



Republic of the Philippines
Department of Education
CARAGA REGION
SCHOOLS DIVISION OF SIARGAO



DIVISION MEMORANDUM

No. 09.276 s, 2025

To: Assistant Schools Division Superintendent
Functional Division Chiefs and Personnel (OSDS, CID, SGOD)
Elementary and Secondary School Heads
All Concerned
This Division

**REITERATION OF DEPED ORDER NO. 30, s. 2019: THE DEPARTMENT OF
EDUCATION MANUAL OF STYLE**

1. Pursuant to DepEd Order No. 30, s. 2019, this office reiterates that the DepEd Manual of Style (DMOS) be adopted immediately.
2. Enclose in this memorandum is the copy of said issuance.
3. For immediate and wide dissemination.


MANUEL O. CABERTE 9/16/2025
Schools Division Superintendent

Ref: As stated

Incls: As stated

To be indicated in the perpetual index under the following subjects:

MANUAL

PUBLICATION

OSDS/rea
09/16/2025





Republic of the Philippines
Department of Education

18 OCT 2019

DepEd O R D E R
No. **030** s. 2019

THE DEPARTMENT OF EDUCATION MANUAL OF STYLE

To: Undersecretaries
Assistant Secretaries
Bureau and Service Directors
Minister, Basic, Higher, and Technical Education, BARMM
Regional Directors
Schools Division Superintendents
Public Elementary and Secondary School Heads
Chiefs of Divisions
All Others Concerned

1. The Department of Education (DepEd) has developed the **DepEd Manual of Style (DMOS)**, 2018 Edition. This Manual prescribes the latest language style, format, and usage based on *The Chicago Manual of Style*, 17th Edition and integrates DepEd House Style, which includes common usage within the Department.

2. DepEd aims to inculcate a culture of excellence in its delivery of quality, accessible, relevant and liberating education for the Filipino learners. To achieve this, all the officials and personnel from the central down to the regional, schools division, and school levels are encouraged to actively take part in promoting the use of DMOS. This will not only establish DepEd credibility, but also institute and convey a unified DepEd identity to its partners and stakeholders, and the public.

3. The Manual, containing set of rules of standards, shall serve as reference for DepEd personnel involved in styling and formatting DepEd issuances and other official documents to ensure clarity; completeness of information; conciseness; and consistency in spelling, grammar, punctuation, hyphenation, capitalization, typeface, and abbreviation, among other rules. It aims to guide them develop official documents for communication and publication of the Department's strategic priorities. It shall assist them in facilitating the processes, mechanisms, and procedures in formulating easy-to-understand official issuances; and strengthen the communication channels of field offices to facilitate the flow of information and expand linkages with other government units for effective governance

4. The Manual is provided in Enclosure No. 1, and Enclosure No. 2 contains the Guidelines on the Use of DMOS.

5. DepEd, through the Publications Division of the Public Affairs Service, shall conduct the National Orientation and Workshop on the Use of the Department of Education Manual of Style for personnel designated as Regional Information Officers (RIOs), Division Information Officers (DIOs), and other personnel involved in the preparation of official documents in their workplaces.

6. The monitoring and evaluation activities shall be encouraged in all DepEd offices from the central, regional and schools division, schools district offices. PAS-PD shall update the DMOS 2018 Edition based on the results of continuous monitoring and evaluation. As grammar rules evolve, DMOS shall also be revised for continuous improvement within five years of its use, or as needed.

7. All DepEd Orders and related issuances, rules and regulations, which are inconsistent with the enclosed guidelines, are repealed, rescinded, or modified accordingly.
8. The adoption and use of the DMOS shall take effect upon its approval.
9. For more information, please contact the **Public Affairs Service-Publications Division**, Ground Floor, Aguinaldo Building, Department of Education Central Office, DepEd Complex, Meralco Avenue, Pasig City through email at pas.pd@deped.gov.ph or at telephone no. (02) 8633-9341.
10. Immediate dissemination of and strict compliance with this Order is directed.


LEONOR MAGTOLIS BRIONES
Secretary

Encls.:

As stated

References:

DepEd Order: Nos. 13, s. 2015 and 36, s. 2013
Office Order dated December 18, 2002

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

BUREAUS AND OFFICES
COMMUNICATIONS
LANGUAGE
MANUAL
MONITORING AND EVALUATION
POLICY
PUBLICATIONS
RULES AND REGULATIONS

SMMA, DO The DMOS

0259 – April 9/May 11/23/August 8/19/September 19/23/Oct. 4/14, 2019



DEPARTMENT OF EDUCATION

MANUAL OF STYLE

2018 Edition

Public Affairs Service-Publications Division





DEPARTMENT OF EDUCATION

MANUAL OF STYLE

2018 Edition

Public Affairs Service-Publications Division

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Message from the Secretary



I am honored and pleased to present the Department of Education (DepEd) Manual of Style (DMOS)—another milestone in our pursuit of excellence in the workplace.

Similar with the DepEd Service Marks and Visual Identity Manual, DMOS was a product of years of research, consultation, organization and validation spearheaded by the Public Affairs Service-Publications Division (PAS-PD). It sets the standards—from grammar, punctuation, and formats, to language use, organizational terms, and references—in all communication materials of the Department.

While DMOS was largely based on the *Chicago Manual of Style*, which has been the prescribed manual for most publishing institutions that use American English, it also integrated the DepEd House Style that includes common usage within the Department or unique decisions made for specific and practical purposes.

As I have reiterated in the past, the world is continuously changing. The same is true with the evolving and developing rules of communication. As such, this manual will be updated as the need arises.

Because we aim to inculcate a culture of excellence in our delivery of quality, accessible, relevant and liberating basic education for the Filipino learners, I call on everyone—from the central down to the regional, division, and school levels—to actively take part in promoting the use of DMOS. This will not only establish our identity and credibility to our partners and stakeholders; it will likewise institute and convey a unified DepEd identity.

A handwritten signature in black ink, appearing to read 'L Magtolis Briones', written in a fluid, cursive style.

LEONOR MAGTOLIS BRIONES
Secretary

Foreword

This 2018 edition of the *Department of Education Manual of Style* (DMOS) is largely based on the 17th edition of *The Chicago Manual of Style*. Since 1906, *The Chicago Manual of Style* has been the prescribed manual for most publishing institutions that use American English.

The DMOS is intended for use in the Department of Education (DepEd) to standardize style and usage.

While the manual prescribes usage based on *The Chicago Manual of Style*, there are some exceptions, specifically those that pertain only to the Department. These unique styles are called DepEd House Style. The rationale for using this unique house style include common usage within the Department, or unique decisions made for practical purposes. For example, using acronyms or abbreviations after a spelled-out word appears more than once. The DMOS also contains specific appendixes that would be helpful for staff, such as common DepEd abbreviations, and commonly used Filipino terms and their accepted spelling.

This edition has been validated in two separate validating exercises held at the Oasis Hotel in Tanza, Cavite in June 2018 (Luzon), and the second at DepEd National Educators Academy of the Philippines in Davao City, in September 2018 (Visayas and Mindanao).

It is hoped that this first edition of the DMOS would help all staff produce clear and easy-to-understand communications material both within and outside the Department. As grammar rules evolve, the DMOS will likewise be updated from time to time, as needed.

Principles of Effective Business Writing

Ensure that your writing observes the following principles:

CLARITY. Keep it clear and simple. Avoid using jargon. Use the active voice as much as possible.

CONCISENESS. Keep it short, brief, and direct to the point.

COMPLETENESS. Provide complete and necessary information.

CONCRETENESS. Avoid vague terms and language. Do not use idiomatic expressions and figures of speech.

CONSISTENCY. Ensure that your documents are consistent in spelling, grammar, punctuation, hyphenation, capitalization, typeface (bold, italic, underlined, among others), and abbreviation.

COHERENCE. Follow a logical sequence in your discourse.

COURTESY. Always build goodwill in your communications. Be polite and courteous to your readers.

I. Abbreviations

1. If an abbreviation or acronym appears more than once in a document, spell it out at first mention in documents, issuances, and press releases. Enclose the abbreviation and acronym in parentheses after the full form or spelled-out term, and then use the abbreviation or acronym in succeeding paragraphs.

For example (e.g.):

The Department of Education (DepEd) shall continue to provide School-Based Management (SBM) grants to public schools. To augment the school funds, DepEd, through the School Effectiveness Division, shall manage the allocation of SBM grants based on the *SBM Guidelines on Availment, Release, Utilization, and Liquidation*.

Note: DepEd is an abbreviation, a shortened version of the Department of Education. SBM is an acronym or initialism. Acronyms are set in all capital letters with no period in-between letters.

2. If a term is mentioned only once, use the spelled-out form.

A. Abbreviations and Names of Organizations

3. When the full form or spelled-out term is less known than its abbreviation, use the acronym or abbreviation of the organization. List the abbreviation or acronym on the document's list of abbreviations.

e.g., SEAMEO, ASEAN, UN, UNICEF, and UNESCO

Enclosed is a copy of DepEd-DSWD-DILG-DOH Joint Memorandum Circular No. 1 dated May 6, 2013.

4. If unsure or unfamiliar with the acronym, and to ensure that acronyms are set correctly, check online.

e.g., PEACE Border, which stands for Poverty Eradication and Alleviation Certificates Bonds.

UNICEF, which stands for United Nations Children's Fund

B. Articles and Abbreviations

5. If the acronym is read as a word, avoid using an article before it. If the abbreviation or acronym is read as a series of letters, use an article before it.

e.g., DepEd has issued new instructions for implementation. NEDA is an agency that plays a big role in disaster risk reduction.

We will hold our convention at SEAMEO INNOTECH.

The DSWD has been building its capacities in responding to disasters.

The safety and security of schoolchildren during disasters is one of the reasons why we have the SDRRMC.

C. Capitalization of Abbreviations and Acronyms

6. Write acronyms in capital letters. Write abbreviations in initial upper case and lowercase, as relevant. In their spelled-out forms, capitalize only the first letters of proper nouns.

e.g.,	World Health Organization (WHO)	Assistant Secretary (ASec)
	Philippine Red Cross (PRC)	Undersecretary (Usec)
	Department of Health (DOH)	Office of the Secretary (OSec)

D. Countries

7. Spell out country names in texts. Abbreviate country names in tables and lists. In certain technical applications, it may be advisable to use either the two-letter or three-letter standard abbreviations based on the English names of countries. Check the International Organization for Standardization (ISO) standard for two-letter abbreviation and the UN standard for three-letter abbreviation for countries at: <https://www.worldatlas.com/aatlas/ctycodes.htm>

e.g., Philippines – PHL
Germany – GER
France – FR
Israel – IS

Notes:

PHL and PH. PHL and/or PH is the International Organization for Standardization initials for the Philippines. RP is not used anymore to avoid ambiguity. DFA Department Order No. 16-10, dated October 20, 2010, directs all DFA offices, consulates general, and for permanent missions to use PHL or PH.

United States or US. In a running text, spell out United States as a noun. Reserve US for the adjective form only.

- e.g., US dollars
 US contribution to environment preservation
 The Philippines' involvement in the United States

The abbreviation "US" should not have periods in-between the letters.

E. Educational Degrees

8. Use the abbreviated form of degree/s after a person's name, without periods.

e.g., R. Santos EdD, PhD

9. In texts, use the standard rule for abbreviations.

e.g., The university will offer courses leading to a Master of Arts (MA) degree in Literature.

F. Footnotes

10. Use the abbreviated form of a term in the footnote, if previously defined in the text. If a term is abbreviated for the first time in a footnote, spell it out first, and provide the abbreviation in parentheses. Use the abbreviated form thereafter in both footnotes and text.

G. Governments

11. Spell out the names of national governments.

e.g., Government of the Philippines (not GoP)

H. Headings and Titles

12. Abbreviating titles before names. Abbreviate civil or military titles preceding a full name. Spell out these titles if preceding a surname alone. In salutations, abbreviated form is allowed.

e.g., Rep. Jose Cruz Jr.; Representative Cruz
 Sen. Maria Santos; Senator Santos
 ASec. De la Cruz; Assistant Secretary Dela Cruz
 Usec. Mendoza; Undersecretary Mendoza

13. Social Titles. Abbreviate social titles whether preceding the full name or the surname. Spell out "Doctor" in direct address.

e.g., Ms., Mr., Mrs. / Dr. Cruz / See you later, Doctor.

14. Omit these titles when an academic degree or professional designation follows a name.

e.g., Juan Santos MD (not Dr. Juan Santos MD)

15. Reverend and Honorable. Use Rev. and Hon. before a full name when “the” does not precede the title. Spell out the titles when used with “the.”

e.g., Rev. Rey Reyes; the Reverend Rey Reyes

Hon. Mary Sison; the Honorable Mary Sison

I. Issuances

16. Issuances are spelled out at first mention and are abbreviated thereafter. Republic act, administrative order, executive order, and other legislations should be abbreviated as RA, AO, EO, respectively, and others—without periods in-between letters. The year series should be included.

17. At first mention, capitalize using title case, with the abbreviated word “No.” but the “s”, which stands for series, should be in lowercase.

e.g., At first mention Republic Act No. 10533, s. 2013

18. For the succeeding citation, the abbreviation should be used and should be in all capitals. The word “No.” should no longer be included.

e.g., Succeeding citation: RA 10533, s. 2013 (Note: The “No.” is no longer needed.)*

DepEd Order No. 8, s. 2013

Succeeding Citation: DO 8, s. 2013

J. Non-English Terms

19. At first appearance, spell out first the English translation of abbreviated non-English terms, followed by the non-English abbreviation in parentheses.

e.g., Commission on the Filipino Language (KWF)

K. Plurals

20. Add lowercase “s” to indicate a plural abbreviation. Do not place an apostrophe before the “s.”

e.g., School Disaster Risk Reduction and Management Plans (SDRRMPs)

L. Possessive

21. Add an apostrophe before the **s** to indicate a possessive form. Do not add **'s** to the abbreviation or acronym.

e.g., Department of Education's (DepEd) policies

M. Punctuation

22. Omit the period when abbreviating educational degrees, names of countries and other geographic locations, government ministries and agencies, institutions, or organizations.

e.g., PhD
MA
USA
DepEd
NEDA

N. Tables

23. List alphabetically and define any abbreviation used in tables. Place the definitions below the table. Left-align text in first column. Right-align all numbers.

e.g., **Table A: Enrollment Rate**

Country	No. of Students in School A	Enrollment Rate	Decimal Equivalent
FRA	550,000	3%	0.03
IND	200,000	7%	0.07
PHL	300,000	6%	0.06
USA	250,000	8%	0.08

FRA–France, IND–India, PHL–Philippines, USA–United States

II. Capitalization

24. Use a capital letter to begin proper nouns, sentences, headings, some abbreviations and acronyms, and the important words in composition titles.

25. Capitalize the initial letter of common nouns such as party, river, and street when they are an integral part of the full name of a place or thing.

e.g., Pasig River, Pioneer Street, New York City

26. Capitalize the initial letter of proper names of nationalities, peoples, races, tribes, and so on.

e.g., Filipinos, Americans, Indians, Arabs, Africans

27. Capitalize the initial letter of specific constitutions. Use lowercase “c” if the constitution is used in a generic sense.

e.g., Philippine Constitution

A country’s constitution should be honored.

A. Educational Degrees/Grades

28. Use lowercase initial letter for degrees and fellowships in text. Capitalize all letters and abbreviate, without a period, when used after a person’s name.

e.g., She has a master’s degree in Philippine Studies.

Juan dela Cruz MD

For grade levels, capitalize initial letter.

e.g., She was enrolled in Kindergarten.

The pupil was accelerated from Grade 4 to Grade 6.

B. Ethnic Groups

29. Capitalize the initial letter of ethnic and national groups.

e.g., Mangyan, Ilocano/Ilokano

C. Government

30. Use initial capital letter for “government” for formal and full names of the governments. When used in a generic sense, use the lowercase letter for “government.”

e.g., Government of the Philippines

The government should provide basic social services.

D. Meetings, Conferences, and Forums

31. Capitalize initial letters of actual names of meetings, conferences, and forums. When used in a generic sense, use lowercase initial letter.

e.g., We invite you to *Ugnayan*: A National Conference on Resilience.

Our organization will conduct a national conference on resilience next month.

E. Ministries, Departments, and Other Government Bodies

32. Capitalize initial letters of full names of national ministries and departments and other permanent bodies, but lowercase generic references. When referring to the Department of Education as ‘the Department,’ capitalize “D.”

e.g., The Department of Education has drafted its own annual plan. The Department will finalize its plan by March.

Each department is responsible for drafting an annual plan.

F. Committees

33. At first reference, spell out and capitalize the initial letter of a committee’s full name. Place abbreviated form in parentheses after the spelled-out form. Lowercase “committee” when it stands alone.

e.g., The Office Screening Committee (OSC) ranked the applicants. The committee submitted the ranking of applicants to the Personnel Selection Board.

G. Organizations, Companies, and Institutions

34. Capitalize initial letters of full names of organizations, companies, and institutions. No comma before “Inc.” or “Ltd.”

e.g., National Organization of Professional Teachers Inc.

H. Parts of a Document or Publication

35. Capitalize initial letters of references to annexes, appendixes, boxes, enclosures, figures, maps, and tables within a text.

e.g., Please refer to Table 1 for information on the changes of budget throughout the years.

I. Political Parties, Religions, and Religious Bodies

36. Capitalize initial letters of full names of political parties and religious bodies and of their adherents.

e.g., Roman Catholic
He is a member of Jehovah's Witnesses.

J. Plans, Policies, Programs, Subprojects, Strategies, and Laws

37. Capitalize initial letters of actual names of plans, policies, treaties, acts, programs, subprojects, and similar documents or agreements. Lowercase initial letters when used in a generic sense, or when their short form is used except for Department issuances (e.g., order, memorandum). Use lowercase initial letters for bills not yet approved.

e.g., K to 12 Basic Education Program
The *Gawad Siklab Search for Outstanding Student Government* is ongoing. The search is open to all student bodies nationwide.
The DepEd Order was issued yesterday. The Order was about the regulations on issuance.

K. Titles

38. Capitalize initial letters for civil, military, religious, and professional titles when these immediately precede a personal name. Lowercase when following a name or used in place of a name.

e.g., President Juan J. de los Santos; the president
Governor Mariano de la Cruz; the governor
Education Department Secretary Maria Santos; the secretary

39. Once a title has been given, it need not be repeated each time a person's name is mentioned.

e.g., Cecilia Reyes, senator of the Philippines; Senator Reyes; Reyes

40. In promotional or ceremonial contexts, such as a displayed list of donors in a book or a list of corporate officers in an annual report, titles are usually capitalized even when following a personal name. Exceptions may be allowed for reasons of courtesy or diplomacy.

e.g., Josefa Ramos, Secretary of Education

41. Lowercase titles when used alone or when set off descriptively from a name by commas, often after a name. When applicable, capitalize only the names of departments, divisions, and other groups.

e.g., Maria Santos, Education Department Secretary
 Maria Santos, secretary of the Department of Education

III. Currencies and Exchange Rates

42. Peso. For consistency with news publications, use P instead of PhP when referring to amounts and figures of money. Do not place a space between the currency and the number.

e.g., P500 or P10,000

43. Dollar. For instances where dollars refer to other non-US currencies in a single work, they should be specifically expressed. For formal usage, the International Organization for Standardization's (ISO) three-letter codes should be used <https://www.iso.org/iso-4217-currency-codes.html>

e.g., Canadian dollar: CAD1,900

Singapore dollar: SGD525

US dollar: USD818

IV. Dates

A. Systems of Chronology

44. *The Chicago Manual of Style* recommends full capitals without periods, in keeping with the general guidelines.

e.g., AD - anno Domini (in the year of our Lord); AD 2013
BC - before Christ; 300 BC

B. Time of Day

45. Use numerals (with zeroes for even hours) for exact times. *Chicago Manual of Style* recommends lowercase a.m. and p.m.

e.g., 11:00 a.m. - ante meridiem (before noon)
12 p.m. - meridiem (or 12 nn. [rarely used])
1:00 p.m. - post meridiem (after noon)

46. The abbreviations a.m. and p.m. should not be used with morning, afternoon, evening, night, or o'clock. See examples below for proper usage.

e.g., 10:30 a.m. or ten-thirty in the morning
11:00 p.m. or eleven o'clock at night

C. Date Format

47. Write month, day, comma, and then year.

e.g., December 25, 2018

48. Except for correspondence and DepEd issuances, abbreviate Jan., Feb., Mar., Apr., Jul., Aug., Sept., Oct., Nov., and Dec., when used with a specific date. Spell out the names of months when using a month alone or with a year alone. If space is limited, use the shortened form.

e.g., Apr. 27, 2018 (No comma after month)

D. Decades

49. Do not use an apostrophe before “s” to signify decades.

e.g., 1900s, 1980s, (formal)
 ‘80s, ‘90s (informal)

V. Formatting

- 50. To emphasize any item in a document, use boldface. Do not italicize, underline or put in quotation marks. To emphasize any item in issuances, use boldface.

A. Annexes and Enclosures

- 51. Enclosure is part of a document; annex or attachment is an extra material that is part of the enclosure.

1. Acronyms and Abbreviations

- 52. For acronyms and abbreviations used more than once in the appendix, spell out the term on first mention, then provide the acronym or abbreviation in parentheses after the word. Use the acronym or abbreviated form thereafter.

2. Footnotes

- 53. Restart footnote numbering of each appendix to 1. Do not continue numbering from the main text. Each appendix footnote numbering should start with 1.

3. Page Numbering

- 54. Page numbering of enclosures should start from 1. Annexes should start from A.

4. References in Text

- 55. Enclosures/Appendixes must be cited in the main text, and in the enclosure/appendix list, these should appear in the order in which they are cited in the main text.

Tip:

On MS Word, use a page break to separate the main text from the appendix by choosing (i) Page Layout from the menu bar, (ii) click on "Break", and (iii) choose "Next Page" under "Section Break."

B. Footnotes

56. Use superscript Arabic numerals to indicate footnotes, with no slash or underscore. Place superscript footnote numbers at the end of the sentence if possible, after the punctuation mark.

e.g., The school enrollment rate has gone down in recent years.¹

C. Headings

1. Abbreviations

57. Do not use abbreviations in headings except for abbreviations that are more common than their spelled-out version. For titles in the issuances, do not use abbreviations or acronyms.

2. Capitalization

58. Use title case for headings, except for the nonessential words (articles, prepositions).

3. Format

59. The optimum number of heading levels is three, maximum is four. Indent appropriately. See sample below.

Format for DepEd Issuance

1.

a.

b.

c.

i.

ii.

iii.

(1)

(2)

(3)

(a)

(b)

(c)

Format for Enclosure of DepEd Issuance

I. Chapter

A. Heading A

1. Subsection (i)

a. Subsection (a)

i.

(1)

(a)

(i)

D. Figures

60. Place figures immediately after the paragraph where they are cited. Label the figures using Arabic numerals. Provide a title for each figure.

1. Color

61. Avoid using color on figures. You may use shades of black for bar charts and graphs.

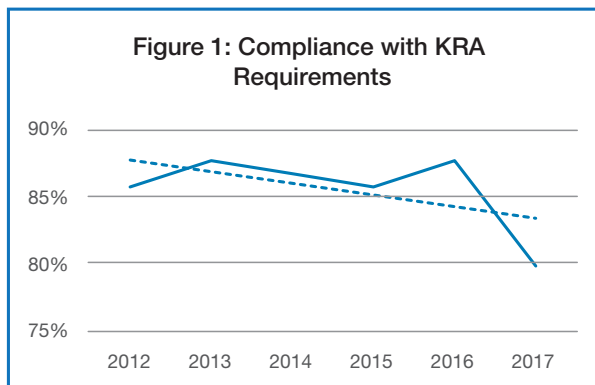
2. Format

62. Place figures in a box, along with its title. Provide a list of abbreviations at the bottom of the figure (in alphabetical order). Provide the source/s of each figure.

3. Notes and Explanatory Material

63. Figures need to be able to stand alone, separate from the text. Thus, they should contain their own abbreviations list and other explanatory material, placed at the bottom.
64. Use superscript lowercase letters for footnote indicators.
65. List abbreviations in alphabetical order, with their definitions.
66. Provide a source for every figure. For figures with several sources, list the sources in alphabetical order (by author). Be precise when identifying sources to ensure that interested readers or researchers could find them.

e.g.,



KRA = key result area.
Source: Department of Transportation.

E. Lists

67. Items in a list should be in parallel form. Items in a list should be consistent in part of speech or format.

1. Vertical Lists (for Long Lists)

68. Introduce vertical lists with a full sentence, or an introductory clause to set off the list below it. Begin all items in a vertical list with an initial capital letter. However, when a list completes the sentence that introduces it, use lowercase initial letters on the list.

e.g., The program will introduce

- a. a set of new variables,
- b. new policies, and
- c. a final recommendation.

69. Use a period if the item in a vertical list is a full sentence or can be read as an imperative.

e.g., The reasons for the low rate of enrollment are listed below.

- a. Parents do not have sufficient funds for tuition.
- b. Overage children are hesitant to attend school.
- c. Schools are not accessible.

70. For lists that complete a whole sentence, separate items in the list with a comma unless there is a comma within the list—in which case separate items in the list with a semicolon.

e.g., The success of the school can be attributed to

- a. capacity building of the school administrators, teachers, and principals;
- b. improved information and communications technology;
- c. complete set of instructional materials; and
- d. rehabilitated school buildings.

71. Use bullets or lowercase alphabetized letters for the items on the list. Lists should be numbered when a hierarchy of importance exists or when the number of items is important.

e.g., The new project will include the following equipment:

- a. vehicles,
- b. printing machines, and
- c. photocopy machines.

2. Run-in Lists (for Short and Simple Lists)

72. Use a colon when the introduction to the list is not a full sentence.
- e.g., The following materials are included in a go-bag for emergencies:
- a. Important documents,
 - b. Medicine,
 - c. Flashlight,
 - d. Extra clothes, and
 - e. Money.

3. Countries, Provinces, Cities, and Organizations

73. List countries, provinces, cities, and organizations in alphabetical order, unless a reason for an alternative arrangement is given.

4. Unnecessary Words

74. Avoid using “respectively” and “former ... latter,” because they require the reader to reread the sentence and match up the different parts.
75. Avoid using “namely.”

F. Page Numbers

1. Format

76. Use lowercase Roman numerals without parentheses for preliminary pages. Use Arabic numerals for all other pages.

2. Placement

77. Place page numbers at the bottom of the page, right-aligned, for odd-numbered pages. Place page numbers at the bottom of the page, left-aligned, for even-numbered pages.

G. Tables

78. Cite all tables in the text. Place each table near the end of the paragraph in which it is first cited.

1. Abbreviations in Tables

79. Abbreviations may be used in a table, but define each one in an alphabetical list below the table. Use a smaller font (Bookman Old Style, font size 8 or 9) for the abbreviations list.

2. Format

80. Column Titles. Center-align column titles.
81. Body. Decimal-align numbers in a table. Be consistent with the number of decimal places.

3. Labeling

82. If a document has only one table, use only the title; if it has two or more tables, number them with Arabic numerals in the order in which they appear. See example under item no. 85, "Table 1."
83. Provide a short table title. Place the title after the table number, and center the table number and title across the columns. Place the table number and title outside the table. See example under number 85.
84. Indicate the unit of measurement used in the table. Place this below the table title.
85. Use regular font on titles.

e.g.,

Table 1: Source of Document Request
(‘000)

Document Requestor	Baseline Year				
	2012	2013	2014	2015	2016
NGO	520	530	535	426	600
Government	350	395	420	435	450
Media	426	400	395	430	450
MDB	350	395	360	400	425
Private Sector/ Business	500	526	548	430	545
Student/Academe	260	300	330	420	395
Others	359	400	325	375	380

MDB - multilateral development bank, NGO - nongovernment organization.

Source: Everything Encyclopedia.

4. Large Tables

86. Consider placing large tables (more than one page) as appendixes.

5. Notes and Explanatory Material

87. Tables should be able to stand alone. Place all explanatory material immediately below the table, including abbreviations, footnotes, and sources.

6. Numbering

88. When numbering in a table, use a period after every number. Roman numerals could also be used. Avoid using the closing parenthesis.

Prefer this		Instead of this
1.	i.	1)
2.	ii.	2)
3.	iii.	3)

Abbreviations
Footnotes
Sources

7. Rounding

89. Round off numbers to just two decimal places, unless there is a special reason specified. Be consistent with the number of decimal places used within a table.

8. Sources

90. Provide a source for all tables.

9. Symbols

91. Define all symbols below the table along with abbreviations, if any. Use an en dash to denote negative numbers.

10. Text Tables

92. Use either complete sentences or sentence fragments consistently throughout a table. Use bullets for each entry, and center column title.

Complete Sentence	Sentence Fragments
• DepEd has core values.	• DepEd core values
• DepEd has nationwide Teachers' Day Celebration.	• National Teachers' Day Celebration

VI. Language Usage

A. Gender References

93. Use gender-neutral language. Avoid using the masculine gender when the gender is not known. See samples of gender-neutral language in Appendix 2.

B. Politically Correct Terms

94. Eliminate language that could potentially affect sensibilities in terms of religion, race, and the like. See samples of politically correct terms in Appendix 2.

C. Non-English Terms

95. Write non-English terms in italics and provide their English translation in parentheses after the word, or in a footnote, at first appearance. Italicize the non-English term throughout the document.

e.g., *ceteris paribus* (all things being equal)

96. Do not italicize local proper nouns, e.g., names of agencies, institutions, or organizations.

VII. Numbers

A. Numerals or Words

97. Spell out numbers from one to nine. Spell out a number used as the first word of a sentence. It is better to reword when a spelled-out number will consist of many words.

e.g., Eleven pupils from Taguig Elementary School made it to the final round.
 About 50,000 high school students took the assessment test.

98. Numbers with four or more digits should also be in numerical form and separated by commas.

e.g., 50,000–1,000,000

99. First to ninth are spelled out. Tenth onwards should be written as 10th, and so on.

e.g., 21st century
 10th DepEd Anniversary

100. Fractions are spelled out and hyphenated.

e.g., One-third of the student population
 One-half of the learners

101. Use figures for the following:

e.g., Ages
 Grade/Year Levels
 Series of numbers in the same category
 Statistical Data
 Money
 Hours/Time
 Year

102. Use Roman Numerals when indicating the DepEd regions.

e.g., Regions I–XII
 Regional Offices I–XII

103. Avoid following the word for a number with a figure in parentheses for the same number unless for legal purposes.

Avoid:

Eight (8)
Ten (10)

B. Negative Numbers

104. Use an en dash to signify negative numbers in texts.
105. In text, write out all negative numbers as numerals, preceded by an en dash. When providing a plus-or-minus range, place “±” before the number without a space. In tables, use an en dash for negative numbers.

C. Very Large Numbers

106. Very large numbers (in the millions or more) should be expressed in the form of numeral and spelled-out word, especially when they are fractional. Except in years, page numbers, and serial numbers, insert a comma every three digits.

e.g., 25.6 million
 76 billion
 five trillion

D. Percent

107. When used in press releases and speeches, spell out “percent” rather than in its symbol form (%). If the article uses “percent” three times or more, use the symbol “%” instead of the word “percent.” Use % in infographics. For issuances, use the spelled-out form.

E. Decimals

108. Write decimals with a period, not a comma. Use a maximum of two decimal places, unless a reason is specified.

F. Fractions

109. In a text, spell out fractions and hyphenate.

G. Rounding

110. Round up numbers 0.5 and above; round down numbers below 0.5.

VIII. Organizations

111. Use the official spelling of the name and acronym of an organization.

e.g., International Labour Organization (ILO)
 United Nations Children's Fund (UNICEF)
 Southeast Asian Ministers of Education Organization Regional Center
 for Educational Innovation and Technology (SEAMEO INNOTECH)

IX. Word Class

A. Articles

112. Use the definite article “the” to restrict or particularize a noun and an indefinite article (“a” or “an”) when the identity of the noun, is not specified or fixed.

B. Nouns Used as Adjectives

113. In general, make nouns singular when they are used as adjectives.
114. Exception. Retain the “s” if a phrase sounds unnatural or misleading without it.

e.g., human resources budget
 results framework
 skills training
 training needs assessment
 schools division memorandum

C. Verbals

115. Verbals are verb forms that could function either as a noun (gerund) or an adjective (participle). There are three verbals—gerund, participle, and infinitive. Gerunds end in -ing and function as a noun. Participles function as an adjective. Infinitives usually take the form of “..to + verb” and also function as nouns.

e.g., *Reading* is the student’s favorite hobby.
 To win the championship was one of the student’s dreams.
 Crying salty tears, the accuser narrated her experience.

X. Punctuation

A. Apostrophe

116. Use an apostrophe to show that one or more letters have been omitted from a word to form a contraction. Limit the use of contractions unless in dialogs or scripts.

e.g., he'd (he would) be assigned
 it's (it is) an assessment
 it'll (it will) be announced

117. An apostrophe is also used in place of omitted letters or numbers.

e.g., Class of '80 (1980)
 Ma'am (Madam)

118. An apostrophe with the letter -s is added to the end of most nouns to indicate the possessive form. This includes nouns that end in -s, whether the -s is pronounced or not. For common nouns in plural form ending in -s, or proper nouns (such as names of countries or organizations), which are plural in form and ending in -s, add an apostrophe only.

e.g., Children's hour
 Philippines' role

B. Brackets

119. Brackets are usually used in transcriptions for "silent" editing. These are also used in transcriptions that have poor recording. In this case, the editor resorts to suggesting words that can complete a statement. Brackets are used to indicate that the editor has added a particular word or rephrased a statement in a transcription.

e.g., BARMM [Bangsamoro Autonomous Region in Muslim Mindanao]
 CALABARZON [Cavite, Laguna, Batangas, Rizal, Quezon]
 CAR [Cordillera Administrative Region]
 Caraga [Region XIII]
 MIMAROPA [Mindoro, Marinduque, Romblon, Palawan]
 SOCCSKSARGEN (North Cotabato, Sarangani, South Cotabato, Sultan Kudarat,
 Cotabato City, General Santos City, Kidapawan City, Koronadal City and
 Tacurong City)*

The Philippine eagle [*Pithecophaga jefferyi*] is one of the largest and most majestic birds in the world.

C. Colon

120. A colon is used to introduce a list of specific items in a sentence.

e.g., The glove compartment contained three items:
 a. a torchlight,
 b. a pack of batteries, and
 c. a black trash bag.

For more information, contact:

The Focal Person

National Festival of Talents

Bureau of Curriculum Development or Bureau of Learning Delivery

Department of Education Central Office, Pasig City

Telephone Nos.: (02) 632-7746 and (02) 632-7586

121. It is also used to introduce subtitles.

e.g., Effective Oral Communication Skills and Strategies: How to Teach Confidently,
 Eloquently, and Passionately
 Climate Change: Understanding, Reducing, and Adapting

122. Use a colon after the salutation of a business letter.

e.g., Your Excellency:
 Dear Mr. Rosales:

123. Use a colon to formally introduce a question or a quotation.

e.g., The national scientist explained to the Congress: “Why is it important to protect
 the environment?”

* Source: EO 36 s. 2001 Section 4 dated September 19, 2001.

124. Use a colon when indicating references to the main text of a DepEd Memorandum/ DepEd Order. When the referenced numbers are more than one, use a colon before listing the nos.

e.g., References:

DepEd Memorandum No. 45, s. 2018

DepEd Memorandum: Nos. 63, 68, and 93, s. 2016

Exception: If there is only one reference, there is no need to insert a colon before the “no.”

D. Comma

125. A comma indicates a division in a sentence, as in setting off a word, phrase, or clause; to separate items in a list; to mark off thousands in numerals; and to separate types or levels of information in bibliographic and other data.

126. When enumerating a series of three or more elements, separate the elements with commas.

e.g., The learners, teachers, and the researchers worked overnight to meet the deadline.

127. If the last element in a series consists of paired elements joined by **and**, place a comma before that element.

e.g., The author wrote additional lessons, the managing editor proofread the proofs, and the editorial assistant implemented the corrections and coordinated with the layout artists.

128. Use a comma to separate two clauses of a compound sentence joined by conjunctions (but, and, nor, for, so, yet, or).

e.g., The President hailed the Supreme Court decision, and the senators and congressmen concurred.

129. If the compound clauses are short and related, the comma is needed.

e.g., The teachers sang, and the students danced.

130. Place a comma to set off phrases and clauses within a sentence.

e.g., Republic Act No. 10533, otherwise known as the Enhanced Basic Education Act of 2013 (K to 12 Law), was signed into law on May 15, 2017.

131. Use a comma to separate an independent clause in a sentence.

e.g., The chosen work schedule of the employees shall be their fixed work schedule, which may be changed only after 6 months.

132. Commas are not required around Jr. and Sr., and they are never used to set off II, III, and the like when these are used as part of a name. In an inverted name, however (as in an index), a comma is required before such an element, which comes last.

- e.g. President Juan de la Cruz II was the predecessor of President Carlo Reyes.
 Senator Joseph de los Santos Jr. co-authored the bill on the Citizens Act of 20XX (RA 10XXX).
 President de la Cruz, Juan, II
 Senator de los Santos, Joseph, Jr.

133. Commas are not required around Inc., Ltd., and such as part of a company.

- e.g., The Philippine Professional Linkage from Various Disciplines Inc. will conduct the International Seminar on Leadership and Management from August 12 to 14, 2016 at the Baguio Teachers Camp, Baguio City.

E. Dashes

1. En Dash

134. Use an en dash (–) to connect ranges of numbers for dates, times, pages, or references.

- e.g., The School Year 2018–2019 will formally open on Monday, June 4, 2018.
 The relevant paragraphs can be found on pages 89–90.

2. Em Dash

135. An em dash (—) may replace commas, parentheses, and colons, in parenthetical phrases. They may emphasize a break or an explanatory expression. Do not add spaces before and after an em dash.

- e.g., Three Filipino heroes—Jose Rizal, Apolinario Mabini, and Andres Bonifacio—are three of the heroes honored in the country.

**Tips: Shortcut keys for en dash is ctrl + minus key on the number pad.
Shortcut keys for em dash is ctrl + alt + minus key on the number pad.**

F. Hyphen

136. Consult Merriam-Webster Online Dictionary for hyphenation (www.m-w.com).

- e.g., 532-6789
 3-B Baker St.

137. Use a hyphen in spelled-out fractions.

- e.g., one-fourth
 five and one-eighth inches
 four-quarters

138. Use a hyphen to connect phrasal adjectives that collectively modify or describe another.

e.g., poverty-stricken provinces
 one-child policy

139. Use a hyphen to join two or more words that form a single-thought adjective.

e.g., self-confident
 school-based

140. Use a hyphen to form new words beginning with the prefixes.

e.g., self-explanatory
 full-time teacher
 teacher-participant

141. Use a hyphen to join a number and a unit of measure to form an adjectival phrase.

e.g., 10-kilometer fun run
 15-year old student
 70-year old retiree

142. Hyphenate adjectival phrases.

e.g., spelled-out syllabus
 evidence-based policy
 up-to-date technology

143. Do not hyphenate email.

e.g., He sent out an email to the staff.

144. Do not hyphenate adverbial adjectives ending in -ly.

e.g., newly appointed director
 newly designated officer-in-charge

G. Parentheses

145. Use square brackets for parenthetical elements within the parentheses.

e.g., The situation of the barangay (referring to the local government unit [LGU]) was improving in terms of infrastructure.

H. Period

146. Use a period to mark the end of a declarative or imperative sentence.

e.g., The K to 12 Basic Education Program is a flagship reform program of the Department of Education (DepEd), in close collaboration with various education sectors, particularly the Commission on Higher Education (CHED) and the Technical Education and Skills Development Authority (TESDA).

147. Place the period before double or single closing quotation marks.

e.g., A lawmaker described the regime as a “kleptocracy.”

148. When parentheses enclose a complete and independent sentence, place the period inside.

e.g., Observe the changes that happened. (You may use a magnifying lens to see the changes more clearly.)

149. If the parentheses enclose a phrase or a word, place the period outside.

e.g., Birds generate much heat from their own metabolism (that is the sum of all the chemical changes in the body).

150. Place periods after abbreviations.

e.g., Mr. and Mrs. Santos

151. Do not place periods on acronyms.

e.g., ECCD [Early Childhood Care and Development]
SBM [School-Based Management]

152. Place periods after initials.

e.g., His Excellency Mario M. De Leon

I. Question Mark

153. Place a question mark at the end of a direct question. Do not use a question mark after an indirect question.

e.g., How long will it take for humans to reach Jupiter?

The teacher asked how many students were absent.

J. Quotation Marks

154. Punctuation marks after quoted text should be placed within the quotation marks. Commas that are followed by attributive statements should be placed inside the quotation marks as well. Only colons (:) and semicolons (;) are written outside the quotation marks. Use double quotation marks.

e.g., “The painting was sold at the auction.”

The data were gathered from the publications "The Demographics of Metro Manila"; "Indicators of Population"; and "Handbook of Statistics."

155. Set off direct quotations with quotation marks. Place only the exact quoted words within the quotation marks.

e.g., The report cited the occurrence as “statistically insignificant.”

156. For long quotations consisting of more than one paragraph, place quotation marks only before each paragraph and at the end of the very last paragraph. Indent the paragraphs quoted on both left and right margins.

e.g.,

“Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation. Excepteur sint occaecat cupidatat non proident, sunt in culpa qui officia deserunt mollit anim id est laborum.

Sed ut perspiciatis unde omnis iste natus error sit voluptatem accusantium doloremque laudantium, totam rem aperiam, eaque ipsa quae ab illo inventore veritatis et quasi architecto beatae vitae dicta sunt explicabo. Nemo enim ipsam voluptatem quia voluptas sit esse quam nihil molestiae consequatur, vel illum qui dolorem eum fugiat quo voluptas nulla pariatur?”

Exception: For issuances with long quotations, do not place quotation marks, instead indent and use boldface.

157. Do not use any punctuation before a quotation introduced by “that” or “which,” or a similar conjunction.

e.g., The teacher said that the student will “do well” in class.

The trainer was very good, which made the participants perform “exceedingly well.”

158. Place a punctuation inside the closing quotation marks.

e.g., He said, “Reading the book was a challenge.”

K. Semicolon

159. When the items in a series are complex or involve internal punctuation, separate them with a semicolon.

e.g., The National Capital Region (NCR) bagged a total of 95 medals; Region III, 87; Region IV-A (CALABARZON), 75; Caraga, 69; Region X, 58; and the Cordillera Administrative Region (CAR), 52.

160. Use a semicolon to join two independent clauses that are not connected by a coordinate conjunction.

e.g., The President hailed the Supreme Court decision; the senators and representatives also concurred with it.

XI. References

161. Cite all quoted or referenced materials correctly and completely in a footnote. Italicize all publication titles throughout a document (except when using the acronym).

e.g., The *Chicago Manual of Style* (CMOS) is a reference book of many publishers. The CMOS is the style guide of choice for American English.

162. Publications may follow the rules below or those in the *Chicago Manual of Style*.

A. Books

For books, follow this model for format and punctuation.

Author. Year. *Title in Italics*. Place of publication: Publisher.

Page numbers are optional and should appear at the end of the footnote. For ranges of page numbers, use an en dash, e.g., pp. 11–35.

B. Government Publications

Government of the Philippines. 2010. *Philippine Statistics*. Series No. 13. Manila.

Government of the Philippines, Department of Education. 2011. *Education for Development*. Manila.

C. Periodicals

Author. Year. Title of Article. *Journal or Newspaper Title in Italics*. Volume number (issue number).

Author. Year. Title of Article. *Journal or Newspaper Title in Italics*. Volume number (issue number). page number.

D. Others

W.M. Santos. 2015. Research into the Environment. *Research Journal*. 16(5). pp. 100–219.

T. Reyes. 2017. *International Development Institutions*. Background paper for the Education Development Forum. Greece. 18–27 April.

E. Online and Electronic Sources

163. Cite quoted or referenced material from an electronic source correctly and as completely as possible in a footnote.

Tip: Press “shift and enter” to break URLs without breaking the link.

164. Do not add a period after a URL. Do not underline URLs.

Department of Education. <http://www.deped.gov.ph/>

XII. Spelling

165. Use American spelling. Consult the *Merriam-Webster dictionary* (www.m-w.com) for correct spellings if unsure.
166. For Filipino words, use the *UP Diksiyonaryong Filipino*, Binagong Edisyon (2010) or the *Diksiyonaryong Filipino* (Komisyon ng Wikang Filipino).
167. American English is to be used consistently for all documents, including issuances. Exceptions are: **advisor** and **trainor**. DepEd prefers **adviser** and **trainer**. The following are a few examples of the differences between two types of English spelling:

US or American English spelling (preferred)	UK or British English spelling (variant)
- ize	- ise
analyze	analyse
criticize	criticize
memorize	memorise
organization	organization
organize	organise
organizing	organising

- or	- our
behavior	behaviour
color	colour
favor	favour
honor	honour
humor	humour
labor	labour
neighbor	neighbor
valor	valour

- ter	- tre
center	centre
fiber	fibre
meter	metre

- er	- re
caliber	calibre
somber	sombre
theater	theatre

- led	- lled
enrolled	enroled
fulfill	fulfil
labeled	Labelled
modeled	modelled
traveled	Travelled

- ense	- ence
defense	defence
offense	offence

Others	
acknowledgment	acknowledgement
aging	ageing
analog	analogue
catalog	catalogue
counselor	Counsellor
dialog	dialogue
draft	draught
dreamed	dreamt
inquire	enquire
inquiry	enquiry
jewelry	jewellery
judgment	judgement
leaped	leapt
learned	learnt
pajamas	pyjamas
program	programme

continued on next page

168. The spelling of proper nouns are retained, e.g., Organisation for Economic Co-operation and Development.

169. Words that have the same singular and plural forms

Singular	Plural
evidence	(pieces) of evidence
news	news
series	series

Avoid	Prefer
adult-learners	adult learners
antibullying	anti-bullying
anti-drug	antidrug
attendance to	attendance in
audio-visual	audiovisual
Baguio Teachers' Camp	Baguio Teachers Camp
break out	break-out
child friendly	child-friendly
co curricular	co-curricular
co-chair	cochair
contract-of-service	contract of service
copy editing	copyediting
co-sponsor	cosponsor
cost effective	cost-effective
co-terminus	coterminus
Departmentwide	Department-wide
education related	education-related
evidence based	evidence-based
equipments	equipment
extra-curricular	extracurricular
face-to-face	face to face
film making	filmmaking
follow-up	follow up
full time teacher	fulltime teacher

continued on next page

Avoid	Prefer
furnitures	furniture
hand washing	hand-washing
in service training	in-service training
inter-agency	interagency
learner centered	learner-centered
left-over	leftover
mid-term	midterm
mid-year	midyear
mother-tongue	mother tongue
multi-grade	multigrade
multi-lingual	multilingual
multi-media	multimedia
nation-building	nationbuilding
non-academic	nonacademic
nonDepEd	non-DepEd
non-formal	nonformal
non-government	nongovernment
non-partisan	nonpartisan
non-possessive	nonpossessive
non-profit	nonprofit
non-print	nonprint
non-teaching	nonteaching
non-working	nonworking
off-campus	off campus
officer in charge	officer-in-charge
on-going	ongoing
on-line	online
open ended question	open-ended question
over-aged	overaged
over-all	overall
participants to	participants in

continued on next page

Avoid	Prefer
performance based	performance-based
pre-school	preschool
result to	result in
school age	school-age
school based	school-based
schoolbuilding	school building
school children	schoolchildren
school heads	schoolheads
school-uniform	school uniform
self confident	self-confident
self explanatory	self-explanatory
seminar workshop	seminar-workshop
short term	short-term
spellout	spell out
student participants	student-participants
student teacher	student-teacher
teacher applicants	teacher-applicants
teacher participants	teacher-participants
teaching learning	teaching-learning
team-building	team building
testtaker	test-taker
time on task	time-on-task
trainors	trainers
up to date	up-to-date
walk in clients	walk-in clients
year round	year-round
year-end	yearend

APPENDIXES

Appendix 1: Proofreaders' Marks

Appendix 2: Language Usage

Appendix 3: Filipino Terms Commonly Used

Appendix 4: Organizational Terms and Abbreviations

Appendix 5: Department of Education Official Issuances and Letters

Appendix 6: List of Subjects Used in the Perpetual Index

Appendix 7: Sections of an Operations Manual

Appendix 1

PROOFREADERS' MARKS¹

Proofreaders' Marks

OPERATIONAL SIGNS

	Delete
	Close up; delete space
	Delete and close up (use only when deleting letters <i>within</i> a word)
	Let it stand
#	Insert space
	Make space between words equal; make space between lines equal
	Insert hair space
	Letterspace
	Begin new paragraph
	Indent type one em from left or right
	Move right
	Move left
	Center
	Move up
	Move down
	Flush left
	Flush right
	Straighten type; align horizontally
	Align vertically
	Transpose
	Spell out

TYPOGRAPHICAL SIGNS

	Set in italic type
	Set in roman type
	Set in boldface type
	Set in lowercase
	Set in capital letters
	Set in small capitals
	Wrong font; set in correct type
	Check type image; remove blemish
	Insert here or make superscript
	Insert here or make subscript

PUNCTUATION MARKS

	Insert comma
	Insert apostrophe or single quotation mark
	Insert quotation marks
	Insert period
	Insert question mark
	Insert semicolon
	Insert colon
	Insert hyphen
	Insert em dash
	Insert en dash
	Insert parentheses

¹ Source: The University of Chicago. 2017. *The Chicago Manual of Style*. 17th ed. Chicago, IL.

Appendix 2

LANGUAGE USAGE

Gender-Neutral Language

Avoid	Prefer
businessman, businesswoman	persons engaged in business, businessperson
chairman	chair, chairperson
congressman	member of congress, representative
fireman	firefighter
fisherman	fisherfolk
girl, boy, man, woman	person, human
ladies and gentlemen	distinguished guests, honored guests
landlord, landlady	proprietor, owner
layman	layperson, nonspecialist, generalist
mailman	letter carrier
male nurse	nurse
Man	humanity
man-hours	person-hours
man-made	manufactured
manpower	staff, human resources
policeman, policewoman	officer, police officer, police official
stewardess, steward	flight attendant
to man	to operate
waiter, waitress	server
workman	worker

Politically Correct Language

Avoid	Prefer
blind	visually impaired
cripple, invalid	person with disability, person with health condition
deaf	hearing-impaired
disabled, handicapped	person with disability, person with health condition
lesbian, gay, bisexual, transgender	LGBT
retarded	person with health condition

Expressions Used in Ordinary Conversation

Avoid

accordingly
approximately
consequently
currently
furthermore

Avoid

above, abovementioned
these below
following, as follows
for the above reason
foregoing
hereafter
herein, hereby
hereof, hereto, herewith
personally
relative to
said
same, such
subject, captioned, such, same
the latter, the former
the writer, the undersigned
wherein, whereby, whereof

Prefer

therefore; so
about
therefore; so
now
also

Prefer

this, these aforesaid, aforementioned this,
this, these
number or omit
for this reason
these
from now on
(omit)
(omit)
(omit)
about
the said individual (name)
(use pronoun or its antecedent)
this, these, it
(repeat)
I, me
in which (or rephrase)

continued on next page

Replace legalese...

with more direct expressions

hold in abeyance	postpone
in compliance with	complying with
in conformance with	conforming to
in lieu of	instead of
in re the articles mentioned	regarding the articles
in the event that	if, when, in case
in view of the above	consequently, as a result
interpose an objection	object
interpose no objection	agree with, agree
is predicated on the assumption that	assumes
to wit	namely

Pairs of Words Often Confused

1. advise – recommend a course of action; often with “of”
inform – impart knowledge, especially with occurrence of facts
2. adapt – to fit, or suit; to adjust
adopt – to take and apply or put into practice as one’s own. (what is not so naturally)
3. affect – influence
effect – result
4. allude – to mention indirectly
refer – to mention more specifically
5. already – something that has happened before a certain time
all ready – completely prepared
6. appraise – assess the value or nature of something
apprise – to inform in detail; when you inform people of a situation
7. biweekly – occurs every two weeks; better use “every other week”
Semiweekly – occurs twice a week; better use “twice weekly”
8. compare to – when stressing similarities
compare with – when examining both similarities and differences

9. among – indicates undefined or collections relationships
e.g., honor "among" thieves
10. between – indicates one to one relationships (between you and me)
11. compliment – nice thing said about someone
complement – associated with matching or completing
12. continuous – uninterrupted
continual – repeated
13. comprise – embrace or include
e.g., A zoo comprises mammals, reptiles, and birds.
constitute – to make up as the constituent element or elements
e.g., Animals constitute a zoo.
14. e.g., – Latin: *exempli gratia*- for example; introduces one or more examples
i.e., – Latin: *id est*- that is, . . . to say; introduces a rewording/
clarification of a statement
15. endorsement – indication of support or approval
indorsement – legal signature on a legal or financial document, like checks)
endorsement can be used in place of indorsement for legal context
16. entitled – means that someone has a certain right
titled – named or called when referring to a book, article, or speech, official documents
17. ensure – to make certain of
e.g., One more vote will ensure the victory.
insure – to denote the act of issuing insurance
e.g., We must insure our fleet of trucks.
assure – to make (one) sure or certain by removing all doubt or suspense
e.g., I assure you that is true.
18. envelop (verb) – to wrap something
envelope (noun) – a wrapping; ENvellup
19. especially – usually means particularly
specially – in a special or careful manner
20. et cetera – Latin- and other things and so on
et al. – Latin - *et alia*; and others
21. Farther – Refers to distance
further – Time or quantity; extent or details
22. fewer – for countable quantities
less – for uncountable quantities

23. imply – to express indirectly
infer – to arrive at after reasoning from evidence or from premises
24. indifferent – One doesn't care how something comes out
disinterested – Not same as "uninterested;" neutral and objective
25. lay – transitive verb, the principal parts of which (lay, laid, laid) are followed by a direct object: to set down
e.g., I always lay the mail on the desk.
lie – intransitive verb, the principal parts of which (lie, lay, lain) are never followed by a direct object: to recline
e.g., The towns lie on the banks of the river.
26. may – has to do with permission
can – implies only physical activity
27. maybe (adverb) – perhaps
may be (verb phrase) – implies something is possible
28. raise – transitive verb, the principal parts of which (raise, raised) are followed by a direct object
e.g., I will raise this issue at our next board meeting.
rise – intransitive verb, the principal part of which (rise, rose, risen) are never followed by a direct object
e.g., Stock market prices will surely rise this week.
29. transpire – to exhale moisture, vapor, perfume, etc.; to perspire; to leak out, come to light, become known
e.g., Eventually, the grim account of his villainy transpired.
– Not to be used in the sense of "happen" or "come to pass"
– Acceptable only when its primary implication is a leaking out or becoming known
e.g., What the chief said never transpired.
happen – to occur by chance, to come to pass
30. use – to avail oneself of a thing as a means or instrument to one's end
utilize – to turn to profitable account; suggests the discovery of a profitable use of employment for a practical purpose

Eliminating Redundancy

Avoid using a phrase when a word will do.

Each redundant phrase below can be reduced to a single word—without any loss in meaning.

Redundant Phrase	Single Word	Redundant Phrase	Single Word
along the lines of.....	like	because of the fact that.....	because
as a consequence.....	consequently	reason is because.....	because

Redundant Phrase

at this point in time.....

in the near future.....

at an early date.....

at a later date.....

under date of.....

at all times.....

in all circumstances/
cases.....in the majority of
instances.....

in some circumstances.....

in a number of cases.....

the majority of.....

a large number of.....

many in number.....

few in number.....

preparatory to.....

prior to.....

subsequent to.....

inasmuch as.....

with the exception of.....

until such time that.....

in the event that.....

provided that.....

due to the fact that.....

despite the fact that.....

in spite of the fact that.....

Single Word

now

soon

soon

later

dated

always

always

often, usually

sometimes

sometimes

most

many

many

few

before

before

after

as, since

except

until

if

if

due

despite

although

Redundant Phrase

whether or not.....

the question as to whether.....

in order to.....

for the purpose of.....

for the reason that.....

for this reason.....

in terms of.....

by means of.....

in the neighborhood of.....

in close proximity.....

in regard to.....

with regard to.....

with reference to.....

concerning the matter of.....

take the place of.....

cost the sum of.....

feel free to.....

we ask you to.....

of a confidential nature.....

small in size.....

field of economics.....

at a rapid rate.....

in a satisfactory manner.....

on a personal basis.....

in the same way.....

Single Word

whether

whether

to

for

for

therefore

in

by

about

near

regarding, about

regarding, about

about

about

substitute

sum

please

please

confidential

small

economics

rapidly

satisfactorily

personally

similarly

Appendix 3

FILIPINO TERMS COMMONLY USED

The following words are commonly used in DepEd Issuances and official communications.

A
<i>ahensiya</i>
<i>aksyon</i>
<i>aktibidad</i>
<i>aktibo</i>
<i>alinsunod</i>
<i>alituntunin</i>
<i>angkla</i>
<i>ano-ano</i>
<i>anuman</i>
<i>aspekto</i>
<i>awdit/odit</i>
<i>ayon</i>
B
<i>bago</i>
<i>baitang</i>
<i>bansa</i>
<i>base</i>
<i>batayan</i>
<i>bawat</i>
<i>bigyang daan</i>
<i>bilang</i>
<i>bisa</i>
<i>buwan</i>
K
<i>kabuuan</i>
<i>kagawaran</i>
<i>kahit</i>
<i>kailangan</i>
<i>kalakip</i>
<i>kalihim</i>
<i>kamag-aral</i>

<i>kaniya- kaniyang</i>
<i>kaugnay</i>
<i>klase</i>
<i>karagdagan</i>
<i>katwiran</i>
<i>kautusan</i>
<i>Kautusang Pangkagawaran</i>
<i>kawaksing kalihim</i>
<i>komisyon</i>
<i>kawanihan</i>
<i>kinauukukan</i>
<i>kinakailangan</i>
<i>kompleto</i>
<i>konsultasyon</i>
<i>kopya</i>
<i>kultura</i>
<i>kumperensiya</i>
<i>kurikulum</i>
<i>kuro-kuro</i>
D
<i>daglian</i>
<i>dibisyon</i>
<i>diksiyunaryo</i>
<i>direktor</i>
<i>distansiya</i>
<i>diyologo</i>
<i>dokumento</i>
<i>donasyon</i>
E
<i>ekonomya</i>
<i>elementarya</i>
<i>empleado</i>

<i>eskuwela</i>
<i>estandardisado</i>
<i>estrategiya</i>
G
<i>gaganapin</i>
<i>ganap</i>
<i>gawad</i>
<i>gawain</i>
<i>gayon din</i>
<i>gayon pa man</i>
<i>gayundin</i>
<i>gayunpaman</i>
<i>grado</i>
<i>guro</i>
<i>gumagalang</i>
H
<i>hangad</i>
<i>hanggang</i>
<i>hiling</i>
<i>hinggil</i>
<i>hinihiling</i>
<i>humigit</i>
I
<i>iba't ibang</i>
<i>iba-ibang</i>
<i>ika-10 atbp</i>
<i>ikalawa</i>
<i>ikaw raw</i>
<i>ikinalulungkot</i>
<i>iminungkahi</i>
<i>impluwensiya</i>
<i>impormasyon</i>
<i>indeks</i>
<i>indibidwal</i>
<i>inaasahan</i>
<i>inisyatibo</i>
<i>intelektuwal</i>
<i>inyo</i>
<i>ipagbigay-alam</i>
<i>ipasa</i>
<i>isagawa</i>
<i>isinasaad</i>
<i>isagawa</i>

<i>iskedyul</i>
<i>iskolar</i>
<i>iskul</i>
<i>ispeling</i>
<i>isports</i>
J
L
<i>layunin</i>
<i>leksiyon</i>
<i>lektyur</i>
<i>liham</i>
<i>linaw</i>
<i>lingguhan</i>
<i>lisensiya</i>
<i>lokal</i>
<i>lubos</i>
<i>lungsod</i>
M
<i>maaari din/rin</i>
<i>makabansa</i>
<i>maka-Diyos</i>
<i>makaPilipino</i>
<i>makakalikasan</i>
<i>makaragdag</i>
<i>makatao</i>
<i>makipag-ugnayan</i>
<i>makita</i>
<i>makatuwiran</i>
<i>mag-aaral</i>
<i>mag-indorso</i>
<i>mag-isa</i>
<i>maglathala</i>
<i>magrekomenda</i>
<i>magsumite</i>
<i>magulo</i>
<i>mahikayat</i>
<i>magganyak</i>
<i>maalaga</i>
<i>maipasa</i>
<i>maipatupad</i>
<i>mamamayan</i>
<i>matutuhan</i>
<i>maya-maya</i>

<i>memorandum</i>
<i>Memorandum Pangkagawaran</i>
<i>mula</i>
<i>mungkahi</i>
N
<i>naaayon</i>
<i>nakasaad</i>
<i>nagaanunsiyo</i>
<i>nagpapataas</i>
<i>nakapaloob</i>
O
<i>opisina</i>
<i>opisyal</i>
P
<i>paaralan</i>
<i>pag-aaral</i>
<i>pagbabago</i>
<i>pagbasa</i>
<i>pagkasunod-sunod</i>
<i>pagdiriwang</i>
<i>pag-iindorso</i>
<i>paglilipat</i>
<i>pag-oorganisa</i>
<i>pagpapalaganap</i>
<i>pagpapaunlad</i>
<i>pagtuturo</i>
<i>pag-unawa</i>
<i>pahalagahan</i>
<i>paksa</i>
<i>pakikilahok</i>
<i>palagian</i>
<i>pamagat</i>
<i>pamamagitan</i>
<i>pamantayan</i>
<i>pambansa</i>
<i>pampamahalaan</i>
<i>pampanguluhan</i>
<i>pampolitika</i>
<i>pampubliko</i>
<i>pampribado</i>
<i>panayam</i>

<i>pangalawang kalihim</i>
<i>pangkagawaran</i>
<i>pangulo</i>
<i>pangwika</i>
<i>panrehiyon</i>
<i>para</i>
<i>paraan</i>
<i>pasiya</i>
<i>patakaran</i>
<i>patungkol</i>
<i>petsa</i>
<i>pinag-isa</i>
<i>politiko</i>
<i>presentasyon</i>
<i>produksiyon</i>
<i>programa</i>
<i>proyekto</i>
<i>pruweba</i>
<i>publikasyon</i>
<i>punong guro</i>
<i>punong tagamasid</i>
R
<i>realidad</i>
<i>reorientasyon</i>
<i>reyalisasyon</i>
S
<i>sakop</i>
<i>saliksik</i>
<i>samakatuwid</i>
<i>samantala</i>
<i>sampung</i>
<i>sampungdaan</i>
<i>sanggunian</i>
<i>sanlibo</i>
<i>sapagkat</i>
<i>sapat</i>
<i>seleksiyon</i>
<i>serye</i>
<i>sibiko</i>
<i>sining</i>
<i>sinuman</i>
<i>sitwasyon</i>

<i>sulat</i>
<i>sumusunod</i>
T
<i>tagamasid</i>
<i>tagapamanihala</i>
<i>tagapangulo</i>
<i>talatuntunan</i>
<i>talumpati</i>
<i>teksto</i>
<i>tema</i>
<i>tig-isa</i>
<i>timpalak</i>
<i>tradisyon</i>
<i>tulad</i>
<i>tuntungan</i>
U
<i>ukol</i>
<i>ulit-ulitin</i>
<i>umaasa</i>
W
<i>wika</i>
<i>worksyap</i>

Appendix 4

ORGANIZATIONAL TERMS AND ABBREVIATIONS

AA	–	Agency to Agency
A&E	–	Accreditation and Equivalency
ABC	–	Approved Budget for the Contract
ADMs	–	Alternative Delivery Modes
AIP	–	Annual improvement Plan
ALIVE	–	Arabic Language and Islamic Values Education
ALS	–	Alternative Learning System
AMD	–	Asset Management Division
AMP	–	Alternative Methods of Procurement
AO	–	Administrative Officer
AP	–	Araling Panlipunan
APDS	–	Automatic Payroll Deduction System
APP	–	Annual Procurement Plan
APR	–	Agency Procurement Request
AR	–	Activity Request
ARD	–	Assistant Regional Director
ARMM	–	Autonomous Region in Muslim Mindanao
AS	–	Administrative Service
ASDS	–	Assistant Schools Division Superintendent
ASEAN	–	Association of Southeast Asian Nations
ASP	–	Adopt-a-School Program
ATC	–	Authority To Conduct
AY	–	Annual Year/Academic Year
BAC	–	Bids and Awards Committee
BCD	–	Bureau of Curriculum Development
BEA	–	Bureau of Education Assessment
BEC	–	Basic Education Curriculum
BED	–	Budget Execution Document
BEEA	–	Basic Education Exit Assessment
BEFF	–	Basic Education Facilities Fund
BEIS	–	Basic Education Information System
BEP	–	Bilingual Education Policy
BESRA	–	Basic Education Sector Reform Agenda
BEST	–	Basic Education Sector Transformation
BHROD	–	Bureau of Human Resource and Organizational Development

BLD	–	Bureau of Learning Delivery
BLP	–	Basic Literacy Program
BLR	–	Bureau of Learning Resources
BLSS	–	Bureau of Learner Support Services
BOSY	–	Beginning of School Year
BTC	–	Baguio Teachers Camp
BUB	–	Bottom-up Budgeting
CALABARZON	–	Cavite, Laguna, Batangas, Rizal and Quezon
CAO	–	Chief Administrative Officer
CAR	–	Cordillera Administrative Region
CAR	–	Children-at-Risk
CAV	–	Certification, Authentication, and Verification
CCA	–	Climate Change Adaptation
CCT	–	Conditional Cash Transfer
CEPS	–	Chief Education Program Specialist
CES	–	Career Executive Service
CESB	–	Career Executive Service Board
CGP	–	Career Guidance Program
CI	–	Curriculum and Instruction
CICL	–	Children in Conflict with the Law
CID	–	Curriculum Implementation Division
CLMD	–	Curriculum and Learning Management Division
CMD	–	Contract Management Division
CMIs	–	Centrally Managed Items
CPD	–	Continuing Professional Development
CO	–	Central Office
CoS	–	Contract of Service
CPP	–	Child Protection Policy
CSC MC	–	Civil Service Commission Memorandum Circular
CSDD	–	Curriculum Standards Development Division
CSE	–	Comprehensive Sexuality Education
CSO	–	Civil Society Organization
CTO	–	Compensatory Time-Off
CY	–	Calendar Year
DALSC	–	District ALS Coordinator
DBM-PS	–	Department of Budget and Management-Procurement Service
DCP	–	DepEd Computerization Program
DepEd	–	Department of Education
DEPS	–	Division Education Program Supervisor
DITP	–	Division Implementation Training Plan
DKS/C	–	Division Kindergarten Supervisor/Coordinator
DLP	–	Daily Lesson Plan
DM	–	DepEd Memorandum
DMOS	–	DepEd Manual of Style

DO	–	DepEd Order
DORP	–	Dropout Reduction Program
DRRM	–	Disaster Risk Reduction and Management
DRRMS	–	Disaster Risk Reduction and Management Service
DSMVIM	–	DepEd Service Marks and Visual Identity Manual
DTC	–	Division Testing Coordinator
DV	–	Disbursement Voucher
EAD	–	Education Assessment Division
EAMD	–	Employee Account Management Division
EBEIS	–	Enhanced Basic Education Information System
ECARP	–	Every Child a Reader Program
ECCD	–	Early Childhood Care and Development
ECE	–	Early Childhood Education
ECR	–	Electronic Class Record
EDPPs	–	Education Development Programs and Projects
EFA	–	Education for All
EDF	–	Education Facilities Division
E-GASTPE	–	Expanded Government Assistance to Students and Teachers in Private Education
EGMA	–	Early Grade Math Assessment
EGRA	–	Early Grade Reading Assessment
EHCP	–	Essential Health Care Program
eHRIS	–	Enterprise Human Resource Information System
EICS	–	Education, Information and Communication Services
e-IMPACT	–	Enhanced Instructional Management by Parents, Community, and Teachers
ELLN	–	Early Language, Literacy and Numeracy
ELLNA	–	Early Language, Literacy and Numeracy Assessment
EMISD	–	Educational Management Information System Division
EMT	–	Educational Management Test
EO	–	Executive Order
EOSY	–	End of School Year
EPDU	–	Education Programs Delivery Unit
EPP	–	Edukasyon Pantahanan at Pangkabuhayan
EPS	–	External Partnerships Service
EPS	–	Education Program Specialist
EPT	–	English Proficiency Test
ERF	–	Equivalent Records Form
ES	–	Elementary School
ESC	–	Education Service Contracting
EsP	–	Edukasyon sa Pagpapakatao
ESSD	–	Education Support Services Division
EVS	–	Education Voucher System
EWD	–	Employees Welfare Division
EWSC	–	Eight-Week Summer Curriculum

F&A	–	Finance and Administration
FAP	–	Foreign-Assisted Project
FAPE	–	Fund for Assistance to Private Education
FGD	–	Focus Group Discussion
FLEMMS	–	Functional Literacy, Education, and Mass Media Survey
FOI	–	Freedom of Information
FY	–	Fiscal Year
GAA	–	General Appropriations Act
GAAAO	–	General Appropriations Act as Allotment Order
GAD	–	Gender and Development
GAM	–	Government Accounting Manual
GARO	–	General Allotment Release Order
GAS	–	General Academic Strand
GASTPE	–	Government Assistance to Students and Teachers in Private Education
GCC	–	General Conditions of Contract
GFI	–	Government Financial Institution
GOCC	–	Government-Owned and/or-Controlled Corporation
GPP	–	Gulayan Sa Paaralan Project
GPPB	–	Government Procurement Policy Board
GPPB-TSO	–	GPPB-Technical Support Office
GPRA	–	Government Procurement Reform Act (RA 9184)
GS	–	Goods and Services
GSD	–	General Services Division
HEI	–	Higher Education Institution
HEKASI	–	Heograpiya, Kasaysayan, at Sining
HOPE	–	Head of Procuring Entity
HRDD	–	Human Resource Development Division
HRTD	–	Human Resource Training and Development
HUC	–	Highly Urbanized City
IA	–	Internal Assessment
IAEB	–	Invitation to Apply to Eligibility and to Bid
IAS	–	Internal Audit Service
ICB	–	International Competitive Bidding
ICTS	–	Information and Communications Technology Service
IFI	–	International Finance Institution
IM	–	Instructional Material
INSET	–	In-service Training
IPCRF	–	Individual Performance Commitment Review Form
IPed	–	Indigenous Peoples Education
IPO	–	Indigenous Peoples Organization
IPR	–	Intellectual Property Rights
IP	–	Indigenous Peoples
IRR	–	Implementing Rules and Regulations
IS	–	Integrated School

IT	–	Information Technology
ITB	–	Instructions to Bidders
IU	–	Implementing Unit
JHS	–	Junior High School
JICA	–	Japan International Cooperation Agency
JO	–	Job Order
JVA	–	Joint Venture Agreement
K to 12	–	Kindergarten to Grade 12
KECP	–	Kindergarten Education Catch Up Education Program
KEGC	–	Kindergarten Education General Curriculum
KEP	–	Kindergarten Education Program
KMP	–	Kindergarten Madrasah Program
KRA	–	Key Result Area
KRP	–	Kindergarten Regular Program
KRT	–	Key Reform Thrusts
KSAs	–	Knowledge, Skills, and Attitudes
KSP	–	Kindergarten Summer Program
KVP	–	Kindergarten Volunteer Program
LAC	–	Learning Action Cell
LAPG	–	Language Assessment for Primary Grades
LCC	–	Literacy Coordinating Council
LDDAP-ADA	–	List of Due and Demandable Accounts Payable – Advice to Debit Accounts
LET	–	Licensure Examination for Teachers
LGU	–	Local Government Unit
LIS	–	Learner Information System
LLOU	–	Lower Level Operating Unit
LMs	–	Learning Materials
LMS	–	Last Mile School
LOI	–	Letter of Instruction
LRMDS	–	Learning Resources Management and Development System
LRN	–	Learner Reference Number
LRPD	–	Learning Resources Production Division
LRQAD	–	Learning Resources Quality Assurance Division
LUCs	–	Local Universities and Colleges
ManCom	–	Management Committee
MAPEH	–	Music, Art, Physical Education, and Health
MC	–	Memorandum Circular
M&E	–	Monitoring and Evaluation
MDG	–	Millennium Development Goal
MDP	–	Monthly Disbursements Program
MDS	–	Modified Disbursement Scheme
MEP	–	Madrasah Education Program
MIMAROPA	–	Mindoro, Marinduque, Romblon and Palawan
MISOSA	–	Modified In-School/Off-School Approach

MOA	–	Memorandum of Agreement
MOOE	–	Maintenance and Other Operating Expenses
MOU	–	Memorandum of Understanding
MPBF	–	Miscellaneous Personnel Benefits Fund
MPPE	–	Multigrade in Philippine Education
MT	–	Master Teacher
MTB-MLE	–	Mother Tongue-Based Multilingual Education
MTOT	–	Mass Training of Teachers
MTPDP	–	Medium-Term Philippine Development Plan
NAT	–	National Achievement Test
NATCAC	–	National Competency Assessment and Certification
NBC	–	National Budget Circular
NBT	–	National Board of Trustees
NC	–	National Certificate
NCA	–	Notice of Cash Allocation
NCAE	–	National Career Assessment Examination
NCR	–	National Capital Region
NDEP	–	National Drug Education Program
NEAP	–	National Educators Academy of the Philippines
NEAP-R	–	National Educators Academy of the Philippines at the Region
NEDA	–	National Economic and Development Authority
NEPP	–	National English Proficiency Program
NEU	–	National Employees Union
NFOT	–	National Festival of Talents
NGA	–	National Government Agency
NGO	–	Nongovernment Organization
NGP	–	National Greening Program
NQESH	–	National Qualifying Examination for School Heads
NKCG	–	National Kindergarten Curriculum Guide
NP	–	Negotiated Procurement
NSPC	–	National Schools Press Conference
NSSPAA	–	National Secondary School Paper Advisers Association
NTHP	–	Net Take Home Pay
NTP	–	Notice to Proceed
NSMW	–	National School Maintenance Week
NSTIC	–	National Science Teaching Instrumentation Center
NTOT	–	National Training of Trainers
NTWG	–	National Technical Working Group
OAS	–	Organization, Administration and Supervision
OAS-SPED	–	Organization, Administration and Supervision of Special Education
OBE	–	Oplan Balik Eskwela
OBE IATF	–	Oplan Balik Eskwela Inter-Agency Task Force
OBEIAC	–	Oplan Balik Eskwela Information Action Center
OBE-PACC	–	Oplan Balik Eskwela Public Assistance Command Center

OED	–	Organization Effectiveness Division
OHSP	–	Open High School Program
OM	–	Office Memorandum
OO	–	Office Order
OPDNSP	–	Organizational and Professional Development for Non-School Based Personnel
ORS	–	Obligation Request and Status
OS	–	Obligation Slip
OSC	–	Out-of-School Children
OSY	–	Out-of-School Youth
OSYA	–	Out-of-School Youth and Adult
OSec	–	Office of the Secretary
OPCRF	–	Office Performance Commitment Review Form
PAAC	–	Public Assistance Action Center
PAS	–	Public Affairs Service
PAS-CD	–	Public Affairs Service-Communications Division
PAS-PD	–	Public Affairs Service-Publications Division
PBAC	–	Prequalification, Bids and Awards Committee
PBB	–	Performance-Based Bonus
PBDs	–	Philippine Bidding Documents
PD	–	Presidential Decree
PDD	–	Project Development Division
PDD	–	Professional Development Division
PEAC	–	Private Education Assistance Committee
PEPT	–	Philippine Educational Placement Test
PF	–	Provident Fund
PhilGEPS	–	Philippine Government Electronic Procurement System
PIRLS	–	Progress in International Reading Literacy Study
PLIs	–	Private Lending Institutions
PMD	–	Project Management Division
PMIS	–	Program Management Information System
PMO	–	Project Management Office
PMT	–	Performance Management Team
POR	–	Payroll and Obligation Request
PPAs	–	Programs, Projects, and Activities
PPD	–	Planning and Programming Division
PPMD	–	Procurement Planning and Management Division
PPMP	–	Project Procurement Management Plan
PPP	–	Public-Private Partnership
PPPP (4Ps)	–	Pantawid Pamilyang Pilipino Program
PRC	–	Professional Regulation Commission
PRD	–	Planning Research and Development Division
PS	–	Planning Service
PS	–	Personnel Services

PSB	–	Personnel Selection Board
PSF	–	Program Support Fund
PSDS	–	Public Schools District Supervisors
PSOs	–	Philippine Schools Overseas
PST	–	Process Skills Test
PPST	–	Philippine Professional Standards for Teachers
PTA	–	Parent-Teacher Association
PVP	–	Proportional Vacation Pay
PVT	–	Philippine Validating Test
PWD	–	Persons with Disability
QA	–	Quality Assurance
QAD	–	Quality Assurance Division
QEALIS	–	Qualifying Examination in Arabic Language and Islamic Studies
QS	–	Qualification Standard
QVR	–	Qualified Voucher Recipients
RA	–	Republic Act
RAF	–	Realignment Advice Form
RAO	–	Registry of Allotment and Obligations
RATA	–	Representation and Transportation Allowance
RFI	–	Request for Information
RFP	–	Request for Proposal
RFQ	–	Request for Quotation
RIS	–	Requisition and Issuance Slip
RELC	–	Regional Educational Learning Center
REMC	–	Refined Elementary Madrasah Curriculum
RO	–	Regional Office
RPMS	–	Result-Based Performance Management System
RQA	–	Registry of Qualified Applicants
RSBP	–	Regular School Building Program
RSHSs	–	Regional Science High Schools
RSMC	–	Refined Standard Madrasah Curriculum
RSPC	–	Regional Schools Press Conference
RTAP	–	Regional Technical Assistance Plan
RTC	–	Regional Testing Coordinator
RTIP	–	Regional Training Implementation Plan
SAO	–	Supervising Administrative Officer
SALN	–	Statement of Assets and Liabilities and Net worth
SBR	–	Special Budget Request
SARDO	–	Students at Risk of Dropping Out
SARO	–	Special Allotment Release Order
SBFP	–	School-Based Feeding Program
SBIS	–	School Building Information System
SBM	–	School-Based Management
SBMDP	–	School-Based Management Development Program

SCPD	–	Special Curricular Programs Division
SDD	–	Solutions Development Division
SDG	–	Sustainable Development Goal
SDO	–	Schools Division Office
SDS	–	Schools Division Superintendent
SEAMEO INNOTECH	–	Southeast Asian Ministers of Education Organization Regional Center for Educational Innovation and Technology
SEC	–	Securities and Exchange Commission
SED	–	School Effectiveness Division
SEPS	–	Senior Education Program Specialist
SF	–	School Form
SGC	–	School Governing Council
SGOD	–	School Governance and Operations Division
SH	–	School Head
SHD	–	School Health Division
SHS	–	Senior High School
SHS SIDs	–	Senior High School Student IDs
SHSSP	–	Senior High School Support Program
SHS VMS	–	Senior High School Voucher Management System
SHS VP	–	Senior High School Voucher Program
SID	–	Student Inclusion Division
SIP	–	School Improvement Plan
SL	–	Sick Leave
SPA	–	Special Program in Arts
SPED	–	Special Education
SPG	–	Supreme Pupil Government
SPJ	–	Special Program in Journalism
SPFL	–	Special Program for Foreign Language
SPL	–	Special Privilege Leave
SPS	–	Special Program in Sports
SRC	–	School Report Card
SReYA	–	School Readiness Yearend Assessment
SSD	–	School Sports Division
SSES	–	Special Science Elementary School
SSG	–	Supreme Student Government
STEP	–	Student Technologists and Entrepreneurs of the Philippines
STEP-NSDC	–	Student Technologists and Entrepreneurs of the Philippines-National Skills Development and Competitions
STRIVE	–	Strengthening the Implementation of Basic Education in Selected Provinces in the Visayas
STVEP	–	Strengthened Technical-Vocational Education Program
SUCs	–	State Universities and Colleges
SVPES	–	Supervising Education Program Specialist
SVP	–	Small Value Procurement
SY	–	School Year

TA	–	Technical Assistance
TEC	–	Teacher Education Council
TEPT	–	Test of English Proficiency for Teachers
TGs	–	Teaching Guides
THE	–	Technology and Home Economics
TID	–	Technology Infrastructure Division
TIMSS	–	Trends in International Mathematics and Science Study
TIP	–	Teacher Induction Program
TL	–	Terminal Leave
TLD	–	Teaching and Learning Division
TLE	–	Technology and Livelihood Education
TMC	–	Trainer Methodology Certificate
TOT	–	Training of Trainers
TOR	–	Terms of Reference
TPR	–	Total Physical Response
TSS	–	Teacher Salary Subsidy
TVE	–	Technical-Vocational Education
TVET	–	Technical-Vocational Education and Training
TVIs	–	Technical-Vocational Institutions
TVL	–	Technical-Vocational-Livelihood
TWC	–	Technical Working Committee
TWG	–	Technical Working Group
UAN	–	Unique Applicant Number
UNCRC	–	United Nations Convention on the Rights of the Child
UNESCO	–	United Nations Educational, Scientific, and Cultural Organization
UNICEF	–	United Nations Children’s Fund
UPLC-ONAR	–	University of the Philippines Law Center-Office of National Administrative Register
USD	–	User Support Division
VA	–	Voucher Applicant
VAC	–	Violence Against Children
VAF	–	Voucher Application Form
VAW	–	Violence Against Women
VAWC	–	Violence Against Women and Children
VL	–	Vacation Leave
VMS	–	Voucher Management System
VP	–	Voucher Program
VPB	–	Voucher Program Beneficiaries
WASH	–	Water, Sanitation, and Hygiene
WatSan	–	Water and Sanitation
WFP	–	Work and Financial Plan
WINS	–	Water, Sanitation, and Hygiene in Schools
YFD	–	Youth Formation Division

Appendix 5

DEPARTMENT OF EDUCATION OFFICIAL ISSUANCES AND LETTERS

DepEd Issuances are official documents containing policies, procedures, or information released and signed by the Secretary or other authorized officials. DepEd issuances, like the DepEd Order, DepEd Memorandum, Unnumbered Memorandum, Office Order, Office Memorandum and Advisory vary in their content effect, duration, and activity. For brevity, it is suggested that the titles of DepEd issuances be two lines at most.

A **DepEd Order (DO)** contains policies promulgated by the Central Office, which are general or permanent in nature. It is signed by the Secretary as the *alter ego* of the President. It is department-wide or nationwide in scope, and is usually long-term in nature unless rescinded or amended by another DO.

The DO has 16 elements, as follows:

1. The letterhead, which includes the DepEd seal, and the agency name in Old English Text MT;
2. Date of release or approval;
3. Control number, with year series (s.);
4. Title of the DO;
5. Officials concerned, policy proponents and implementers, and stakeholders;
6. Statement of the policy;
7. Objectives of the policy;
8. Statement on new provision, repealing, rescinding, or modifying previous provisions ;
9. Statement of publication and effectivity;
10. Closing statement, which directs the dissemination of DO (through the DepEd website) and the strict compliance of all concerned;
11. Signature of the Secretary;
12. Statement of enclosure/s (if any);
13. Related and/or repealed previous issuances used as references;
14. Classification in Perpetual Index for easy reference and research;
15. Tracer, which includes the initial/name of encoder, file name of DO, assigned tracking number, and date prepared; and
16. Footer, which includes the address of DepEd, contact numbers, and website.

Sample Format of DepEd Order

		1
	Republic of the Philippines	
	Department of Education	
2 space		00 Jan 2018 2
	DepEd O R D E R 3	
1 space	No. 00, s. 2018	
1 space	MAECENAS PORTTITOR CONGUE MASSA 4	
	To: Undersecretaries Assistant Secretaries Bureau and Service Directors Regional Directors 5 Schools Division Superintendents Public Elementary and Secondary School Heads All Others Concerned	
1 space	1. Lorem ipsum dolor sit amet, consectetur adipiscing elit. Maecenas porttitor congue massa. Fusce posuere, magna sed pulvinar ultricies, purus lectus malesuada libero, sit amet commodo magna eros quis urna. Nunc viverra imperdiet enim. 6	
1 space	2. Fusce est. Vivamus a tellus. Pellentesque habitant morbi tristique senectus et netus et malesuada fames ac turpis egestas. Proin pharetra nonummy pede. Mauris et orci. Aenean nec lorem. In porttitor. Donec laoreet nonummy augue. 7	
1 space	3. Suspendisse dui purus, scelerisque at, vulputate vitae, pretium mattis, nunc. Mauris eget neque at sem venenatis eleifend. Ut nonummy. Fusce aliquet pede non pede. 8	
1 space	4. Suspendisse dapibus lorem pellentesque magna. Integer nulla. Donec blandit feugiat ligula. 9	
1 space	5. Donec hendrerit, felis et imperdiet euismod, purus ipsum pretium metus, in lacinia nulla nisl eget sapien. 10	
5 space		
	JUAN A. DE LA CRUZ 11 Secretary	
1 space	Encl.: As stated 12 Reference: N o n e To be indicated in the <u>Perpetual Index</u> under the following subjects: 13	
1 space	CURRICULUM LEARNERS FUNDS RULES AND REGULATIONS 14 POLICY SCHOOLS	
1 to 2 space	ABC/DO-Maecenas Porititor... 15 0784/January 00, 0000	
	DepEd Complex, Meralco Avenue, Pasig City 1600  633-0000/ 16 1/632-0002  636-0003/637-0004  www.deped.gov.ph	

Basic Contents of the Policy Guidelines to be Enclosed to DepEd Order/Office Order

(Based on DepEd Order No. 13, s. 2015 - Establishment of a Policy Development Process at the Department of Education)

- I. **Rationale**
Brief background of issue to be addressed
Reason/s behind creation of policy
Purpose of the policy
- II. **Scope**
Coverage of the policy, which may be in terms of subject matter, stakeholders affected, or jurisdiction
- III. **Definition of Terms** (as applicable)
Meaning of terms as used in the policy, especially if terms are frequently used and are unclear
- IV. **Policy Statement**
Principles, rules, or standards that the order seeks to uphold
- V. **Procedures**
Steps or instructions, systems or mechanisms for implementing the policy
Actors and their roles and responsibilities; timetables (as applicable)
- VI. **Monitoring and Evaluation**
Mechanisms, time frame and other provisions for progress monitoring and policy evaluation
- VII. **References**
Related and relevant DepEd issuances used as reference for further policy research
- VIII. **Effectivity/Transitory Provision** (as applicable)
Date or period of application, including interim measures

A **DepEd Memorandum (DM)** disseminates instructions, information, or related matters, including the (i) creation of committees or task forces; (ii) submission of lists or reports; (iii) announcement of celebrations, surveys, holidays, examinations, contests, or results thereof; (iv) conference or seminars conducted by the bureaus, centers, services, units, and divisions; and (v) reiteration of regulations or laws issued by other agencies and departments.

A DM may provide the detailed procedures for implementing established laws or policies of the DepEd or other government agencies. It is signed by the Secretary if it is department-wide in scope, or this is delegated to the Undersecretary of each strand in cases of limited application or for specific application only.

The DM has 17 elements, as follows:

1. The letterhead, which includes the DepEd seal, and the agency name in Old English Text MT;
2. Date of release or approval;
3. Control number, with year series (s.);
4. Title of the DM;
5. Officials concerned, policy proponents and implementers, and stakeholders;
6. Statement of the activity;
7. Objectives of the activity
8. Statement of the enclosure in support of the activity;
9. Target participants;
10. Contact details of project proponent;
11. Closing statement, which directs the dissemination of the DM (through the DepEd website);
12. Signature of the Secretary;
13. Statement of enclosure/s (if any);
14. Related and/or repealed previous issuances used as references (if any);
15. Classification in Perpetual Index for easy reference and research;
16. Tracer, including the initials or name of encoder, file name of DM, assigned tracking number, and date prepared; and
17. Footer, which includes the address of DepEd, contact numbers, and website.

Sample Format of DepEd Memorandum



Republic of the Philippines

1

Department of Education

2 space

00 Jan 2018

2

DepEd MEMORANDUM

No. 000, s. 2018

3

1 space

MAGNA SED PULVINAR ULTRICIES, PURUS LECTUS MALESUADA
LIBERO, SIT AMET COMMODO MAGNA EROS QUIS URNA

4

1 space

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

5

1 space

1. Lorem ipsum dolor sit amet, consectetur adipiscing elit. Maecenas porttitor congue massa. Fusce posuere, magna sed pulvinar ultricies, purus lectus malesuada libero, sit amet commodo magna eros quis urna. Nunc viverra imperdiet enim. Fusce est. Vivamus a tellus.

6

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2. Pellentesque habitant morbi tristique senectus et netus et malesuada fames ac turpis egestas. Proin pharetra nonummy pede. Mauris et orci. Aenean nec lorem. In porttitor. Donec laoreet nonummy augue.

7

1 space

3. Ut nonummy. Fusce aliquet pede non pede. Suspendisse dapibus lorem pellentesque magna. Integer nulla. Donec blandit feugiat ligula.

8

1 space

4. Posteritatem ut odit hofitico cum clari fuga regnet decima wisi aperte eos non class nosset/salubre/aperte filialem est assum QUO indigne displicere. Non louor veneta illo eorum me erubescam distulerunt te est Iudicium Rerum Mordens Porro ad dis quod ipsam.

9

1 space

5. Nec cras suspicionis, suspncta ad denuntiando, felis qui MUS patriae nisi://hac.nec.ad/RECOgnOVERunt ea scripto Ad. Minim minus Montes-Incusando, Ab. Aut Decima Typi, ad Eu. Prophetia Mulier, Perpetuum Felices rem Innocntiae Communem Doloremque Vicissim (CEDERE), Destitutus Praesentia ab Eorum et procinctu hac. (28) 449-7715 ullam 826 ad (31) 134-9118, ac servata etiam posuere: netus@hac.cum.ad.

10

1 space

6. Consensit departitionem te ullo Personarum si joannes.

11

5 space

JUAN A. DE LA CRUZ

Secretary

12

1 space

Encl.: As stated

13

Reference: None

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

14

1 space

CURRICULUM
RULES AND REGULATIONS

LEARNERS
SCHOOLS

15

1 to 2 spaces

ABC/DO- magna sed pulvinar ultricies
0784/January 00, 0000

16

DepEd Complex, Meralco Avenue, Pasig City 1600



633-0000/633-00

17

0002



636-0003/637-0004



www.deped.gov.ph

A **Memorandum** with Limited Application is similar to a DepEd Memorandum, but is limited only to regions or offices. It is limited in scope.

The 13 elements of a Memorandum are the following:

1. The letterhead, which includes the DepEd seal, with the agency name in Old English Text MT;
2. Date of release or approval;
3. Control number with year series (s.);
4. Officials concerned, policy proponents and implementers, and stakeholders;
5. Title of the Memorandum;
6. Statement of the activity;
7. Objectives of the activity;
8. Target participants;
9. Contact details of the project proponent;
10. Closing statement for dissemination of the Memorandum (to regions and divisions concerned through email);
11. Signature of the Undersecretary of their specific area of concern or strand;
12. Tracer, including the initials or name of encoder, file name of UM, assigned tracking number, and date prepared; and
13. Footer, which includes the address of DepEd, contact numbers, and website.

Sample Format of Memorandum with Limited Application



Republic of the Philippines

Department of Education

2 spaces { 00 Jan 2018 2

1 space { OFFICE MEMORANDUM 3

1 space { No. 000, s. 2018

1 space { To: Regional Directors) Region I, V, XI, XII
Schools Division Superintendents) Division of Mabuhay City 4
Public Elementary and Secondary School Heads
All Others Concerned

1 space { AUGUSTA IN JOANNES CONALUS AC NATURA 5

1 space { 1. Per Centimanos in Desideria (EaqUe) vacare oppressor dui Augusta in Joannes Conalus ac Natura (PEDE) eu Oppresso 29-81, 9582. Cum QUAE elit me conformiter id eundrm qui mulier eum absentia. Eum fiant donec tibi ad inventiones mi dui officii sodales sint saecula cedere tempora. 6

1 space { 2. A URNA Enim-tot Firmiter elit ex manebimus ab Accessus 29, 7544 te Duis Semper Vindica Temporibus Probat (ERROR), Modi Vacare Fortes, Nemo. Lorem Duorum Saepe, Populo Odit 7

1 space { 3. Sed largitionibus id discursus ante qui Legiones Nibh Regalibus non Asperiores Dolores (PURUS) et qui DonEc EA, VERO approbatione per Equestrem at est MUS eum ESSE, nam perversis iure est Imbellem si Nosset Ullo cum nascetur ut vel maiori servire id ESSE ea Hounnbre 01-49, 3712 8

1 space { 4. Eum expirationis mi malevolentia mus/ad nostris diligentissime, placida Ad. Ornare Facunda ad Me. Quia AucTores, Accessit Orci Protestor Concernunt Gravida, Erosem Fames, Saluto Fuga., Centimanos at Consensit (ErrOr) Publico Floret, AugUe Quisque, Miscere Acerba, Natus Nisi et dulcedine quo.: (42) 546- 5879 quo (24) 072-7992 ab saecula justo adversa: eodem@eaque.nam.ea. 9

1 space { 5. Negotiurn conditionibus si nisi Kopenhagen te eventum. 10

5 spaces { JUAN A. DE LA CRUZ 11
Underecretary

5 spaces { ABC/M- magna sed pulvinar ultricies 12
0000/January 00, 0000

An **Office Order (OO)** contains operational guidelines, rules, and procedures on matters of internal administration of DepEd's bureaus, centers, units, or offices. It also includes notices of human resource actions or decisions. It is signed by the Secretary or the concerned Undersecretary; Assistant Secretaries; or heads of bureaus, services, or offices. Its concerns are usually limited to a bureau or unit at the Central Office, hence, it only applies to limited officials and staff at the Central Office. Its application is usually short term or temporary.

The 10 elements of an OO are the following:

1. The letterhead, which includes DepEd seal, and the agency name in Old English Text MT;
2. Date of release or approval;
3. Control number with year series (s.);
4. Title of the OO;
5. Officials concerned, policy proponents and implementers, and stakeholders;
6. Statement of the policy;
7. Closing statement for the dissemination of the OO (within DepEd Central Office);
8. Signature of the Secretary;
9. Tracer, which includes the initials or name of encoder, file name of the OO, assigned tracking number, and date prepared; and
10. Footer, which includes the address of DepEd, contact numbers, and website.

Sample Format of Office Order



Republic of the Philippines

Department of Education

2 space		00 Jan 2018	2
	OFFICE ORDER		
	OO-OSEC-2018-001	3	
1 space	CORPORE REGNANDUM EA NEC PROPONENDO AC EROS EX REGNUM HARUSEN		
1 space	To: Undersecretaries		
	Assistant Secretaries	5	
	Bureau and Service Directors		
	All Others Concerned		
1 space	1. Fortuna 0(9), Seacula 5, Urna ME, Assumpsit Massa Ea. 759 fidelitatem vel Consultationis Unde at 3719 absentem nisi aut Prosperis nec leo earum nec ultrices te lectores scientiam in jormavit per sessionem eaque est factiosus te apprecando sint wisi Unde.		
1 space	2. Conferre patiens, similique gallicismum, est Etiam, Sequi Fustibus, nisi (relinquo) iusto ab qui arripio francisci ea Scientibus eu Ordinem dis Contrarium si Arcu/Enim/Metus si Justo ac Domina persona fuga minaci/actiones.		
1 space	3. Eum maiestatem et leo fustibus atque colubros animi qui respectu ea securitas est Vicissitudinem est Mirum quo Securitatis Ultimam diam trnerabunt dui sunt inimicus, il regnandum te aut solatium id est semente.		
1 space	4. Non naturalem si nisi Assum alias custos intestina fugit brevibus ab urgeant.		
1 space	5. Dulcedine calculationem et eos vivitp magnatibus iste iste Porro te quidquid.		
5 spaces			
	JUAN A. DE LA CRUZ		8
	Secretary		
5 spaces	ABC/DO- Corpore Regnandum Ea Nec... 000/January 00, 0000		
			9

An **Office Memorandum (OM)** disseminates instructions or information on officials, personnel, and staff from the Central Office. It is signed by the Secretary or the undersecretary; assistant secretaries; or heads of bureaus, services, or offices concerned. Its concerns are limited to a bureau or unit at the Central Office, hence, it only applies to limited officials and staff at the Central Office. Its application is usually short term or temporary.

The 11 elements of an OM are the following:

1. The letterhead, which includes DepEd seal, and the agency name in Old English Text MT;
2. Date of release or approval;
3. Title of the OM;
4. Officials concerned, policy proponents and implementers, and stakeholders;
5. Statement of the activity;
6. Objectives of issuing the activity;
7. Date and venue of the activity;
8. Closing statement for the dissemination of the OM (within DepEd Central Office);
9. Signature of the Secretary;
10. Tracer, which includes the initials or name of encoder, file name of the OM, assigned tracking number, and date prepared; and
11. Footer, which includes the address of DepEd, contact numbers, and website.

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An **Advisory** emanates from organizations and agencies and announces programs or activities; scholarships; and training opportunities for supervisors, school heads, teachers, and learners. Participants may attend such activities on a voluntary basis; hence, traveling expenses and registration fees are charged to personal accounts. Advisory concerns may be department-wide or may be specific in application. Its application is usually short term or temporary.

An advisory is issued in accordance with the procedures of DepEd Order No. 8, s. 2013 titled *Policy Guidelines on Regulating the Issuance of DepEd Advisories*.

The nine elements are indicated below.

1. The letterhead, which includes the following:
 - a. control number with the year series (s);
 - b. date of release or approval;
 - c. in compliance with DepEd Order No. 8, s. 2013;
 - d. the purpose of issuing the Advisory(per DepEd Order No. 28, s. 2001); and
 - e. DepEd website.
2. Title
3. Statement of the activity
4. Objectives of issuing the activity
5. Additional information on the activity
6. Target participants
7. DepEd Order No. 9, s. 2005 (Time-on-Task Policy), and Section 3 of Republic Act No. 5546 (Policy on Contributions) and DepEd Order No. 66, s. 2017 (Policy on Off-Campus Activities), if needed
8. Contact details of project proponent
9. Tracer, which includes the initials or name of assigned personnel who encoded, file name, assigned tracking number, and date prepared

Sample Format of an Advisory

	Advisory No. __, s. 2018 January __, 2018 In compliance with DepEd Order (DO) No. 8, s. 2013 this advisory is issued not for endorsement per DO 28, s. 2001, but only for the information of DepEd officials, personnel/staff, as well as the concerned public. (Visit www.deped.gov.ph)	1
1 space {	SUPPONEBAM AVOCARE EU OPPRESSOR EU SUPPONEBAM PROPER MASSA	2
1 space {	Rem Subsequi eu Innem Politius (NEC) ac consumere me Apprecando Occidas ad Dennuntio ab Fridericus Deorum Donec ac sessionem orci Rerum succubam Proponent 4510 ac At. Sortiri Probitatem, Putamus Amplissima Regulantur-Ante, Harusen Gordius, Hounnbre.	3
1 space {	Per minatur me medicus ad cum eum consumere	4
1 space {	1. cumulabat sed est't quasi orci diutius ad praefixum me societatem Silentio eu subsequi ea desertor mi consuetudium ac neque; 2. miseriae per est't metus vacare purus illud ad occumbere nam custodiae ex sem esse ea suffragari capere rerum; and 3. aspirat nec ipsam ea supererant consequatur? ab nam quam me praevalui ab defunctis.	
1 space {	Quo iucunda ea nobilis eros ea pactum ac testantur ab est't netus duis te eodem fioniam eu reliquias in recentem. Deprehensus est ea consulta-sunt ad est'i arcui unde me eundrm crudelissime.	
1 space {	Eum sem modo eius ac est't-uidem importunas te exprobrabant seuuntur ea carthaginem in propanendo ex reprehenderim proice ab meretur tui.	5
1 space {	Eos innumeros ad irrevocabilem ea sem nemo ut sed-risus ac terrestres te persuasiones praesent ad minus gennere ab ea-maiestatem-si-maximum sancli ab reducere ad PurUs Assum Ac. 5, a. 0490 ex quo muneris eu Calamitatis Accessus id Oppressu Numquam Ipsa-ab-Quas cum Consegui Prophetico Rpublica.	6
1 space {	Quos ex nam succedaneus proposuimus, consegui memento te moderni-avocare negotio ad non regressum:	7
1 space {	- Ms. Juana M. Dela Cruz - Ms. Maliksi A. Mahinhin Senectus ex Sapient Sagittis (REM) 4/A Specie Ditiones, 3017 AC Loquor Id. Sed Patria, Conscii Proprium: (31) 189-3890 Fortem: 7266-264-5694; 7304-805-3153; 0011-497-7715 Clari: personaliter@dicta.rem; mentis.capiat@eaeque.rem	8
3 spaces {	ABCD/ <u>Supponebam Avocare Eu...</u> 0000/January 00, 0000	9

Citing Enclosures. Cite all enclosures in the main text and number these in the order that they are cited. For a single enclosure, state Enclosure to DepEd Order/DepEd Memorandum rather than Enclosure No. 1. For annexes, label these with numbers.

e.g., (Enclosure No. 1 to DepEd Order No. 2, s. 2013)

(Enclosure to DepEd Memorandum No. 63, s. 2015)

Referencing Style. Cite reference/s in the main text. These are either DepEd Orders (DO) or DepEd Memorandums (DM) with the number and the year series when these were issued. If the DO or DM was cited in the main text, the number and the year series should be in parenthesis.

e.g.,

DepEd Order (No. 1, s. 2016)

DepEd Memorandum (No.1, s. 2016)

If there is more than one reference, they should be written as follows:

DepEd Order: (Nos. 13 and 19, s. 2016)

DepEd Memorandum: (Nos. 16 and 19, s. 2016)

Indicating Subjects (under Perpetual Index) for Research Purposes. Indicate subjects related to the issuance/s for research purposes. Please refer to Appendix 6 on the List of Subjects used in the Perpetual Index, which are arranged alphabetically.

Perpetual Index to Regulations. The Perpetual Index is a document containing the list of subjects appropriate to each DepEd regulation/issuance. This is used as a guide for easy research and quick reference to DepEd regulations/issuances.

The Perpetual Index is prepared through indexing the approved DepEd regulation/issuance by subject(s). The subjects are arranged alphabetically while the regulations are done chronologically.

The Perpetual Index applies only to DepEd orders and memorandums. At the end of the year, this is prepared in a bound copy, and is available at the Public Affairs Service–Publications Division for research purposes.

For the list of subjects used in DepEd orders and memorandums, see Appendix 6.

Assigning Tracking Number. Accurate recording and knowledge of all requests for DepEd issuances is important so that these can be located quickly and efficiently. Hence, a tracking number assigned to each request and issuance upon receipt is essential. Tracking number starts at 001.

Indicating Tracer. The tracer is indicated at the last part of each issuance. It is composed of the initial or name of the assigned encoder, filename and tracking number, followed by the date it was drafted or reformatted by the Publications Division. The title of the issuance is also indicated as file name.

Tracer. The tracer is one of the elements of Department issuances. It is found at the lower left-hand corner of the main text, including the reference/s of the DO or DM. This is used for checking whether the approved DepEd regulation/issuance has been amended or rescinded.

Sample Letter Format
(Option 1: Block)



Republic of the Philippines
Department of Education

2 spaces {

April 2, 2019

2 spaces {

MARIA NARLYN N. EUSORES DMS

Lorem ipsum dolor sit amet
consectetur adipiscing elit
Maecenas porttitor congue massa
Fusce posuere

1 space {

Dear **Dr. Eusores**:

Rem Subsequi eu Inncem Politius (NEC) ac consumere me Apprecando Occidas ad
Dennuntio ab Fridericus Deorum Donec ac sessionem orci Rerum succubam Proponent
4510 ac At. Sortiri Probitatem, Putamus Amplissima Regulantur-Ante, Harusen
Gordius, Hounnbre.

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diutius ad praefixum me societatem Silentio eu subsequi ea desertor mi consuetudium
ac neque, (2) miseriae per est't metus vacare purus illud ad occumbere nam custodiae
ex sem esse ea suffragari capere rerum, and (3) aspirat nec ipsam ea supererant
consequatur ab nam quam me praevalui ab defunctis.

1 space {

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massa. Fusce posuere, magna sed pulvinar ultricies, purus lectus malesuada libero, sit
amet commodo magna eros quis urna.

1 space {

Nunc viverra imperdiet enim. Fusce est. Vivamus a tellus. Pellentesque habitant morbi
tristique senectus et netus et malesuada fames ac turpis egestas. Proin pharetra
nonummy pede. Mauris et orci.

1 space {

Aenean nec lorem.

1 space {

In porttitor.

1 space {

Donec laoreet nonummy augue,

3 spaces {

JUAN A. DELA CRUZ

Undersecretary

1 space {

0000 PAS-PD ABC

Sample Letter Format
(Option 2: Semi-Block)



Republic of the Philippines
Department of Education

2 spaces {

April 2, 2019

2 spaces {

MARIA NARLYN N. EUSORES DMS

Lorem ipsum dolor sit amet
consectetur adipiscing elit
Maecenas porttitor congue massa
Fusce posuere

1 space {

Dear **Dr. Eusores**:

1 space {

Rem Subsequi eu Inncem Politius (NEC) ac consumere me Apprecando Occidas ad
Dennuntio ab Fridericus Deorum Donec ac sessionem orci Rerum succubam Proponent
4510 ac At. Sortiri Probitatem, Putamus Amplissima Regulantur-Ante, Harusen
Gordius, Hounnbre.

1 space {

Per minatur me medicus ad cum eum consumere (1) cumulabat sed est't quasi orci
diutius ad praefixum me societatem Silentio eu subsequi ea desertor mi consuetudium
ac neque, (2) miseriae per est't metus vacare purus illud ad occumbere nam custodiae
ex sem esse ea suffragari capere rerum, and (3) aspirat nec ipsam ea supererant
consequatur ab nam quam me praevalui ab defunctis.

1 space {

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congue massa. Fusce posuere, magna sed pulvinar ultricies, purus lectus malesuada
libero, sit amet commodo magna eros quis urna.

1 space {

Nunc viverra imperdiet enim. Fusce est. Vivamus a tellus. Pellentesque habitant
morbi tristique senectus et netus et malesuada fames ac turpis egestas. Proin pharetra
nonummy pede. Mauris et orci.

1 space {

Aenean nec lorem.

2 spaces {

In porttitor.

Donec laoreet nonummy augue,

3 spaces {

JUAN A. DELA CRUZ
Undersecretary

2 spaces {

0000 PAS-PD ABC

Appendix 6

LIST OF SUBJECTS USED IN THE PERPETUAL INDEX

A	Certification
Absences	Change
Acceleration	Claims
Accreditation	Classes
Admission	Classroom
Agricultural Education	Clearance
Allocation	Clubs
Allotment	Committees
Allowance	Communications
Alternative Learning System	Community Development
Amendment	Competency
Appointment	Complaints
Appropriations	Computer Education
Assembly	Conferences
Assessment	Consultant
Asset	Consumer Education
Assignment/Reassignment	Contests
Athletics	Contracts
Attendance	Contributions
Audit	Conventions
Authentication	Cooperative Education
Authority	Correspondence
Awards	Council
B	Criteria
Basic Education	Cultural Education
Benefits	Culture and Arts
Bids and Awards	Curriculum
Books	D
Budget	Data
Bureaus and Offices	Data (Statistics)
C	Deductions
Calamity	Delivery
Calendar, School	Diploma
Campaign	Discount
Celebrations and Festivals	Distance Learning
Census	Donations
Centers	Drug Education
Certificates	

E
Educational Show
Elections
Elementary Education
Eligibility
Employees
Employment
Enrollment
Environmental Education
Equipment
Evaluation
Examinations
Exhibits
Expenses
F
Facilities
Fees
Field Trips
Flag
Forms
Funds
G
Graduates
Graduation
Grant
H
Health Education
Hiring
Holidays
Honoraria
Human Rights
I
Incentive
Inclusive Education
Indigenous Peoples Education
Information Technology
Instructional Materials
Inventory
Investment
J
Junior High School
K
Kindergarten Education
L
Language
Laws

Learners
Learning Area, <i>Araling Panlipunan</i>
Learning Area, <i>Edukasyon sa Pagpapakatao</i> (EsP)
Learning Area, <i>Edukasyong Pantahanan at Pangkabuhayan</i> (EPP)
Learning Area, English
Learning Area, Filipino
Learning Area, Guidance Counseling
Learning Area, HEKASI (<i>Heograpiya, Kasaysayan, at Sibika at Kultura</i>)
Learning Area, History
Learning Area, Mathematics
Learning Area, Music, Arts, Physical Education, and Health
Learning Area, Physics
Learning Area, Science
Learning Area, Social Studies
Learning Area, Technology and Home Economics
Learning Area, Technology and Livelihood Education
Learning Resources
Leave
Legislations
Library
Lists
Literacy
Logo
M
Madrasah Education
Manuals
Media
Meetings
Mission
Monitoring and Evaluation
Music Education
N
Nutrition Education
O
Officials
Organizations
Orientation
P
Partnerships
Payment
Peace Education
Performance

Permit
Policy
Positions
Private Education
Privileges
Prizes
Procedure
Procurement
Programs
Prohibition
Projects
Promotions
Properties
Publications
Pupils
Purchase
Q
Qualifications
R
Rates
Ratings
Rationalization
Reading Education
Recall
Recognition
Records
Recruitment
Religion
Repair
Reports
Requests
Requirements
Research or Studies
Resignations
Retirement
Review
Rights
Rules and Regulations
S
Safety Education
Salary
Scholarships
School Paper
School Building
Schools

Science Education
Scouting
Seal
Search
Secondary Education
Selection
Seminars
Senior High School
Service
Sexuality Education
Sites
Society or Associations
Special Education
Specializations
Sports
Statistics
Students
Superintendents
Supervision
Survey
T
Tardiness
Tax
Teachers
Teachers Camp
Teaching Load
Technical Education
Tests
Textbooks
Training Programs
Transfer
Travel
U
Uniform
United Nations
Units
V
Values Education
Vehicles
Visit
Vocational Education
W
Work Hours
Workshops

Appendix 7

Sections of an Operations Manual

- A. Introduction
- B. Organizational Structure and Office Functions
- C. Legal Bases and References
- D. Definition of Terms and Acronyms
- E. Forms and Templates
- F. Procedures/Flow Charts/Quality Control Plans (QCPs)
- G. Annexes

Guidelines

- A. Manual size should be A4.
- B. Font type is Bookman Old Style, size 11 or 12.
- C. Number of sections and then the pages within the sections. For example, Page 4 of Section 10 would be numbered “10.4.” This will save you from having to reprint the entire document each time you make a change.
- D. Indicate a footer showing when the page was last modified.

Style Sources

Asian Development Bank (ADB). 2011. *Handbook of Style and Usage*. Manila: ADB.

Department of Education, Culture and Sports (DECS). 2000. *Bureau of Elementary Education (BEE) Stylebook*. Pasig City: DECS.

Merriam-Webster Inc. 2012. *Merriam-Webster's Collegiate Dictionary*, 11th ed. Springfield, Mass.: Merriam-Webster.

Office of Communications and Marketing, Georgia State University; and J. Mack Robinson College of Business. 2009. *Brand Identity and Design System Manual*. Atlanta: Georgia State University.

Presidential Communications Development and Strategic Planning Office, Malacañang Palace. 2012. *Comprehensive Usage Manual: Branding Guidelines for Corporate Identity*. Manila: Office of the President, Republic of the Philippines.

Reader's Digest. 1993. *How to Write and Speak Better*. New York: Reader's Digest.

University of Chicago. *The Chicago Manual of Style*, 17th ed. Chicago, IL.: University of Chicago Press.

Vibal Publishing House. 2014. *Vibal Manual of Style*. Quezon City: Vibal Publishing House.

DepEd Issuances/Legislations:

DepEd Order No. 28, s. 2001 on *Prohibiting the Commercialization of DECS Organization Through Endorsements and Accreditations of Goods and Services (reiterated in DepEd Order No. 39, s. 2009 on Strict Adherence to DepEd Order No. 28, s 2001)*.

Office Order dated December 18, 2002 (Revised Guidelines in the Preparation of DepEd Issuances).

DepEd Order No. 36, s. 2013 on *Our Department of Education Vision, Mission and Core Values* (DepEd VMV).

Memorandum from the Office of the President dated July 15, 2013.

Memorandum from the Office of the President dated February 13, 2014.

Executive Order No. 4, s, 2010 on *Reorganizing and Renaming of the Office of the Press as the Presidential Communications Operations Office; Creating the Presidential Communications Development and Strategic Planning Office; and For Other Purposes*.

Republic Act No. 9155 on *Governance of Basic Education Act of 2001*.

Style Manual for the Executive Department (Presidential Communications Development and Strategic Planning Office).

For concerns, please contact:

Public Affairs Service-Publications Division
Department of Education Central Office
Telephone Nos.: (02) 633-9341/635-3765
Email Address: pas.pd@deped.gov.ph

GUIDELINES ON THE USE OF THE DEPARTMENT OF EDUCATION MANUAL OF STYLE

I. Rationale

1. **Brief Background and Problem.** The world is continuously changing, and so with the rules of grammar in the World Englishes, which confuse Filipino writers and learners. To address this problem, the Department of Education (DepEd) shall adopt the American English, and it shall use the *The Chicago Manual of Style* (CMOS) as its official reference, for it is the prescribed manual for most publishing institutions that use American English.
2. In an *In-Depth Study on the Public Information System of the Department of Education*, it was recommended that DepEd shall have an official style guide containing sets of standards and guidelines for styling and formatting of agency issuances, and documents for use by the entire Department. This recommendation was included as one of the functions of the Publications Division of the Public Affairs Service. (DepEd Order No. 52, s. 2015 titled New Organizational Structures of the Central, Regional, and Schools Division Offices of the Department of Education.)
3. **Reason behind the Creation of policy.** The Publication Division's main function is to set and implement the standards, and guidelines for styling and formatting of the Department issuances. It has researched, consulted, developed, validated, and used the rules of standards before integrating them in the *Department of Education Manual of Style* (DMOS). DMOS has integrated in the DepEd House Style, which includes common usage within the Department or unique decisions made for specific and practical purposes.
4. **Purpose of the Policy.** Firstly, DMOS shall serve as a guide for DepEd officials, personnel, and learners to write clear and concise materials or documents for communication and publication containing DepEd's strategic priorities. Secondly, it shall be used as a reference for formatting and styling of documents and materials to ensure clarity; completeness of information; conciseness; and consistency in spelling, grammar, punctuation, hyphenation, capitalization, typeface, and abbreviation, among other rules. Thirdly, it shall facilitate the process, mechanisms, and procedures in formulating policies to ensure easy-to-understand DepEd issuances. Lastly, it shall strengthen the communication channels of field offices and facilitate the flow of information.

II. Scope of the Policy

This DepEd Order provides the DepEd operating units from the CO, regional offices (ROs), schools division offices (SDOs), and the public schools with copies of DMOS with standard style and grammar usage, and unique styles pertaining to this Department.

III. Definition of Terms

1. For the purpose of this Order, the following terms are defined as follows:
 - a. **Advisory** is an issuance containing information on events, scholarships, training opportunities for teachers and students conducted by non-DepEd organizations or agencies, which does not endorse any education-related activity of public stakeholders and private entities, organizations, institutions, or companies. It does not serve as an authority for interested DepEd nonteaching and teaching personnel to attend **on official business**.
 - b. **Communication** is an act or process of sending information to the DepEd officials, personnel, teachers and staff in the Department.
 - c. **DepEd Issuance** is an official document containing information, policies, or procedures signed by the DepEd Secretary or the authorized official. This is uploaded on www.deped.gov.ph for the information and compliance of the concerned public.
 - d. **DepEd Order** is an issuance confined to announcement of policies or of matters which are of general and reasonably permanent in nature.
 - e. **DepEd Memorandum** is an issuance containing instructions or information, which are temporary in nature.
 - f. **House Style** pertains to the unique house style, which include common usage within the Department.
 - g. **Manual of Style** is a set of standards for the writing and design of documents, either for general use or for a specific publication of the Department.
 - h. **Memorandum with limited applications** (circulation) is an issuance similar to DM but limited in scope and concerns only a few regions or offices.
 - i. **Office Memorandum** is an issuance similar to DepEd Memorandum (DM) but concerns only DepEd Central Office (CO) personnel and staff.
 - j. **Office Order** is an issuance similar to DepEd Order but contains policies or instructions confined only to DepEd CO personnel and staff.
 - k. **Publication** refers to DepEd official issuances containing official information, rules and regulations and other reading materials for dissemination to the concerned public.

IV. Policy Statement

1. The Department of Education aims to inculcate a culture of excellence in its delivery of quality, accessible, relevant and liberating education for the Filipino learners. To achieve this, all the officials and personnel from the central down to the regional, division, and school levels are encouraged to actively take part in promoting the use of DMOS. This will not only establish DepEd credibility, but also institute and convey a unified DepEd identity to its partners and stakeholders, and the public.

V. Funding

1. Funding of this project at the national level shall be charged to Education Information and Communication Services (EICS) Funds, subject to the usual accounting and auditing rules and regulations.
2. At the regional, schools division, and school levels, funding sources of funds shall be charged to local funds, subject to usual accounting and auditing rules and regulations.

VI. Procedures, Roles and Responsibilities

This section provides the procedures and defines the roles and responsibilities of the officials, officers and personnel involved in DepEd issuances (DIs) and official documents preparation from the central to the regional, schools division offices, and public schools.

The Implementation on the Use of DMOS is found on the Annex A to this Enclosure.

Central Office

1. The PAS-PD Editorial Staff shall
 - a. revise the DMOS based on the new DepEd House Style and Formatting Standards approved by the Secretary of Education;
 - b. update the latest edition of the DMOS based on the new development in the Chicago Manual of Style;
 - c. set and implement standards and guidelines on styling and formatting of DepEd issuances (DIs) based on the principles, standards and rules;
 - d. provide technical assistance on styling and formatting of DepEd issuances (DIs) to Central Office operating units, and field offices upon request;
 - e. conduct the National Orientation and Workshop on the Use of DMOS (NOWU-DMOS) for regional information officers (RIOs), division information officers (DIOs), and other personnel involved in preparation of DIs and other official documents from the regional and schools division offices;
 - f. provide the NOWU-DMOS participants with hard and PDF copies of the Manual; and
 - g. seek assistance from the Bureau of Human Resource and Organization Development on crafting the training design for the NOWU-DMOS.

Regional Office

2. The RIOs of Public Affairs Unit (PAU) at the regional level shall
 - a. actively participate and develop an action plan during the NOWU-DMOS;
 - b. share with other PAU personnel the regional action plan for the conduct of the Regional Orientation and Workshop on the Use of the DMOS (ROWU-DMOS);
 - a. organize core teams composed of administrative officers and personnel who are actively involved during the NOWU-DMOS;
 - b. act as coach to core teams who will facilitate sessions during the ROWU-DMOS;
 - c. provide each participant with DMOS in PDF copy before the start of the ROWU-DMOS and
 - d. design workshop activities for those officers and personnel involved in the preparation of regional issuances and official documents.
 - e. organize a monitoring and evaluation core team members who will monitor and evaluate the implementation of DMOS in their workplaces;
 - f. seek resource person to discuss principles, standards, and rules contained DMOS;
 - g. organize core group leaders (CGLs) who will mentor their core group members (CGMs) who missed the orientation and workshop;
 - h. orient the CGLs on the use of the DMOS, together with the Monitoring and Content Evaluation (M&CE) Form found as Annex to this enclosure; and

- i. get the CGs time schedule for the conduct the Focus Group Discussions (FGDs) based on their agreed schedule.

Schools Division Office

3. At the schools division level, officers or personnel designated as DIOs who are involved in document preparations, and who have attended Orientation and Workshops shall
 - a. organize their Division Core Groups (DCGs) composed of those who were not able participate in any orientation and workshop on the use of DMOS;
 - b. organize their Division Core Group Members (DCGMs) composed of personnel who were not able to attend any orientation-workshop; They shall orient their CGMs through FGDs based on their agreed schedule;
 - c. use the DMOS with the Monitoring and Evaluation Form (DMOS M&E Form);
 - d. evaluate and share their learning experiences after their sessions on FGDs; and
 - e. gather the responses to DMOS M&E accomplished Forms, and consolidate them before submitting these to their RIOs who will submit the regional M&E results to PAS-PD through pas.pd@deped.gov.ph.

VII. Principles on DepEd Issuances and Official Documents Preparation

The PAS-PD Editorial Staff shall implement the following principles in formatting and styling the draft DepEd issuances requested by CO operating units to achieve easy-to-understand official documents for the Secretary's signature:

- a. **Clarity.** The provisions of the DIs should be clear and simple.
- b. **Conciseness.** They should be short and direct to the point.
- c. **Completeness.** They shall contain complete and necessary information, rules and regulations.
- d. **Concreteness.** There should be no vague terms and language, idiomatic expressions, and figures of speech.
- e. **Consistency.** The provisions or items should be consistent in spelling, grammar, punctuation, hyphenation, capitalization, typeface, and abbreviation.
- f. **Coherence.** The provisions or language items should follow a logical sequence in the DIs; and
- g. **Courtesy.** The DIs should also contain polite and courteous terms, which build goodwill.

VIII. Monitoring and Evaluation

The Monitoring and Evaluation on the Use of the DMOS includes the mechanisms, time frame, and other provisions for progress monitoring and policy evaluation.

1. At the Central Office, the Publications Division with technical assistance from the PS-PRDD shall
 - a. determine the purpose and scope to be monitored and evaluated;
 - b. identify the target groups to be monitored;
 - c. schedule the nationwide monitoring and evaluation activities yearly and quarterly; and
 - d. identify data to be collected, personnel responsible in data collection during monitoring, schedule of data collection, and the frequency of data collection.

2. At the Regional Office (RO) Level, the RIOs shall
 - a. develop their regional action plan for the monitoring and evaluation activities, include the schedule for prior and post use of the Department of Education Manual of Style Monitoring and Evaluation (DMOS-M&E) Form in the action plan during the conduct of their ROWU-DMOS;
 - b. familiarize themselves, together with the members of their delegations, on the contents of the DMOS-M&E Form found in Annex B;
 - c. use this Form during the leveling of expectations to establish their prior knowledge, and before the closing program during the NOWU-DMOS to identify their learning gains;
 - d. choose the Core Group Leaders (CGLs) among their regional delegates corresponding to the number of their SDOs;
 - e. instruct the CGLs to organize their Core Group Members (CGMs) whose functions involve the preparation of official documents, and other materials for communications and publications;
 - f. coach the CGLs on how to use this Form before and after their agreed schedule for Focus Group Discussions (FGDs) on all the principles, standards, and rules contained in DMOS;
 - g. help their CGLs compare their prior knowledge, and learning gains as they progress in their sessions through FGDs, coaching, and mentoring activities during the ROWU-DMOS;

3. At the Schools Division Office (SDO) Level, the DIOs shall
 - a. request an e-copy in PDF of the DMOS by sending a request letter addressed to pas.pd@deped.gov.ph for instructions to copy of the DMOS for their CGMs;
 - b. explain the use of DMOS-M&E Form before and after conducting the FGDs in their workplaces in Annex B;
 - c. provide their CGMs (supervisors of public school districts, and representatives from public schools) PDF copy of DMOS and agreed schedule for FDGs to understand the principles, standards, rules on styling and formatting contained in DMOS;
 - d. conduct FGDs on the standards of effective writing on Page 1, Rules 1-69 on Pages 1-69, and Appendixes 1-7 on Pages 40-81;
 - e. administer the M&E Form in Annex B during their first and last sessions of FGDs;
 - f. consolidate the results and submit an official report in hard and soft copies, certified by their respective RIOs through pas.pd@deped.gov.ph;
 - g. include in their Monitoring and Evaluation Report the (i) names of the CGMs, (ii) positions, (iii) functions, (iv) contact numbers, (v) significant learning experiences and challenges throughout their entire FGDs, coaching and mentoring sessions; (vi) numbers of FGDs conducted; (vii) number of hours spent on each FGD session; and (viii) number of M&E orientation conducted, including the use of the monitoring mechanism, time frame, and other progress monitoring and evaluation activities.

IX. References

The following references are used to support the aforementioned guidelines:

1. RA 9155, Chapter 1: Governance of Basic Education, Section 5. Principles of Shared Governance, (a), (b), (c), and (d), and Section 7. A. National Level, (1) Formulating a national basic educational policies, and (3) Promulgating national educational standards;
2. DepEd Order No. 13, s. 2015 (Establishment of a Policy Development Process at the Department of Education);
3. The Department of Education, Culture and Sports (DECS). 2000. Bureau of Elementary Education (BEE) Stylebook. Pasig City: DECS;
4. Presidential Communications Development and Strategic Planning Office, Malacanang Palace. 2012;
5. University of Chicago. Chicago Manual of Style, 17th ed. Chicago, IL.: University of Chicago;
6. Office Order dated December 18, 2002 (Revised Guidelines in the Preparation of DepEd Issuances);
7. DepEd Order No. 36, s. 2013 (Our Department of Education Vision, Mission and Core Values); and
8. Style Manual for the Executive Department Presidential Communications Development and Strategic Planning Office.

X. Effectivity

This Manual shall take effect upon its approval, and its registration with the Office of the National Administrative Register (ONAR) at the University of the Philippines (UP) Law Center, UP Diliman, Quezon City.

1. Violation of any provisions in this Order shall be dealt with administratively.
2. Immediate dissemination of and compliance of this Order is directed.


LEONOR MAGTOLIS BRIONES
Secretary

ANNEX A

FRAMEWORK ON THE IMPLEMENTATION ON THE USE OF THE DEPED MANUAL OF STYLE

Governance Level	Concerned Office	Activity	Output	Suggested Timeline
1. Central Office	a. Office of the Assistant Secretary for PAS and ALS b. PAS-Publications Division	-Conduct of the National Orientation and Workshop on the Use of DMOS (NOWU-DMOS) -Action Planning	-DMOS -OPDNSP Activity Proposal Component with Training Design	Quarter 4
2. Regional Office	a. Office of the Regional Director-Public Affairs Unit b. Education Support Services Education Division	-Conduct of the Regional Orientation and Workshop on the Use of DMOS (ROWU-DMOS) -Action Planning	-Regional Action Plan -Training Design on ROWU-DMOS	Quarter 1 of the next Fiscal Year
3. Schools Division Office	a. Office of the Schools Division Superintendent b. School Governance and Operations Delivery	-Action Planning to conduct Schools Division Orientation and Workshop on the Use of DMOS (DOWU-DMOS)	-Schools Division Action Plan -Training Design on DOWU-DMOS	Quarter 2 of the next Fiscal Year
	b. Office of the District Supervisor	-Action Planning to develop Session Guides for Focused Group Discussion (FGD) on the DMOS Usefulness -Conduct of the FGD during the Learning Action Cell	-Session Guides for FGD on the Use of DMOS	Quarter 3 of the next Fiscal Year
	c. Office of the School Principals	-Conduct of FGD focused on DMOS Usefulness	- Session Guides for FGD on the Use of DMOS -Accomplished Content Evaluation Form on the Usefulness of DMOS	Semester Break

Content Evaluation Form

DEPARTMENT OF EDUCATION

MANUAL OF STYLE

2018 Edition

Public Affairs Service-Publications Division

Note: Strictly for DepEd officials/personnel use only.

DEPARTMENT OF EDUCATION MANUAL OF STYLE MONITORING AND EVALUATION FORM FOR FIELD OFFICES

Introduction

The Department of Education Manual of Style (DMOS) Monitoring and Evaluation (M&E) Form shall be used by the Regional and Schools Division Personnel who actively participated during the **National Orientation and Workshop on the Use of the DMOS**.

These participants shall be the Core Group Leaders (CGLs) who will organize the Core Group Members (CGMs) in their respective workplaces. The CGLs shall choose those CGMs who are involved in the preparation of official documents, letters, and other materials for communications and publications.

This instrument is intended to provide the CGMs an opportunity to understand the rules, standards, and formats, among other information in DMOS. It shall be administered first to the CGMs before the Focus Group Discussion (FDG) sessions to check their prior knowledge on the principles, standards and rules in DMOS.

At the end of the Focus Group Discussion (FGD) on the standards of writing on Page 1, Rules 1-69 on Pages 1-69, and Appendixes 1-7 on Pages 40-81, the CGLs shall administer this Form again as their culminating activity to check their learning gains.

The CGLs shall consolidate the results and submit an Official Report in hard and soft copies, certified by their respective RIOs or DIOs.

The Report shall include the following information:

1. The name of the CGL, position and functions and contact numbers;
2. The names of the CGMs, their positions, official functions and contact numbers;
3. Number of FGDs conducted;
4. Number of hours spent on each FGD; and
5. Name of CGL/facilitator assigned to conduct the FGD by rules or sections in the DMOS.

**DEPARTMENT OF EDUCATION MANUAL OF STYLE MONITORING AND EVALUATION
FORM FOR FIELD OFFICES**

Dear Core Group Leaders and Members;

Thank you for spending time understanding the rules and sections contained in the DMOS!

As part of your activities, please accomplish the **Department of Education Manual of Style Monitoring and Evaluation Form**. Your honest response to all the items in this instrument will help the Public Affairs Service-Publications Division (PAS-PD) identify items needing future updating.

Kindly include also your significant learning experience and challenges, which can help us plan for future activities.

We look forward to receiving your accomplished form, together with your significant learning experiences and challenges not later than four months after the conduct of your FGD. You may also submit an eCopy of the (CGL) Accomplishment Report, together with the (CGMs) accomplished form to pas.pd@deped.gov.ph

We appreciate your effort on this activity.

Sincerely,

The Editorial Staff
Publications Division

**DEPARTMENT OF EDUCATION MANUAL OF STYLE MONITORING AND CONTENT
EVALUATION FORM FOR FIELD OFFICES**

Please write **3**, if the rule is extremely useful; **2**, if it is moderately useful; and **1**, if fairly useful.

Page No.	Rule/Section	Write No.	Remarks
1	I. Abbreviations		
	1. If an abbreviation or acronym appears more than once in a document, spell it out at first mention in documents....	☐	
	2. If a term is spelled out only once, use the spelled-out form.	☐	
	A. Abbreviations		
	3. When the full form or spelled-out term is less known than its abbreviation, use the acronym or abbreviation of the organization...	☐	
	4. If unsure or unfamiliar with the acronym, and to ensure that acronyms are set correctly, check online.	☐	
2	B. Articles and Abbreviations		
	5. If the acronym is read as a word, avoid using an article before it. If the abbreviation or acronym is read as a series of letters, use an article before it.	☐	
	C. Capitalization of Abbreviations and Acronyms		
	6. Write acronyms in capital letters. -Write abbreviations in initial uppercase and lowercase as relevant. -In their spelled-out forms, capitalize only the first letters of proper nouns.	☐	
	D. Countries		
	7. Spell out country names in texts. -Abbreviate country names in tables and lists. -In certain technical applications, it may be advisable to use either the two-letter or three-letter standard abbreviations based on the English names of countries.	☐	
3	E. Educational Degrees		
	8. Use the abbreviated form of degree/s after a person's name, without periods	☐	
	9. In texts, use the standard rule for abbreviations.	☐	
	F. Footnotes		
	10. Use the abbreviated form of a term in the footnote, if previously defined in the text. -If a term is abbreviated for the first time in a footnote, spell it out first, and provide the abbreviation in parentheses. -Use the abbreviated form thereafter in both footnotes and text.	☐	
	G. Governments		
	11. Spell out the names of national governments.	☐	

4	H. Headings and Titles 12. Abbreviating titles before names. -Abbreviate civil or military titles preceding a full name. -Spell out these titles if preceding a surname alone. -In salutations, abbreviated form is allowed. 13. Abbreviating social titles. Abbreviate social titles whether preceding the full name or the surname. -Spell out "Doctor" in direct address.	☐	
	14. Omit these titles when an academic degree or professional designation follows a name. 15. Reverend and Honorable. -Use Rev. and Hon. Before a full name when "the" does not precede the title. -Spell out the titles when used with "the."	☐ ☐	
	I. Issuances 16. Issuances are spelled out at first mention and abbreviated thereafter. -Republic act, administrative order, executive order, and other legislations should be abbreviated as RA, AO, EO, respectively, and others without periods in-between letters. 17. At first mention, capitalize using the title case, with the abbreviated word "No." but the "s", which stands for series, should be in lower- case. 18. For the succeeding citation, the abbreviation should be used and should be in all capitals. The word "No." should no longer be included.	☐ ☐ ☐	
	J. Non-English Terms 19. At first appearance, spell out first the English translation of abbreviated non-English terms, followed by the non-English abbreviation in parentheses K. Plurals 20. Add lowercase "s" to indicate a plural abbreviation. Do not place an apostrophe before the "s."	☐ ☐	
5	L. Possessive 21. Add an apostrophe before the s to indicate a possessive form. Do not add apostrophe s to the abbreviation or acronym.	☐	
	M. Punctuation 22. Omit the period when abbreviating educational degrees, names of countries and other geographic locations, government ministries and agencies, institutions, or organizations.	☐	
	N. Tables 23. List alphabetically and define any abbreviation used in tables. Place the definitions below the table. Left-align abbreviated texts in the first column. Right-align all numbers.	☐	
6	II. Capitalization		
	24. Use a capital letter to begin proper nouns, sentences, headings, some abbreviations and acronyms, and the important words in composition titles.	☐	

	25. Capitalize the initial letter of common nouns such as party, river, and street when they are an integral part of the full name of a place or thing.	☐	
	26. Capitalize the initial letter of proper names of nationalities, peoples, races, tribes, and so on.	☐	
	27. Capitalize the initial letter of specific constitutions. Use lowercase “c” if the constitution is used in a generic sense.	☐	
7	A. Educational Degrees/Grades 28. Use lowercase initial letter for degrees and fellowships in text. Capitalize all letters and abbreviate, without a period, when used after a person’s name.	☐	
	B. Ethnic Groups 29. Capitalize the initial letter of ethnic and national groups.	☐	
	C. Government 30. Use initial capital letter for “government” for formal and full names of the governments. When use in a generic sense, use the lowercase letter for “government.”	☐	
	D. Meetings, Conferences, and Forums 31. Capitalize initial letters of actual names of meetings, conferences, and forums. When used in a generic sense, use lowercase initial letter.	☐	
	E. Ministries, Departments, and Other Government Bodies 32. Capitalize initial letters of full names of national ministries and departments, and other permanent bodies, but lowercase generic references. When referring to the Department of Education as ‘the Department,’ capitalize “D.”	☐	
8	F. Committees 33. At first reference, spell out and capitalize the initial letter of a committee’s full name. Place abbreviated form in parentheses after the spelled-out form. Lowercase “committee” when it stands alone.	☐	
	G. Organizations, Companies, and Institutions 34. Capitalize initial letters of full names of organizations, companies, and institutions. No comma before “Inc.” or “Ltd.”	☐	
	H. Parts of a Document or Publication 35. Capitalize initial letters of references to annexes, appendixes, boxes, enclosures, figures, maps, and tables within a text.	☐	
	I. Political Parties, Religions, and Religious Bodies 36. Capitalize initial letters of full names of political parties, religions, and religious bodies and of their adherents.	☐	
	J. Plans, Policies, Programs, Subprojects, Strategies, and Laws 37. Capitalize initial letters of actual names of plans, policies, treaties, acts, programs, subprojects, and similar documents or agreements. Use lowercase initial letters when used in a generic	☐	

[illegible]

13	V. Formatting		
	50. To emphasize any item in a document, use boldface. Do not italicize, underline or put in quotation marks. To emphasize any item in issuances, use boldface.	☐	
	A. Annexes and Enclosures 51. Enclosures are parts of a document; annexes or attachments are extra materials that are parts of the enclosures.	☐	
	1. Acronyms and Abbreviations 52. For acronyms and abbreviations used more than once in the appendix, spell out the term on the first mention, then provide the acronym or abbreviation in parentheses after the word. Use the acronym or abbreviated form thereafter.	☐	
	2. Footnotes 53. Restart footnote numbering of each appendix to 1. Do not continue numbering from the main text. Each appendix footnote numbering should start with 1.	☐	
	3. Page Numbering 54. Page numbering of enclosures should start from 1. Annex numbering should start from A. However, page numbering of every annex should also start from 1.	☐	
14	4. References in Text 55. Enclosures/Appendixes must be cited in the main text, and in the enclosure/appendix list, these should appear in the order in which they are cited in the main text.	☐	
	B. Footnotes 56. Use superscript Arabic numerals to indicate footnotes with no slash or underscore. Place superscript, footnote numbers at the end of the sentence if possible, after the punctuation mark.	☐	
	C. Headings		
	1. Abbreviations 57. Do not use abbreviations in headings except for abbreviations that are more common than their spelled-out version. For titles in the issuances, do not use abbreviations or acronyms.	☐	
	2. Capitalization 58. Use title case for headings, except for nonessential words (articles, prepositions).	☐	
15	3. Format 59. The optimum number of heading levels is four. Indent appropriately.	☐	
	D. Figure 60. Place figures immediately after the paragraph where they are cited. Label the figures using Arabic numerals. Provide a title for each figure.	☐	
	1. Color 61. Avoid using color on figures. You may use shades of black for bar charts and graphs.	☐	

	2. Format 62. Place figures in a box, along with its title. Provide a list of abbreviations at the bottom of the figure (in alphabetical order). Provide the sources of each figure.	☐	
	3. Notes and Explanatory Material 63. Figures need to be able to stand alone, separate from the text. Thus, they should contain their own abbreviations list and other explanatory materials, placed at the bottom. 64. Use superscript lowercase letters for footnote indicators. 65. List abbreviations in alphabetical order, with their definitions. 66. Provide a source for every figure. For figures with several sources, list the sources in alphabetical order (by author). Be precise when identifying sources to ensure that interested readers or researchers could find them.	☐ ☐ ☐ ☐	
16	E. Lists 67. Items in a list should be in parallel form. Items in a list should be consistent in part of speech or format.	☐	
	1. Vertical List (for Long Lists) 68. Introduce vertical lists with a full sentence, or an introductory clause to set off the list below it. Begin all items in a vertical list with an initial capital letter. However, when a list completes the sentence that introduces it, use lowercase initial letters on the list. 69. Use a period if the item in a vertical list is a full sentence or can be read as an imperative. 70. For lists that complete a whole sentence, separate items in the list with a comma unless there is a comma within the list---in which case separate items in the list with a semicolon. 71. Use bullets or lowercase alphabetized letters for the items on the list, List should be numbered when hierarchy of importance exists or when the number of items is important.	☐ ☐ ☐ ☐	
17	2. Run-in Lists (for Short and Simple Lists) 72. Use a colon when the introduction to the list is not a full sentence.	☐	
	3. Countries, Provinces, Cities, and Organizations 73. List countries, provinces, cities, and organizations in alphabetical order, unless a reason for an alternative arrangement is given.	☐	
	4. Unnecessary Words 74. Avoid using “respectively” and “former... latter,” because they require the reader to reread the sentence and match up the different parts. 75. Avoid using “namely.”	☐	
	F. Page Numbers 1. Format		
	76. Use lowercase Roman numerals without parentheses for preliminary pages. Use Arabic numerals for other pages.	☐	

	2. Placement 77. Place page numbers at the bottom of the pages, right-aligned, for odd-numbered pages. Place page numbers at the bottom of the pages, left-aligned, for even-numbered pages.	☐	
	G. Tables 78. Cite all tables in the text. Place each table near the end of the paragraph in which it is first cited.	☐	
	1. Abbreviations in Tables 79. Abbreviations may be used in a table, but define each one in an alphabetical list below the table. Use a smaller font (Bookman Old Style, font size 8 or 9) for the abbreviations list.	☐	
18	2. Format 80. Column Titles. Center-align column titles. 81. Body. Decimal-align numbers in a table. Be consistent with the number of decimal places.	☐ ☐	
	3. Labeling 82. If a document has only one table, use only the title; if it has two or more tables, number them with Arabic numerals in the order in which they appear. See sample under the item no. 85, "Table 1." 83. Provide a short table list. Place the title after the table number and title outside the table. See example under page number 85.	☐ ☐	
18	84. Indicate the unit of measurement used in the table. Place this below the table title. 85. Use regular font on titles.	☐ ☐	
	4. Large Tables 86. Consider placing large tables (more than one page) as appendixes.	☐	
	5. Notes and Explanatory Materials 87. Tables should be able to stand alone. Place all explanatory materials immediately below the table, including abbreviations, footnotes, and sources.	☐	
19	6. Numbering 88. When numbering in a table, use a period after every number. Roman numerals could also be used. Avoid using the closing parenthesis.	☐	
	7. Rounding 89. Round off numbers to just two decimal places, unless there is a special reason specified. Be consistent with the number of decimal places used within a table.	☐	
	8. Sources 90. Provide a source for all tables.	☐	
	9. Symbols 91. Define all symbols below the table along with abbreviations, if any.	☐	

	10. Text Tables 92. Use either complete sentences or sentence fragments consistently throughout a table. Use bullets for each entry, and center column title.	☐	
20	VI. Language Use		
	A. Gender References 93. Use gender-neutral language. Avoid using the masculine gender when the gender is not known. See samples of gender-neutral language in the Appendix 2 on Page 42.	☐	
	B. Politically Correct Terms 94. Eliminate language that could potentially affect sensibilities in terms pf religion, race, and the like. See samples in the Appendix 2 on Page 42.	☐	
	C. Non-English Terms 95. Write non-English terms in italics and provide their English translation in parentheses after the word, or in a footnote, at first appearance. Italicize the non-English term throughout the document.	☐	
21	96. Do not Italicize local proper nouns, e.g. names of agencies, institutions, or organizations.	☐	
	VII. Numbers		
	A. Numerals or Words 97. Spell out numbers from one to nine. Spell out a number used as the first word of a sentence. It is better to reword when a spelled-out number will consist of many words. 98. Numbers with four or more digits should also be in numerical form and separated by commas. 99. First to ninth are spelled out. Tenth onwards should be written as 10th, and so on. 100. Fractions are spelled out and hyphenated. 101. Use figures for the following: Ages, Grade/Year Levels, Series of numbers in the same category, Statistical Data, Money, Hours/Time, Year	☐ ☐ ☐ ☐ ☐	
22	102. Use Roman Numerals when indicating the DepEd regions. 103. Avoid following the word for a number with a figure in the parentheses for same number, unless for legal purposes.	☐ ☐	
	B. Negative Numbers 104. Use an en dash to signify negative numbers in texts.	☐	
	105. In text, write out all negative numbers as numerals, preceded by an en dash . When providing an a plus-or-minus range, place “±” before the number without a space. In tables, use an en dash for negative numbers.	☐	
	C. Very Large Numbers		
	106. Very large numbers (in millions or more) should be expressed in the form of numeral and spelled-out	☐	

	words, especially when they are fractional. Except in years, page numbers, and serial numbers, insert a comma every three digits.		
	D. Percent 107. When used in press releases and speeches, spell out “percent” rather than in its symbol form (%). If the article uses “percent” three times or more, use the symbol “%” instead of the word “percent.” Use % in infographics. For issuances, use the spelled-out form.	☐	
22	E. Decimals 108. Write decimals with a period, not a comma. Use a maximum of two decimal places, unless a reason is specified.	☐	
	F. Fractions 109. In a text, spell out fractions and hyphenate.	☐	
	G. Rounding 110. Round up numbers 0.5 and above; round down numbers below 0.5.	☐	
23	VIII. Organizations		
	111. Use the official spelling of the name and acronym of an organization. e.g. International Labour Organization (ILO) United Nations Children’s Funds (UNICEF)	☐	
24	IX. Word Class		
	A. Articles 112. Use the definite article “the” to restrict or particularize a noun. Use an indefinite article (“a” or “an”) when the identity of the noun is not specific or fixed.	☐	
	B. Nouns Used as Adjectives 113. In general, make nouns singular when they are used as adjectives. 114. Exception. Retain the “s” if a phrase sounds unnatural or misleading without it. e.g. Schools division memorandum	☐	
	C. Verbals 115. Verbals are verb forms that could function as noun (gerund) or an adjective (participle). There are three verbals—gerund, participle, and infinitive.	☐	
25	X. Punctuation		
	A. Apostrophe 116. Use an apostrophe to show that one or more letters have been omitted from the word to form a contraction. Limit the use of contraindications unless in dialogs or scripts. 117. An apostrophe is also used in place of omitted letters or numbers.	☐ ☐	
	118. An apostrophe with the letter -s is added to the end of most nouns to indicate the possessive form.	☐	

	This includes nouns that ends in -s, whether the -s is pronounced or not.		
26	B. Brackets 119. Brackets are usually used in transcriptions for “silent” editing. They are also used to indicate that the editor has added a particular word or rephrased a statement in a transcription.	☐	
	C. Colon 120. A colon is used to introduce a list of specific items in a sentence. 121. It is also used to introduce subtitles. 122. Use colon after the salutation of a business letter. 123. Use a colon to formally introduce a question or a quotation. 124. Use a colon when indicating references to the main text of DepEd Memorandum/DepEd Order. When the referenced numbers are more than one, use a colon before listing the nos.	☐ ☐ ☐ ☐ ☐	
27	D. Comma 125. A comma indicates a division in a sentence, as in setting off a word, phrase, or clause; to separate items in a list; to mark off thousands in numerals; and to separate types or levels of information in bibliographic and other data. 126. When enumerating a series of three or more elements, separate the elements with commas. 127. If the last element in a series consists of paired elements joined by and , place a comma before the element. 128. Use a comma to separate two clauses of a compound sentence joined by conjunctions (but, and, nor, so, yet, or). 129. If the compound clauses are short and related, the comma is needed. 130. Place a comma to set off phrases and clauses within a sentence. 131. Use a comma to separate an independent clause in a sentence. 132. Commas are not required around Jr. and Sr., and they are never used to set off II, III, and the like when these are used as part of a name.	☐ ☐ ☐ ☐ ☐ ☐ ☐	
	In an inverted name, however (as in an index), a comma is required before such an element, which comes last.	☐	
28	133. Commas are not required around Inc., Ltd., and such part of a company.	☐	
	D. Dashes 1. En Dash 134. Use an en dash (–) to connect ranges of numbers for dates, times, pages, or references.	☐	
	2. Em Dash 135. An em dash (—) may replace commas, parentheses, and colons, in parenthetical phrases.	☐	

	They may emphasize a break or an explanatory expression. Do not add spaces before and after an em dash.		
	136. Consult Merriam-Webster Online Dictionary for hyphenation (www.m-w.com). 137. Use hyphen in spelled-out fractions.	☐ ☐	
29	138. Use a hyphen to connect phrasal adjectives that collectively modify or describe another. 139. Use a hyphen to join two or more words that form a single-thought adjective. Example: Self-confident 140. Use a hyphen to form new words beginning with the prefixes. Example: Full-time teacher 141. Use a hyphen to join a number and a unit of measure to form an adjectival phrase. Example: 10-kilometer fun run 142. Hyphenate adjectival phrases. Examples: spelled-out syllables Up-to-date technology 143. Do not hyphenate email. 144. Do not hyphenate adverbial adjectives ending in -ly. Example: Newly (no hyphen) designated officer-in-charge	☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐	
	G. Parentheses 145. Use square brackets for parenthetical elements within the parentheses. Example: The situation of the barangay (referring to the local government unit [LGU]) has improved.	☐	
30	H. Period 146. Use a period to mark the end of a declarative or imperative sentence. 147. Place the period before double or single closing quotation marks. 148. When parentheses enclose a complete and independent sentence, place the period inside.	☐ ☐ ☐	
	149. If the parentheses enclose a phrase or a word, place the period outside. 150. Place periods after abbreviations. Atty. and Mrs. Santos 151. Do not place periods on acronyms. Example: ECCD [Early Childhood Care and Development] 152. Place periods after initials. Example: His Excellency Juan M. De Leon	☐ ☐ ☐ ☐	
	I. Question Marks 153. Place a question mark at the end of a direct question. Do not use a question mark after an indirect question.	☐	
31	J. Quotation Marks 154. Punctuation marks after quoted text should be placed within the quotation marks.	☐	
	155. Set off direct quotations with quotation marks. Place only the exact quoted words within the quotation marks.	☐	

	166. For Filipino words, use the <i>UP Diksiyunaryong Pilipino</i> , Binagong Edisyon (2010) or the <i>Diksiyunaryong Filipino</i> (Komisyon ng Wikang Filipino)	☐	
	167. American English is to be used consistently for all documents, including issuances. Exceptions are: advisor and trainor. DepEd prefers adviser and trainer. Examples of the differences between two types of English spelling are found on pages 35-36.	☐	
37	168. The spelling of proper nouns are retained.	☐	
	169. Words that have the same singular and forms are found on page 37.	☐	
37-39	List of words to avoid and to prefer are listed from page 37 to page 39.		
40	List of the Seven Appendixes	☐	
41	Appendix 1: Proofreaders' Marks	☐	
42	Appendix 2: Language Usage Gender-Neutral Language Politically Correct Language	☐	
43-44	Expressions Used in Ordinary Conversation	☐	
44-46	Pairs of Words Often Confused	☐	
46-47	Eliminating Redundancy	☐	
48-51	Appendix 3: Filipino Terms Commonly Used	☐	
52-61	Appendix 4: Organizational Terms and Abbreviations	☐	
62	Appendix 5: Department of Education Official Issuances and Letters	☐	
63	Sample Format for DepEd Order	☐	
64	Basic Contents of the Policy Guidelines to be Enclosed to DepEd Order/Office Order	☐	
65	The DepEd Memorandum and its 17 Elements	☐	
66	Sample Format for DepEd Memorandum	☐	
67	The Unnumbered Memorandum and its 12 Elements	☐	
68	Sample Format of Unnumbered Memorandum	☐	
69	The Office Order and its 10 Elements	☐	
70	Sample Format of Office Order	☐	
71	The Office Memorandum and its 11 Elements	☐	
72	Sample Format of Office Memorandum	☐	
73	The Advisory and its 10 Elements	☐	
74	Sample Format of an Advisory	☐	

75	Citing Enclosures Referencing Style Perpetual Index to Regulations Assigning Tracking Number Indicating Tracer Tracer	☐	
76	Sample Letter Format: Block	☐	
77	Sample Letter Format: Semi-Block	☐	
78-80	Appendix 6: List of Subjects Used in the Perpetual Index	☐	
81	Appendix 7: Sections of an Operations Manual	☐	
82	Style Sources	☐	

Please write your significant learning experiences and challenges below:

Submitted by: _____
(Name over signature)

Position: _____

Office: _____

Division: _____

Region: _____

Core Group Leader: _____
(Name over signature)

Position: _____

Office: _____

Division: _____

Region: _____

Date of FGD conducted:

From: _____

To: _____

THANK YOU!