

LITERACY COORDINATING COUNCIL

**2012 Criteria for 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	
• Situation Analysis		
> Community-based Monitoring System (CBMS) and 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 (FLEMMS, innovative practices, etc.)	2	
2. Development and Annual Investment Plans	3	
• Literacy in Comprehensive Development Plan/ Annual Investment Plan		
> Goals	1	
> Objectives	1	
> Strategies	1	
3. Policies	4	
• Legislative support to promote literacy such as ordinances and resolutions		
B. Program/Project Management and Implementation	35	
1. Relevant and Effective Approaches	15	
• At least two literacy programs/projects initiated by the Local Government Unit		
> Program/Project scope/reach (e.g. total immersion, focused group)	4	
> Relevance/Responsiveness to community needs	4	

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;">3</p> <hr/>	
<p>2. Monitoring and Evaluation</p>	<p style="text-align: center;">10</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;">3</p> <hr/> <p style="text-align: center;">3</p> <hr/> <p style="text-align: center;">2</p> <hr/> <p style="text-align: center;">2</p> <hr/>	
<p>3. Organizational Structure and Management</p>	<p style="text-align: center;">5</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 	<p style="text-align: center;">2</p> <hr/> <p style="text-align: center;">3</p> <hr/>	
<p>4. Effects of Programs/Projects on Learners</p>	<p style="text-align: center;">5</p> <hr/>	
<p>C. Management and Leadership</p>	<p style="text-align: center;">30</p> <hr/>	
<p>1. Resource Generation, Networking and Social Mobilization</p>	<p style="text-align: center;">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> <ul style="list-style-type: none"> • Sustainability and institutionalization plan (syncopation practices, continuing projects) • Track record 	<p style="text-align: center;">6</p> <hr/> <p style="text-align: center;">4</p> <hr/> <p style="text-align: center;">2</p> <hr/>	
<p>3. Leadership Qualities</p>	<p style="text-align: center;">10</p> <hr/>	
<ul style="list-style-type: none"> • Qualities of 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 		
<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. Impact (Individual or Collective/Community)	20	
<ol style="list-style-type: none"> 1. Actual improvement in literacy rate/Increased number of literates (75% of target) 	5	
<ol style="list-style-type: none"> 2. Improved economic status/Development in the community (75% of target) 	3	
<ol style="list-style-type: none"> 3. Improvement in terms of health and nutrition, sanitation and hygiene 	3	
<ol style="list-style-type: none"> 4. Improved environmental protection program (e.g. waterways, waste disposal) 	3	
<ol style="list-style-type: none"> 5. Improved peace and order conditions 	3	
<ol style="list-style-type: none"> 6. Modelled with other LGUs to adopt/adapt the same program 	3	
TOTAL =	100%	