



REPUBLIKA NG PILIPINAS  
REPUBLIC OF THE PHILIPPINES  
**KAGAWARAN NG EDUKASYON**  
DEPARTMENT OF EDUCATION  
DepEd Complex, Meralco Avenue, Pasig City



*Tanggapan ng Kalihim*  
*Office of the Secretary*

MAR 17 2004

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DepED MEMORANDUM  
No. **143**, s. 2004

2004 NATIONAL LITERACY AWARDS

TO : Regional Directors  
Schools Division/City Superintendents  
Heads, Public and Private Elementary/Secondary Schools

1. The Department of Education (DepEd) and the Literacy Coordinating Council (LCC) will conduct the 2004 National Literacy Awards (NLA).
2. The search for the 2004 National Literacy Awardees aims 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 and projects addressing this concern;
  - b. sustain, expand and institutionalize literacy efforts by motivating and recognizing individuals, institutions and local government units through awards and appropriate recognition;
  - c. encourage the development and replication of innovative, creative and indigenous literacy programs; and
  - d. bestow honor and recognition to outstanding individuals, government and non-government organizations for their dedication, commitment and contribution to the universalization of literacy in their respective communities.
3. Outstanding national literacy workers, literacy programs and local government units with literacy program/s responsive to community needs shall be chosen.
4. Nomination/s and selection of regional winners will be conducted not later than May 2004. Entries of regional winners must be submitted to the LCC on or before June 4, 2004. Any entry not received by said date will be disqualified from the shortlisting process.
5. The DepEd regional directors and chiefs of Nonformal Education Division who are designated heads of the Regional Selection Committee are enjoined to spearhead the nomination/selection process at the regional level. They are advised to apply the revised set of criteria and follow the new schedule provided.

6. The School Division Superintendents, Division Nonformal Education Supervisors and District Nonformal Education Coordinators are likewise enjoined to identify non-government organizations and local government units implementing promising literacy programs and encourage them to join the National Literacy awards.

7. The Bureau of Nonformal Education and its various divisions are directed to extend full support to the implementation of the 2004 National Literacy Awards.

8. Nominees who maintain rank one for three (3) consecutive years starting year 2003 are qualified for the Hall of Fame Award.

9. For further inquiries, please contact Dr. Norma L. Salcedo, Head of the Literacy Coordinating Council Secretariat, Rm. 414, 4<sup>th</sup> Floor, Mabini Building, Department of Education, Meralco Avenue, Pasig City, or call at tel. nos. 631-0567 or 635-9996, telefax nos. 631-0590 and 631-0579.

10. Immediate and wide dissemination of this Memorandum to all concerned is desired.

  
EDILBERTO C. DE JESUS  
Secretary

Encls.:

As stated

Reference:

DepEd Memorandum: No. 42, s. 2003

Allotment: 1—(D.O. 50-97)

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

NONFORMAL EDUCATION  
PRIZES or AWARDS  
SEARCH

2004 National Literacy Awards  
Tentative Schedule of Activities

- |                                  |   |  |
|----------------------------------|---|--|
| March                            | - | Dissemination of DepED Memorandum  |
| Not later than<br>March 31, 2004 | { | NLA Launching  |
|                                  |   | Orientation by Regional Steering Committee on the 2004 NLA Revised Criteria and Guidelines for Selection c/o NFE Chief |
| March                            | - | Distribution of NLA materials  |
| April                            | - | Information Campaign (tri-media plan- Radio, TV and Print)   |
| May                              | { | Identification of nominees (per region)  |
|                                  |   | Selection of Regional Winners  |
|                                  |   | Announcement of Regional Winners   |
| June 4                           | - | Submission of Regional Winners to LCC Secretariat Office   |
| June 7-July 5                    | - | Short-listing/Selection of finalists top five Regional Winners per category  |
| July 12-Aug. 12                  | - | Ocular visits and interviews by the Steering Committee/Board of Judges (PBOJ & FBOJ)                                   |
| August 13                        | - | National steering, evaluation and final selection  |
| August 20                        | - | Presentation of the final winners to the Council members   |
| September 8                      | - | Awarding of National Winners/<br>National Literacy Conference  |
| October-December                 | - | Regional Literacy Awards/Conference  |

National Secretariat

Further inquiries may be address to:

<b>DR. NORMA L. SALCEDO</b>	
Head, Literacy Coordinating Council Secretariat	
Rm. 414, 4 <sup>th</sup> Floor, Mabini Building, Department of Education Complex, Meralco Avenue, Pasig City	
Telefax Nos.	: 631-0590 & 631-0579
Telephone Nos.	: 631-0567 & 635-9996
Trunkline	: 632-1361 loc. 2300

## GUIDELINES FOR THE NLA SELECTION PROCESS

- 1) Regional Steering Committee chairpersons and members should familiarize themselves with the National Literacy Awards: its background, rationale, justification, and developments since 1994.
- 2) Nominees should submit the following:
  - \* An executive summary of not more than five (5) pages that states the characteristics, qualifications and the vision-mission of the nominee
  - \* 3 copies of the nominee's folio/entry containing only pertinent documents and data in accordance with the contest category and should not be more than one hundred (100) pages (*single space, A-4 size, font size: 12*).
- 3) Entries for the three categories should already be in existence for a minimum of three (3) consecutive years before being qualified as a nominee for the National Literacy Awards.
- 4) Winners can join subsequent National Literacy Awards competitions to insure the continuous progress and sustainability of their respective programs/projects.
- 5) First place winners who maintain their current ranks for three (3) consecutive years starting year 2003 are eligible for the *Hall of Fame* award.
- 6) Qualifications: Who may be nominated?

### 6.1 Literacy Worker

The literacy worker is a service provider who is primarily responsible for directly delivering literacy and continuing education initiatives to the program beneficiaries/clients.

He/she should not be an employee of the Department of Education. This NLA requirement is aligned with the underlying philosophy of EFA to encourage cooperation of workers of NGOs, people's organizations and other socio-civic groups to participate in literacy and continuing education initiatives of the country.

### 6.2 Literacy Program

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

Further, if a government agency/line agency's mandate or its main function includes the management, implementation and sustainability of literacy programs and projects, such agency cannot be nominated under the literacy program category. However, if such government agency initiates/implements literacy programs supplementary to its regular government functions, it can thus be nominated under this category.

### 6.3 Local Government Unit (City/Municipal Levels)

- \* The Local Government Unit should be the nominee. The mayor's leadership may be duly noted and recognized, but the efforts of the Local Government Unit should be the main consideration.
- \* Focus should be on the literacy development efforts of the various sectoral groups, both government and non-government:
  - agriculture sector
  - social services sector
  - various groups: youth, elderly, women's groups
  - other sectors
- \* If the city/municipality is highly urbanized or a well-endowed one, the educational efforts of the appropriate sectors such as the following are to be reviewed:
  - industry
  - business
  - private groups
  - other sectors
- \* To be fair in the assessment of the local government units' efforts in promoting literacy and continuing education, the Outstanding Local Government Unit category under the municipal level is subdivided into the following:
  - 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> class municipalities; and
  - 4<sup>th</sup>, 5<sup>th</sup> and 6<sup>th</sup> class municipalities

*\*This is being done to ensure that equal and fair bases for judging are being given since 1<sup>st</sup> to 3<sup>rd</sup> class municipalities have greater means and more resources for the development, implementation and sustainability of literacy programs compared to the others.*



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## **ANNUAL NATIONAL LITERACY AWARDS**

*E*xcellence could be achieved through diverse means. The most efficacious tools in attaining this is through constant acquisition and assimilation of knowledge which could be gained through literacy and continuing education.

In consonance with the National Government's thrust of improving the quality of life of every Filipino, the Department of Education (DepED) and the Literacy Coordinating Council (LCC), reinforce this through the fulfillment of its mandate of mobilizing all sectors of society, viz: government agencies, non-government organizations, people's organizations, local government units, and the entire civil society, to promote and disseminate the importance of literacy and through this, be able to develop, implement and sustain literacy programs and projects throughout the country.

It has been established that literacy programs/projects could help alleviate poverty, provide livelihood, address social welfare needs, make education facilities more accessible. It is likewise believed that through this, there exists closer coordination among agencies, provision of adequate learning infrastructures, and continuous capability building for literacy workers.

Numerous stakeholders and advocates of literacy and continuing education persistently conduct literacy classes nationwide to address our present problem as regards illiteracy.

In spite of encountered difficulties such as very minimal compensation, hampered mobility due to geographical and peace and order constraints, lack of teaching materials, to name just a few, the commitment and dedication of these workers and institutions have not dimmed, even slightly.

These literacy workers and organizations/institutions truly deserve acclaim and accolade for their unyielding devotion and dedication towards the struggle against illiteracy.

In its effort to acknowledge and give honor to these literacy workers, the LCC launched the National Literacy Awards (NLA) in 1994.

### **AWARDS OBJECTIVES**

- To contribute to the goal of universalizing literacy in the Philippines by creating public awareness and interest in programs or projects addressing this concern;
- To sustain, expand and institutionalize literacy efforts by motivating and recognizing individuals, institutions and local government units through awards and recognition;

- To encourage the development and replication of innovative, creative and indigenous literacy programs; and
- To honor and recognize outstanding individuals, government and non-government organizations for their dedication, commitment and contribution to literacy education in their respective communities.

## **AWARDS CATEGORIES**

**Outstanding Literacy Worker Award** shall be given to an individual who, through his/her vision and commitment over the years, has succeeded in transforming a significant number of learners from non-literates into productive and active members of the community.

**Outstanding Literacy Program Award** shall be given to a literacy program being implemented by a non-government or civic organization, academic institution, among others, which has a demonstrably positive impact on the learners and the community. The program should have been partly responsible for transforming learners into productive and more responsible community members.

**Outstanding Local Government Unit Award** shall be given to the local government unit (City/Municipal Government) which has created a policy environment conducive to literacy programs and initiated or expanded literacy programs or projects that efficaciously made a positive impact on its barangays.

## **CRITERIA FOR SELECTION**

- **For Outstanding Literacy Worker Category**

### **Personal Attributes (40 points)**

The literacy worker should be the embodiment of uncommon dedication to work and of moral ascendancy by practicing positive virtues such as honesty, humility and compassion towards the marginalized sectors of the society. He/She should have a harmonious relationship with peers, superiors, subordinates and external partners of programs he/she implements. Testimonials from some of these people may be presented/included in the candidature documents.

### **Competence (60 points)**

The literacy worker should possess exceptional skills by being able to inspire and motivate his/her colleagues and community members in implementing literacy endeavors. Further, he/she should be able to influence the learners into exerting efforts towards the positive gains of participating in literacy-related projects. He/She should take the initiative in

undertaking program activities and must be resourceful in generating program resources. Town and barangay officials may testify to these attributes and accomplishments.

The literacy worker should aim for excellence, be a role model with co-workers, subordinates and community members.

- **For Outstanding Literacy Program Category**

- **Development Orientation (30 points)**

The program's development content should be comprehensive (depth and breadth of the literacy skills learned by project beneficiaries), relevant to the socio-cultural needs and aspirations as well as being sensitive to indigenous knowledge/practices (culture-sensitive)). The program should directly respond to the needs of the learners/community.

Example: if a learner is from a farming community, the learning program must be related to better farming methods/practices.

- **Management and Implementation (40 points)**

The program should be self-sustaining and effective as can be reflected in the commitment and efficiency of its planners, implementors and learners. It should reflect provisions for institutionalization of the project in the community.

The program's delivery should be innovative and creative, using indigenous strategies/approaches, resources and adequate learning materials as well as encouraging community participation.

- **Community Impact/Effect on Learners (30 points)**

The program should have made considerable improvements in the community's literacy rate and socio-economic potential by generating viable livelihood schemes through community involvement.

- **For Outstanding Local Government Unit (City/Municipal Levels)**

- **Planning and Development (30 points)**

The local government unit should advocate a development orientation towards literacy-related programs and projects through the passage and appropriate implementation of funded ordinances or resolutions on literacy and the involvement of a greater number of local government officials. The plan should be clear on the type of involvement local officials and leaders have in the project. Inter-agency participation must also be apparent in the project implementation strategies.

### **Legislation on Functional Literacy/Continuing Education (30 points)**

Legislative measures undertaken by the concerned local government units should reflect appropriate issuances/ordinances with corresponding budgetary allocations to ensure proper development, implementation and sustainability of literacy programs/projects.

### **Management of Literacy/Continuing Education Projects (40 points)**

The local government unit should give support to community literacy projects, which have made demonstrable positive impact on the community, through allocation of resources in its financial plan, proactiveness in initiating activities to support literacy/continuing education programs, installation of systems to sustain and institutionalize programs, etc.

The local government unit should have encouraged other local officials and various sectors to give logistical or financial support and mobilized community participation to these literacy/continuing education projects.

## **PROCEDURES**

### **▪ Distribution of Nomination Forms**

The National Literacy Awards Selection Committee through its National Secretariat will distribute the application forms to the DepED regional offices nationwide and selected NGOs. These forms will be made available to all individuals and institutions, GOs, and NGOs who would like to nominate candidates. The Regional Selection Committees shall be composed of the following: representatives from the Department of Education, Department of the Interior and Local Government, National Economic and Development Authority, Philippine Information Agency, the Academe (SUCs and PASUCs) and the Non-Government Organization sector.

### **▪ Information Awareness Campaign**

The DepED Secretary shall issue an appropriate order requiring all divisions and district supervisors to disseminate information regarding the awards.

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

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

### **▪ Convening of the Regional Selection Committee**

The DepED-Regional Director in cooperation with any active local NGO will convene the Regional Selection Committee composed of the following:

Chair : DepED Regional Director  
 Co-Chair: Any member-agency of the LCC or NGO representative  
 Members: President of any local institution,  
 Civic club representative (other than Rotary)  
 Coordinator: DepED Regional Chief, Nonformal Education Division

The committee shall plan the pertinent administrative matters such as schedule of meetings, venue, etc. This committee shall be responsible for selecting the regional entries for the three (3) categories: Literacy Worker, Literacy Program and Local Government Unit (City and Municipal level). These regional winners shall be sent to the Literacy Coordinating Council for the national selection on the date stipulated in the announcement of the DepED Secretary.

#### ▪ **National Selection/Judging Process**

The national winners will be selected from among the regional winners in the three (3) categories in a two-step evaluation process:

*Step 1 : Shortlisting* - Individual review of nomination (regional winners) based on documents submitted. Five (5) regional winners per category will be selected for presentation to the Council and Board of Judges (BOJs).

*Step 2 : Project Site Visit* - Upon acceptance of the candidates from the shortlisting committees, the BOJs will undertake an on-site in-depth interview with the proponents and beneficiaries to validate the documents submitted.

After the site visit, the BOJs does further deliberation and ranks the candidates for final evaluation. The BOJs will choose the three (3) winners per category and their decision shall be considered final and executory.

#### ▪ **Awarding of Prizes**

National winners for each category shall be announced by the LCC during the Literacy Week Celebration slated in September 2004.

#### **SPONSOR**

The National Literacy Awards is an annual project of the Literacy Coordinating Council during Literacy Week Celebration in cooperation with the National Bookstore as the regular sponsor.

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For further inquiries, you may address any questions/clarifications to:

**DR. NORMA L. SALCEDO**

**Head, Literacy Coordinating Council**

Department of Education

4<sup>th</sup> Floor, Mabini Building, DepED Complex, Meralco Avenue, Pasig City

Tel. Nos. : 631-05-67; 635-99-96

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**2004 NATIONAL LITERACY AWARDS  
OUTSTANDING LOCAL GOVERNMENT UNIT (LGU)  
(CITY / MUNICIPALITY)**

**RATING FORM**

<b>EVALUATION CRITERIA/EVIDENCES</b>	<b>Highest Rating</b>	<b>Rating Obtained by Nominee</b>
<p><b>A. Planning and Development (30 points)</b></p> <p>1. The city/municipal development plan includes a comprehensive description of educational development agenda designed to provide learning opportunities to the target clients/beneficiaries of the LGU. The educational development agenda includes the following:</p> <ul style="list-style-type: none"><li>➤ Situational analysis of the educational landscape: profiles, statistical data, problems, issues and concerns</li><li>➤ Educational development goals, with particular attention to literacy and continuing education</li><li>➤ Strategies/methodology of implementation</li><li>➤ Desired outputs/outcomes</li><li>➤ Timetables/schedules</li><li>➤ Linkages/networking arrangements</li></ul> <p>2. The city/municipal development plan describes various educational components on literacy and continuing education which are integrated into the various sectoral development thrusts of the city/municipal development plan for at least 3 years:</p> <ul style="list-style-type: none"><li>➤ These educational components (literacy and continuing education) are reflected in at least three (3) sectors. They are included either in the various sectoral descriptions or in the educational sector portion, with specific reference to the different sectors</li></ul> <p>3. The LGU has a functional CLCC/MLCC and BLCCs in each of the barangays of the city/municipality:</p> <ul style="list-style-type: none"><li>➤ Organizational charts of the CLCC/MLCC and BLCCs</li><li>➤ CLCC/MLCC and BLCC documents: work plans and records of activities/events and monitoring reports</li></ul>	<p>(10)</p> <p>(10)</p> <p>(10)</p>	
<p><b>B. Legislation on Functional Literacy/Continuing Education: (30 points)</b></p> <p>1. Legislative measures reflect substantial LGU effort to establish mechanisms, processes, systems and structures that are designed to promote and sustain literacy/basic education/continuing education efforts</p>		

<p>➤ Quantitative Evidences:</p> <p>At least two legislative measures per year during the period under review.</p> <p>➤ Qualitative Evidences:</p> <p>a) Legislative measures/provisions on Literacy/Basic Education/ Continuing Education for continuing budgetary allocations and other logistic support (at least 3 years) (5)</p> <p>b) Legislative measures that describe LGU strategies on advocacy, promotion, social mobilization and other motivational schemes along literacy/basic education/continuing education (5)</p> <p>c) Legislative measures that identify specific target clients, number of beneficiaries, strategies of implementation and schedules/timetables (5)</p> <p>d) Legislative measures that clearly describe action lines to ensure program sustainability (5)</p> <p>e) Legislative measures for support of the programs/projects initiated regardless of change in leadership</p>	<p>(10)</p>	
<p><b>C. Management of Literacy/Basic Education/Continuing Education Project (40 points)</b></p> <p>The LGU has initiated at least one (1) city/municipality-wide and/or at least three (3) projects targeted at smaller numbers of clients/beneficiaries. These projects are in addition to the projects of DepEd/education sector being supported by the LGU (6)</p> <p>1. The literacy/basic education/continuing education projects show LGU partnership and linkages with various sectors in the community</p> <p>➤ Literacy/basic education/continuing education programs and projects that clearly identify specific partners (NGOs, academic-research institutions, business groups, people's groups, etc.) throughout the duration of the effort as well as the roles and responsibilities of the said partners</p> <p>2. The LGU initiates and manages LGU-based literacy and continuing education programs and projects (7)</p> <p>➤ The literacy/basic education/continuing education program documents clearly describe the LGU start-up efforts and catalytic roles in the program installation/operation</p> <p>➤ The LGU manifests strong leadership in managing these educational programs, particularly literacy and continuing education</p>		

**2004 NATIONAL LITERACY AWARDS  
OUTSTANDING LITERACY PROGRAM**

**RATING FORM**

<b>EVALUATION CRITERIA/EVIDENCES</b>	<b>Highest Rating</b>	<b>Rating Obtained by Nominee</b>
<p><b>A. Development Orientation (30 points)</b></p> <p>1) Program design exhibits comprehensive development features reflecting:</p> <ul style="list-style-type: none"><li>➤ Development context which presents situational analysis, problems, needs, issues, and other concerns of the community in which the program operates</li><li>➤ Rationale of the project (the needs being responded to and what the project concretely intends to do)</li><li>➤ Goals and objectives</li><li>➤ Clear impact indicators (e.g. learning center and the like)</li><li>➤ Strategies of implementation</li><li>➤ Operational plan</li><li>➤ Desired outputs/outcomes</li><li>➤ Schedule of activities/timetables</li><li>➤ Monitoring and Evaluation system</li></ul> <p>2) Program plan reflects sensitivity to indigenous socio-cultural conventions and is attuned to community needs and aspirations as well as its future directions/plans</p> <ul style="list-style-type: none"><li>➤ Program design contextualizes literacy/continuing education into the community setting: its realities, conventions and development plans</li><li>➤ Show how contextualization was done and cultural factor was inputted into the planning process. What tools and processes were used. How was it recorded.</li></ul> <p>Evidences:</p> <ul style="list-style-type: none"><li>➤ Client needs assessment/survey of community needs prior to program planning</li><li>➤ Strategies and approaches utilized in implementing the program</li><li>➤ Monitoring and evaluation records assessing the effectivity of the program</li></ul> <p><b>B. Management and Implementation (40 points)</b></p> <p>1) Program manifests innovative/creative (fresh), relevant and contextualized approaches in the management, implementation, monitoring and evaluation (program continues even there is change in leadership)</p>	<p>(15)</p> <p>(15)</p> <p>(10)</p>	

<p>unstable; systems are in place but not fully operational, resources not consistently available; systems fully operational, and financial and human resources stable)</p> <ul style="list-style-type: none"> <li>• List of mechanisms and strategies for institutionalization</li> </ul> <p>➤ Report of at least two (2) strategies utilized to attain sustainability and institutionalization</p> <p>5) Program reflects high-quality services to its beneficiaries (5)</p> <p>Evidences:</p> <ul style="list-style-type: none"> <li>➤ Establish clientele's level of satisfaction due to satisfaction with the program/project and perceived effect on their quality of life</li> <li>➤ Acceptance by beneficiaries through high attendance and completion rates</li> <li>➤ Positive perception of the program beneficiaries</li> </ul>		
<p><b>C. Effects on the Learners and Community (30 points)</b></p> <p>1) Increase in the number of learners and Improvement in their economic status since the program intervention (15)</p> <p>Evidences of:</p> <ul style="list-style-type: none"> <li>➤ List of beneficiaries of the program <ul style="list-style-type: none"> <li>- List of illiterates who have become literates (show a comparative list within three years)</li> <li>- List of clientele's whose income and livelihood projects have improved (show a comparative record of income within three years)</li> </ul> </li> <li>➤ Description of the activities participated in by the beneficiaries of the program</li> </ul>		
<p>2) Improved self-confidence and leadership skills of the program beneficiaries (15)</p> <ul style="list-style-type: none"> <li>➤ Matrix of information on the improvements of the clientele's within the three-year period including the present</li> <li>➤ Positions held by beneficiaries in the barangay or city/municipality</li> <li>➤ Community activities participated in by beneficiaries</li> <li>➤ Documents/records of meetings, group activities initiated by beneficiaries</li> </ul>		
<p style="text-align: right;"><b>TOTAL =</b></p>		<p style="text-align: center;"><b>100</b></p>

<p>Evidences:</p> <ul style="list-style-type: none"> <li>➤ At least three (3) creative/innovative (fresh) approaches in managing programs and achieving objectives (continuity of the project under new leadership in case leadership has changed, system is in place not only the SOPs, structural and fiscal measures have been secured to assure sustainability)</li> <li>➤ Implementation schedule of activities</li> <li>➤ Monitoring and evaluation of activities</li> </ul> <p>2) Program utilizes strategies/approaches on resource generation, advocacy, social mobilization and the judicious use of resources</p>	(10)	
<p>Evidences:</p> <ul style="list-style-type: none"> <li>➤ List of at least two (2) or three (3) strategies used to generate resources</li> <li>➤ Modes of advocacy and social mobilization used</li> <li>➤ Financial plan and report on how resources were used</li> </ul> <p>3) Program includes networking mechanism/system designed to gain support and participation of various sectors in the community</p>	(10)	
<p>Evidences:</p> <ul style="list-style-type: none"> <li>➤ List of partners and stakeholders who have been tapped as partners/members of the program network</li> <li>➤ Established level of partners' (people, community, institutions) participation</li> <li>➤ Established extent of networking with partners</li> <li>➤ Documents/minutes of at least three (3) meetings held for networking purposes</li> <li>➤ Description and extent of activities with the partners and stakeholders</li> <li>➤ List of active partners</li> </ul> <p>4) Program has different mechanisms/strategies on sustainability and institutionalization</p>	(5)	
<p>Evidences:</p> <ul style="list-style-type: none"> <li>➤ Sustainability plan to include: <ul style="list-style-type: none"> <li>• Specific actions and measures to ensure sustainability and institutionalization</li> <li>• Establish the phase of institutionalization achieved by the program (i.e. initial, mid-way, terminal; maintenance; revival;</li> <li>• Establish the level of institutionalization of the program ( systems not fully in place, financially</li> </ul> </li> </ul>		

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

*An annual activity of the Literacy Coordinating Council  
that gives due recognition to Outstanding individuals, Government Organizations,  
Non-government Organizations and other concerned institutions as regards the development,  
implementation and sustainability of literacy programs/projects in the country*

**NOMINATION FORM**

Please type all answers. Use additional sheets if necessary.

**THE 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) \_\_\_\_\_

Describe major educational activities in the municipality/city and the socio-economic profiles of the community people

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Percentage of population (10 years old and over) considered literate as of last census. \_\_\_\_\_

**PLANNING AND DEVELOPMENT**

Describe briefly the local government's agenda/content for literacy and continuing education as stated in the municipality/city development plan (enclose municipal/city development plan)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Enumerate and describe briefly 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 (enclosed copy of each ordinance or resolution).

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Kindly describe the resources (human, physical and financial) which the municipal/city council or local school board has provided literacy -related and continuing education programs last year and the current year? (Enclosed approved/signed municipal/city budget for the year)

\_\_\_\_\_  
\_\_\_\_\_

**MANAGEMENT OF LITERACY/ CONTINUING EDUCATION PROGRAMS/PROJECTS**

(If there are programs/projects in the community on literacy/continuing education, describe each using the following information as stated below. Use additional pages 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 problems encountered and corresponding solutions taken.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Delivery systems/strategies to sustain and institutionalize literacy/continuing education programs. 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 on program clients. Describe improvements in the quality of life of community members, other changes in the community resulting from project intervention, economic opportunities generated. Include tables of comparative literacy rates and/or graduates against enrollees.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

List of network institutions involved in the implementation of literacy and continuing education programs/projects and other programs/projects implemented (include government agencies, NGOs, private sectors, civic organizations, etc.)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Describe briefly 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 project. Describe briefly the result of such advocacy efforts.

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**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 authentic.

Date of Submission

\_\_\_\_\_

Signature of Nominators

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_



**NATIONAL LITERACY AWARDS  
OUTSTANDING LITERACY PROGRAM CATEGORY**

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**NOMINATION FORM**

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

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

**WINNING EDGE**

Summarize points about the project that makes it deserving of the award.

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**THE PROJECT**

Name of Project \_\_\_\_\_

Proponent \_\_\_\_\_

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

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Project Site (barangay, locality, province)

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List of network institutions, both government and NGOs/POs and brief description of the role or significant contributions of each to the program.

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**ON DEVELOPMENT ORIENTATION**

Describe comprehensiveness of content (scope/extent of the literacy skills learned by project beneficiaries) relevance to socio-cultural needs, community situation and aspirations as well as being sensitive to indigenous knowledge/practices ( culture-sensitive). Supporting documents :brochures, profile, learning modules and/or training design for literacy workers, articles or write-ups on the project/program, etc.

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**ON DELIVERY**

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

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**ON MANAGEMENT AND IMPLEMENTATION**

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, NGOs and civic organizations in the planning and implementation of literacy programs/projects. Supporting document/s : IEC (information, education and communication ) materials used in generating resources or social mobilization activities. To further illustrate effective management, include a listing of problems encountered and corresponding solutions taken.

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**ON PROJECT'S EFFECTS ON LEARNERS**

Describe improvement in the quality of life of learners/community, other changes in community resulting from 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.

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

Describe how program/project has been sustained and/or institutionalized through support and participation of various community development, workers and stakeholders. Describe how program/project has been replicated in other sites.

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**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 authentic.

Date of Submission

\_\_\_\_\_

Signature of Nominators

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

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**NATIONAL LITERACY AWARDS  
OUTSTANDING LITERACY WORKER CATEGORY**

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Non-government Organizations and other concerned institutions as regards the development,  
implementation and sustainability of literacy programs/projects in the country*

**NOMINATION FORM**

Please type all answers. Use additional sheets if necessary.

**PERSONAL DATA OF NOMINEE**

Full Name (Surname, Given Name, Middle Name) \_\_\_\_\_  
Permanent Address (No. & Street, Town/District, City/Province) \_\_\_\_\_  
Telephone Number \_\_\_\_\_ Date and Place of Birth \_\_\_\_\_  
Citizenship \_\_\_\_\_ Civil Status \_\_\_\_\_ Sex \_\_\_\_\_  
No. of years involved in literacy work \_\_\_\_\_

**EDUCATIONAL BACKGROUND**

(Please include highest degree and/or diplomas earned and other certificates acquired. Include any other information such as trainings, workshops et. al. relative to literacy concerns)

Degrees/ Diplomas/ Certificates Earned or Being Pursued	School/Project	Years Attended
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**SERVICE RECORD**

1. Employment history for the last 5 years (begin with the most recent employment). Attach supporting documents (e.g. certificate of employment, etc.)

Position Held	Office/Project	Period Covered
_____	_____	_____
_____	_____	_____
_____	_____	_____

2. Attach certificates attesting to outstanding performance evaluations/ratings on literacy promotion and other related awards/recognition received within the last five years.
3. Attach articles written, books published, other learning materials/resources developed and disseminated to its concerned clientele.

**ON PERSONAL ATTRIBUTES**

Write about positive traits the nominee has demonstrated both in private and public life. You may also cite instances to illustrate his/her dedication in advocating literacy work. (Refer to criteria for selection).

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**ON COMPETENCE**

Write about nominee's efficiency, commitment, resourceful and organizational skills in managing his/her clientele.

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**ON COMMUNITY DEVELOPMENT**

Status of nominee's relations with the community. Requirements: Letters of recommendation from community leaders or parents group and/or certificates from community organizations or cooperatives of nominee's participation in and support for their community activities.

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**ON DELIVERY**

Describe strategies and approaches used by literacy worker in conducting sessions: Highlight innovative strategies, use of indigenous resources, use of specialized skills and talents in enhancing literacy programs.

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**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 authentic.

Date of submission  
\_\_\_\_\_

Signature of Nominator/s  
1. \_\_\_\_\_  
2. \_\_\_\_\_  
3. \_\_\_\_\_