



Republic of the Philippines
Department of Education

23 MAR 2018

DepEd MEMORANDUM
No. **053**, s. 2018

2018 NATIONAL LITERACY AWARDS

To: Undersecretaries
Assistant Secretaries
Bureau and Service Directors
Regional Directors
Schools Division Superintendents
Public Elementary and Secondary School Heads
All Others Concerned

1. The Department of Education (DepEd), through the Literacy Coordinating Council (LCC), will hold the **2018 National Literacy Awards (NLA)** in September.
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 awards and appropriate recognition;
 - c. encourage the development and replication of innovative, creative, and indigenous literacy programs; and
 - d. bestow honor on and recognition to outstanding 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 civil society organizations, private organizations and private educational/academic institutions, that have developed and implemented literacy programs, which have had positive impacts on learners and communities; and
 - b. **Outstanding Local Government Unit (LGU)**—an award given to LGUs that developed and implemented literacy policies, programs, and projects, which have positively created impacts on the quality of life of the people. The LGU category is divided into four subcategories: (i) highly urbanized city, (ii) component independent/component city, (iii) first to third class municipality, and (iv) fourth to sixth class municipality.

4. Selection of regional winners shall be conducted from **April 16 to May 16, 2018**. The list of regional winners must be submitted to the LCC Secretariat on or before **May 31, 2018**. Other details on the selection process, as well as the timetable are contained in the enclosed guidelines.
5. The DepEd regional directors and Alternative Learning System (ALS) regional focal persons who are designated members of the Regional Selection Committee (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.
6. The NLA support fund shall be downloaded to all DepEd regional offices to enable the RSC to conduct relevant activities.
7. The following documents are enclosed for reference:
 - Enclosure No. 1 - 2018 NLA Timetable of Activities
 - Enclosure No. 2 - 2018 NLA Categories and Procedures
 - Enclosure No. 3 - 2018 NLA Guidelines on the Selection Process
 - Enclosure No. 4a - 2018 NLA Outstanding LGU Category Nomination Form
 - Enclosure No. 4b - 2018 NLA Outstanding Literacy Program Category Nomination Form
 - Enclosure No. 5a - 2018 Score Sheet Outstanding Local Government Unit
 - Enclosure No. 5b - 2018 Score Sheet Outstanding Literacy Program
8. For more information, contact the **Literacy Coordinating Council Secretariat**, 2nd Floor, Bonifacio Bldg., Department of Education (DepEd) Central Office, DepEd Complex, Meralco Avenue, Pasig City at telephone nos.: (02) 631-0567, (02) 631-0590, (02) 635-9996, or telefax no.: (02) 631-0579.
9. Immediate dissemination of this Memorandum is desired.


LEONOR MAGTOLIS BRIONES
 Secretary

Encls.:

As stated

Reference: DepEd Memorandum No. 81, s. 2016

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

AWARDS
BUREAUS AND OFFICES
LITERACY
PRIZES OR AWARDS

OFFICIALS
ORGANIZATIONS
TEACHERS

Enclosure 1

LITERACY COORDINATING COUNCIL

**2018 National Literacy Awards
Timetable of Activities**

April 16 – May 16	Regional search/selection for the National Literacy Awards (NLA)
May 18	Announcement of regional winners
May 31	Deadline for submission of regional entries to the LCC Secretariat
June 8-25	Shortlisting and evaluation of entries by the Board of Judges (BOJs)
June 27	Deliberation meeting of BOJs and LCC Secretariat coordinators for the five shortlisted entries
July 4 – August 10	Ocular visit of BOJs and LCC Secretariat coordinators to the five (5) shortlisted entries
August 14	Final deliberation of winners by BOJs and LCC Secretariat coordinators
August 17	Report of BOJs to the Council on the NLA winners and the Special Award of Excellence in Literacy
September 4 – 6	National Literacy Conference and Awards

LITERACY COORDINATING COUNCIL

**2018 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, local government units and civil society organizations (CSOs) 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 help alleviate poverty, provide livelihood, address social welfare needs, promote freedom and make education facilities more accessible. These could be developed and achieved through continuing coordination and capability building activities of various stakeholders and advocates.

These stakeholders and advocates conduct literacy activities nationwide to address the problem of illiteracy. Their commitment and dedication prove strong and unwavering even in the face of challenges. To recognize their efforts and significant contribution, the Literacy Coordinating Council (LCC) launched the National Literacy Awards (NLA) in 1994. The NLA is given every other year and highlights the celebration of the National Literacy Week.

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 and recognition to outstanding 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 civil society organizations (CSOs), private organizations and private educational/academic institutions that have developed and implemented literacy programs that have had positive impacts on learners and communities.

Outstanding Local Government Unit Award

The Outstanding Local Government Unit award is given to LGUs that have developed and implemented literacy policies, programs and projects, which have positively created impacts on the quality of life of the people.

The Local Government Unit category is divided into four sub-categories: highly urbanized city; component, independent/component city; first to third class municipality; and fourth to sixth class municipality.

PROCEDURES

Distribution of Nomination Forms

The Literacy Coordinating Council (LCC) will distribute the nomination forms to all DepEd regional offices (ROs) that will in turn disseminate to division offices and interested CSOs, private organizations, and private educational/academic institutions.

Information Awareness Campaign

The DepEd Secretary shall issue a memorandum to all regional offices, requiring all division and district supervisors to disseminate the information regarding the awards to interested LGUs, CSOs, private organizations, and private educational/academic institutions.

LCC shall make an announcement about the awards through its website (lcc@deped.gov.ph) and Literacy Coordinating Council fb page.

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 (DepEd)
- Co-Chairperson – Regional Director, Department of the Interior and Local Government (DILG)

- | | | |
|-------------|---|--|
| Members | - | Regional Director, Philippine Information Agency (PIA)
Regional Director, National Economic and Development Authority (NEDA)
President, Academe (State University/College) |
| Coordinator | - | ALS Focal Person, President |

Notes:

- The Coordinator shall have no voting capacity. Only the Chairperson can vote to break a tie.
- The Coordinator must document all stages of the selection process for submission to the LCC Secretariat together with the documents of the winning entries.

Step 2 - Selection

The RSC shall evaluate all entries in the five categories submitted by the different schools divisions and select the top three nominees per category (using the prescribed individual score sheets) from which the respective final regional nominees/finalists will be selected.

Step 3 - Project Site Visit

The RSC shall conduct an on-site validation of the top three nominees/finalists for further verification of their programs. Interviews with the concerned literacy implementer/s shall likewise be administered.

Step 4 - Selection of Final Regional Nominees/Finalists

The RSC shall select and submit individual rankings for the three regional nominees/finalists for each category. The entry with the highest rank shall automatically vie for the national awards.

Step 5 - Submission of Regional Entries

The RSC shall submit the winning entries to the LCC Secretariat according to the set guidelines on or before the closing of office hours of May 31, 2018. Entries submitted beyond the due date shall no longer be accepted.

The following must also be included in the submission:

- 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 (BOJs) shall be formed consisting of three members per category.
- Step 2** Each member of the BOJs shall review the entries and select the five finalists using the criteria set for the category.
- Step 3** The BOJs for each category shall meet to discuss the winning points of the five finalists.
- Step 4** The BOJs shall conduct site visits to the five finalists per category for validation. These include interviews with project managers, local officials, beneficiaries, community members, and other concerned stakeholders.
- Step 5** The BOJs shall rank the five finalists for each category based on the results of the review and on-site validation for endorsement to the Council. LCC shall keep the results strictly confidential.
- Step 6** The LCC members shall declare and award the winners during the National Literacy Conference and Awards in September 2018.

For inquiries, all concerned may contact:

Ms. Marianne C. Centeno

Technical Assistant
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; 631-05-90
telefax: 631-05-79
e-mail: marianne.centeno002@deped.gov.ph

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

LITERACY COORDINATING COUNCIL

**NATIONAL LITERACY AWARDS
Guidelines on the Selection Process**

Selection Committee

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

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

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 and straightforward 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 winning literacy component of the program for validation;
- three copies of the nominee's portfolio of not more than fifty 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 three years prior to the date of entry;
- electronic copy (in CD or USB) of the nominee's portfolio including photographs for possible uploading in the LCC website.

- individual score sheets of the Regional Selection Committee (RSC) members duly signed by the rater and countersigned by the RSC Chairperson;
- comprehensive documentation report of the selection process signed by the Coordinator and countersigned by the Chairperson.

All submitted documents shall become the property of LCC.

Entries/Nominees

To qualify as nominee for the NLA, entries in all categories must already be in existence for at least three (3) years. The categories are literacy program and local government units.

- ***Literacy Program***

Only literacy programs initiated by civil society organizations, private organizations or private educational/academic institutions may be nominated.

- ***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, and other groups such as youth, elderly, women, IPs, and PWDs.

The assessment of the LGUs' efforts in promoting literacy and continuing education shall be sub-categorized as follows:

1. Highly Urbanized City
2. Component/Independent Component City
3. First to Third Class Municipality
4. Fourth to Sixth Class Municipality

- ***Hall of Fame***

First place winners that maintain the rank for three (3) years, consecutive or non-consecutive, shall be eligible for the Hall of Fame Awards. Subsequently, Hall of Fame awardees will no longer be eligible to join the regular search.

Hall of Fame contenders shall be subject to monitoring and evaluation by the Council a year after the last first place award was received.

- ***Special Award of Excellence in Literacy***

A Special Award of Excellence in Literacy shall be extended to Hall of Fame awardees three years after receiving the said award. The LCC team shall conduct an onsite validation of the literacy programs/projects based on the guidelines set for the Special Award of Excellence in Literacy category.

- ***UNESCO Literacy Prize***

Any outstanding literacy program implemented by NLA awardees for not less than three consecutive years may be recommended by LCC to the UNESCO International Literacy Prize, depending on the category the literacy program would fit, and based on assessment of the program.

LCC shall provide technical assistance to the program implementer in the preparation of the required documents.

LITERACY COORDINATING COUNCIL
2018 NATIONAL LITERACY AWARDS
OUTSTANDING LOCAL GOVERNMENT UNIT CATEGORY

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 the socio-economic profile of the municipality/city.

Percentage of population (10 years old and over) considered literate as of the last census/literacy mapping.

PLANNING AND DEVELOPMENT

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

Provide a 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 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/projects in the previous and current years (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 Program/Project

Background of Program/Project (include history, rationale, components, cooperating agencies)

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

Delivery Systems/Strategies to Sustain and Institutionalize Literacy/continuing Education Program/Project

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

Problems encountered and corresponding solutions taken in managing the program/project, if any

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 program/project intervention, and economic opportunities generated.

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

Describe briefly the involvement and/or participation of elective and appointive municipal/city officials in literacy/continuing education program/project of the local government.

Describe strategies undertaken by local officials to generate awareness or interest and to encourage other officials, community members, and 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. _____	_____

We hereby swear to the best of our 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
2018 NATIONAL LITERACY AWARDS
OUTSTANDING LITERACY PROGRAM CATEGORY

NOMINATION FORM

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

Provide a copy of the program/project logo, if 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 (province, municipality/city, barangay)

List of institutions and networks (government, CSOs, private organizations, private educational institutions/academe) 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, Monitoring and Evaluation

Describe project management, sustainability plan, funding (if possible, enumerate how funding and other forms of resources were generated), operationalization and networking system with government agencies and CSOs in the planning and implementation of the literacy program/project. Include supporting documents such as information, education and communication materials used in generating resources or social mobilization activities.

Problems encountered and corresponding solutions taken, if any.

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 program/project intervention (you may use project impact indicators set prior to implementation), and economic opportunities generated.

Attach existing case studies on the project or 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.

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

NOMINATED BY

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

We hereby swear to the best of our 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
2018 NATIONAL LITERACY AWARDS

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

Factors for Evaluation	Percentage Weight	Rating
A. Rationale for the Program	10	
1. Planning and Development	6	
• Situation Analysis		
> Community-based Monitoring System (CBMS), literacy mapping or other similar mechanism		
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	
2. Development and Annual Investment Plans	2	
• Literacy in Comprehensive Development Plan/ Annual Investment Plan (Goals, Objectives and Strategies)		
3. Policies	2	
• Legislative support to promote literacy, such as ordinances and resolutions		
B. Program/Project Management and Implementation	40	
1. Relevant and Effective Approaches	18	
• Implementation of ALS program, Alternative Delivery Modes and other flexible learning strategies	3	
• At least three literacy programs/projects initiated by the Local Government Unit		
> Program/Project scope/reach (e.g., total immersion, focused group, etc.)	3	

Factors for Evaluation	Percentage Weight	Rating
<ul style="list-style-type: none"> > Relevance/Responsiveness to community needs • Programs/Projects of other government agencies in partnership with or localized by the Local Government Unit (e.g., DepEd, DOH, DSWD, DA, DENR, NDRRMC, 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;">3</p> <hr/> <p style="text-align: center;">3</p> <hr/> <p style="text-align: center;">3</p> <hr/> <p style="text-align: center;">3</p> <hr/>	
<p>2. Monitoring and Evaluation</p> <ul style="list-style-type: none"> • Frequency of Monitoring and Evaluation (M&E) (before, during, and after program implementation) • Documentation and records keeping (e.g., site visits, video documentation) • Status report • Publication of results • Actions Taken 	<p style="text-align: center;">15</p> <hr/> <p style="text-align: center;">3</p> <hr/> <p style="text-align: center;">3</p> <hr/> <p style="text-align: center;">3</p> <hr/> <p style="text-align: center;">3</p> <hr/>	
<p>3. Organizational Structure and Management</p> <ul style="list-style-type: none"> • Functional Local School Board • Presence of functional local LCCs in city/municipality/ barangay with hired Instructional Managers (IMs) 	<p style="text-align: center;">7</p> <hr/> <p style="text-align: center;">3</p> <hr/> <p style="text-align: center;">4</p> <hr/>	
<p>C. Management and Leadership</p> <p>1. Resource Generation, Networking and Social Mobilization</p> <ul style="list-style-type: none"> • Advocacy and social mobilization schemes • Budget and financial statements • Support of donors/benefactors, description of activities, level of participation and extent of networking • Memorandum of Agreements (MOAs)/Memorandum of Understandings (MOUs) and other form of agreement between LGU and external stakeholders <p>2. Program Sustainability and Institutionalization</p> <ul style="list-style-type: none"> • Sustainability and institutionalization plan <p>3. Leadership Qualities</p> <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) > Interpersonal relations and teambuilding capacity 	<p style="text-align: center;">25</p> <hr/> <p style="text-align: center;">12</p> <hr/> <p style="text-align: center;">3</p> <hr/> <p style="text-align: center;">3</p> <hr/> <p style="text-align: center;">3</p> <hr/> <p style="text-align: center;">3</p> <hr/> <p style="text-align: center;">4</p> <hr/> <p style="text-align: center;">9</p> <hr/> <p style="text-align: center;">2</p> <hr/> <p style="text-align: center;">2</p> <hr/>	

Factors for Evaluation	Percentage Weight	Rating
<ul style="list-style-type: none"> > Ability to make critical judgments and decisions • Transparency and Accountability <ul style="list-style-type: none"> > of the working board (PMO/PMU) > in the financial system (posted and reported to the public) > in decision making (participatory) 	2 <hr/> 1 <hr/> 1 <hr/> 1 <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/>
D. Effects/Impact (Individual/Learner or Collective/Community)	25	
1. Increased number of literates (75% of total number of illiterates reached)	5	
2. Improved economic status/development in the community (e.g., no. of employed, livelihood opportunities, student financial assistance)	4	
3. Improved health and nutrition, sanitation and hygiene	4	
4. Improved environmental protection program (e.g., waterways, waste disposal, etc.)	4	
6. Improved disaster resiliency	4	
5. Improved peace and order conditions	4	
TOTAL =	100%	

LITERACY COORDINATING COUNCIL
2018 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 CSO/academe	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, PWDs, senior citizens, etc.)	3	
• Support strategies (volunteer service, partnerships)	3	
• Delivery mechanisms (barangay meetings, skills	3	

Factors for Evaluation	Percentage Weight	Rating
enhancement, flyers, advocacy activities, individual efforts, etc.)		
• Responses to emerging needs (interviews, incidental groupings, etc.)	3	
• Availability of appropriate learning materials	3	
2. Monitoring and Evaluation	15	
• Frequency of Monitoring and Evaluation (M&E) (before, during, and after program implementation)	3	
• Documentation and records keeping (e.g. site visits, video documentation)	3	
• Status report	3	
• Publication of Results	3	
• Actions Taken	3	
C. Management and Leadership	30	
1. Resource Generation, Networking and Social Mobilization	16	
• Advocacy and social mobilization schemes	4	
• Budget and financial statements	4	
• Support of donors/benefactors, description of activities, level of participation and extent of networking	4	
• Memorandum of Agreements (MOAs)/Memorandum of Understandings (MOUs) and other forms of agreement between LGU and external stakeholders CSOs/academe and other stakeholders	4	
2. Program Sustainability and Institutionalization	5	
• Sustainability and institutional plan		
3. Leadership Qualities	9	
• Qualities of the Leader		
> Competence and ability to provide clear directions (knowledge, expertise, experience)	2	
> Interpersonal relations and teambuilding capacity	2	
> Ability to make critical judgments and decisions	2	
• Transparency and Accountability		
> of the working board/team	1	
> in the financial system posted and reported to the public	1	
> in decision making (participatory)	1	

Factors for Evaluation	Percentage Weight	Rating
D. Effects and Impact of the Program	25	
1. Increased number of literates (75% of total number of illiterates reached)	6	
2. Improved economic status/Development in the community (e.g., no. employed, livelihood opportunities student financial assistance)	4	
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%	