



Republic of the Philippines
Department of Education
NEGROS ISLAND REGION

OCT 12 2026

REGIONAL MEMORANDUM

No. 1151, s. 2026

2026 NATIONAL LITERACY AWARDS GUIDELINES

To: Schools Division Superintendents
All Others Concerned

1. Attached is DepEd Memorandum No. DM 062 s. 2026 titled 2026 National Literacy Awards Guidelines.
2. All Schools Division Offices (SDOs) are directed to disseminate the guidelines to potential nominees and relevant stakeholders and extend the necessary technical assistance in the preparation and submission of nomination documents.
3. All nominees for Outstanding LGU, Outstanding NGO, and Outstanding HEI categories are encouraged to submit complete nomination documents through the Regional Submission Drive at **<https://tinyurl.com/NLA-2026-SUBMISSION-DRIVE>** in accordance with the attached guidelines.
4. An orientation for all Division ALS Focal Persons/NLA Coordinators on the 2026 National Literacy Awards guidelines and submission procedures shall be conducted on October 13, 2026 (Tuesday) from 2:00 PM to 3:30 PM via Google Meet. The participants may join through the following link: **<https://meet.google.com/yme-cmve-iph>**
5. Immediate dissemination of and compliance with this Memorandum are desired.

RAMIR B. UYTICO EdD, CESO III
Regional Director

Encl.: As stated
Reference: As stated
To be indicated in the Perpetual Index
under the following subjects:

ALTERNATIVE LEARNING SYSTEM AWARDS RECOGNITION

NTG/CLMD-RMWLC- 2026 National Literacy Awards Guidelines
000/October 9, 2026



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Republic of the Philippines
Department of Education

OCT 07 2026

DepEd MEMORANDUM

No. **062**, s. 2026

2026 NATIONAL LITERACY AWARDS GUIDELINES

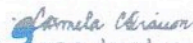
To: Undersecretaries
Assistant Secretaries
Bureau and Service Directors
Regional Directors
Schools Division Superintendents
Public Elementary and Secondary School Heads
Attached Agencies
All Others Concerned

1. The Department of Education (DepEd), through the Literacy Coordinating Council (LCC), issues the guidelines for the **2026 National Literacy Awards (NLA)**, which provide direction to all DepEd Central and Field Offices, as well as other concerned agencies and organizations, in recognizing outstanding programs that significantly contribute to advancing literacy in the Philippines.

2. In accordance with the provisions of Republic Act (RA) No. 7165, entitled "*An Act Creating the Literacy Coordinating Council, Defining its Powers and Functions, Appropriating Funds Therefor, and for Other Purposes*", as amended by RA 10122 or "*An Act Strengthening the Literacy Coordinating Council by Amending RA 7165*", the LCC conducts the NLA biennially to recognize local government units (LGUs), non-government organizations (NGOs), and higher education institutions (HEIs) for their dedication, commitment, and significant contributions to eradicating illiteracy in their respective communities through the implementation of exemplary school-based or community-based literacy programs and interventions. As emphasized in Presidential Proclamation No. 239, s. 1993 or "*Declaring the Period from September 2 to 8 of Every Year as Literary Week*", these literacy champions, those who have devoted their lives to reaching out to non-literate individuals and communities, are truly deserving of recognition.

3. The overall objective of the NLA is to contribute to the national goal of universalizing literacy and promoting the right to quality education at all levels in the Philippines by fostering public awareness and appreciation of literacy initiatives, sustaining and institutionalizing literacy efforts through recognition of exemplary LGUs, NGOs, and HEIs, and promoting the development and replication of innovative and culturally responsive school- or community-based literacy programs and interventions.

4. All concerned agencies, organizations, and offices are enjoined to actively participate in the NLA. Enclosed in this Memorandum are the following:



- a. **Enclosure No. 1:** 2026 National Literacy Awards Guidelines;
- b. **Enclosure No. 2:** 2026 Timetable of Activities;
- c. **Enclosure No. 3:** NLA Documentation Report Form; and
- d. **Enclosure No. 4:** Financial and Physical Accomplishment Report Form.

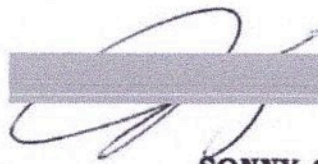
5. All expenses incurred relative to the conduct of NLA activities at the field level shall be charged against local funds. Expenses for the awarding ceremony, such as venue, plaques, certificates, cash prizes, and other incidental expenses, shall be charged to Fiscal Year 2026 National Literacy Policies and Programs (NLPP) current funds lodged in the Central Office, subject to existing budgeting, accounting, and auditing rules and regulations.

6. This Memorandum expressly repeals DepEd Memorandum No. 030, s. 2024 titled "2024 National Literacy Awards" in its entirety. All other memoranda and issuances, rules, regulations, and provisions related to NLA, or parts thereof that are inconsistent with or contrary to the provisions of this Memorandum are hereby repealed, rescinded, or modified accordingly.

7. For more information, please contact the **LCC Secretariat**, 3rd floor, Dorm D Building, Department of Education Central Office, DepEd Complex, Meralco Avenue, Pasig City, through email at lcc@deped.gov.ph or at telephone numbers (02) 8631-0590 or 8635-9996.

8. Immediate dissemination of and strict compliance with this Memorandum is hereby directed.




SONNY ANGARA
Secretary 

Encls.:
As stated

Reference:
DepEd Memorandum (No. 030, s. 2024)

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

AWARDS
BUREAUS AND OFFICES
CELEBRATIONS AND FESTIVALS
CONFERENCES
OFFICIALS
PROGRAMS
RULES AND REGULATIONS
SCHOOLS
SEARCH



(Enclosure No. 1 to DepEd Memorandum No. 062, s. 2026)

2026 NATIONAL LITERACY AWARDS GUIDELINES

I. BACKGROUND

Pursuant to Republic Act (RA) 7165, titled "An Act Creating the Literacy Coordinating Council, Defining its Powers and Functions, Appropriating Funds Therefor, and for Other Purposes", as amended by RA 10122 or an "An Act Strengthening the Literacy Coordinating Council by Amending RA No. 7165", the Literacy Coordinating Council (LCC) is mandated to provide policy and program directions for all literacy endeavors in the country, recommend strategies for the promotion of life skills and educations towards the universalization of literacy, formulate policies to maximize public and private sector support and participation in literacy programs, projects, and activities, and strengthen support structures for literacy at the regional, provincial, city, municipal, and barangay levels, among other functions.

In line with this mandate, the Department of Education (DepEd), through the LCC, conducts the National Literacy Awards (NLA) biennially to recognize Local Government Units (LGUs), Non-Government Organizations (NGOs), and Higher Education Institutions (HEIs) for their outstanding contributions to literacy development. The NLA also recognizes exemplary literacy programs that demonstrate innovation, inclusivity, and measurable impact, highlighting literacy champions who have dedicated their efforts serving nonliterate individuals and communities. Since its launch in 1994, the NLA has conferred over 380 awards, reinforcing the role of stakeholders in promoting functional literacy and inclusive education. Held every two years in conjunction with National Literacy Week and International Literacy Day, the NLA also serves as a platform for sharing best practices, fostering partnerships, and encouraging broad participation in literacy initiatives for sustainable development and lifelong learning.

The NLA has the following objectives:

1. To contribute to the national goal of universalizing literacy in the Philippines by fostering public awareness, engagement, and appreciation of relevant literacy programs, projects, and initiatives;
2. To sustain, expand, and institutionalize literacy efforts by recognizing and motivating individuals, institutions, and LGUs for their dedication, commitment, and contributions to eradicating illiteracy in their communities; and
3. To promote the development, enhancement, and replication of innovative, creative, and culturally responsive school-based or community-based literacy programs.

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II. OBJECTIVES

The issuance of these Guidelines is intended to clearly establish the objectives of the NLA, provide unified guidance on the implementation of the 2026 NLA, and ensure a consistent understanding of its purposes, objectives, aims, and intended outcomes across all concerned offices and stakeholders, thereby strengthening the effective, transparent, and merit-based recognition of literacy programs nationwide.

III. SCOPE

All DepEd officials and personnel at the Central Office, Regional Offices, and Schools Division Offices, as well as all other concerned offices and stakeholders involved in the implementation, coordination, and participation in the 2026 NLA, including LGUs, HEIs, and NGOs, are covered by the issuance.

IV. PROCEDURES

The NLA adopts a broad understanding of literacy that extends beyond reading and writing competencies. For purposes of these Guidelines, “literacy” includes basic, functional, and numeracy literacy, as well as financial, digital, problem-solving, critical thinking, and other lifelong learning competencies that enable meaningful participation in society.

While each category prescribes specific eligibility requirements and evaluation criteria, the screening, evaluation, and on-site validation processes shall consider literacy outcomes and program implementation across the literacy competencies identified in the LCC’s National Literacy Framework.

1. Award Categories

1.1 Gawad LIYAB

Gawad LIYAB, wherein “LIYAB” is an acronym for the LCC program pillars — *Likha, Ilaw, Yaman, Aruga, and Buklod*, is the premier category of the NLA that recognizes outstanding literacy programs, projects, and accomplishments of LGUs, NGOs, and HEIs. It aims to honor organizations whose initiatives effectively address literacy gaps, particularly among marginalized and/or underserved populations, which refer to groups with limited access to literacy and learning opportunities due to socioeconomic, geographic, cultural, or other structural barriers, and demonstrate innovation, commitment, and sustained impact in the promotion of literacy and lifelong learning.

Gawad LIYAB has the following award categories:

1.1.1 Outstanding LGU Category

The Outstanding LGU Category recognizes cities and municipalities that demonstrate effective leadership and innovation in developing and implementing inclusive literacy policies, programs, and initiatives. It honors LGUs that integrate literacy into local governance, mobilize community participation, and address the literacy needs of diverse sectors, particularly disadvantaged and marginalized groups.

Outstanding LGUs are classified into the following sub-categories:

- a. Highly Urbanized City / Independent Component City
- b. Component City
- c. 1st to 3rd Class Municipality
- d. 4th to 5th Class Municipality

1.1.2 Outstanding NGO Category

The Outstanding NGO category recognizes NGOs that implement effective literacy programs with significant impact at the community or grassroots level. It honors initiatives that demonstrate innovation, sustainability, inclusivity, and measurable results in addressing learners' literacy needs, particularly those in marginalized or disadvantaged areas. This award highlights programs that create meaningful improvements in learners and communities, and promote the replication of effective literacy practices.

1.1.3 Outstanding HEI Category

The Outstanding HEI category recognizes public or private HEIs that advance literacy through the National Service Training Program (NSTP) – Literacy Training Service (LTS), community extension, and other school-based literacy initiatives. It honors institutions that demonstrate innovation, sustainability, inclusivity, and measurable impact in addressing literacy needs, particularly among underserved and disadvantaged communities. This award recognizes HEIs whose programs produce significant outcomes for learners and partner communities.

1.2 Hall of Fame Award

The Hall of Fame (HOF) Award shall be conferred upon LGUs, NGOs, or HEIs that have secured First Place in the NLA three (3) times in the same category. This distinction recognizes their sustained excellence, leadership, and outstanding contributions in advancing literacy initiatives. It also highlights

the long-term impact of their programs in strengthening school- or community-based literacy efforts, promoting innovation, and serving as models of best practice for other institutions. To encourage broader participation and provide opportunities for emerging champions, HOF awardees shall no longer be eligible to compete in the regular search for Outstanding LGU, NGO, or HEI.

1.3 Other Award Categories

Partner Organizations may confer special awards or distinctions in recognition of outstanding achievements or contributions. They may establish their own criteria, eligibility requirements, and selection procedures, subject to LCC's review, to ensure alignment with the NLA's objectives. The nature and form of the corresponding prizes, which may be monetary or non-monetary, shall be determined by the Organizations.

1.3.1 Gawad SINAG

The Gawad SINAG is an award conferred by the Cebuana Lhuillier Foundation, Inc. (CLFI) to recognize LGUs, NGOs, and HEIs that demonstrate excellence in designing and implementing financial literacy programs. This initiative aims to promote financial inclusion and strengthen financial education efforts nationwide by highlighting best practices and impactful models that can be replicated across communities. The award also recognizes Alternative Learning System (ALS) teachers for their dedication to advancing and championing the ALS program.

2. Award Procedures

2.1 Issuance of the NLA Guidelines

This issuance shall serve as a reference for DepEd field offices, LGUs, NGOs, HEIs, and other concerned stakeholders. Any additional information, operational details, or specific instructions not covered in the general guidelines shall be issued separately as necessary to support the effective implementation of the NLA.

2.2 Information Dissemination and Public Awareness Campaign

2.2.1 The DepEd, through its Public Affairs Service (PAS) and Communications Unit, shall lead the national campaign for the NLA across all available communication platforms, including the official DepEd website, social media channels, and partner media outlets.

2.2.2 The Philippine Information Agency (PIA), a member of the LCC, shall support nationwide publicity and media coverage. The LCC

Secretariat will develop and distribute Information, Education, and Communication (IEC) materials and maintain updated information on the official LCC Facebook page (www.facebook.com/LiteracyCoordinatingCouncil).

2.2.3 At the regional and division levels, DepEd Regional Offices (ROs) through their Public Affairs Units (PAUs), and Schools Division Offices (SDOs), through their Social Mobilization and Networking Sections, shall support the campaign by disseminating information to LGUs, NGOs, HEIs, and other relevant stakeholders within their respective areas.

2.3 Designation of the Regional NLA Coordinator and Organization of the NLA Regional Selection Committee

2.3.1 DepEd ROs, under the authority of Regional Directors (RDs), shall designate Regional Alternative Learning System (ALS) Focal Persons as Regional NLA Coordinators. RDs may appoint other qualified personnel at their discretion, considering regional priorities and staffing.

2.3.2 Regional NLA Coordinators shall lead all regional NLA activities, including information dissemination, nomination processing, coordination of validation and selection, documentation, and submission of endorsed entries to the LCC Secretariat, ensuring compliance with national guidelines and transparency.

2.3.3 Additionally, DepEd ROs shall establish a Regional Selection Committee (RSC) of qualified, impartial evaluators to review, validate, and approve NLA entries at the regional level.

2.3.4 The NLA RSC shall be organized as follows:

Chairperson: DepEd RD or Assistant RD
Co-Chairperson: Department of the Interior and Local Government (DILG) RD or his/her duly designated representative

Members:

- PIA RD or his/her duly designated representative
- Department of Economic Planning and Development (DEPDev) RD or his/her duly designated representative
- President of a State or Local University/College within the locality of the RO concerned
- Chair and members of RSC may designate representatives to undertake the functions of the RSC

2.3.5 DepEd ROs shall coordinate with counterpart regional offices of the DILG, DEPDev, PIA, and relevant universities and colleges to support the organization and conduct of NLA RSC activities, ensuring a credible, inclusive, and well-informed regional selection process.

2.4 Constitution of the NLA National Board of Evaluators

2.4.1 The National Board of Evaluators (BOE) shall be composed of three (3) members per award category, which shall include representatives from LCC member agencies, and select experts from the private sector and civil society.

2.4.2 Members of the BOE shall possess relevant professional experience in literacy or education programs, prior judging or evaluation experience, leadership or technical positions in recognized institutions, availability for field validation activities, and a record of integrity with no conflicts of interest or pending legal cases.

2.4.3 The BOE shall screen, evaluate, and validate regional entries, and recommend national awardees for Council approval, in accordance with evaluation guidelines and in adherence to the principles of integrity, impartiality, and confidentiality.

2.4.4 Members of the BOE shall disclose any actual or potential conflict of interest and inhibit from evaluating entries where such conflict exists.

2.5 Functions of the LCC Secretariat

2.5.1 The LCC Secretariat shall serve as the overall secretariat for the NLA, overseeing and facilitating all implementation activities under the direction of the Council. These responsibilities include:

- Preparation and dissemination of policy guidelines and procedures;
- Downloading of program support funds to ROs, subject to availability of funds;
- Provision of technical assistance;
- Receipt and initial screening of regional entries;
- Endorsement of qualified entries to the BOEs;
- Coordination of onsite validation visits;
- Organization of awarding ceremonies;
- Management of official correspondence;
- Documentation of all relevant processes and outputs; and
- Other administrative tasks related to facilitate and implement the 2026 National Literacy Awards.

2.6 Provision of Technical Assistance

2.6.1 The LCC Secretariat shall conduct orientation sessions on the NLA Guidelines to ensure consistent understanding of policies, procedures, and expectations, and to equip stakeholders for their roles.

2.6.2 Details of the orientation sessions shall be widely disseminated through LCC's official digital platforms, including its website and Facebook page, and through coordination with DepEd field offices and partners.

2.6.3 Technical assistance may be provided, as needed, to LGUs, NGOs, and HEIs seeking further guidance on the NLA.

2.7 Funding for the NLA

2.7.1 Expenses incurred in the conduct of NLA activities at the regional level shall be charged against local funds. Expenses for the awarding ceremony, including those incurred for logistics, plaques, certificates, cash prizes, and other incidental costs, shall be charged against the Fiscal Year (FY) 2026 Current Fund for the National Literacy Policies and Programs (NLPP), which shall be available for release, obligation, and disbursement until December 31, 2027, covering Maintenance and Other Operating Expenses (MOOE) and Capital Outlay, consistent with RA No. 12314, or the "Fiscal Year 2026 General Appropriations Act", and National Budget Circular (NBC) No. 599, titled "Guidelines on the Release of Funds for Fiscal Year 2026."

2.7.2 The DepEd, through the LCC Secretariat, shall download Program Support Funds (PSF) amounting to Seventy-Five Thousand Pesos (P75,000.00) to each RO, chargeable against the FY 2025 Continuing Funds for the NLPP, which shall remain valid for release and obligation until December 31, 2026 pursuant to RA No. 12116 and No. 595, to support the implementation of regional NLA activities.

2.7.3 The allocation, utilization, and liquidation of funds shall be in accordance with the provisions of DepEd Order No. 11, s. 2025, entitled "Multi-Year Guidelines on the Allocation, Utilization, and Reporting of Literacy Coordinating Council Program Support Funds for Department of Education Regional Offices," as well as other applicable guidelines, and shall be subject to existing budgeting, accounting, auditing, and procurement laws, rules and regulation. The template for the Financial and Physical Accomplishment Report is provided in Enclosure No. 4 of these Guidelines.

2.7.4 To support the effective implementation of the NLA at the national and local levels, funds from external sources such as private partners, corporate sponsors, and donors may also be explored to supplement government allocations.

2.8 Entry Qualifications

To be eligible for nomination to the NLA, the literacy program(s) of the LGU, NGO, or HEI **must be currently implemented and have been in operation for at least three (3) years.**

2.8.1 Outstanding LGU Category

2.8.1.1 Highly urbanized cities, independent component cities, component cities, and 1st to 5th class municipalities are eligible for nomination under the LGU category.

2.8.1.2 LGUs must meet all the following mandatory requirements:

2.8.1.2.1 **Improved Learners' Literacy Performance in Schools:** Demonstrated measurable improvement in learners' reading literacy within the LGU's jurisdiction across public and private schools, based on standardized assessments, such as Bureau of Education Assessment (BEA)- and Bureau of Curriculum Development (BCD)-validated Revised Curriculum-aligned tools, CRLA, Phil-IRI, or equivalent validated tools for private schools (e.g., recognized proprietary, international, or school-based assessments, subject to DepEd/LCC validation), supported by implemented interventions (such as reading programs, volunteer mobilization, provision of materials, and remedial instruction), with data collection and reporting aligned with DepEd data-sharing protocols and for private school data, aggregated reports submitted to SDOs.

2.8.1.2.2 **Decrease in the Number of Out-of-School Children, Youth, and Adults:** Implementation of initiatives that reduce the number of out-of-school learners by ensuring increased participation in formal education or the Alternative Learning System (ALS). Such initiatives may include literacy mapping, establishment and strengthening of Community Learning Centers (CLCs), enactment of local ordinances supporting literacy and education, and provision of complementary programs that promote completion of basic education.

2.8.1.2.3 Presence of Adult and Lifelong Learning

Programs: The presence of adult and lifelong learning programs shall include the availability of accessible learning opportunities such as literacy classes, skills training, continuing education programs, and technical-vocational education. Continuing education programs shall cover, among others, accreditation and equivalency programs, post-basic ALS pathways, micro-credentialing initiatives, community-based upskilling and reskilling programs, and other ladderized or bridging education programs, which may be implemented through partnerships with TESDA, HEIs, LGUs, NGOs, and other relevant stakeholders for lifelong learning delivery. The implementation of ALS and lifelong learning programs shall be supported through authorized funding mechanisms in accordance with Section 18 of RA No. 11510 or the "*Alternative Learning System Act*", which provides that Local School Boards (LSBs) may utilize a portion of the Special Education Fund (SEF) to support ALS programs, including, the hiring of additional Community ALS Implementers and other program support requirements.

2.8.1.2.4 Presence of a Functional Local Literacy Council

(LLC): Presence of a formally established and functional LLC, or a Local School Board executing the functions of an LLC, supported by a local ordinance or executive order, and with a dedicated budget for literacy programs.

2.8.1.3 The LGU or its partners implementing ALS programs must be duly recognized by DepEd in accordance with DO No. 7, s. 2025 or the "Guidelines on the Mandatory Recognition of Implementing Alternative Learning System Providers", to ensure compliance with established standards and eligibility requirements.

2.8.1.4 While local chief executive support may be acknowledged, evaluation shall focus on the collective impact of the LGU's literacy initiatives. Contributions of partner agencies may be considered, but shall not be the primary basis for evaluation.

2.8.1.5 LGUs that have received at least one national or international award related to education, or those with significant components on literacy and lifelong learning (e.g., Seal of Good Local Governance (SGLG), Seal of Good Education Governance (SGEG), Galing Pook Awards, Seal of Child-Friendly Local Governance, Early Childhood Care and Development (ECCD) Awards, among others), and that have demonstrated innovative practices in implementing literacy programs, shall be considered for demonstrating sustained commitment to quality education governance, effective service

delivery, and continued support for literacy development and learning initiatives.

2.8.1.6 The assessment will emphasize the LGU's sustained and inclusive literacy development efforts across various sectors such as education, agriculture, social services, environmental management, and others. It will also highlight LGU's support for school-based literacy and learning recovery initiatives, including the Academic Recovery and Accessible Learning (ARAL) program. Special attention shall also be given to programs that address the needs of marginalized and vulnerable groups, including the youth, elderly, women, indigenous peoples, and persons with disabilities (PWDs).

2.8.2 Outstanding NGO Category

2.8.2.1 Only literacy programs that are initiated, funded, and implemented by NGOs are eligible for nomination under this category.

2.8.2.2 NGOs must meet all the following mandatory requirements:

2.8.2.2.1 Legitimate Organization Focusing on Community Literacy Development: The NGO must be a duly registered entity that has developed and implemented literacy programs with measurable impact on learners and their communities. It must have been in operation for at least **three (3) years**.

2.8.2.2.2 Improved Learners' Performance in Reading Literacy: The NGO must provide concrete evidence of learning and improved output. This typically includes comparative tables of improvement in the reading literacy of its beneficiaries in the target communities, using standardized assessment tools or other reliable evaluation methods.

2.8.2.2.3 Sustainable and Documented Literacy Initiatives: The NGO must show that its literacy programs are sustainable and well-planned, with documented objectives, strategies, outcomes, and reports that can be validated for impact and replicability.

2.8.2.2.4 Functional Organizational Support: NGOs must have established evidence of an organizational structure or dedicated mechanism to plan, implement, monitor, and sustain literacy programs, including clear allocation of resources.

2.8.2.3 NGOs or partners implementing ALS programs must be duly recognized by DepEd in accordance with DO No. 7, s. 2025 to ensure compliance with established standards and eligibility requirements.

2.8.2.4 NGOs that have received at least one national or international award related to education, or awards with significant components on literacy and lifelong learning (e.g., Gawad Kalinga, Galing Pook Awards, national literacy or education awards, among others), and that have demonstrated innovative practices in implementing literacy programs, shall be considered as demonstrating sustained commitment to quality literacy programs, effective service delivery, and ongoing support for school- or community-based learning and lifelong learning initiatives.

2.8.2.5 Programs must be school- or community-based, inclusive, and responsive to the literacy needs of target groups, such as out-of-school children, youth, adults, indigenous peoples, women, PWDs, and other underserved sectors. Contributions of the NGO's partner/s may be considered, but shall not be the primary basis for evaluation.

2.8.3 Outstanding HEI Category

2.8.3.1 All **public and private** HEIs with legal authority to operate shall be eligible for nomination under this category. This includes State Universities and Colleges, Local Universities and Colleges, and private HEIs.

2.8.3.2 HEIs must meet all the following mandatory requirements:

2.8.3.2.1 Program Design and Alignment with NSTP-LTS Objectives. The HEI demonstrates a well-structured literacy program, with clearly defined goals, target beneficiaries, and implementation strategies that respond to literacy needs.

2.8.3.2.2 Improvement in Learners' Literacy. The HEI provides measurable improvement in literacy among beneficiaries through standardized tools or validated assessment methods.

2.8.3.2.3 Community Engagement and Outreach. The HEI conducts initiatives that benefit communities, including underserved or marginalized groups, demonstrating meaningful outreach and relevance to their needs.

2.8.3.2.4 Sustainability and Institutionalization. The HEI has established mechanisms to sustain literacy initiatives beyond

initial implementation, ensuring ongoing support for learners and communities.

2.8.4 HOF Award

2.8.4.1 To qualify for the HOF Award, an LGU, NGO or HEI must have received **First Place in any of the abovementioned categories at least three (3) times**. These wins may be from non-consecutive award cycles but must reflect consistent excellence in literacy promotion.

2.8.4.2 Additionally, the nominee must demonstrate sustained implementation, innovation, and measurable impact of its literacy initiatives. This includes improvements in literacy rates, reduced presence of out-of-school children, youth, and adults, and active engagement of various sectors. HOF awardees shall be recognized as models of best practice and may be engaged as mentors, resource persons, or partners in promoting literacy initiatives nationwide.

2.8.5 Gawad SINAG

For Gawad SINAG, the detailed guidelines, eligibility requirements, selection process, and timelines shall be issued separately through an official advisory.

3. Nomination Process

3.1 Qualified LGUs, NGOs, or HEIs shall accomplish the Gawad LIYAB Nomination Form (Annex 1) corresponding to their respective category. The form shall be made available through the official LCC Facebook page or through this link: <https://bit.ly/2026NLAForms>.

3.2 To be officially nominated, applicants must secure the endorsement and signature of the **Schools Division Superintendent (SDS) of the DepEd SDO** where the LGU is located or where the literacy program of the NGO or HEI is being implemented.

3.3 This must be accompanied by **at least one** of the following endorsements:

3.3.1 For the Outstanding LGU Category

3.3.1.1 Provincial Governor, District Representative, or Board Member; and/or

3.3.1.2 Head of a relevant government agency or a private/people's organization at the city or municipality level.

3.3.2 For the Outstanding NGO and HEI Categories

3.3.2.1 Local Chief Executive where the literacy program is being implemented; and/or

3.3.2.2 Head of a relevant government agency or a private/people's organization at the city or municipality where the literacy program is being implemented.

3.4 The nominee shall prepare and submit the following documentary requirements to the respective DepEd ROs:

3.4.1 Three (3) copies of fully accomplished Gawad LIYAB Nomination Form; and

3.4.2 Three (3) copies of Executive Summary. The summary must be a clear, simple, and straightforward summary of not more than five (5) pages in A4 bond paper size, double-spaced, describing the following:

3.4.2.1 Implementation strategies and approaches, including resource management (human, physical, and financial) and stakeholder engagement;

3.4.2.2 Monitoring and evaluation mechanisms, including the assessment of community impact over at least a three-year implementation period, which may include longitudinal cohort tracking or annual grade-level benchmarking; and

3.4.2.3 Outstanding and remarkable accomplishments.

3.5 A copy of relevant supporting documents, such as municipal or city development plans related to literacy, legal bases, and other pertinent references, shall be attached to the submission. Accessible links (e.g., Google Drive or OneDrive) to these documents shall also be provided.

3.6 For the HOF Award category, candidates are no longer subject to the regular nomination and selection process. The LCC Secretariat shall conduct a review of eligible HOF awardees based on established criteria and records. Qualified entities shall be formally notified and scheduled for on-site validation to document and assess the continuity and sustainability of their literacy initiatives.

3.7 For the Other Award Categories, candidates shall undergo the established nomination process prescribed by the respective partner organization. The LCC Secretariat shall receive all submitted entries and formally endorse them to the concerned organization for evaluation, in accordance with their established criteria and guidelines. Qualified entities shall be formally notified and scheduled for an on-site validation.

4. Regional Selection Process

4.1 NLA nominations shall be submitted to DepEd ROs through their respective Regional NLA Coordinators.

4.2 The DepEd ROs shall receive nominations in each category from LGUs, NGOs, and HEIs, and endorse them to the RSC for paper evaluation.

4.3 Using the Gawad LIYAB Nomination Form and Executive Summary, the RSC shall evaluate nominations for all categories. The RSC shall select the top three (3) nominees per category. However, for the Highly Urbanized City/Independent Component City sub-category, up to three (3) entries may be selected, depending on the number of nominations received.

4.4. The NLA Evaluation Criteria and Score Sheets (Annex 2) shall guide the RSC in evaluating and shortlisting entries. RSCs may develop supplemental tools, provided these are aligned with the official criteria to ensure consistency, objectivity, and alignment with the objectives of the NLA.

4.5 For onsite validations involving private school premises, the Regional Selection Committee (RSC) shall issue a formal notice of visit to the school administration at least three (3) working days in advance.

4.6 Each RSC member shall rank the top three (3) nominees individually. The RSC shall deliberate to determine final rankings. In case of a tie, the RSC Chairperson shall cast the deciding vote. The highest-ranked nominee per category becomes the official regional entry to the national-level NLA. However, for the Highly Urbanized City/Independent Component City sub-category, depending on the number of entries received, up to three (3) entries may be declared as the official regional entries, provided that they have passed the onsite validation.

4.7 The Regional NLA Coordinator shall promptly notify all winning regional entries in each category and require the submission of their NLA regional entry portfolios for national evaluation, and shall provide at least three (3) days prior notice before any scheduled validation or site visit. The portfolio shall meet the following requirements:

4.7.1 Maximum of fifty (50) pages in A4 bond paper size, double-spaced;

4.7.2 Contain only relevant documents, information, and data;

4.7.3 Documentary Photographs, including those taken during onsite validations (size: 3" x 5", not to exceed 20 pieces);

4.7.4 Details of accomplishments within the last three (3) years; and

4.7.5 Includes an electronic copy of the portfolio saved on a USB drive, and must include all relevant documents, high-resolution photos in JPEG or PNG format only, and videos in MP4 format, if applicable.

4.8 The Regional NLA Coordinator shall document all stages of the nomination, evaluation, validation, and selection process using the prescribed NLA Documentation Report Form (Enclosure No. 3). This report shall be submitted to the LCC Secretariat and must ensure the completeness, accuracy, and integrity of all data and information.

4.9 The Regional NLA Coordinator shall compile and submit to the LCC Secretariat the following documents for each of the winning regional entries in all categories:

4.9.1 Three (3) copies of fully accomplished Gawad LIYAB Nomination Forms of the official regional NLA entries (only one official entry per category, except for the Highly Urbanized City/Independent Component City sub-category);

4.9.2 Three (3) copies of the official regional NLA entries' Executive Summary;

4.9.3 Three (3) copies of the official regional NLA entry's portfolio;

4.9.4 One (1) USB drive containing the electronic copy of the official regional NLA entry's documents and its Annexes;

4.9.5 Individual score sheets of the RSC members, duly signed by the rater and countersigned by the RSC Chairperson;

4.9.6 Accomplished NLA Documentation Report Form signed by the Regional NLA Coordinator and approved by the RSC Chairperson; and

4.9.7 Transmittal sheet with a checklist of enclosures, addressed to the LCC Chairperson.

5. Submission of the Official Regional NLA Entries

5.1 The winning regional entries validated by the DepEd ROs shall be submitted to the LCC Secretariat. They shall be declared as the official regional NLA entries that will vie for the national-level awards. It shall be composed of the following:

5.1.1 Outstanding LGU Category

5.1.1.1 Up to three (3) entries from the sub-category of Highly Urbanized City/Independent Component City

5.1.1.2 One (1) entry from the sub-category of Component City

5.1.1.3 One (1) entry from the sub-category of 1st to 3rd Class Municipality

5.1.1.4 One (1) entry from the sub-category of 4th to 5th Class Municipality

5.1.2 One (1) entry for the Outstanding NGO category

5.1.3 One (1) entry for the Outstanding HEI category

5.2 Hard copies of the documentary requirements of all official regional NLA entries, including the USB drive containing the electronic files of the documents, shall be transmitted to the DepEd Central Office, addressed to the LCC Chairperson, using the following mailing address:

THE SECRETARY
Department of Education
LCC Chairperson
c/o LCC Secretariat
DepEd Complex, Meralco Avenue, Pasig City
1600, Metro Manila

5.3 Expenses incurred in the submission of hard copies, such as transportation costs or courier and parcel delivery services, may be charged against the allocated regional LCC support funds or local funds, as applicable.

5.4 Official regional NLA entries shall be submitted online through a designated link, which shall be obtained from the LCC Secretariat. All information submitted shall be processed by the DepEd in accordance with RA No. 10173 or the "Data Privacy Act of 2012", its IRR, and issuances of the National Privacy Commission (NPC). Data collected shall be limited to those necessary for the evaluation, validation, and processing of nominees for the NLA and shall be accessed only by authorized DepEd personnel. All submitted information shall be kept secure, retained only for the period necessary for the conduct of the Awards and in accordance with National Archives of the Philippines retention rules, and thereafter properly disposed of. Data subjects' rights under data privacy laws and regulations shall be protected at all times.

5.5 **Late submissions beyond the deadline of October 23, 2026 shall not be accepted.** All submitted documents shall become the property of DepEd and LCC.

6. National Selection Process

6.1 All official regional NLA entries received by the LCC Secretariat shall be endorsed to their respective BOEs for review and assessment.

6.2 The BOEs shall assess all official regional entries submitted by ROs based on the NLA Evaluation Criteria and Score Sheets. From among the entries in each category, **five (5) national finalists** shall be selected. The LCC Secretariat shall notify the selected finalists and provide guidance on the schedule and requirements for their on-site validation.

6.3 With support from the LCC Secretariat, the BOEs shall conduct onsite validations for the five (5) finalists in each category. The validation activities may include interviews with program implementers, local officials,

beneficiaries, community members, and other relevant stakeholders, as deemed necessary by the BOE.

6.4 An entry conference shall be conducted on the first day of the onsite validation to allow finalists to present their programs, projects, best practices, and notable accomplishments. This will be followed by field visits and interviews with key stakeholders. The validation process shall conclude with an exit conference, during which the BOE will share their observations, provide recommendations, and offer constructive feedback on the implementation of literacy programs.

6.5 The BOE shall rank the five (5) national finalists in each category from 1st to 5th place, based on the combined results of the paper evaluation and onsite validation. The rankings shall be endorsed to the Council for final approval. The Council's decision shall be final and unappealable. The LCC, BOE, and the LCC Secretariat shall maintain strict confidentiality of the results. National winners shall be formally notified by the LCC Secretariat, without disclosure of their respective rankings.

6.6 The Council members and the BOE shall officially declare and award the national winners during the National Literacy Awards ceremony, to be held in December 2026. The exact date of the event shall be announced through an Advisory.

7. Grounds for Disqualification

7.1 Failure to comply with the prescribed nomination process, submission procedures, or completeness of required documents shall render the nominee ineligible for consideration.

7.2 Any form of misrepresentation or falsification in the submitted documents shall be grounds for immediate disqualification and may result in appropriate disciplinary, administrative, or legal action in accordance with existing laws, rules, and regulations.

7.3 A nominee who attempts to improperly influence, interfere with, or unduly influence the evaluation or validation process shall be disqualified.

8. Awards and Prizes

8.1 The provision of cash prizes for the NLA is pursuant to RA 7165, as amended by RA 10122, consistent with the mandate of the LCC to provide policy and program directions for literacy initiatives, recommend strategies for the promotion of literacy, and mobilize public and private sector participation in literacy programs, as well as to perform such other functions as may be necessary to carry out the purposes of the Act. The granting of awards and recognition, including cash prizes, is adopted as a program mechanism to

support literacy development initiatives. All awards shall be released in the form of cheques to qualified awardees and shall be subject to applicable budgeting, accounting, and auditing laws, rules, and regulations, including Presidential Decree No. 1445 or the *“Government Auditing Code of the Philippines”*, COA issuances, and relevant DepEd policies and guidelines.

8.2 DepEd ROs may conduct their own awarding ceremonies to recognize regional NLA winners and nominees, in recognition of their contributions to literacy development.

8.3 Partner organizations of the LCC may provide trophies and/or cash prizes to recipients of the NLA, subject to their own established guidelines, including criteria, eligibility requirements, and award procedures. Cash prizes provided by partner organizations shall be provided directly by the partners to the awardees. The cash prizes for national NLA winners to be provided by the LCCS shall be as follows:

First Prize – Php 150,000.00

Second Prize – Php 100,000.00

Third Prize – Php 80,000.00

Fourth and Fifth Prizes – Php 60,000.00 each

8.4 All national NLA winners shall receive formal recognition, including both monetary and non-monetary awards, from the DepEd.

9. Forms and Templates

9.1 The editable NLA forms and templates shall be made available by the LCC Secretariat. Notifications regarding their availability shall be issued through the official LCC Facebook page or through this link: <https://bit.ly/2026NLAForms>.

REFERENCES

- DepEd Memorandum No. 72, S. 2019 titled *"Annual Celebration of the National Literacy Week"*
- DepEd Memorandum No. 30, S. 2024 titled *"2024 National Literacy Awards"*
- DepEd Order (DO) No. 11, s. 2025 titled *"Multi-year Implementing Guidelines on the Allocation, Utilization, and Reporting of LCC Program Support Funds for DepEd Regional Offices"*
- DILG-DEPED Joint Memorandum Circular (JMC) No. 1, s. 2024 titled *"Creation, Reconstitution, and Strengthening of Local Literacy Councils at the City and Municipality Levels"*
- *Implementing Rules and Regulations of Republic Act No. 7165, as Amended by RA 10122*
- Republic Act No. 7165 titled *"An Act Creating the Literacy Coordinating Council"*
- *Implementing Rules and Regulations of Republic Act No. 7165, as Amended by RA 10122*
- Republic Act No. 10122 titled *"An Act Strengthening the Literacy Coordinating Council by Amending Republic Act No. 7165"*

2026 National Literacy Awards
GAWAD LIYAB NOMINATION FORM
Outstanding LGU Category

DATA PRIVACY NOTICE: The data and information in this form are intended to conduct the Gawad LIYAB Search. The data will be kept by the process owner for verifying and authenticating the identity of the nominee. Likewise, the use, storage, retention, and disposal of all information herein shall be done by the Data Privacy Act of 2012. Furthermore, data subjects voluntarily provided these data and information.

Please ensure the completion and accuracy of answers as well as strict compliance with the instructions as these are essential for the paper evaluation of entries. You may also use additional sheets if deemed necessary.

LGU PROFILE

Region:	
Name of City or Municipality:	

Type:

☐ Highly Urbanized/Independent Component City

☐ Component City

☐ 1st to 3rd Class Municipality

☐ 4th to 5th Class Municipality

Name of the City/Municipal Mayor:	
Name and contact details (email address and mobile number) of the LGU Focal Person:	
Name and contact details (email address and mobile number) of the Regional NLA Focal Person:	

I. EVIDENCE OF IMPROVED LITERACY OUTCOMES

Provide a data-supported **summary of literacy improvements** in your LGU from 2023–2026, highlighting: (a) increased reading performance in schools; (b) reduced number of out-of-school children, youth, and adults; and (c) implementation of adult and lifelong learning programs. *(Attach supporting documents as evidence of implementation, outcomes, and impact.)*

II. PRESENCE OF LOCAL LITERACY COUNCIL

Provide a brief **summary** of your **established LLC**, including the year of establishment, its current functionality, and the number of meetings conducted. If no LLC has been established, describe how your Local School Board serves as a de facto LLC.

Attach supporting evidence, such as executive order or ordinance, meeting minutes, program reports, or budget allocations

1. LITERACY PROGRAM PROFILE

Fill-out the details of the literacy program/s that serve/s as the LGU's entry to the NLA (minimum of one program or one umbrella program):

NO.	TITLE OF LITERACY PROGRAM/S	YEAR STARTED	TYPE OF SPECIFIC LITERACY SKILLS BEING ADDRESSED BY THE PROGRAM*	TYPE OF BENEFICIARIES	NUMBER OF BENEFICIARIES	NUMBER OF LITERACY WORKERS	AMOUNT OF BUDGET ALLOCATED
1.							
2.							
3.							
4.							
5.							

*Kindly refer to the 19 types of literacy skills identified on the Technical Research Report on the National Literacy Framework developed by the Literacy Coordinating Council that may be accessed through this link: <https://bit.ly/2026NLAFORMS>.

Education-related Awards received:

Seal of Good Education Governance (SGEG)
from Synergeia Foundation

Year/s received: _____

☐

Seal of Good Local Governance (SGLG)
from DILG

Year/s received: _____

☐

Others

Awards received: _____

Year/s received: _____

2. EXECUTIVE SUMMARY

Attached in this nomination form an **Executive Summary** of the NLA entry. It must be a clear, simple, and straightforward summary of not more than five (5) pages in A4 bond paper size, double-spaced, describing, but not limited to, the following:

- General profile of the LGU
- Policy support, but not limited to, including executive orders, ordinances, resolutions, etc.
- Narrative on the implementation strategies and approaches including resource management (human, physical, and financial) and stakeholder engagement
- Monitoring and evaluation mechanisms including the impact made to the community
- Outstanding and remarkable accomplishments

Copy of relevant documents (e.g., program implementation plans, legal bases, etc.) should be attached, or a Google/One Drive link should be provided.

NOMINATED BY:

(One of the nominators must be the **DepEd Schools Division Superintendent** where the LGU is located as indicated in the nomination process of the NLA).

Name	Office and Position
1.	
2.	
3.	

We hereby attest to the best of our knowledge that all information contained in this nomination form is true and that the supporting documents are authentic.

Date Submitted	Signature of Nominators
	1.
	2.
	3.

Important: Please submit the accomplished Nomination Form, together with the Executive Summary to the LGU's respective DepEd Regional Office. Refer to the NLA Timetable of Activities for the details on the date of submission.

2026 National Literacy Awards
GAWAD LIYAB NOMINATION FORM
Outstanding Non-Government Organization Category

Please ensure the completion and accuracy of answers as well as strict compliance with the instructions as these are essential for the paper evaluation of entries. You may also use additional sheets if deemed necessary.

PROPONENT'S PROFILE

Region:	
Name of the proponent Non-Government Organization (NGO):	
Office Address:	
Area/s of Operation:	
Year established	
SEC Registration Number : PCNC Registration (if applicable)	
Other accreditations:	
Name of the President/Organization Head:	
Name and contact details (email address and mobile number) of the NGO Focal Person:	
Name and contact details (email address and mobile number) of the Regional NLA Focal Person:	

I. EVIDENCE OF IMPROVED LITERACY OUTCOMES

Provide a concise summary describing how the organization showed improvements in learners' reading literacy supported by evidence, and the sustainability and documentation of its literacy initiatives. Include how the organization's structure and resources support the effective implementation and continuity of its programs. *(Attach supporting documents as evidence of implementation, outcomes, and impact.)*

1. LITERACY PROGRAM PROFILE

Fill out the details of the literacy program (or umbrella program) that serves as the organization’s entry to the NLA:

NO.	TITLE OF LITERACY PROGRAM/S	YEAR STARTED	TYPE OF SPECIFIC LITERACY SKILLS BEING ADDRESSED BY THE PROGRAM*	TYPE OF BENEFICIARIES	NUMBER OF BENEFICIARIES	NUMBER OF LITERACY WORKERS	AMOUNT OF BUDGET ALLOCATED
1.							
2.							
3.							
4.							
5.							

**Kindly refer to the 19 types of literacy skills identified on the Technical Research Report on the National Literacy Framework developed by the Literacy Coordinating Council that may be accessed through this link: <https://bit.ly/2026NLAForms>.*

Education-related Awards received:

Awards received:_____

Award giving body or agency:_____

Year/s received:_____

2. EXECUTIVE SUMMARY

Attached in this nomination form an **Executive Summary** of your NLA entry. It must be a clear, simple, and straightforward summary of not more than five (5) pages in A4 bond paper size, double-spaced, describing, but not limited to, the following:

- General profile of the NGO
- Literacy profile of the community
- Policy support, but not limited to, including executive orders, ordinances, resolutions, etc.
- Narrative on the implementation strategies and approaches including resource management (human, physical, and financial) and stakeholder engagement
- Monitoring and evaluation mechanisms including the impact made on the community
- Outstanding and remarkable accomplishments

Copy of relevant documents (e.g., program implementation plans, legal bases, etc.) should be attached, or a Google/One Drive link should be provided.

NOMINATED BY:

(One of the nominators must be the **DepEd Schools Division Superintendent** where the LGU is located as indicated in the nomination process of the NLA).

Name	Office and Position
•	
•	
•	

We hereby attest 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.

Important: Please submit the accomplished Nomination Form, together with the Executive Summary to the NGO's respective DepEd Regional Office. Refer to the NLA Timetable of Activities for the details on the date of submission.

no 1 9

2026 National Literacy Awards
GAWAD LIYAB NOMINATION FORM
Outstanding Higher Education Institution Category

Please ensure the completion and accuracy of answers as well as strict compliance with the instructions as these are essential for the paper evaluation of entries. You may also use additional sheets if deemed necessary.

PROPONENT'S PROFILE

Region:	
Name of the proponent Higher Education Institution (HEI):	
Office Address:	
Area/s of Operation:	
SEC Registration / CHED recognition or accreditation number:	
Other accreditations:	
Name of the President/HEI Head:	
Name and contact details (email address and mobile number) of the HEI Focal Person:	
Name and contact details (email address and mobile number) of the Regional NLA Focal Person:	

I. EVIDENCE OF IMPROVED LITERACY OUTCOMES

Provide a concise summary explaining how the HEI demonstrated a well-structured literacy program, including measurable improvements in learners' literacy, and its engagement with communities or target groups. Include how the institution ensures the sustainability of its initiatives through established structures, mechanisms, or partnerships. *(Attach supporting documents as evidence of implementation, outcomes, and impact.)*

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1. LITERACY PROGRAM PROFILE

Fill out the details of the literacy program (or umbrella program) that serves as the HEI's entry to the NLA:

NO.	TITLE OF LITERACY PROGRAM/S	YEAR STARTED	TYPE OF SPECIFIC LITERACY SKILLS BEING ADDRESSED BY THE PROGRAM*	TYPE OF BENEFICIARIES	NUMBER OF BENEFICIARIES	NUMBER OF LITERACY WORKERS	AMOUNT OF BUDGET ALLOCATED
1.							
2.							
3.							
4.							
5.							

*Kindly refer to the 19 types of literacy skills identified on the Technical Research Report on the National Literacy Framework developed by the Literacy Coordinating Council that may be accessed through this link: <https://bit.ly/2026NLAForms>.

Education-related Awards received:

Awards received: _____
Award giving body or agency: _____
Year/s received: _____

2. EXECUTIVE SUMMARY

Attached in this nomination form an **Executive Summary** of your NLA entry. It must be a clear, simple, and straightforward summary of not more than five (5) pages in A4 bond paper size, double-spaced, describing, but not limited to, the following:

- General profile of the HEI
- Literacy profile of the community
- Policy support including, but not limited to, executive orders, ordinances, resolutions, etc.
- Narrative on the implementation strategies and approaches including resource management (human, physical, and financial) and stakeholder engagement
- Monitoring and evaluation mechanisms including the impact made on the community
- NSTP-LTS Program Implementation Certification
- Outstanding and remarkable accomplishments

Copy of relevant documents (e.g., program implementation plans, legal bases, etc.) should be attached, or a Google/One Drive link should be provided.

NOMINATED BY:

*(One of the nominators must be the **DepEd Schools Division Superintendent** where the HEI is located as indicated in the nomination process of the NLA).*

Name	Office and Position
•	
•	
•	

We hereby attest 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.

Important: Please submit the accomplished Nomination Form, together with the Executive Summary to the HEI's respective DepEd Regional Office. Refer to the NLA Timetable of Activities for the details on the date of submission.

2026 National Literacy Awards
GAWAD LIYAB SCORE SHEET
for Outstanding LGU Category

(Sub-categories for the Outstanding LGU: Highly Urbanized City/Independent Component City,
Component City, 1st to 3rd Class Municipality, 4th to 5th Class Municipality)

Name of the LGU	
Sub-category	
Region/ Province	

CRITERIA FOR EVALUATION		MEANS OF VERIFICATION	SCORE
1. Quality Leadership and Management (30%) <i>This is evident through the presence of strong leadership and political will; formulation and implementation of resolutions and ordinances; sustainable implementation and management of the program despite the transition of leadership (Denbel, 2013); and the presence of a quality management system.</i>	Leadership (10%)	- Awards and recognitions received from reputable award-giving bodies - Satisfaction survey results - Performance rating forms - Documentation reports such as, financial reports publicly posted and accomplishment reports containing budget utilization, liquidation reports, and others	
	Policy Support (10%)	Executive Orders (EO), ordinances, resolutions, memoranda, guidelines, policies, and other forms of legislation support on literacy (including the establishment of a functional LCC for the Outstanding Local Government Unit category)	
	Participatory and Evidence-based Planning and Decision-Making (10%)	- Community-based Monitoring System (CBMS) data - Community literacy mapping results or other similar data - Data on out-of-school children, youth, and adults	

		and other assessment results, whenever applicable • Documentation reports such as minutes of meetings, project proposals, list of programs and beneficiaries, needs assessment, and analysis report • Planning documents such as, Development Plan, Annual Investment Plan, Operations Manual, Monitoring and Evaluation Plan, Program Implementation Plan, Training Plan, and other Quality Management System documents	
2. School- or community-based Literacy Program Implementation (35%) <i>This is evident in the presence of a well-coordinated implementation schedule, inclusive recognition mechanism, creative implementation strategies, conduct of monitoring and evaluation, strong commitment to partnership agreements between different stakeholders like government</i>	Resource Management (physical, financial, and human resources) (10%)	• Special Education Fund (SEF) utilization report showing investments in literacy • Appointment letters or contracts of service for literacy workers • Work and Financial plan including the Budget Utilization Rate • Documentation report of training and capacity-building activities	
	Stakeholder Engagement, Partnerships, and Collaboration (10%)	• Evidence of support to DepEd's literacy programs and projects, including the Academic Recovery and Accessible Learning (ARAL) Program, National Learning Recovery Program (i.e.,	

CRITERIA FOR EVALUATION		MEANS OF VERIFICATION	SCORE
<i>institutions, educational providers, academic, private organizations, local community members, workers, and other interested sectors of society.</i>		remedial and summer programs, etc.) and the Alternative Learning System (ALS), implemented in partnership with or through DepEd-recognized ALS providers. • Memorandum of Agreement/Memorandum of Understanding with partners • Deed of donation • Documentation reports on the conduct of literacy programs/projects of other government and non-government agencies in partnership with or localized by the LGUs/NGOs • Strategic use of communication platforms to promote literacy programs to mobilize the public	
	Monitoring and Evaluation (10%)	• Documentation reports such as monitoring and evaluation reports, as well as attendance records of program implementers, participants, and beneficiaries	
3. Impact on the Community (35%) <i>This is evident in the impact of the whole program including the recorded evidence and participant narratives.</i>	Education and literacy (15%)	• Education assessment results showing the improved learners' performance/learning outcomes (e.g., ELLNA, PISA, SEA-PLM, CRLA, Phil-IRI, ALS A&E, etc., whenever applicable) • CBMS and community literacy mapping data	

CRITERIA FOR EVALUATION		MEANS OF VERIFICATION	SCORE
		showing the increased number of literates and a significant decrease in the number of non-literates as seen in the CBMS and community literacy mapping data • Enrolment reports showing the increased enrolment in schools and/or ALS CLCs • Accomplishment reports showing the decreased number of OSCYAs	
	Quality of life (15%)	• Documentation of financial literacy programs and data on employment, provision of livelihood opportunities, and financial assistance showing the improved economic status/development in the community • Documentation reports, including accomplishment reports and data on health literacy programs and interventions showing the improved health and nutrition, sanitation, and hygiene of the community • Accomplishment reports and data on environmental protection initiatives showing the improved environmental protection of the community • Accomplishment reports and data on disaster preparedness showing the improved disaster resiliency of the community • Accomplishment reports and data on peace and	

CRITERIA FOR EVALUATION		MEANS OF VERIFICATION	SCORE
		order in crime prevention showing the improved peace and order conditions of the community	
	Ability to influence other communities (10%)	• Documentation reports of the adoption or replication of programs made	
TOTAL SCORE			

Remarks:

NLA RSC or BOE Member/Evaluator

(Signature over Printed Name)

RSC or BOE Chairperson

(Signature over Printed Name)

2026 National Literacy Awards
GAWAD LIYAB SCORE SHEET
for Outstanding NGO Category

Name of the NGO	
Region/ Province	

CRITERIA FOR EVALUATION		MEANS OF VERIFICATION	SCORE
1. Quality Leadership and Management (30%) <i>This is evident through the presence of strong leadership and political will; formulation and implementation of resolutions and ordinances; sustainable implementation and management of the program despite the transition of leadership (Denbel, 2013); and the presence of a quality management system.</i>	Leadership (10%)	• Awards and recognitions received from reputable award-giving bodies • Satisfaction survey results • Performance rating forms • Documentation reports such as financial reports publicly posted and accomplishment reports containing budget utilization, liquidation reports, and others	
	Policy Support (10%)	• Organizational policies, resolutions, memoranda, or guidelines supporting literacy initiatives • Institutional mechanisms ensuring program continuity and sustainability	
	Participatory and Evidence-based Planning and Decision-Making (10%)	• CBMS or other community data utilized by the organization • Data on out-of-school children, youth, and adults • Relevant national, local, or partner assessment results (e.g., ELLNA, PISA, SEA-PLM, Phil-IRI, ALS assessments, or similar tools used in	

CRITERIA FOR EVALUATION		MEANS OF VERIFICATION	SCORE
		collaboration with the Department of Education or other institutions, whenever applicable) • Minutes of meetings, project proposals, beneficiary lists • Needs assessments and analysis reports • Program Implementation Plan, M&E Plan, Training Plan • Operations Manual or Quality Management System documents	
2. School- or community-based Literacy Program Implementation (35%) <i>This is evident in the presence of a well-coordinated implementation schedule, inclusive recognition mechanism, creative implementation strategies, conduct of monitoring and evaluation, strong commitment to partnership agreements between different stakeholders like government institutions, educational providers, academic, private organizations, local community members, workers, and other interested sectors of society.</i>	Resource Management (physical, financial, and human resources) (10%)	• Financial reports showing allocation and utilization for literacy programs • Staffing or engagement records of literacy personnel • Work and Financial Plans • Documentation of training and capacity-building activities	
	Stakeholder Engagement, Partnerships, and Collaboration (10%)	• Evidence of support to national or local literacy and learning recovery initiatives • Memoranda of Agreement/Understanding with partners • Donation or resource support documents • Documentation of joint literacy programs • Communication initiatives promoting literacy programs	

CRITERIA FOR EVALUATION		MEANS OF VERIFICATION	SCORE
	Monitoring and Evaluation (10%)	Documentation reports such as monitoring and evaluation reports, as well as attendance records of program implementers, participants, and beneficiaries	
3. Impact on the Community (35%) <i>This is evident in the impact of the whole program including the recorded evidence and participant narratives.</i>	Education and literacy (15%)	- Education assessment results showing the improved learners' performance/learning outcomes - Community data or literacy mapping results showing increased literacy and a decrease in non-literate individuals in target communities - Enrollment or participation reports showing increased learners in ALS centers, literacy classes, or NGO-led programs - Accomplishment reports showing decreased numbers of out-of-school children, youth, and adults within program communities	
	Quality of life (15%)	- Documentation of financial literacy programs and data on employment, provision of livelihood opportunities, and financial assistance showing improved economic conditions of beneficiaries or target communities - Documentation reports, including	

CRITERIA FOR EVALUATION		MEANS OF VERIFICATION	SCORE
		accomplishment reports and data on health literacy programs and interventions showing improved disaster resilience among target beneficiaries or program areas • Accomplishment reports and data on environmental protection initiatives showing community awareness and participation in safety, peace, or conflict prevention initiatives conducted by the organization • Accomplishment reports and data on disaster preparedness showing the improved disaster resiliency of the community • Accomplishment reports and data on peace and order in crime prevention showing the improved peace and order conditions of the community	
	Ability to influence other communities (10%)	• Documentation reports of the adoption or replication of programs made	
TOTAL SCORE			

Remarks:

NLA RSC or BOE Member/Evaluator
(Signature over Printed Name)

RSC or BOE Chairperson
(Signature over Printed Name)

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2026 National Literacy Awards
GAWAD LIYAB SCORE SHEET
for Outstanding HEI Category

Name of the HEI	
Region/ Province	

CRITERIA FOR EVALUATION		MEANS OF VERIFICATION	SCORE
1. Quality Leadership and Management (30%) <i>This is evident through the presence of strong leadership and political will; formulation and implementation of resolutions and ordinances; sustainable implementation and management of the program despite the transition of leadership (Denbel, 2013); and the presence of a quality management system.</i>	Leadership (10%)	• Awards and recognitions received from reputable award-giving bodies • Satisfaction survey results • Performance rating forms • Documentation reports such as financial reports publicly posted and accomplishment reports containing budget utilization, liquidation reports, and others	
	Policy Support (10%)	• Institutional policies, memoranda, program guidelines, and other internal mechanisms that support the implementation and sustainability of literacy programs	
	Participatory and Evidence-based Planning and Decision-Making (10%)	• Community literacy mapping results used by the institution or other similar data • Data on out-of-school children, youth, and adults • Relevant assessment results from program beneficiaries or partner institutions (e.g., ELLNA, PISA, SEA-PLM, Phil-IRI, CRLA, ALS assessments,	

CRITERIA FOR EVALUATION		MEANS OF VERIFICATION	SCORE
		or other institution-administered literacy assessments, whenever applicable) • Documentation reports such as minutes of meetings, project proposals, list of programs and beneficiaries, needs assessment, and analysis report • Planning and management documents such as Strategic Plan, Annual Work and Financial Plan, Operations Manual, Monitoring and Evaluation Plan, Program Implementation Plan, Training Plan, and other Quality Management System documents	
2. School- or community-based Literacy Program Implementation (35%) <i>This is evident in the presence of a well-coordinated implementation schedule, inclusive recognition mechanism, creative implementation strategies, conduct of monitoring and evaluation, strong commitment to partnership agreements between different stakeholders like government institutions, educational providers, academic, private organizations, local community members, workers, and other</i>	Resource Management (physical, financial, and human resources) (10%)	• Institutional funding report or budget utilization report for literacy programs • Appointment letters or contracts of service for literacy workers • Work and Financial plan including the Budget Utilization Rate • Documentation report of training and capacity-building activities	
	Stakeholder Engagement, Partnerships, and Collaboration (10%)	• Evidence of support to DepEd's literacy programs and projects, including the Academic Recovery and Accessible Learning (ARAL) Program, National	

CRITERIA FOR EVALUATION		MEANS OF VERIFICATION	SCORE
<i>interested sectors of society.</i>		Learning Recovery Program (i.e., remedial and summer programs, etc.) and ALS • Memorandum of Agreement/Memorandum of Understanding with partners • Deed of donation • Documentation reports on literacy programs or projects conducted by the HEI in collaboration with DepEd, NGOs, or other partner institutions • Strategic use of communication platforms to promote literacy programs to mobilize the public	
	Monitoring and Evaluation (10%)	• Documentation reports such as monitoring and evaluation reports, as well as attendance records of program implementers, participants, and beneficiaries	
3. Impact on the Community (35%) <i>This is evident in the impact of the whole program including the recorded evidence and participant narratives.</i>	Education and literacy (15%)	• Education assessment results showing the improved learners' performance/learning outcomes (e.g., ELLNA, PISA, SEA-PLM, CRLA, Phil-IRI, ALS A&E, etc., whenever applicable) • Community literacy mapping or other institution-collected data showing increased literacy and reduced non-literacy rates among program beneficiaries	

CRITERIA FOR EVALUATION		MEANS OF VERIFICATION	SCORE
		• Enrollment or participation reports showing increased learners in ALS centers, literacy classes, or HEI-led programs • Accomplishment reports showing the decreased number of OSCYAs	
	Quality of life (15%)	• Documentation of programs on budgeting, savings, entrepreneurship, and economic skills; includes pre/post assessments, workshop materials, participant lists, and impact stories demonstrating improved community economic participation. • Reports on health, nutrition, sanitation, and hygiene literacy programs; includes training modules, surveys, outreach photos, and statistics showing increased community knowledge and adoption of healthy practices. • Evidence of literacy-driven initiatives on environmental protection, sustainability, and disaster preparedness; includes project reports, educational materials, before/after community assessments, and resilience indicators. • Accomplishment reports on literacy programs promoting conflict resolution, social cohesion, and community safety;	

CRITERIA FOR EVALUATION		MEANS OF VERIFICATION	SCORE
		includes program outlines, participant feedback, case studies, and documented behavioral improvements.	
	Ability to influence other communities (10%)	• Documentation reports of the adoption or replication of programs made	
TOTAL SCORE			

Remarks:

NLA RSC or BOE Member/Evaluator

(Signature over Printed Name)

RSC or BOE Chairperson

(Signature over Printed Name)

2026 National Literacy Awards
GAWAD LIYAB Validation Tool
for Hall of Fame Awards

Name of the LGU, NGO or HEI	
Region/ Province	

Sustained Implementation and Innovation

Demonstrates sustained implementation, innovative approaches, and measurable impact in literacy promotion.

CRITERIA FOR EVALUATION	WEIGHT	SCORE	EVALUATOR NOTES
1. Consistent literacy programs implemented over time <i>(Program reports, activity logs, certificates of implementation, official schedules of literacy activities, among others)</i>	20%		
2. Innovative School- or Community-based Literacy initiatives <i>(Documentation of new strategies, including photos/videos of implementation, project proposals, and technology usage reports, among others. Entries must demonstrate the integration of Media and Information Literacy (MIL) and digital literacy components.</i>	15%		
3. Improved Literacy Rates <i>(Assessment results, Statistical reports, LGU/NGO/HEI official monitoring data, among others)</i>	25%		

4. Reduction of out-of-school children/youth/adults <i>(Enrollment reports, outreach program records, Community mapping data, DepEd or local data on out-of-school children/youth/adults, official letters, among others)</i>	20%		
5. Active engagement of various sectors <i>(Partnership agreements, MOUs, attendance sheets, photos of multi-sector events, letters of participation, among others)</i>	10%		
6. Mentorship or model practices shared nationwide <i>(Records of trainings/mentorship sessions, invitations, reports of knowledge-sharing activities, benchmarking or lakbay-aral records, certifications, among others)</i>	10%		
TOTAL SCORE			

Remarks:

BOE Member/Evaluator
(Signature over Printed Name)

Date: _____



Enclosure No. 2 to DepEd Memorandum No. 062, s. 2026

INDICATIVE TIMETABLE OF 2026 NLA ACTIVITIES

ACTIVITY	DATE	RESPONSIBLE PERSONNEL/OFFICE
National Orientation on the 2026 NLA Guidelines (Online via MS Teams)	September 18, 2026	• LCC Secretariat
On-site Validation for the NLA Hall of Fame category	Kauswagan, Lanao del Norte (September 28-30, 2026) Butuan City (October 28-30, 2026)	• DepEd ROs/Regional NLA Coordinators • NLA Board of Evaluators • LCC Secretariat
Deadline of submission of regional NLA entries to the LCC Secretariat	October 23, 2026	• DepEd ROs/Regional NLA Coordinators
Screening and shortlisting for the top 5 regional NLA entries per category	October 26-28, 2026	• NLA Board of Evaluators • LCC Secretariat
On-site validation of the shortlisted NLA entries for the 6 Gawad LIYAB Categories	November 9-27, 2026	• DepEd ROs/Regional NLA Coordinators • NLA Regional Selection Committee Members • LCC Secretariat • Documenter from Comms Unit, PAS Unit, and PIA
National deliberation and ranking of NLA winners	December 1-3, 2026	• NLA Board of Evaluators • LCC Secretariat
Presentation of the NLA Winners to the Council	December 4, 2026	• LCC Secretariat
2026 NLA Awarding Ceremonies	December 10, 2026	• LCC Secretariat

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Enclosure No. 3 to DepEd Memorandum No. 062, s. 2026

NLA DOCUMENTATION REPORT FORM

DepEd Region No./Name: _____

Note: To be filled-out by DepEd Regional NLA Coordinators.

An electronic copy of this form may be downloaded through this link: <https://bit.ly/2026NLAForms>

I. INFORMATION DISSEMINATION AND AWARENESS CAMPAIGN

Describe below the activities that the Regional Office conducted, including the timeline, relevant to information dissemination and awareness campaign relative to the National Literacy Awards:

II. GAWAD LIYAB

- Describe below the process undertaken, including the timeline, in the selection of the Regional NLA Coordinator and the organization of the NLA RSC:

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- Fill-out the table below:

Name of Regional NLA Coordinator:			
Position:			
Email Address:			
Telephone /Mobile Number /s:			
NLA REGIONAL SELECTION COMMITTEE			
	Name	Position	Agency
Chairperson			
Co-chairperson			
Committee Member 1			
Committee Member 2			
Committee Member 3			

- Describe below the steps undertaken, including the timeline, in the acceptance of nominations relative to the regional selection process:

TIMELINE	STEPS/ACTIVITIES UNDERTAKEN

- List down below the summary of nominations received by the RO:

No.	OUTSTANDING LGU CATEGORY				OUTSTANDING NGO CATEGORY		OUTSTANDING HEI CATEGORY	
	Name of LGU and Province:				Name of NGO	Title of Literacy Program	Name of HEI	Title of Literacy Program
	Highly Urbanized / Independent Component City	Component City	1st to 3rd Class Municipality	4th to 5th Class Municipality				
1								
2								
3								
Add rows as necessary.								
TOTAL								

- List down below the top three (3) nominees that qualified for the regional validation:

No.	OUTSTANDING LGU CATEGORY					OUTSTANDING NGO CATEGORY		OUTSTANDING HEI CATEGORY	
	Name of LGU and province:					Name of NGO	Title of Literacy Program	Name of HEI	Title of Literacy Program
	Highly Urbanized/ Independent Component City	Component City	1st to 3rd Class Municipality	4th to 5th Class Municipality					
1									
2									
3									

- Describe below the validation process that took place, including timelines:

TIMELINE	ACTIVITIES UNDERTAKEN

- List down below the winning regional entries to vie for national evaluation:

OUTSTANDING LGU CATEGORY			OUTSTANDING NGO CATEGORY		OUTSTANDING HEI CATEGORY	
Sub-categories	Name of LGU/Province		Name of NGO	Title of Literacy Program	Name of HEI	Title of Literacy Program
Highly Urbanized/Independent Component City	1		1		1	
	2					
	3					
Component City	1		1		1	
1 st to 3 rd Class Municipality	1					
4 th to 5 th Class Municipality	1					

III. SUMMARY OF TABULATED SCORES

Category: Outstanding LGU

Sub-Category: Highly-Urbanized/Independent Component City

ENTRY NO.	ENTRY NAME	SCORE	RANK
1			
2			
3			
4			
5			

Category: Outstanding LGU
Sub-Category: Component City

ENTRY NO.	ENTRY NAME	SCORE	RANK
1			
2			
3			
4			
5			

Category: Outstanding LGU
Sub-Category: 1st to 3rd Class Municipality

ENTRY NO.	ENTRY NAME	SCORE	RANK
1			
2			
3			
4			
5			

Category: Outstanding LGU
Sub-Category: 4th to 5th Class Municipality

ENTRY NO.	ENTRY NAME	SCORE	RANK
1			
2			
3			
4			
5			

Category: Outstanding NGO

ENTRY NO.	ENTRY NAME	SCORE	RANK
1			
2			
3			
4			
5			

Category: Outstanding HEI

ENTRY NO.	ENTRY NAME	SCORE	RANK
1			
2			
3			
4			
5			

IV. ISSUES, CONCERNS, AND RECOMMENDATIONS

Enumerate below the issues and concerns that you encountered, as well as recommendations regarding the conduct of the NLA – Gawad LIYAB Search:

No.	ISSUES AND CONCERNS	RECOMMENDATIONS

Prepared by:

Regional NLA Coordinator
Signature over Printed Name

Date:

Approved by:

RSC Chairperson
Signature over Printed Name

Date:



Enclosure No. 4 to DepEd Memorandum No. 062, s. 2026

LCC PROGRAM SUPPORT FUNDS FOR DEPED REGIONAL OFFICES
FINANCIAL AND PHYSICAL ACCOMPLISHMENT REPORT FORM

Region: _____

Amount of subsidy received: _____
Check no: _____ Date received: _____
Amount utilized: _____
Amount liquidated: _____

Activities	Accomplishment		Remarks
	Financial	Physical	

Prepared by: _____

Approved by: _____

NAME AND DESIGNATION
Date: _____

NAME AND DESIGNATION
Date: _____