



Republic of the Philippines
Department of Education
Region III
SCHOOLS DIVISION OF PAMPANGA

August 12, 2025

DIVISION MEMORANDUM
No. 478, s. 2025

**2025 SDO PAMPANGA HAPPY GALING LINGKOD SEARCH FOR
BREAKTHROUGHS IN EDUCATION**

To: Assistant Schools Division Superintendents
Chief Education Supervisors
Education Program Supervisors
Public Schools District Supervisors
Public and Private Elementary and Secondary School Heads
All Others Concerned

1. The Department of Education Regional Office III launches the Gawad Gintong ALAB (Apoy ng Lahing Alagad-Bayad), a premier regional recognition program aimed at identifying and rewarding outstanding breakthrough projects that demonstrate exceptional innovation, relevance, and impact on basic education. This awards initiative aligns with the DepEd 5-Point Reform Agenda and seeks to promote a culture of excellence, innovation, and strategic problem-solving among educators and leaders in the region.

2. In view of this, this Office will conduct the 2025 SDO Pampanga Happy Galing Lingkod Search for Breakthroughs in Education following the official timeline of activities:

Activity	Date	Venue
District Level Search (for Public and Private Elementary Schools)	September 2, 2025	To be determined by the district
Cluster Level Search (for Public and Private Secondary Schools)	September 3, 2025	To be determined by the cluster
Sectorial Level Search (for Public and Private Elementary Schools)	September 4, 2025	To be determined by the Sector
Deadline of Sectors and Secondary Schools Entries to Schools Division Office (SDO)	September 5, 2025	
SDO-Level Screening, Revalida, and Deliberation	September 8-9, 2025	Teachers' Training Center (TTC), Division Office
Announcement of Nominees to Regional Office Search	September 11, 2025	
Awarding and Recognition of Winners	TBA	



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3. SDO Pampanga Happy Galing Lingkod be conferred to individuals in the following categories:

- Education Program Supervisor
- Public Schools District Supervisor
- School Head (Public/private school)
- Mater Teacher
- Teacher (Public/private school)
- Alternative Learning System (ALS) Teacher (including IPED, SNED, and other specialized educators.

4. The regional memorandum, complete mechanics, criteria, and application templates are enclosed for reference. Only entries (1 per sector/secondary schools' group per category) formally endorsed by the sectors and secondary schools' group within the allowable timeline shall be entertained by the Division Screening Committee. Each project must have been implemented for at least two full school years and may not exceed three years.

5. Official entries are required to submit a complete application packet in digital format containing the Project portfolio and the Application Video (Mandatory) with a maximum duration of five (5) minutes. Likewise, above concerned are advised to bring six (6) sets of hard copies of their Project Write-up (maximum of 15 pages, double-spaced) during the division level screening.

6. The following will serve as responsible bodies for conducting the different levels of screening:

District Level

Chairperson	Public Schools District Supervisor
Co-Chairperson	District PESPA President
Members	1 School Head
	District Faculty Club President
	District Federated PTA President

Cluster Level

Chairperson	Public Schools District Supervisor in-Charge of the Cluster
Co-Chairperson	Cluster APSSHP President
Members	1 School Head
	1 Select Faculty Club President
	1 Select PTA President

Sectorial Level

Chairperson	Sectorial Manager
Co-Chairperson	1 Select Public Schools District Supervisor
Members	3 Select School Heads
	2 Select District Faculty Club President
	2 Select District Federated PTA President



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Division Level

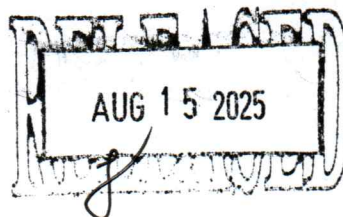
Chairperson	Romeo M. Alip, PhD, CESO V Schools Division Superintendent
Co-Chairpersons	Leandro C. Canlas, PhD, CESE Assistant Schools Division Superintendent
Members	Celia R. Lacanlale, PhD Chief, Curriculum Implementation Division
	Arceli S. Lopez, PhD Chief, School Governance and Operations Division
	Jayson M. Santos SEPS, Human Resource Development
	George Jose Maria C. Guilas SEPS, Planning and Research
Secretariat	Kristin Marie U. Santos EPS-II, Human Resource Development
	Nerisse Nicole B. Torres EPS-II, School Management, Monitoring & Evaluation

7. All evaluation and screening shall follow the mechanics, criteria, and rubrics set in the attached regional memorandum.
8. For more information, all concerned may contact the SGOD-HRDS or Mr. Jayson M. Santos, SEPS-HRD, at email address: jayson.santos001@deped.gov.ph / Ms. Kristin Marie U Santos, EPS II-HRD, at email address: kristinmarie.santos@deped.gov.ph, DepEd Schools Division of Pampanga, High School Boulevard, Barangay Lourdes, City of San Fernando, Pampanga.
9. For wide and immediate dissemination.


ROMEO M. ALIP, PhD, CESO V
Schools Division Superintendent

Encl.: As stated
HRDS/08-12-2025

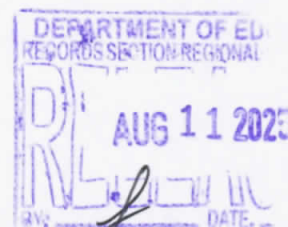
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Republic of the Philippines
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REGION III-CENTRAL LUZON



REGIONAL MEMORANDUM

No. 253, s. 2025

**SEARCH FOR BREAKTHROUGHS IN EDUCATION: GAWAD GINTONG ALAB
(APOY NG LAHING ALAGAD-BAYAN)**

To : Assistant Regional Director
Schools Division Superintendents
Public Elementary and Secondary School Heads
All Others Concerned

1. The Department of Education Regional Office III launches the Gawad Gintong ALAB (Apoy ng Lahing Alagad-Bayan), a premier regional recognition program aimed at identifying and rewarding outstanding breakthrough projects that demonstrate exceptional innovation, relevance, and impact on basic education. This awards initiative aligns with the DepEd 5-Point Reform Agenda and seeks to promote a culture of excellence, innovation, and strategic problem-solving among educators and leaders in the region.
2. The awards cycle shall be implemented in four phases:
 - a. Application and Submission Period (August 11–September 1, 2025)
 - b. Division and Regional Screening (September 1–26, 2025)
 - c. Public Revalida of Finalists (September 26–30, 2025)
 - d. Awarding Ceremony during the World Teachers' Day Celebration on October 1, 2025
3. The complete mechanics, criteria, and application templates are enclosed for reference. Only entries formally endorsed by the Schools Division Superintendent, within the allowable slots, shall be entertained by the Regional Screening Committee. Each project must have been implemented for at least two full school years and may not exceed three years.
4. The Regional Technical Working Group (TWG), acting as the Regional Screening Committee, shall be responsible for the end-to-end management of the awards—from finalizing and disseminating official communications and templates, overseeing logistical and documentation requirements, conducting the desk evaluation, and facilitating the Public Revalida. Only the Top 3 finalists per category will proceed to the Revalida before a distinguished panel of judges. Final winners will be determined based on both portfolio and Revalida scores.



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5. For submission of applications and pertinent documents, the Division Screening Committee shall upload them to the Regional Office at this link: <https://tinyurl.com/GGASubmissions>.
6. For the application forms, interested applicants may access and download them via <https://tinyurl.com/GGAApply>.
7. For inquiries, please contact **Mr. Kim Jayson G. Villezca**, Education Program Supervisor, Quality Assurance Division, who may be reached for clarifications and technical concerns via ord.ro3@deped.gov.ph. Immediate and wide dissemination of this Memorandum is desired.
8. For information and strict compliance.

RONNIE S. MALLARI, PhD, CESO V
Regional Director

Encl.: As stated
References: None
To be indicated in the Perpetual Index
under the following subjects:

AWARDING	GAWAD
RECOGNITION	EDUCATION PROGRAMS

ORD1/osm2
August 8, 2025



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GAWAD GINTONG ALAB
Apoy ng Lahing Alagad-Bayan

APPLICATION FORM
(Search for Breakthroughs in Education)

I. PERSONAL INFORMATION

Full Name	
Designation	
Division	
DepEd Office / School	
Years in Service	
Contact Number	
Email Address	

II. AWARD CATEGORY (Select one only)

- ☐ Schools Division Superintendent
- ☐ Assistant Schools Division Superintendent
- ☐ Chief Education Supervisor
- ☐ Education Program Supervisor
- ☐ Public Schools District Supervisor
- ☐ School Head (Public/Private)
- ☐ Master Teacher
- ☐ Teacher (Public/Private)
- ☐ Alternative Learning System (ALS) Teacher



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III. PROJECT INFORMATION

Title of the Breakthrough Project	
Duration of Implementation	From: To:
Target Beneficiaries	
Total Number of Beneficiaries	
Primary Location of Implementation	

IV. BRIEF PROJECT ABSTRACT

Maximum of 300 words. Provide a summary highlighting the problem addressed, key interventions, and major results.

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V. ALIGNMENT TO DEPED 5-POINT REFORM AGENDA

- ☐ Investing in Teacher Quality
- ☐ Building Classrooms and Safe Learning Environments
- ☐ Enabling Efficiency through Data and Digitalization
- ☐ Raising Education Quality through Curriculum, Assessment, and Technology
- ☐ Preparing Graduates for Employment, Entrepreneurship, or Higher Education

VI. REQUIRED ATTACHMENTS

Please check to confirm the inclusion of the following documents in the application packet:

- ☐ Endorsement Letter signed by the Schools Division Superintendent
- ☐ Project Write-Up (max. 15 pages, double-spaced) aligned to 5 Evaluation Criteria
- ☐ Means of Verification (MOVs) – properly labeled and organized by criterion
- ☐ Application Video (maximum 5 minutes, with stakeholder testimonials)
- ☐ Signed Certification of Authenticity and Data Privacy Compliance

VII. CERTIFICATION OF AUTHENTICITY AND COMPLIANCE

I hereby certify that the information provided in this application is true and correct to the best of my knowledge. All documents and materials submitted as part of this application are original or properly cited. I understand that any falsification or misrepresentation may be grounds for disqualification. I further consent to the use of this material by DepEd Region III for evaluation, documentation, and knowledge-sharing purposes, subject to applicable data privacy laws.

Signature of Applicant:

Printed Name:

Date:



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GAWAD GINTONG ALAB
Apoy ng Lahing Alagad-Bayan
Search for Breakthroughs in Education

PROJECT WRITEUP TEMPLATE

Note: Maximum of 15 pages, double-spaced, excluding appendices (MOVs)

I. COVER PAGE

Title of the Breakthrough Project:	
Name of Applicant:	
Designation:	
School/Office:	
Division:	
Award Category:	
Period of Implementation:	From: To:
Project Location:	
Date of Submission:	

II. EXECUTIVE SUMMARY (Max. 300 words)

A concise summary highlighting the core problem addressed, the breakthrough intervention, the key results or impact, and its alignment with DepEd priorities.

III. PROJECT WRITEUP PROPER

Structure your write-up according to the five official evaluation criteria below. Support your claims with references to the attached Means of Verification (MOVs). Use headings and subheadings clearly.

1. Long-term Impact (25%)

Describe the project's measurable and sustained positive outcomes.

Discuss:

- Improvements in learner outcomes (academic or nonacademic)
- Changes in school processes, culture, or systems
- Evidence of extended or long-term impact (e.g., alumni, community, policy)
- Reference specific MOVs (e.g., test data, tracer studies, testimonials).



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2. Rigor (20%)

Explain the strength of your project design and implementation. Include:

- Basis in data, research, or needs assessment
- Theory of change or logic model
- Alignment of objectives, activities, and assessment methods
- Include MOVs such as project frameworks, action plans, and assessment tools.

3. Community Involvement (20%)

- Describe stakeholder participation in planning, implementation, and evaluation.
- Identify partners (e.g., LGUs, NGOs, parents, private sector)
- Explain the nature and depth of collaboration
- Highlight resource mobilization and shared accountability mechanisms
- Attach MOAs, partnership documents, photos, or minutes of joint meetings.

4. Relevance and Responsiveness (20%)

- Demonstrate how the project is tailored to the specific needs of your learners or community. Address:
 - Cultural and contextual relevance
 - Learner-centeredness
- Alignment with one or more pillars of the DepEd 5-Point Reform Agenda
- Include community needs assessments, feedback surveys, or learner testimonies.

5. Sustainability and Replicability (15%)

- Detail how the project is designed for long-term use and broader adoption.
- Inclusion in SIPs or institutional plans
- Budget integration or financial sustainability
- Capacity-building efforts
- Availability of replication toolkits or documentation
- Attach SIPs, budget documents, manuals, or replication guides as applicable.

IV. ANNEXES – MEANS OF VERIFICATION (MOV's)

All supporting documents must be organized and labeled per criterion (e.g., MOV 1A, MOV 2B). Use a clear naming convention. Provide a table of contents if needed.



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GAWAD GINTONG ALAB (APOY NG LAHING ALAGAD-BAYAN):
Official Mechanics and Criteria for the Search for Breakthroughs in Education

I. Rationale and Foundational Principles

A. The Gintong ALAB Philosophy

The Department of Education (DepEd) hereby establishes the Gawad Gintong ALAB (Apoy ng Lahing Alagad-Bayan), a premier regional awards program dedicated to recognizing breakthroughs in basic education. The name embodies the core philosophy of the award: to celebrate the brilliant "golden flame" (Gintong ALAB) that represents the passion, dedication, and innovative spirit—the "fire" (Apoy)—burning within the nation's public servants (Lahing Alagad-Bayan) who are at the forefront of education. This initiative is inspired by the esteemed tradition of government recognition programs, such as the Gawad KALASAG, which honors heroism and excellence in disaster risk management, and the Civil Service Commission's Honor Awards Program, which seeks to define and celebrate the "civil servant hero".

The Gawad Gintong ALAB is more than an award; it is a testament to the Department's unwavering commitment to providing accessible, quality, and relevant education for every Filipino learner. It serves as a platform to identify, honor, and amplify the most impactful and pioneering projects, programs, and practices that have been developed and implemented by individuals within the schools, Schools Division Offices (SDOs), and communities of the region. By spotlighting these achievements, the award aims to cultivate a culture of excellence and inspire a new generation of educational leaders and innovators.

B. Strategic Alignment with National Education Agendas

This awards program is strategically designed not as an isolated competition, but as a potent mechanism for driving the implementation of national educational policies at the grassroots level. Its framework is anchored in the Department's primary reform thrusts, ensuring that recognition is directly tied to the achievement of strategic goals.

First and foremost, the Gawad Gintong ALAB is explicitly aligned with the DepEd 5-Point Reform Agenda. This agenda, formulated to address the most pressing challenges in basic education, serves as the primary lens through which the relevance of all nominated breakthroughs will be evaluated.

All submissions must demonstrate a direct and significant contribution to one or more of the following five pillars :



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1. **Investing in Teacher Quality and Equipping them with Skills and Resources:** Projects that enhance professional development, provide innovative teaching resources, and improve teacher welfare.
2. **Building Classrooms, and Safe Supportive Learning Environments:** Initiatives that address infrastructure gaps, promote learner well-being, ensure physical and psychological safety, and create positive school climates.
3. **Enabling Efficiency through Evidence-based Policymaking and Decentralized, Digital Processes:** Programs that leverage data for decision-making, streamline administrative processes through digitalization, and strengthen governance.
4. **Raising Education Quality through Upgraded Curriculum, Modernized Assessment and Digitally Enabled Schools:** Breakthroughs in curriculum contextualization, innovative assessment practices, and the effective integration of technology for teaching and learning.
5. **Preparing Graduates for Employment, Entrepreneurship or Higher Education:** Projects that strengthen career pathways, develop 21st-century skills, and bridge the gap between basic education and future opportunities.

Projects that successfully implement the 5-Point Agenda are tangible manifestations of DepEd's commitment to a truly liberating education: to make the curriculum relevant, accelerate the delivery of services, take good care of learners, and support teachers to produce competent, job-ready, active, and responsible citizens. This awards program operationalizes these national agendas by incentivizing, recognizing, and disseminating their most successful local implementations.

C. Objectives of the Search

Drawing from the principles of established government awards programs that promote excellence and public service, the Gawad Gintong ALAB aims to achieve the following specific objectives:

- a) To formally recognize and reward DepEd personnel for outstanding, innovative, and impactful contributions that exemplify excellence, dedication, and commitment in public service and address the core challenges of basic education.
- b) To create a validated and curated repository of best practices and breakthrough innovations that can be systematically documented, studied,



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adapted, and replicated across the region, thereby accelerating the delivery of quality educational services and fostering a culture of knowledge sharing.

- c) To promote and cultivate a culture of continuous improvement, evidence-based practice, collaborative problem-solving, and innovation among all DepEd personnel within the region.
- d) To motivate and inspire DepEd personnel by providing a prestigious and credible platform for showcasing excellence, thereby enhancing morale and reinforcing the value of dedicated public service, in the spirit of the Civil Service Commission's Honor Awards Program.

II. Award Categories, Eligibility, and General Rules

A. Categories of Recognition

To ensure a focused and equitable evaluation process that acknowledges the diverse roles within the educational system, the Gawad Gintong ALAB will be conferred to individuals in the following categories. Each applicant will be judged based on a breakthrough project or program they have initiated and led.

1. Schools Division Superintendent
2. Assistant Schools Division Superintendent
3. Chief Education Supervisor
4. Education Program Supervisor
5. Public Schools District Supervisor
6. School Head (Open to public and private school principals/heads)
7. Master Teacher
8. Teacher (Open to public and private school teachers)
9. Alternative Learning System (ALS) Teacher (Including IPED, SNED, and other specialized educators)



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B. Eligibility Criteria

All nominees must meet the following minimum requirements to be considered for the award:

- a) **Proponent:** The award is open to all permanent DepEd personnel and qualified private school educators in the roles specified in the categories above.
- b) **Implementation Period:** The nominated breakthrough project or program must have been in continuous implementation for a minimum of two (2) full school years and a maximum of three (3) full school years at the time of nomination. This duration is critical to ensure that the project has moved beyond the pilot stage and has generated sufficient data to demonstrate tangible impact and initial sustainability.

C. General Rules and Grounds for Disqualification

The following rules shall govern the submission and evaluation process:

- a) An individual may be nominated for only one (1) breakthrough project per awards cycle.
- b) Winning individuals are ineligible to be nominated for the same breakthrough project for a period of three (3) years following their win, to encourage the development and recognition of new innovations.
- c) Entries will be automatically disqualified for any of the following reasons:
 - i. Failure to meet any of the eligibility criteria.
 - ii. Submission of fraudulent, falsified, or misleading data, documents, or means of verification (MOVs).
 - iii. Failure to meet the established deadlines for submission at any stage of the awards cycle.

All materials submitted as part of the application packet become the property of the Department of Education. DepEd reserves the right to use, reproduce, and disseminate the information on the winning projects for the purposes of knowledge management, training, and replication, with due credit given to the proponents.



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III. The Awards Cycle: Process and Timeline

The Gawad Gintong ALAB shall follow a structured, multi-phase annual cycle to ensure a transparent, rigorous, and well-managed selection process.

A. Phase 1: Call for Applications and Submission

Timeline: August 11 – September 1, 2025

Process: The Regional Office (RO), through the official directive of the Regional Director, will issue a Regional Memorandum formally announcing the opening of the search. This memorandum will be disseminated to all Schools Division Offices (SDOs) and will contain links to this official mechanics document, downloadable application templates, and the submission portal. To manage the volume of submissions and ensure a preliminary level of quality control, a slot allocation system will be implemented. Each SDO will be entitled to formally endorse a maximum number of nominees to the regional level (e.g., up to two (2) entries per award category). This addresses the operational challenge of managing a high volume of applications and empowers SDOs to conduct a rigorous initial vetting process.

B. Phase 2: Multi-Level Screening and Shortlisting

Timeline: September 1 - 26, 2025

Process: This phase employs a two-tiered screening system designed to ensure comprehensive evaluation and quality assurance, adapting the successful federated committee structure of national awards like the Gawad Kalasag.

Step 1: Division-Level Screening (Internal SDO Process): Each SDO shall constitute its own Division Screening Committee (DSC). The DSC is responsible for evaluating all applications originating from its jurisdiction using the official Gintong ALAB evaluation criteria and rubrics. Following their deliberation, the Schools Division Superintendent will formally endorse the SDO's top entries, within the allocated slots, to the Regional Screening Committee.

Step 2: Regional Desk Evaluation and Shortlisting: The Technical Working Group (TWG) will conduct a thorough and independent desk evaluation of all officially endorsed entries from the SDOs. This involves scoring the submitted digital portfolios and application videos against the standardized rubrics provided in Section V of this document.

Step 3: Selection of Finalists: Upon completion of the desk evaluation, the TWG will convene for a deliberation session to consolidate scores and qualitative assessments. From this, they will identify the top three (3) shortlisted applicants for each award



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category. These shortlisted entries will be declared the official "Gintong ALAB Finalists" and will be invited to proceed to the final phase: the Public Revalida.

C. Phase 3: Final Evaluation: The Public Revalida

Timeline: September 26-30, 2025

Process: The three finalists from each category will present and defend their breakthrough projects before the esteemed Board of Judges in a public forum. This event serves as the culminating evaluation stage, designed to validate the written submissions and assess the proponents' depth of understanding and strategic thinking. Detailed mechanics for the Revalida are outlined in Section VI.

D. Phase 4: Conferment of Awards

Timeline: During the World Teachers' Day Celebration

Process: The winners of the Gawad Gintong ALAB will be formally announced and honored during a prestigious Regional Awarding Ceremony. This public conferment aims to maximize the recognition and celebrate the achievements of the awardees before an audience of their peers, stakeholders, and regional leaders.



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Table 1: Official Timeline of Activities

Activity	Responsible Body	Start Date	End Date
Phase 1: Application Period			
Issuance of Regional Memo & Call for Application	Regional Office (TWG)	August 11, 2025	August 26, 2025
Deadline for Submission of Applications to SDOs	Applicants	August 29, 2025	September 1, 2025
Phase 2: Screening and Shortlisting			
SDO-Level Screening Period	Division Screening Committee	September 1, 2025	September 11, 2025
Deadline for SDO Endorsement of Entries to RO	SDOs	September 11, 2025	September 12, 2025
Regional Desk Evaluation of Endorsed Entries	Regional Screening Committee (TWG)	September 15, 2025	September 19, 2025
Deliberation and Announcement of Finalists	TWG/TWG	September 22, 2025	September 26, 2025
Phase 3: Final Evaluation			
Public Revalida of Finalists	Board of Judges	September 26, 2025	September 29, 2025
Phase 4: Conferment			
Final Deliberation and Confirmation of Winners	Board of Judges/TWG	September 29, 2025	September 30, 2025
Gawad Gintong ALAB Awarding Ceremony	Regional Office	October 1, 2025 (TBA)	October 1, 2025 (TBA)

IV. Governance and Institutional Arrangements

The credibility and success of the Gawad Gintong ALAB depend on a strong governance framework with clearly defined roles and responsibilities. This framework guarantees objectivity, transparency, and administrative efficiency throughout the awards cycle, drawing from the institutional arrangements of established government recognition programs.



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A. The Regional Technical Working Group (TWG)

Mandate: The TWG is the central management and administrative body responsible for the overall execution and coordination of the awards program.

Composition:

CHAIRPERSON	RONNIE S. MALLARI, PhD, CESO V Regional Director
VICE-CHAIRPERSON	KIM JAYSON G. VILLEZCA Education Program Supervisor Quality Assurance Division
MEMBERS	MICHELLE C. LACSON Administrative Officer V Public Affairs Unit
	JOHN DENVER A. DESOLO Education Program Supervisor Curriculum and Learning Management Division
	ERLINDA M. DE LEON Administrative Officer V Personnel Section
	GRACE C. SANTOS Administrative Officer IV Personnel Section
SECRETARIAT	CRISTIAN F. DAVID Education Program Supervisor Policy, Planning, and Research Division
	IRENEO G. DUMAS, JR Project Development Officer II Public Affairs Unit
	JOSE CARLO L. TONGOL Education Program Supervisor Curriculum and Learning Management Division
	JEDD P. GUEVARRA Education Program Specialist II Human Resource Development Division



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Responsibilities:

The Technical Working Group (TWG) shall perform the following core responsibilities to ensure the integrity, efficiency, and transparency of the Search for Breakthroughs in Education:

1. Manage All Official Communications and Documentation

The TWG shall finalize and disseminate the official mechanics, criteria, and application templates of the Search. It shall also serve as the central body managing all official communications, announcements, and queries related to the initiative. As the official secretariat to the Committee and the Board of Judges, the TWG shall provide all necessary documents, correspondence, and support.

2. Oversee Logistical and Administrative Requirements

The Committee shall oversee the end-to-end logistical needs of the Search, including preparatory activities, conduct of the desk review, facilitation of the Public Revalida, and execution of the Awarding Ceremony. It shall also maintain the official records and repository of all nominations, screening results, and final outcomes.

3. Conduct Evaluation and Deliberation of Entries

The TWG shall conduct a comprehensive and objective desk review of all Schools Division Office (SDO)-endorsed nominations. Each entry shall be evaluated and scored using the official rubrics provided under Section V of the mechanics. After individual scoring, the Committee shall convene to deliberate and identify the Top 3 Finalists per category who will advance to the Public Revalida.

B. The Division Screening Committee (DSC)

Mandate: The DSC is responsible for conducting the first level of screening at the SDO level, ensuring that only the most meritorious and compliant entries are endorsed to the region. This structure is essential for managing the volume of applications and embedding quality assurance at the division level.

Note: *The applications of the Schools Division Superintendent, Assistant Schools Division Superintendent, and Chief Education Supervisors shall be automatically submitted to the TWG. Their applications will no longer be subject to the screening of the DSC.*



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Composition:

Chairperson	Schools Division Superintendent
Vice-Chairperson	Assistant Schools Division Superintendent
Members	Chief, Curriculum Implementation Division (CID)
	Chief, School Governance and Operations Division (SGOD)
	SEPS for Planning and Research
	SEPS for Human Resource Development
Secretariat	c/o the Schools Division Superintendent

Responsibilities:

- Disseminate the call for nominations within the division.
- Evaluate all submitted applications from personnel within their jurisdiction based on the official Gintong ALAB rubrics.
- Deliberate and select the division's official entries for endorsement to the Regional Office, adhering to the slot allocation limits.
- Submit the official endorsement letter and the complete digital portfolios of the selected nominees to the Regional TWG by the set deadline.

C. The Board of Judges

Mandate: The Board of Judges is the final adjudicating body for the Gawad Gintong ALAB. Their primary role is to evaluate the finalists during the Public Revalida and determine the ultimate winners.

Composition: The Board shall be composed of distinguished leaders and experts from various sectors to lend maximum prestige and credibility to the award. As specified, the members will be invited from:

- Department of Education (DepEd) Central Office
- Department of Economy, Planning, and Development (DEPDev)
- Department of Science and Technology (DOST)
- Development Academy of the Philippines (DAP)



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- e) Asian Institute of Management (AIM)
- f) Southeast Asian Ministers of Education Organization (SEAMEO)
- g) Department of Foreign Affairs (DFA)

Responsibilities:

- a) Review the portfolios of the finalists prior to the Revalida.
- b) Serve as the panel for the Public Revalida, asking probing questions to validate claims and assess the depth of the projects.
- c) Score the finalists' Revalida performance using the official rubric.
- d) Deliberate and make the final decision on the winner for each category based on the combined scores from the portfolio and the Revalida, subject to the qualifying conditions outlined in Section VI.
- e) Provide strategic feedback and insights that can help improve the awards program in subsequent years.

V. Framework for Evaluation: Criteria and Scoring Rubrics

The evaluation of all entries for the purpose of shortlisting shall be based on five core criteria. Each criterion is operationalized through specific, measurable indicators and will be assessed by the Regional Screening Committee using a detailed scoring rubric. The rubrics utilize a four-point proficiency scale: Exemplary (4 points), Proficient (3 points), Developing (2 points), and Beginning (1 point). This structured approach ensures objectivity, consistency, and transparency in the assessment process that determines the finalists.

A. Criterion 1: Long-Term Impact (25%)

This criterion assesses the extent to which the project has produced significant, positive, and lasting changes in learners, educators, the school system, or the wider community. It moves beyond outputs to measure actual outcomes .



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Indicators:

Improved Learner Outcomes: Demonstrable and quantifiable improvements in academic and/or non-academic performance of learners directly attributable to the project. This includes metrics like improved test scores, higher graduation rates, lower dropout rates, increased student attendance, and positive behavioral changes.

Positive Systemic Change: Evidence that the project has led to fundamental and sustained changes in school policies, administrative processes, pedagogical approaches, or the overall school culture.

Extended Influence and Life Outcomes: Evidence that the project's benefits extend beyond the immediate participants and timeframe, contributing to desirable long-term life outcomes such as higher rates of college enrollment and completion, improved post-graduation employment, enhanced civic engagement, or positive multi-generational effects within the community.

Performance Level	Score	Descriptor
Exemplary	4	The project demonstrates transformative and sustained impact. Evidence clearly shows significant, statistically robust improvements in learner outcomes across multiple domains. The project has led to institutionalized changes in school policies and culture. Compelling evidence links the project to positive long-term life outcomes for its beneficiaries (e.g., tracer studies, alumni success stories).
Proficient	3	The project demonstrates significant and consistent impact. Evidence shows clear and measurable improvements in learner outcomes. The project has influenced changes in school processes or practices, though not fully institutionalized. There is anecdotal or preliminary evidence of positive long-term influence.
Developing	2	The project demonstrates some positive impact. Evidence shows modest or localized improvements in learner outcomes, but the data may be inconsistent or lack statistical rigor. The project has initiated some changes, but these are not yet widespread or sustained. Long-term impact is projected but not yet evidenced.
Beginning	1	The project's impact is unclear or minimal. Evidence of improved learner outcomes is anecdotal, weak, or absent. The project has not resulted in any discernible changes to school systems or practices. There is no evidence or projection of long-term influence.



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B. Criterion 2: Rigor (20%)

This criterion evaluates the quality of the project's design and implementation. A rigorous project is evidence-based, cognitively demanding, and internally coherent, ensuring that it is not just a set of activities but a well-structured intervention .

Indicators:

Evidence-Based Design: The project is founded on a clear needs analysis, baseline data, or a review of relevant literature. It has a logical framework or theory of change that explains how its activities will lead to its intended outcomes.

Alignment and Coherence: There is a strong and clear alignment between the project's objectives, its learning activities, and its assessment methods. All components work together harmoniously to achieve the stated goals.

Performance Level	Score	Descriptor
Exemplary	4	The project design is meticulous and evidence-driven. It is explicitly based on robust needs analysis and a well-articulated theory of change. Activities consistently engage students in complex, higher-order thinking. Objectives, activities, and assessments are perfectly aligned. A sophisticated and varied system of authentic assessment is used to measure deep learning.
Proficient	3	The project design is well-structured and logical. It is based on a clear needs assessment. Activities frequently engage students in higher-order thinking. Objectives, activities, and assessments are clearly aligned. The project uses appropriate and varied assessment methods.
Developing	2	The project design has a basic structure but may have gaps. The rationale is stated but may lack strong evidence. Activities are a mix of lower- and higher-order thinking. There is some alignment between components, but it may be inconsistent. Assessment is mostly traditional with some attempts at authentic methods.
Beginning	1	The project design is unclear or lacks a logical structure. The rationale is weak or absent. Activities primarily focus on lower-order skills. There is a clear misalignment between objectives, activities, and assessments. Assessment methods are inappropriate or one-dimensional.



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C. Criterion 3: Community Involvement (20%)

This criterion measures the extent and quality of engagement with stakeholders—such as parents, Local Government Units (LGUs), non-governmental organizations (NGOs), and private industry—in the project's lifecycle.

Indicators:

Depth of Partnership: Stakeholders are engaged as active partners in collaborative planning, decision-making, and implementation, not merely as passive recipients or sources of consultation. There is evidence of shared responsibility.

Resource Mobilization: The project successfully leverages partner contributions, which can be financial, in-kind (e.g., materials, facilities), or human resources (e.g., volunteer time, expert mentorship).

Shared Accountability: The project includes formal or informal mechanisms for joint monitoring, feedback, and evaluation with partners, demonstrating a collective commitment to achieving shared goals.

Performance Level	Score	Descriptor
Exemplary	4	Community partnership is deeply integrated and co-owned. Stakeholders were involved from conception to evaluation, with evidence of shared decision-making power. The project mobilized substantial and diverse resources from multiple partners. Formal mechanisms for shared accountability and joint review are in place and actively used.
Proficient	3	Community partnership is active and meaningful. Stakeholders were consistently involved in planning and implementation. The project mobilized significant resources from key partners. There is clear evidence of regular communication and feedback loops with partners.
Developing	2	Community partnership is present but limited. Stakeholders were consulted or informed, but their role in decision-making was minor. Resource mobilization was modest or relied on a single partner. Engagement was sporadic or focused only on specific events.
Beginning	1	Community partnership is superficial or absent. Stakeholders were not involved in any meaningful way. The project did not mobilize any external resources. There is no evidence of collaboration beyond simple information dissemination.



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D. Criterion 4: Relevance and Responsiveness (20%)

This criterion assesses the degree to which the project authentically addresses the specific needs of its target learners and community, demonstrating sensitivity to their unique cultural, social, and economic contexts.

Indicators:

Contextualization: The project's design, content, and materials are culturally responsive, reflecting and valuing the learners' languages, experiences, and local community context. It avoids a one-size-fits-all approach.

Learner-Centeredness: The project design empowers learners by providing them with voice, choice, and agency in their learning process. It fosters student engagement and ownership.

Problem-Solving Focus: The project directly addresses a real, documented problem, need, or opportunity within the school or community (e.g., closing achievement gaps, addressing mental health, improving workforce readiness).

Alignment with DepEd Agenda: The project demonstrates a clear and explicit link to one of the five pillars of the DepEd 5-Point Reform Agenda, showcasing its strategic value.

Performance Level	Score	Descriptor
Exemplary	4	The project is deeply and authentically responsive. It is built around the specific cultural and contextual realities of its learners. It systematically empowers student agency through choice and voice. It addresses a critical, well-documented local problem with an innovative solution and is perfectly aligned with a key DepEd reform priority.
Proficient	3	The project is clearly relevant and responsive. It includes significant elements of contextualization and cultural sensitivity. It provides meaningful opportunities for student choice. It addresses a well-defined local problem and is strongly aligned with a DepEd reform priority.
Developing	2	The project shows some attempt at relevance. Some contextualization is present, but it may be superficial. Student choice is limited. The problem it addresses is generally defined, and its alignment with a DepEd reform priority is present but not strongly articulated.
Beginning	1	The project is generic and lacks context. It does not reflect the learners' culture or community. The approach is teacher-centric with no student agency. The problem it



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		addresses is vague or not evident, and its link to the DepEd reform agenda is unclear or absent.
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E. Criterion 5: Sustainability and Replicability (15%)

This criterion evaluates the project's potential for long-term viability and its adaptability for use in other settings. It assesses whether the breakthrough is a one-time success or a model that can endure and spread.

Indicators:

Institutionalization: The project's key practices and processes are integrated into the school's regular operations, such as the School Improvement Plan (SIP), annual budget, and faculty responsibilities, ensuring it continues beyond the involvement of the original proponents.

Financial Viability: There is a clear and realistic plan for continued operation that does not solely depend on one-time external grants or donations. This may include integration into the school's regular budget or a sustainable resource-generation component.

Capacity Building: The project includes a component for building the skills and knowledge of school personnel, ensuring that the capacity to continue the work remains even if key individuals leave.

Documentation for Replication: The project is supported by clear, comprehensive documentation (e.g., manuals, toolkits, lesson plans, process guides) that would enable another school or SDO to understand and replicate the innovation with a high degree of fidelity.

Performance Level	Score	Descriptor
Exemplary	4	The project is fully institutionalized and built to last. Its components are embedded in the school's core plans and budget. A robust sustainability plan is in place. It has a strong capacity-building program. It is supported by a complete and high-quality replication toolkit ready for dissemination.
Proficient	3	The project has a high potential for sustainability. Key elements are included in school plans. A clear sustainability plan has been developed. Capacity-building activities have been conducted. Good documentation exists that could guide replication.



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Developing	2	The project's sustainability is uncertain. It relies heavily on the original proponents and/or external funding. A sustainability plan is mentioned but not detailed. Capacity building is informal. Basic documentation is available but may be incomplete for replication purposes.
Beginning	1	The project is not sustainable in its current form. It is entirely dependent on the proponents and has no plan for continuation. There is no capacity-building component. Documentation is insufficient for replication.

VI. The Public Revalida: Mechanics and Guidelines

The Public Revalida is the final and most rigorous stage of the Gawad Gintong ALAB. It is not merely a presentation but a professional defense of the project's merits, impact, and innovation. This process is designed to validate the claims made in the written application and to assess the proponents' depth of knowledge, strategic thinking, and passion for their work. The format is inspired by high-stakes academic and professional validation processes, such as the oral defense of a thesis or the Performance Governance System (PGS) Revalida used by Philippine government agencies .

A. Purpose of the Revalida

Validation: To provide the Board of Judges with an opportunity to probe deeper into the project's data, processes, and outcomes, verifying the accuracy and substance of the submitted portfolio.

Assessment of Mastery: To evaluate the proponents' comprehensive understanding of their project—its theoretical underpinnings, its implementation challenges, its impact, and its future potential.

Gauging Strategic Acumen: To assess the ability of the proponents to articulate the project's strategic value and its alignment with broader educational goals and reforms.

B. Format and Protocol

Participants: The Revalida will be attended by the Board of Judges, the Regional TWG, and the three (3) shortlisted finalists per category. The event will be open to the public to promote transparency and knowledge sharing.



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Time Allocation: Each finalist will be allotted a total of 45 minutes. This time is strictly divided into:

- 15 minutes for Presentation: The proponent will present the highlights of their breakthrough project, focusing on the five evaluation criteria.
- 30 minutes for Question and Answer (Q&A): The Board of Judges will engage the proponent in a rigorous Q&A session.

C. Final Score Computation and Winning Mechanism

The final determination of winners is based on a combination of the portfolio score and the Revalida performance, with a mandatory qualifying threshold for the Revalida.

Revalida Qualifying Score: To be eligible for an award, a finalist must achieve a minimum score of 12 out of a possible 16 points during the Public Revalida, as assessed by the Board of Judges using the rubric in Table 7. This ensures that all awardees demonstrate at least a "Proficient" level of mastery and strategic defense of their project. Finalists who do not meet this threshold will not be considered for an award, regardless of their portfolio score.

Composite Score Calculation:

For all finalists who meet the qualifying Revalida score, the final composite score will be calculated as follows:

- Portfolio Score (from Desk Evaluation): 40%
- Public Revalida Performance Score: 60%

Declaration of Winner: The finalist with the highest composite score in each category, provided they have met the Revalida qualifying score, will be declared the Gawad Gintong ALAB Awardee. If no finalist in a category meets the qualifying score, no winner will be declared for that category.

Criterion	Exemplary (4)	Proficient (3)	Developing (2)	Beginning (1)
Mastery of Content	Proponent demonstrates exceptional,	Proponent demonstrates a strong	Proponent demonstrates a basic	Proponent demonstrates a weak grasp



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	in-depth knowledge of all aspects of the project. Answers are consistently precise, comprehensive, and insightful, going beyond the surface level.	command of the project details. Answers are accurate and thorough.	understanding of the project but struggles with details. Answers are generally correct but may be incomplete or lack depth.	of the project. Answers are vague, incorrect, or the proponent is unable to answer key questions.
Strategic Articulation	Proponent masterfully articulates the project's logic, impact, and strategic alignment with DepEd goals. The presentation is compelling, clear, and logically flawless.	Proponent clearly articulates the project's purpose and outcomes. The connection to DepEd goals is well-explained. The presentation is organized and easy to follow.	Proponent explains the project's purpose but the strategic connection is unclear. The presentation may be disorganized or difficult to follow in parts.	Proponent fails to articulate a clear purpose or strategic value for the project. The presentation is confusing and lacks a logical flow.
Evidence-Based Defense	Proponent expertly uses specific data, evidence, and concrete examples from the project to support all claims and answer questions. The defense is robustly data-driven.	Proponent consistently refers to data and evidence to support claims during the Q&A. The defense is well-supported.	Proponent refers to some evidence but often relies on general statements or anecdotes. The defense is weakly supported.	Proponent is unable to provide evidence to support claims. Answers are based on opinion or generalizations.



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Poise and Professionalism	Proponent is exceptionally confident, articulate, and professional. They handle challenging questions with grace and clarity. Communication is highly effective and engaging.	Proponent is confident and communicates clearly. They handle questions professionally and maintain composure.	Proponent appears nervous or lacks confidence. Communication may be unclear at times. They may become flustered by challenging questions.	Proponent is unconfident and unprofessional. Communication is poor, and they are unable to effectively engage with the judges.
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VII. Application Packet and Submission Guidelines

To ensure a standardized and comprehensive evaluation, all nominees are required to submit a complete application packet in digital format. The packet is designed to provide the screening committees with a holistic view of the breakthrough project.

A. The Project Portfolio

The core of the application is a single, consolidated PDF document known as the Project Portfolio. It must contain the following sections in order:

Official Application Form: A downloadable template provided by the TWG, containing basic information about the applicant and the project.

Endorsement Letter: An official endorsement from the applicant's head of office – Schools Division Superintendent.

Project Write-up (Maximum of 15 pages, double-spaced): A comprehensive narrative that details the project, structured according to the five evaluation criteria. Proponents must explicitly discuss how their project addresses each criterion, citing evidence that can be found in the MOVs.

Means of Verification (MOV): A curated appendix of evidence that supports the claims made in the write-up. MOVs must be organized by criterion and may include, but are not limited to:

- Project plans, logic models, activity designs.
- Baseline data, needs assessment reports.
- Data analysis, charts, and graphs showing results (e.g., test scores, attendance data).



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- d) Survey results, interview transcripts, case studies.
- e) Photos, videos, and links to online materials.
- f) Copies of manuals, toolkits, or replication guides.
- g) Memoranda of Agreement (MOA), partnership documents.
- h) Inclusion in School Improvement Plans (SIP) or budget documents.

B. The Application Video (Mandatory)

In addition to the portfolio, each nominee must submit a short video with the following specifications:

Duration: Maximum of five (5) minutes.

Content: The video should serve as a dynamic summary of the project. It must visually showcase the project in action and feature brief testimonials or interviews with key stakeholders (e.g., learners, teachers, parents, community partners). The video is a critical tool for bringing the project to life for the screeners.

Format: Standard video format (e.g., MP4) uploaded to the OneDrive designated by the TWG.

C. Submission Procedures

All application materials (PDF Portfolio and video link) must be submitted electronically through the respective Division Screening Committees.

Submissions via email or physical delivery will not be accepted. This electronic submission protocol is adopted from the best practices of national awards programs to ensure efficiency, traceability, and timely consolidation of entries.

Applicants are responsible for ensuring all files are uploaded correctly and are accessible before the final deadline.

VIII. Awards, Recognition, and Post-Award Responsibilities

Winning the Gawad Gintong ALAB is not the culmination but the beginning of a new role as a recognized leader in educational innovation within the region. The program is designed to provide not just incentives but also a platform for continued influence and contribution.



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A. Awards and Incentives

A winner is declared in a category only if at least one finalist meets the minimum qualifying score of 12 points in the Public Revalida. If multiple finalists in a category meet this threshold, the individual with the highest composite score (40% Portfolio + 60% Revalida) will be declared the Gawad Gintong ALAB Awardee for that category. If no finalist in a category achieves the minimum qualifying score in the Revalida, no winner will be declared for that category for the year.

The winners in each category will receive a package of recognition designed to honor their achievement and support their future work:

- a) **The Gawad Gintong ALAB Trophy:** A specially designed and commissioned trophy that symbolizes excellence and innovation in education.
- b) **Certificate of Recognition:** A formal certificate from the Regional Office acknowledging the outstanding achievement.
- c) **Cash Grant:** A significant cash grant to be used exclusively for the enhancement, expansion, or replication of the winning project. This follows the model of awards like Gawad Kalasag, where the prize money is reinvested into the program's mission. The specific amount will be announced via a Regional Memorandum.

B. The Gintong ALAB Circle of Innovators

All annual winners will be automatically inducted into the Gintong ALAB Circle of Innovators. This is an exclusive regional network of recognized education pioneers.

Purpose: The Circle will serve as a community of practice and a think tank for the Regional Office, providing a platform for sharing expertise, collaborating on new solutions, and advising regional leadership on educational improvement.

Post-Award Responsibility: As members of the Circle, winners are expected to fulfill a post-award responsibility. They will be called upon to serve as resource persons, mentors, or facilitators in regional and divisional training programs, workshops, and conferences. This ensures that their validated best practices are actively disseminated throughout the region, maximizing the return on investment of the awards program.