


**MEMORANDUM**

**TO :** Chief, Curriculum Implementation Division  
Public Schools District Supervisors  
All Public Elementary and Secondary School Heads  
All Others Concerned

**FROM :**  **DR. ROMMEL C. BAUTISTA, CESO VI**  
Schools Division Superintendent

**SUBJECT :** **SUBMISSION OF STORIES / NARRATIVES FOR THE DEPED TERM-END / TRANSITION REPORT**

**DATE :** January 25, 2016

Regional / Division Offices including secondary and elementary schools are encouraged to contribute stories / narratives that will highlight specific programs and achievements (including summary of data if available) starting from SY 2010 4<sup>th</sup> quarter of 2015.

The objectives of the DepEd End-Term / Transition Report are as follows:

- a. To provide accurate documentation of the initiatives. Operations, programs, accomplishments as well as challenges of the Department of Education for the period 2010-2015;
- b. To highlight specific achievements and programs during 2010-2015 and underscore their impact and the importance of sustaining these programs; and
- c. To commence the practice of producing a consolidated DepEd Annual Report.

DepEd officials, teachers as well as students are encouraged to submit their stories / narratives to the Office of the Assistant Secretary and Chief of Staff at email address: [transition.report@deped.gov.ph](mailto:transition.report@deped.gov.ph)  
ATTENTION: Dir. Demi L. Manuel on or before January 31, 2016. All contributions shall be reviewed by a committee assigned by the Assistant Secretary and Chief of Staff, Ms. Anna Cristina Ganzon. Please refer to the attached DepEd Memorandum dated December 10, 2015 for complete details.

Immediate dissemination of this memorandum is earnestly desired.



Republic of the Philippines  
**Department of Education**  
 DepEd Complex, Meralco Avenue Pasig City, Philippines

10 SDS  
 For your compliance,  
 please. *Julia*  
*As J... 2/16*

16010103

**MEMORANDUM**

**TO :** BUREAU/SERVICE DIRECTORS  
 REGIONAL DIRECTORS/ASSISTANT REGIONAL DIRECTORS  
 SCHOOLS /ASSISTANT SCHOOLS DIVISION SUPERINTENDENTS  
 HEADS OF PUBLIC SECONDARY /ELEMENTARY SCHOOLS  
 ALL CONCERNED

**FROM:** ASEC. ANNA CRISTINA GANZON *AG*  
 Assistant Secretary and Chief of Staff

**SUBJECT:** SUBMISSION OF STORIES/NARRATIVES FOR THE DEPED TERM-END/TRANSITION REPORT

**DATE:** - DECEMBER 10, 2015

1. In line with the preparation of The DepEd Term-End/Transition Report, the Bureau/Service Offices at the Central Office, Regional /Division Offices including secondary and elementary schools are encouraged to contribute stories/narratives that will highlight specific programs and achievements (including summary data if available) starting from SY 2010 to 4th quarter of 2015.

2. The objectives of The DepEd End-Term/ Transition Report are as follows:
- a. To provide accurate documentation of the initiatives, operations, programs, accomplishments as well as challenges of the Department of Education for the period 2010-2015;
  - b. To highlight specific achievements and programs during 2010-2015 and underscore their impact and the importance of sustaining these programs; and
  - c. To commence the practice of producing a consolidated DepEd Annual Report.

3. The overarching theme of the stories/narratives to be submitted for the Term-End/Transition Report is *"Tayo Para sa Kinabukasan."* The theme and description of specific stories which maybe of interest to you are outlined below. The FAQs, guidelines and Sample Stories are in Enclosure Nos. 1 & 2.

Theme	Description
a. Stories of Hope	These are stories that have shown the resilience and strength of the Filipino spirit—from rising above Typhoon Yolanda to students crossing rivers and mountains just to get to school. If you know an individual, group, or community that has shown the strength and optimism to rise above the most difficult circumstances, then send over your story!

DepEd Region IV-A  
 ICT Unit  
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b. **Stories of Heroism**

These are stories of our everyday heroes in education: our teachers, classmates, and other school community members who have shown that our education is truly worth toiling for. From the story of Lorna Pulalon to the teachers who hike to the farthest schools of Leyte, the field of education never runs out of ordinary heroes. If you know an individual, group, or community that has shown immense dedication for the sake of education and public service, then send over your story!

c. **Stories of Excellence**

These are stories of the people who have shown excellence in the field of Philippine education. From exemplary DepEd officials to students representing our country in the international scene, we celebrate the success and triumphs of our fellowmen. If you know an individual, group, or community that has shown excellence in the field of education and school administration, then send over your story!

d. **Bayanihan Stories**

"It takes a village to raise a child." And true to this adage, the Department of Education truly values the partnerships forged in order to raise the standards of education in our country. From rehabilitating Gabaldon school buildings to Brigada Eskwela, education has indeed become everyone's business. If you know a story that has benefited greatly from partnership projects or if you are a partner who wants to share your experience, then send over your story!

e. **Success Stories**

These are stories that illustrate the outcomes of each program or project. Despite doubts and challenges, these stories have proven that nothing is impossible and that every peso invested by the Department has yielded valuable growth in the education sector. If you have success stories on the following programs below, then send over your story!

- School Building Construction and Rehabilitation
- K to 12 Implementation
- Kindergarten Education
- Teaching in Mother Tongue
- Child Protection and Anti-Bullying
- Health and Nutrition
- Information and Communications Technology
- MADRASAH and IP Education
- Out-of-School Youth Programs
- Teacher Training and Professional Development

4. DepEd officials, teachers as well as students are encouraged to submit their stories/narratives to the Office of the Assistant Secretary and Chief of Staff at email address: [transition.report@deped.gov.ph](mailto:transition.report@deped.gov.ph)  
ATTENTION: Dir. Demi L. Manuel on or before **January 31, 2016**. All contributions shall be reviewed by a committee assigned by the Assistant Secretary and Chief of Staff, Ms. Anna Cristina Ganzon.

5. **Immediate and wide dissemination of this Memorandum is desired.**

**(ENCLOSURE NO. 1)**

**FAQs and Guidelines for Writing Regional Story Submissions**

Thank you for taking the time to participate in this endeavour of collecting the best education stories from all over the country! Before you hit the send button, please make sure you have followed the guidelines below:

**How long should my story be?**

400-500 words for short feature stories  
500-1000 words for narrative in-depth features

**What is the language to be used?**

Stories are to be written in English (though if there are a few words, thoughts or quotes that are best communicated in your regional language, you may express it in that form but please include an English translation.)

**How should I write my story?**

Start your story with a good lead paragraph covering the basics: what, when, where, who, and why.

Craft it as if you were writing a human interest story. Remember to highlight your story based on the theme you have chosen. The stories may be about students, teachers, external partners, or anyone in your community who has been a true champion for education. But remember, at the heart of every article should be the children you are serving in your community.

**Examples:**

If your story is about a teacher, highlight how the actions of the teacher impacted her students.  
If your story is about a principal, highlight how the principal was able to help the students in her school.  
If your story is about your community, highlight the children who benefitted from it.

**When writing your story, remember to FISH:**

**Focused** – direct your story on the person, people, and/or program you wish to highlight  
**Interesting** – add quotes, witty lines, or relevant information that will hook our readers  
**Simple** – use familiar words and be straightforward in your writing  
**Heartfelt** – convey the emotions and actions of your subject

**Guide questions:**

What one issue or problem would you like to share in your story?  
What actions were done to address this issue or problem?  
What DepEd program or project would you want to highlight?  
What was the impact of the program and how did it transform the lives of the beneficiaries?

### **How should I format my story?**

Please follow the technical guidelines in submitting your articles:

Font: Times New Roman, 10

Font color: Black

Paper size: 8.5 x 11 inches

Line spacing: 1.5 lines

Paragraph: justified

Margins: 1 inch on all sides

File type: .doc or .docx (Microsoft Word)

You may also refer to the template attached and use it to write your article.

### **Can I include photos?**

We highly encourage you to include photos to support your article. But please do not insert photos on the article document. Instead, send it as an email attachment. Limit your photos to three (3).

Then make sure all photos follow these specifications:

Resolution: 300 dpi

Size: at least 6 x 4 inches

Color format: RGB, full color

Format: JPEG

In addition, please make sure that the photos are directly related to the article, preferably images of the subject in action (action shots). Please do not include ID pictures or profile photos.

### **Can I send my story now?**

Not yet!

When sending, please make sure you are sending an editable .doc or .docx document as your article submissions are subject to further editing and proofreading. Please do not send .pdf files as they are uneditable.

When sending your email, write the subject: "Attn: Dir. Manuel, OSEC-TER Story, [insert theme]: [insert title of story]" (example: Attn: Dir. Manuel, OSEC-TER Story, Story of Hope: Rising from Yolanda)

Once you have followed the guidelines, please send it to: [transtion.report@deped.gov.ph](mailto:transtion.report@deped.gov.ph)

Once again, thank you for being a part of building OUR story!

FROM : DETXT

FAX NO. : 6388641

15 Jan. 2016 2:48PM P5

(Enclosure No. 2)

**TEMPLATE FOR SUBMISSION**

**Theme**

**Title of story or article**

By Author, Date, [Region, Division, District]

Lead Paragraph here

Convey the problem or issue.

State the actions done and how DepEd was able to help.

Share the impact of the program and the actions done.

—END—

Number of words: XX

Short Feature Story Sample (from the DepEd website)

**Story of Hope**

**Daughter of Bicol inmate tops ALS A&E 2014**

By Juana dela Cruz, June 27, 2015, [Region XX, Division X, District X]

"Para sa akin, ang edukasyon ay ang isa sa pinakamahalagang parte ng buhay ng isang tao. Dahil kung hindi po sa edukasyon, mahihirapan ang bawat kabataan, bawat tao o bawat indibidwal na maka-abot sa kanilang pangarap. Para sa akin, pundasyon ang edukasyon sa kung saan mo gustong makarating kasi kahit matanda ka na, kung mayroon kang natapos, kung mayroon kang pinag-aralan, kung sakaling gusto mong mag apply ng trabaho o kaya kahit simple lang sa loob ng bahay, matuturuan mo ang anak mo sa kanyang mga assignments." said Roziel Tina Ibadusan, topnotcher of the 2014 Alternative Learning System (ALS) Accreditation and Equivalency (A&E) Test. A mother of two, Roziel actually had a normal life as a child, living with her parents and siblings in a quiet town in Sorsogon, Bicol. However, her happy childhood was shattered when her parents were arrested due to drug dealing. The turn-out of events led not only to the separation of the family, but also the absence of proper guidance for young Roziel.

"Noong second year high school ako, talagang dito ako nagrebelde. Kung hindi dahil sa ginawa ng parents ko, hindi sana kami nagkawatak-watak na magkakapatid at hindi sana ako nagkamali. Nabuntis din po ako nung taon na iyon. Sa edad na labin-limang taon, nagkaroon na po ako ng anak. Iyon din po ang dahilan kaya ako natigil sa pag-aaral." She said that three years ago, she attempted to continue her studies but because of being a parent to a two-year old while at the same time attending school, being a student in the formal school setting has been difficult for Roziel. "Ang kakayahan ko at ang pangako ko sa sarili ko na hindi ko ipapakita sa anak ko na hanggang elementary graduate lang ako ay ang mga motivating factors ko kung bakit ko gustong makatapos ng pag-aaral." She recalls the time of being an achiever back in middle school, joining several academic competitions all over the region.

As a parent, Roziel shared that she has always emphasized the importance and practicality of education to her kids. "Gusto kasi nung anak kong 5 years old na mapuno ang refrigerator namin ng pagkain, kaya ang sabi ko sa kanya, pag nakatapos siya ng school hindi lang punong ref ang magkakaroon siya, giginhawa din ang kanyang buhay." She is currently enrolled as a Nursing Assistant under the Technical Education and Skills Development Authority (TESDA) to pursue a future career in the medical community.

This year, 84,785 bagged the coveted ALS certificate, which is an equivalent to an elementary and high school diploma.

—END—

Number of words: [426]

In-Depth Feature Narrative Sample (from DepEd Press Release archives)

**Kolehiyala si Lola: The story of Lola Ched and her strong desire to learn**

By [AUTHOR], September 26, 2010

Year 1966, 16-year old Mercedes "Ched" Gonzales of Calamba, Laguna dropped out of high school and married handsome Ventura "Ben" Pingad. Seven beautiful kids gave witness to the happy union.

"Laba, luto, plantsa, linis, alaga ng bata at asawa... labat 'yan... hands-on ako noon," she says. (Doing the laundry, cooking, cleaning the house, and taking care of my family... all of that... I'm hands-on with all the household chores) When all their children became professionals – three teachers, a medical doctor, an accountant, a radio technician and a Canada-based caregiver, Lola Ched began playing a more active role in her local church projects.

Kaysa mag tong-its (Instead of playing cards)

"Napag isip-isip ko na kaysa naman mag 'tong-its' ako buong araw, nagsilbi ako sa simbahan ng Cabuyao." (I realized that instead of me playing cards all day, I'd rather serve the church of Cabuyao.) Then her life took a new direction. One of her co-workers in church, Sister Eden, introduced her to the Accreditation and Equivalency (A&E) examination under the Department of Education's Alternative Learning System (ALS). The A&E program is a certification of learning for out-of-school children, youth and adults, 11 years old and above, who are unable to avail of the formal school system or who have dropped out of school. Passing the exam is comparable to the completion of elementary and secondary education of the formal school system.

"Just to while away my time, I went with Sister Eden and joined the program," Lola Ched recalls. She passed the A&E exam and obtained her high school diploma in 2007, or 41 years after leaving school. She was 64 years-old. From then on, there was no stopping her.

Now, at 66, Lola Ched is a sophomore student at the Laguna State Polytechnic University (LSPU), taking up Bachelor of Science in Fisheries Education.

In an ALS Forum at the Development Academy of the Philippines, Lola Ched was invited to talk about her favorite topic: her A&E experience and student life. Wearing her school uniform, a white blouse over a blue checkered skirt and black shoes, Lola Ched narrated her story.

"Sabi nila noon, titigil din daw ako sa pag-aaral dahil sa inis kasi magugulo daw ang mga kaklase kong kabataan, but I proved them wrong." (Others said then that I will again quit school because I will be unable to bear the stubbornness of my younger classmates.) She pursued her dream with unbending consistency. "Umabsent na ang teacher ko... na-late na ang teacher ko... nagkasakit na ang teacher ko... pero hindi ang Lola Ched nyo," she said.



(My teachers would take leaves of absence, be late, or be sick but not your Lola Ched) The crowd gave her a thunderous applause.

Speaking with much humor and easy confidence, she looks back at her enrolment day in college: "Akala ng school, ini-enroll ko noon ang apo ko pero noong sabihin kong ako ang mag-e-enroll sa college, tiningnan ba naman ako mula ulo hanggang paa. Bakit, kahit matanda na ang lola mo, pwede pa rin namang mag-aral 'di ba? (School personnel thought that I am enrolling my grandchild, but when I said that I was the one enrolling, they stared at me from head to foot. Why, even if I'm already old, I can still study, can't I?)

'Sikat ang lola n'yo' (Your Lola is famous)

Drawing attention from almost everybody inside and outside the campus has become natural. "Tuwing Martes pagpunta ko sa school, suot ko ang aking PE uniform, jogging pants at rubber shoes. Naku! Bali labat ang leeg ng mga drayber ng dyipni at traysikel sa katitingin sa akin. Sikat kasi ang lola n'yo," she said laughing. (Every Tuesday, when I go to school wearing my PE uniform – jogging pants and rubber shoes. Tricycle and jeepney drivers could not help but turn their heads at me. That's because I'm famous.)

Yes, she lugs around textbooks, takes quizzes and exams, and goes home with a list of assignments. But if she is weighed down by school responsibilities, she does not complain. And certainly, she knows what to do. "Pagdating ko sa bahay, assignments agad ang aking inaatapag. Pag nakita kong hindi ko na kaya, ginagamit ko na ang aking Text Brigade – tinetext ko ang mga anak ko para ako'y tulungan. Ayoko kayang mabokya," she said. (When I get home, I attend to my assignments first. But when I see that I am unable to answer everything, I start texting my children to ask for help. I don't want to flunk.)

"Kapag exam time naman two rows apart ako sa mga classmates ko. Malayo ako sa kanila kasi madali akong maistorbo. Pag nawala ako sa konsentrasyon, nakakalimutan ko lahat ang napag-aralan ko," she added chuckling. (When it's exam time, I sit two rows away from my classmates. I stay far from them because I get easily distracted. Once I lose concentration, I forget all that I have reviewed.)

'Wala kayong K na tanggihan ako' (You don't have the right to reject me)

Many times, after a goal is reached, people ease up. But not Lola Ched. She believes that every success deserves another. So after she graduates in college, she is set to pursue the next level – become a mobile teacher.

"When I finish college, I will work as a mobile teacher. It is my way of paying forward my teachers. I will then be speaking before you not as a student, but as a mobile teacher," she said. Everyone clapped in admiration.

Lola Ched is frequently invited by DepEd-ALS as speaker during A&E gatherings. She is also tapped as a resource person in adult literacy classes by other groups and organizations.

FROM : DETXT

FAX NO. : 6388641

15 Jan. 2016 2:50PM P9

Lola Ched commends her teachers at Cabuyao Central School - Emmy Balisan, Charito Pandialan and Ronnie Villanueva for giving her a second chance to education. She is also grateful to Supervisor Orlando Valcerde of Laguna and ALS Dir. Carolina Guerrero.

She continued: "At pag nag-apply ako sa inyo, I will definitely not take 'no' for an answer. Wala kayong karapatang tumanggi sa isang capable senior citizen who is willing to serve," she said in mock seriousness. (And when I apply for a job as a mobile teacher with your office, I will definitely not take "no" for an answer. You don't have the right to reject a capable senior citizen who is willing to serve.)

Saludo kami sa iyo, Lola Ched! (We salute you, Lola Ched!)

—END—

Number of words: [1090]

In-Depth Feature Narrative Sample (from DepEd Press Release archives)

**The Story of a Mobile Teacher: The road less traveled**

By [AUTHOR], September 23, 2010

Almost daily, alternative learning system (ALS) mobile teacher Jeneilyn Marasigan Baylon of Lalud, Calapan City jumps onto her battered motorbike and zooms off toward the foothills of Mindoro to bring education to cultural minorities.

Enduring a harsh three-hour motorcycle drive across rivers, unpaved roads and rough terrains, she reaches out to those who have no access to education. She teaches at barangays Aurora, Barcenaga, del Pilar, Estrella, Kalinisam, Masagana, Paitan, Panikian, Poblacion 1 and 2, and the sitios of Aryawed and Magtibay in Naujan, Oriental Mindoro.

Schools for her are: makeshift classrooms in the forest, run-down buildings, barangay halls, church yards and even abandoned houses. Initially, only a few showed up in her classes. But words of small successes spread from barangay to barangay until she won the support of almost everybody.

The mother of one was the first mobile teacher who integrated such technical skills as electric arc welding and cellular phone repair in her ALS lessons. She not only provides literacy but also helped the Mangyan and Tadjao people protect their vast track of ancestral lands.

"I am a daughter of a teacher and a farmer who once dreamt of becoming a lawyer. Tight finances, however, led me to take up teaching. No regrets. Today, I am one among the 1,681 mobile teachers serving out-of-school youths and adult learners across the country," she said.

"Noong una, tinatanong ko ang aking sarili, nag-aral ako ng apat na taon upang maging isang guro, tama bang magsilbi ako sa kabundukan?" (I asked myself then, "Having spent four years to earn a degree to become a teacher, is it right that I serve in the mountains?") But the more she looked at the poor barangays, the more she was convinced: "What's the use of my teaching profession if it cannot help the people not reached by formal education?"

Holding back tears, she continued, "Sa pag drive ko ng motor, nakunan ako noong 2009, napagkamalan na rin akong spy ng government forces at muntik nang mapagtripan ang aking asawa sa bundok pero nandoon pa rin ako sa piling ng aking mga learners." (I had miscarriage in 2009 because I had to drive a motorcycle just to reach my learners. I was also accused of spying for the government forces and my husband almost became a target of the rebels each time he came to visit me but I'm still here with my learners.)