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Republic of the Philippines
Department of Education

12 FEB 2014

DepEd MEMORANDUM
No. **16**, s. 2014

2014 NATIONAL LITERACY AWARDS

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

1. The Department of Education (DepEd), through the Literacy Coordinating Council (LCC), will conduct the **2014 National Literacy Awards (NLA)** in September 2014. The NLA has the following categories: Outstanding Literacy Program and Outstanding Local Government Unit (LGU).

- a. **Outstanding Literacy Program** is an award given to a civil society organization, non-government organization, private organization or educational/academic institution, which has developed and implemented a literacy program that made a positive impact on learners and the community; and
- b. **Outstanding Local Government Unit (LGU)** is an award given to local government units that have developed and implemented policies, programs and projects conducive to literacy advancement and have efficaciously made a positive impact on their barangays and the quality of life of their people. The LGU category is subdivided into highly urbanized city, component/component independent city, class A municipality (first to third class) and class B municipality (fourth to sixth class).

2. The Awards aim to recognize the best practices for implementing literacy programs or projects that help alleviate poverty, provide livelihood, address welfare needs, promote freedom and make education facilities accessible. The specific objectives of the Awards are:

- a. To 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. To sustain, expand and institutionalize literacy efforts by motivating and recognizing individuals, institutions and local government units through awards and appropriate recognition;
- c. To encourage the development and replication of innovative, creative and indigenous literacy programs; and

- d. To bestow honor 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.

3. Nomination/s and selection of regional winners shall be conducted on April 7–30, 2014. Announcement of regional winners will be on May 5, 2014. Regional entries must be submitted to the LCC Secretariat on or before May 15, 2014. Any entry not received by the said date will not be included in from the short-listing process.

4. Regional winners must submit documents strictly in accordance with the following specifications:

- a. 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.
- b. Three (3) copies of the nominee's folio/entry of not more than fifty (50) pages in A-4 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 (2) years prior to the date of entry;
- c. Electronic copy (in CD) of nominee's folio/entry including photographs for uploading in the LCC website with address <http://lcc.deped.org.ph>;
- d. Individual score sheets of the Regional Screening 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.

5. The DepEd Regional Directors and chiefs/focal persons of the Alternative Learning System (ALS), who are designated members of the Regional Steering Committee, are enjoined to spearhead the nomination/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.

6. The Schools Division Superintendents (SDS), ALS Division Supervisors and District Coordinators are enjoined to identify civil society and private organizations and local government units implementing promising literacy programs and encourage them to join the NLA.

7. The Bureau of Alternative Learning System (BALS) and its various Schools Division Offices (SDOs) are directed to extend full support to the implementation of the 2014 NLA.

8. The following documents are enclosed for reference:

- Enclosure No. 1 - 2014 NLA Timetable of Activities
- Enclosure No. 2 - 2014 NLA Categories and Procedures
- Enclosure No. 3a - 2014 Criteria for the Selection Process
Outstanding Local Government Units
- Enclosure No. 3b - 2014 Criteria for the Selection Process
Outstanding Literacy Program
- Enclosure No. 4 - 2014 NLA Guidelines
for the Selection Process
- Enclosure No. 5a - 2014 NLA Outstanding LGU Category
Nomination Form
- Enclosure No. 5b - 2014 NLA Outstanding Literacy Program
Category Nomination Form

9. For more information, all concerned may contact **Dr. Norma L. Salcedo**, Head, Literacy Coordinating Council Secretariat, DepEd Central Office at Room 424, 4th Floor, Mabini Building, DepEd Complex, Meralco Avenue, Pasig City at telephone nos.: (02) 631-0579, (02) 631-0567 and (02) 635-9996; telefax no. (02) 631-0590 or at mobile phone no.: 0920-327-4230.

10. Immediate dissemination of this Memorandum is desired.


BR. ARMIN A. LUISTRO FSC
Secretary

Encls.:

As stated

Reference:

DepEd Memorandum: No. 151, s 2013

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

ALTERNATIVE LEARNING SYSTEM
BUREAUS & OFFICES
CONFERENCES
OFFICIALS
ORGANIZATIONS
PRIZES or AWARDS
TEACHERS

LITERACY COORDINATING COUNCIL

**2014 National Literacy Awards
Timetable of Activities**

January 30, 2014	Issuance of NLA DepEd Memorandum
February 11 – April 4	Information campaign (countrywide: local and national); regional orientation by LCC Members/ Representatives/LCC Secretariat
April 7–30	Regional search/selection (by division)
May 5	Announcement of regional winners (Awarding of regional winners will be held after the National Literacy Awards and Conference in September 2014.)
May 15	<ul style="list-style-type: none">• Deadline for submission of regional entries to the LCC Secretariat• Preparation of documents/materials for the briefing of the Board of Judges (BOJs)
May 16	Initial review of regional entries by the LCC Secretariat
May 20	Organization/briefing of the Board of Judges (BOJs)
May 20 – June 20	Short-listing of entries by BOJs
June 24	Initial deliberation meeting of BOJs and the LCC Secretariat
June 25 – July 31	Ocular visit of BOJs to the five (5) short-listed entries
August 1	Final deliberation of winners by BOJs
August 5–7	Ocular visit of BOJs to LGU nominee for the Special Award of Excellence
August 14	Report of BOJs to the Council on the national winners
September 15–19	National Literacy Conference and Awards

LITERACY COORDINATING COUNCIL

**2014 NATIONAL LITERACY AWARDS
Categories and Procedures**

In support of the National Government's commitment to achieve the goal of the United Nations in reducing adult illiteracy by 50% in 2015 and in consequently improving the quality of life of Filipinos, 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 to national progress and subsequently inspire them to develop, implement and sustain literacy programs/projects throughout the country.

Literacy programs/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/ 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/institutions truly deserve special recognition for their devotion and dedication toward the campaign against illiteracy. In the desire to recognize their significant contribution and bestow honor, the Literacy Coordinating Council launched the National Literacy Awards (NLA) in 1994.

The NLA was held in abeyance in 2006–2007 to allow the conduct of its process and impact evaluation. Based on the favorable result of the evaluation and the researcher's recommendation, the NLA resumed in 2008 and was set to be conducted every other year. This will give enough time for stakeholders, especially from the Local Government Units, to develop and implement literacy programs and projects in their respective communities.

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 and projects 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 and recognition to outstanding individuals and government and non-government organizations for their dedication and commitment as well as 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, which has developed and implemented a literacy program that made a positive impact on learners and the community.

Outstanding Local Government Unit Award

The Outstanding Local Government Unit award is given to local government units that have developed and implemented policies, programs and projects conducive to literacy advancement and have efficaciously made a positive impact on their barangays and the quality of life of their people.

The Local Government Unit category is divided into four sub-categories, namely, highly urbanized city, component/component independent 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 order 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
Phil. Information Agency;
Regional Director
National Economic and
Development Authority;
President
Academe (State University in the
Region)
- Coordinator - Regional Chief
DepEd ALS Division/
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 for 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 (no. 1) 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 on May 15, 2014. 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 organized, which shall be composed of not more than three members per category.
- Step 2** Each member of the BOJ for every category shall review the entries and shortlist or select his/her top five nominees from which the final winners shall be chosen.
- Step 3** The BOJs for each category shall meet to discuss the strong and weak points of the shortlisted entries and come up with the top five nominees to be visited.
- Step 4** The BOJs shall conduct on-site validation of the top five project sites for further verification. Interviews with nominees/finalists, project managers, local officials, beneficiaries, community members, and other constituents shall likewise be conducted.
- The BOJs shall rank the entries based on their findings during visitations and endorse the recommendation 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 2014.

For further inquiries, please address to:

Dr. Norma L. Salcedo

Head, Literacy Coordinating Council Secretariat
Department of Education
4th Floor, Mabini 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: *drnls_lcc@yahoo.com* or *dnormasalcedo@gmail.com*

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

(Enclosure No. 3a to DepEd Memorandum No. 16, s. 2014)

LITERACY COORDINATING COUNCIL

**2014 Criteria for the Selection Process
OUTSTANDING LOCAL GOVERNMENT UNITS
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) 	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) 	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–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) 	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) _____ > Relevance/Responsiveness to community needs _____ • Support mechanisms (e.g., networks, volunteer program, NSTP, donations, civic activities) _____ 	<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>2. Monitoring and Evaluation</p>	<p>8</p> <hr/>	
<ul style="list-style-type: none"> • Documentation and records keeping (e.g., ocular 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/>	
<p>3. Organizational Structure and Management</p>	<p>7</p> <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/>	
<p>4. Effects of Programs/Projects on Learners</p>	<p>5</p> <hr/>	
<p>C. Management and Leadership</p>	<p>30</p> <hr/>	
<p>1. Resource Generation, Networking and Social Mobilization</p>	<p>14</p> <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;">5</p> <hr/> <p style="text-align: center;">4</p> <hr/> <p style="text-align: center;">3</p> <hr/> <p style="text-align: center;">2</p> <hr/>	
<p>2. Program Sustainability and Institutionalization</p>	<p>6</p> <hr/>	
<ul style="list-style-type: none"> • Sustainability and institutionalization plan (syncopation practices, continuing projects) _____ • Track record _____ 	<p style="text-align: center;">4</p> <hr/> <p style="text-align: center;">2</p> <hr/>	
<p>3. Leadership Qualities</p>	<p>10</p> <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/>	

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 	1	
<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)	20	
1. Actual improvement in literacy rate/Increased number of literates (75% of target)	5	
2. Improved economic status/Development in the community (75% of target)	3	
3. Improvement in terms of health and nutrition, sanitation and hygiene	3	
4. Improved environmental protection program (e.g., waterways, waste disposal)	3	
5. Improved peace and order conditions	3	
6. Modelled with other LGUs to adopt the same program	3	
TOTAL =	100%	

(Enclosure No. 3b to DepEd Memorandum No. 16, s. 2014)

LITERACY COORDINATING COUNCIL

**2014 Criteria for the Selection Process
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)	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)	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	

Factors for Evaluation	Percentage Weight	Rating
<ul style="list-style-type: none"> • Responses to emerging needs (thru interview, incidental groupings, dyads, etc.) 	3	
<ul style="list-style-type: none"> • Availability of appropriate learning materials 	3	
2. Monitoring and Evaluation	15	
<ul style="list-style-type: none"> • Documentation and records keeping (e.g. ocular 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	
C. Management and Leadership	30	
1. Resource Generation, Networking and Social Mobilization	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	
2. Program Sustainability and Institutionalization	5	
<ul style="list-style-type: none"> • Sustainability and institutional policies (syncopation practices, continuing projects) 	4	
<ul style="list-style-type: none"> • Track record 	1	
3. Leadership Qualities	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"> > 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 financial system 	1	
<ul style="list-style-type: none"> > Participatory decisionmaking 	1	
D. Effects and Impact of the Program	25	
1. Actual improvement in literacy rate/Increased number of literates (75% of target)	6	
2. Improved economic status/Development of the community (75% of target)	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)	4	
5. Improved peace and order conditions	4	
6. Influenced other NGOs to adopt the same program	3	
TOTAL =	100%	

LITERACY COORDINATING COUNCIL

**2014 NATIONAL LITERACY AWARDS
Guidelines for the Selection Process**

Selection Committee

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

- | | |
|----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 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 ALS Division Regional Chief/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 his/her members. The chairperson shall give background information on the criteria for selection and the timetable of activities.

Documentary Requirements

Nominees to the NLA must submit the required documents strictly in accordance with the following specifications:

- 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 folio/entry of not more than fifty (50) pages in A-4 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 (2) years prior to the date of entry;
- Electronic copy (in CD) of nominee's folio/entry including photographs, for uploading in the LCC website with address <http://lcc.deped.org.ph>;

- 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 their literacy program/project.

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, persons with special needs, 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 than those of lower classification.

Hall of Fame and Special Award of Excellence

First place winners who 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 on Literacy may be extended by the Council to Hall of Fame awardees who are evidently deserving of the said award upon strong recommendation by the evaluating team.

**2014 NATIONAL LITERACY AWARDS
OUTSTANDING LOCAL GOVERNMENT UNIT CATEGORY**

*An annual activity of the Literacy Coordinating Council
that gives recognition to government and non-government organizations for outstanding
implementation and sustainability of their literacy programs/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 _____

Description of 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

Brief description of 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 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 two years (Enclose copy of each ordinance or resolution.)

Description of resources (human, physical and financial), which the municipal/city council or local school board provides: literacy-related and continuing education programs last year and the 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)

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

Brief description of the involvement and/or participation of elective and appointive municipal/city officials in literacy/continuing education of the local government

Description of 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. _____

**2014 NATIONAL LITERACY AWARDS
OUTSTANDING LITERACY PROGRAM CATEGORY**

*An annual activity of the Literacy Coordinating Council
that gives recognition to government and non-government organizations for outstanding
implementation and sustainability of their literacy programs/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 network institutions, 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

Description of the comprehensive content of the program/project (scope/extent of literacy skills learned 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

Description of 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

Description of 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

Description of the 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

Description of 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

Qualifications/Brief description of 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. _____