




REPUBLIKA NG PILIPINAS
REPUBLIC OF THE PHILIPPINES
KAGAWARAN NG EDUKASYON, KULTURA AT ISPORTS
DEPARTMENT OF EDUCATION, CULTURE AND SPORTS
DECS Complex, Meralco Avenue
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Tanggapan ng Kalihim
Office of the Secretary

January 19, 2001

DECS MEMORANDUM
No. 35, s. 2001

2001 NATIONAL LITERACY AWARDS

To: **Regional Directors**
Schools Division/City Superintendents
Private Elementary and Secondary School Principals
Divisional Leader School Principals
Vocational High School Principals

1. The Department of Education, Culture and Sports (DECS) through the Literacy Coordinating Council (LCC) and the Bureau of Nonformal Education (BNFE), in cooperation with the UNESCO National Commission of the Philippines (UNACOM), private sectors/NGO partners – e.g., National Bookstore, the Metrobank Foundation, Southeast Asian Ministers of Education Organizational Regional Center for Educational Innovation and Technology (SEAMEO-INNOTECH) and Asian Institute of Journalism and Communication (AIJC) will conduct the year 2001 National Literacy Awards.

2. Outstanding national literacy workers, literacy programs and local government units with literacy program(s) responsive to community needs will be chosen.

3. Nomination and selection of regional winners will be conducted in April and May 2001. Regional winners must be with the LCC on or before June 1, 2001. Any entry not received on said date will be disqualified from the shortlisting process.

4. The DECS regional directors and chiefs of nonformal education divisions who were designated in previous DECS Memorandum as heads of the awards secretariat are requested to perform the duties and responsibilities assigned to them as defined in the enclosure, apply the revised set of criteria and follow the new schedule provided.

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

Andrew B. Gonzalez
ANDREW B. GONZALEZ, FSC
Secretary

Encls.: As stated
Reference: DECS Memorandum: No. 431, s. 2000
Allotment: 1—(D.O. 50-97)
To be indicated in the Perpetual Index under the following subjects:

NONFORMAL EDUCATION

PRIZES or AWARDS

ANNUAL NATIONAL LITERACY AWARDS

As of the 1994 Functional Literacy Education and Mass Media Survey (FLEMMS), there are 2.4 M who are illiterate while 7.8 million Filipinos who are functionally illiterate.

Many of these people belong to the marginalized sectors of our society, like the cultural communities, where access to education and other social services are extremely difficult, or non-existent.

The Estrada Administration has prepared a ten-point action program geared toward poverty alleviation. Among the components of this program is education. Under this, literacy is recognized as one effective strategy that contributes toward a better life for our *Masang Filipino*.

Together with the Bureau of Nonformal Education, the Local Government Units (LGUs) particularly the League of Municipalities of the Philippines (LMP), the non-government organizations, civic and religious groups, have been conducting literacy classes nationwide. Conducting these classes are trained literacy workers, para-teachers and volunteers, many of whom come from the communities they are serving.

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.

The Literacy Coordinating Council (LCC), wishing to acknowledge the efforts of these literacy workers, has launched the National Literacy Awards (NLA) in 1994.

AWARDS OBJECTIVES:

- to contribute to the goal of eradicating illiteracy in the Philippines by creating public awareness and interest for programs or projects addressing this concern;
- to sustain, expand and institutionalize literacy efforts by motivating and recognizing individuals, institutions and local governments 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 communities.

AWARDS CATEGORIES

Most 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.

Most Outstanding Literacy Program Award shall be given to a literacy program being implemented by a non-government or civic organization, academic institution, etc., 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.

Most 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 have demonstrably had positive impact on its barangays.

CRITERIA FOR SELECTION

▪ For Most Outstanding Literacy Worker

A. Personal Attributes (40%)

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 program he/she implements. Testimonials from some of these people may be presented/included in the candidature documents.

B. Competence (60%)

The literacy worker should possess exceptional leadership skills by being able to inspire and motivate his/her colleagues, community members and most especially, the learners to achieve gains in their literacy project-related work. 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 Most Outstanding Literacy Program**

A. Development Orientation (30%)

The program's development content should be comprehensive (depth and breadth of scope 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.

B. Management and Program Implementation (40%)

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.

C. Effects on Learners and Community (30%)

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 Most Outstanding Local Government Unit (City/Municipal Level)**

A. Planning and Development (30%)

The local government unit should advocate a development orientation towards literacy-related programs and projects through the passage 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.

B. Legislation on Functional Literacy/Continuing Education (30%)

Legislative measures that reflect substantial LGU efforts to establish mechanisms, processes, systems and structures that are designed to promote and sustain literacy and continuing education programs.

LGU's initiative for the passage of ordinances, resolutions, policies and other issuances that make provisions for continuing budgetary allocations, strategies on advocacy and social mobilization and other logistics support to ensure program institutionalization.

C. Management of Literacy /Continuing Education Programs (40%)

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 units 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.

Note: There will be two winners for Most Outstanding Local Government Unit. (one for the city and one for municipal level)

PROCEDURES

▪ Distribution of nomination forms

The National Literacy Awards Steering Committee through its National Secretariat will distribute the application forms to the DECS 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.

▪ Information Awareness Campaign

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

Non-government organizations (such as AIJC, ANTEP, ROTARY, etc.) 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 DECS Regional Director in cooperation with any active local NGO will convene the Regional Selection Committee composed of the following:

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

The Committee will plan the pertinent administrative matters such as schedules of meetings, venues, etc. This Committee will be responsible for selecting the Regional entries for the three categories : Literacy Worker, Literacy Programme and Local Government Unit, (City/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 DECS 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 Technical Working Group (TWG)/Board of Judges (BOJ)

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

After the site visit the TWG/BOJ does further deliberation and rank the candidates for final evaluation. The TWG/BOJ will choose three (3) winners per category and their decision is final.

▪ **Awarding of Prizes**

National winners for the three categories will be announced by the Chair of the Board of Judges for each category during Literacy Week Celebration on September 2-8, 2001.

SPONSORS

The National Literacy Awards is an annual project of the Literacy Coordinating Council (LCC) in cooperation with :

- UNESCO National Commission of the Philippines
- Bureau of Nonformal Education, DECS
- National Book Store
- Asian Institute of Journalism and Communication (AIJC)
- Metrobank Foundation, Inc
- Southeast Asian Ministers of Education Organization Regional Center for Educational Innovation and Technology (SEAMEO-INNOTECH)

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