 	<p style="text-align: center;">2</p> <hr/> <p style="text-align: center;">3</p> <hr/> <p style="text-align: center;">2</p> <hr/>	<hr/> <hr/> <hr/> <hr/>
<p>4. Effects of Programs/Projects on Learners</p>	<p style="text-align: center;">5</p> <hr/>	<hr/>
<p>C. Management and Leadership</p>	<p style="text-align: center;">25</p> <hr/>	<hr/>
<p>1. Resource Generation, Networking and Social Mobilization</p>	<p style="text-align: center;">10</p> <hr/>	<hr/>
<ul style="list-style-type: none"> • Advocacy and social mobilization schemes • Budget and financial statements • Number of donors/benefactors, description of activities, level of participation and extent of networking • Database management 	<p style="text-align: center;">3</p> <hr/> <p style="text-align: center;">3</p> <hr/> <p style="text-align: center;">2</p> <hr/> <p style="text-align: center;">2</p> <hr/>	<hr/> <hr/> <hr/> <hr/>
<p>2. Program Sustainability and Institutionalization</p>	<p style="text-align: center;">5</p> <hr/>	<hr/>
<ul style="list-style-type: none"> • Sustainability and institutionalization plan (syncopation practices, continuing projects, etc.) • Track record 	<p style="text-align: center;">3</p> <hr/> <p style="text-align: center;">2</p> <hr/>	<hr/> <hr/> <hr/> <hr/>
<p>3. Leadership Qualities</p>	<p style="text-align: center;">10</p> <hr/>	<hr/>
<ul style="list-style-type: none"> • Qualities of the Leader <ul style="list-style-type: none"> > Competence and ability to provide clear directions (knowledge, expertise, experience) 	<p style="text-align: center;">2</p> <hr/>	<hr/>

Factors for Evaluation	Percentage Weight	Rating
<ul style="list-style-type: none"> > Interpersonal relations and teambuilding capacity 	2	
<ul style="list-style-type: none"> > Ability to make critical judgments and decisions 	2	
<ul style="list-style-type: none"> > Other skills (e.g., communication) 	1	
<ul style="list-style-type: none"> • Transparency and Accountability 		
<ul style="list-style-type: none"> > Presence of a working board 	1	
<ul style="list-style-type: none"> > Presence of a financial system 	1	
<ul style="list-style-type: none"> > Participatory decisionmaking 	1	
D. Impact (Individual or Collective/Community)	25	
<ol style="list-style-type: none"> 1. Actual improvement in literacy rate/Increased number of literates (75% of target) 	5	
<ol style="list-style-type: none"> 2. Improved economic status/Development in the community (75% of target) 	4	
<ol style="list-style-type: none"> 3. Improvement in terms of health and nutrition, sanitation and hygiene 	4	
<ol style="list-style-type: none"> 4. Improved environmental protection program (e.g., waterways, waste disposal, etc.) 	4	
<ol style="list-style-type: none"> 5. Improved peace and order conditions 	4	
<ol style="list-style-type: none"> 6. Modelled with other LGUs to adopt the same program 	4	
TOTAL =	100%	

LITERACY COORDINATING COUNCIL
2016 NATIONAL LITERACY AWARDS

SCORE SHEET
OUTSTANDING LITERACY PROGRAM

Factors for Evaluation	Percentage Weight	Rating
A. Rationale for the Program	15	
1. Planning and Development	8	
• Situation and Needs Analysis		
> Literacy Mapping		
Background information on:		
– Total number of population (male/female; age; specific groups such as Indigenous People, street children, senior citizens, etc.)	2	
– Socio-economic status, education profile of target group/community/beneficiaries	2	
– Total number of illiterates (male/female; age; specific groups such as Indigenous People, street children, senior citizens, etc.)	2	
> Others (participation of stakeholders and community in designing the program design, consultation with community, etc.)	2	
2. Development Plan	7	
• Organization structure of the NGO	1	
• Project Management Team/Work Force	1	
• Project structure		
> Goals	1	
> Objectives (specific targets)	1	
> Strategies	1	
> Partners (LGU, private individuals, etc.)	1	
> Funding (Budget)	1	
B. Program/Project Management and Implementation	30	
1. Approaches/Methodology	15	
• Clustering of participants (IPs, adults, youth, women, differently abled persons, senior citizens, etc.)	3	
• Support strategies (volunteer service, NGO, Civil Society, etc.)	3	
• Delivery mechanisms (barangay meetings, skills enhancement, flyers, advocacy activities, individual efforts, etc.)	3	

Factors for Evaluation	Percentage Weight	Rating
<ul style="list-style-type: none"> • Responses to emerging needs (thru interview, incidental groupings, dyads, etc.) • Availability of appropriate learning materials 	3	
<ul style="list-style-type: none"> • Availability of appropriate learning materials 	3	
<p>2. Monitoring and Evaluation</p>	15	
<ul style="list-style-type: none"> • Documentation and records keeping (e.g. site visits, video documentation) 	5	
<ul style="list-style-type: none"> • Status report (COO report/NGO report) 	4	
<ul style="list-style-type: none"> • Researches/Studies undertaken 	3	
<ul style="list-style-type: none"> • Publication of results 	3	
<p>C. Management and Leadership</p>	30	
<p>1. Resource Generation, Networking and Social Mobilization</p>	15	
<ul style="list-style-type: none"> • Advocacy and social mobilization schemes 	5	
<ul style="list-style-type: none"> • Budget and financial statement 	4	
<ul style="list-style-type: none"> • Number of donors/benefactors, description of activities; level of participation and extent of networking 	3	
<ul style="list-style-type: none"> • Database management 	3	
<p>2. Program Sustainability and Institutionalization</p>	5	
<ul style="list-style-type: none"> • Sustainability and institutional policies (syncopation practices, continuing projects, etc.) 	4	
<ul style="list-style-type: none"> • Track record 	1	
<p>3. Leadership Qualities</p>	10	
<ul style="list-style-type: none"> • Qualities of the Leader <ul style="list-style-type: none"> > Competence and ability to provide clear directions (knowledge, expertise, experience) 	2	
<ul style="list-style-type: none"> <ul style="list-style-type: none"> > Interpersonal relations and teambuilding capacity 	2	
<ul style="list-style-type: none"> <ul style="list-style-type: none"> > Ability to make critical judgments and decisions 	2	
<ul style="list-style-type: none"> <ul style="list-style-type: none"> > Other skills (e.g., communication) 	1	
<ul style="list-style-type: none"> • Transparency and Accountability 	1	
<ul style="list-style-type: none"> <ul style="list-style-type: none"> > Presence of a working board 	1	
<ul style="list-style-type: none"> <ul style="list-style-type: none"> > Presence of financial system 	1	
<ul style="list-style-type: none"> <ul style="list-style-type: none"> > Participatory decisionmaking 	1	
<p>D. Effects and Impact of the Program</p>	25	
<p>1. Actual improvement in literacy rate/Increased number of literates (75% of target)</p>	6	
<p>2. Improved economic status/Development of the community (75% of target)</p>	4	

Factors for Evaluation	Percentage Weight	Rating
3. Improvement in terms of health and nutrition, sanitation and hygiene	4	
4. Improved environmental protection program (e.g. waterways, waste disposal, etc.)	4	
5. Improved peace and order conditions	4	
6. Influenced other NGOs to adopt the same program	3	
TOTAL =	100%	