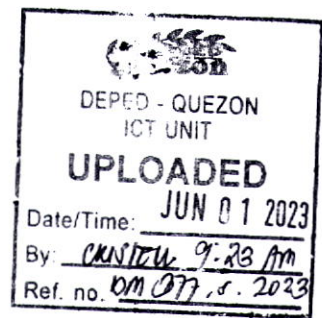




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26 May 2023

**DIVISION MEMORANDUM**  
DM No. 077, s. 2023

**ADOPTION OF THE GUIDELINES ON THE MANAGEMENT OF MACHETE  
INITIATIVE AS ENABLING MECHANISM OF THE DIVISION  
GAD FOCAL POINT SYSTEM**

**To:** Assistant Schools Division Superintendents  
Division Chiefs  
Public Schools District Supervisors  
Elementary and Secondary School Heads  
GAD Focal Point Systems  
All Others Concerned

1. Anchoring on the 2030 Sustainable Development Goal (SDG) number five, that is, “to achieve gender equality and empower all women and girls”, pursuant to the provisions of Section 36 (a-c) of **Republic Act No. 9710** (Magna Carta of Women) as stipulated in **DepEd Order No. 27, s. 2013** (Guidelines and Procedure on the Establishment of DepEd Gender and Development Focal Point System [GFPS] at the Regional, Division and School Levels), this Office issues the guidelines on the management of the **Men Advocating GAD-Consciousness for Human Equity through Transformative Education** (MACHETE) initiative which shall steer planning, implementation, and evaluation of GAD advocacies, together with existing GFPSs.
2. DepEd Quezon’s MACHETE serves as one of the four entry points to gender mainstreaming (i.e. policies, people, enabling mechanisms, and PAPs) of the **Gender Mainstreaming Evaluation Framework (GMEF)**. Specifically classified under **People** (GAD advocates), it also supports the implementation of gender-sensitive and gender-responsive PAPs of the GFPS at all levels of governance (i.e. Division and schools).

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3. As an organization of men who advocate for the equality of both men and women, regardless of sexual orientation, gender identity, and expression (SOGIE), MACHETE aims to attain the following objectives:
  - a. Form a set of officers at the Division, district, and school levels to support GAD PAPs implementation and steer gender equality advocacies;
  - b. Lead and/or support the education of teaching and non-teaching personnel, including relevant stakeholders, on gender awareness, sensitivity, responsiveness, and mainstreaming;
  - c. Conduct PAPs that foster gender equity initiatives in schools and in the workplace, in coordination with the GFPS and GAD focal persons;
  - d. Advocate a VAWC-free community by promoting the protection of women and children against all forms of gender-based violence and discrimination; and
  - e. Collaborate with other GAD-advocating agencies and organizations.
4. The **Public Schools District Supervisor** (PSDS) and the **School Head** shall serve as MACHETE's advisers at the district and school levels, respectively. After the election of officers, they shall ensure that an advocacy plan has been prepared to guide the effective implementation of action steps or strategies for the year.
5. The **Division GFPS**, chaired by the Schools Division Superintendent, through the GFPS M&E Head, shall be responsible for the monitoring and evaluation of MACHETE PAPs at all levels. The results of M&E shall be used for policy recommendations and improvements.
6. This shall take effect upon its approval, and therefore shall be adopted immediately in the Division, districts, and schools. Previous Division issuances inconsistent with this Memorandum are hereby repealed and modified accordingly.

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7. Kindly see the enclosed guidelines for reference.
8. Immediate dissemination of and strict compliance with this Memorandum is desired.

  
**ROMMEL C. BAUTISTA, CESO V**  
Schools Division Superintendent

*parord/05/26/2023*

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[Enclosure to DM No. 377, s. 2023]

**GUIDELINES ON THE MANAGEMENT OF THE MACHETE INITIATIVE AS  
ENABLING MECHANISM OF THE DIVISION GAD FOCAL POINT SYSTEM**

**I. Rationale**

Gender and Development (GAD) refers to the development perspective and process that is participatory and empowering, equitable, sustainable, free from violence, respectful of human rights, supportive of self-determination, and actualization of human potentials (Philippine Commission on Women, 2016). For many years, it has been seeking to achieve gender equality as a fundamental value that should be reflected in development choices and, as highlighted by the PCW, contends that women are active agents of development, not just passive recipients of development. This led to the forming of various advocacy groups that seek to empower women and fight for their equal rights. These groups are primarily led by women themselves, while men play a less active role in the promotion of their long-held causes.

Interestingly, in time with the evolving perspectives on GAD programs and emergent research on gender issues and related efforts, male groups that advocate gender equality have started to grow in number. Edwards (2017) wrote that since "...development groups are increasingly arguing that with patriarchal culture norms standing as the key barrier to women's empowerment, projects must target changing attitudes among men and boys in order to create lasting improvements for women and girls".

Moreover, according to Garry Barker, co-founder of an organization working on engaging men and boys in gender equality since 1997, women's empowerment and the vulnerabilities of girls are the focus of so much development assistance but there are limitations to their effectiveness if those programs are not engaging men, as well as thinking of men's own gendered realities... For him, "approaches should be gender

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transformative [challenging deep gender norms and discrimination]”, and should bring men into gender equality effort in a meaningful way (Edwards, 2017).

The above simply implies that men and boys should also become active partakers in the advocacy for GAD. In the education sector, there has to be an initiative that pursues this same goal to empower women and girls, and which benefits learners and personnel towards achieving an inclusive learning and working environment that is free from discrimination on the basis of sex and gender preferences, recognizing the equality of the human person, and responding to the different gender realities with utmost respect and acceptance.

Hence, anchoring on the 2030 SDG number five, that is, “to achieve gender equality and empower all women and girls”, pursuant to the provisions of Section 36 (a-c) of Republic Act No. 9710 (Magna Carta of Women) as stipulated in DepEd Order No. 27, s. 2013 (Guidelines and Procedure on the Establishment of DepEd Gender and Development Focal Point System [GFPS] at the Regional, Division and School Levels), SDO Quezon braves to present the Men Advocating GAD-Consciousness for Human Equity through Transformative Education (MACHETE) which shall steer planning, implementation, and evaluation of GAD advocacies, together with existing GFPSs and support groups in the province.

## **II. Scope of the Guidelines**

This entry point to gender mainstreaming and enabling mechanism on GAD shall be adopted and implemented in the Division, districts, and schools. It covers the roles and functions of the identified GAD advocates, specific objectives of MACHETE, and overall management of the cause advocacy.

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### III. Definition of Terms

For the purpose of clarity, the following terms are defined as follows:

1. **Advocacy Plan-** a plan that factors in goals and objectives, target groups and the specific activities to be undertaken, as well as set out stakeholder roles and responsibilities, time frames, expected outcomes, and available and needed resources (WHO, 2008 as cited in National Library of Medicine, n.d.)
2. **Cause Advocacy-** the championing of a particular issue or cause that supporters feel strongly about, with the goal of raising awareness for a problem and finding or promoting a solution (The Ultimate Advocacy Guide, n.d.)
3. **Enabling Mechanisms-** systems and mechanisms installed in the organization and the funds allocated for GAD activities, such as the GAD Focal Point System and Knowledge Management System (PCW, n.d.)
4. **GAD Focal Point System (GFPS)-** an interacting and interdependent group of people in all government instrumentalities tasked to catalyze and accelerate gender mainstreaming; a mechanism established to ensure and advocate for, guide, coordinate, and monitor the development, implementation, review and updating of their GAD plans and GAD-related programs, activities and projects (PEZA, 2021)
5. **GAD Plan and Budget (GPB)-** a systematically designed set of programs, projects and activities with corresponding budget carried out by government agencies and departments, including their attached agencies, offices, bureaus, state universities and colleges, government-owned and controlled corporations, local government units and other government instrumentalities over a given period of time to address the gender issues and concerns in their respective sectors and constituents (PCW, n.d.)
6. **Gender and Development-** a development perspective and process that is participatory and empowering, equitable, sustainable, free from violence,

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respectful of human rights, supportive of self-determination, and actualization of human potentials (PCW, 2016)

7. **Gender Mainstreaming Evaluation Framework (GMEF)**- a tool to measure the extent of the gender mainstreaming efforts of organizations, both national government agencies (NGAs) and local government units (LGUs), to assist the GFPS members in measuring gains and successes, as well as pinpoint areas for improvement in mainstreaming GAD perspective in their respective organizations (GMEF Handbook, 2016)
8. **LGBTIQA+**- an evolving acronym that stands for lesbian, gay, bisexual, transgender, intersex, queer/questioning, and asexual, which people use to describe their experiences of their gender, sexuality, and physiological sex characteristics (La Trobe University, 2022)
9. **Men**- advocates of gender equality and promoters of women empowerment in SDO Quezon; operationally defined, it may include males on the basis of sex assignment at birth, as well as those who identify themselves as men
10. **Monitoring and Evaluation (M&E)**- a systematic process of collecting, analyzing, and evaluating the project's progress toward reaching its objectives and guiding management decisions
11. **M&E Tools**- instruments used to collect information during the conduct of monitoring and evaluation (DO 29, s. 2022)
12. **Philippine Commission on Women (PCW)**- the primary policymaking and coordinating body on women and gender equality concerns in the Philippines which continues to build upon the past efforts and achievements in advancing the status of women; formerly known as the National Commission on the Role of Filipino Women (NCRFW) (PCW, n.d.)
13. **Results-based M&E**- a continuous process of collecting and analyzing information to compare how well DepEd programs, projects, and activities are performing against its expected outcome or result (DO 29, s. 2022)
14. **SOGIE**- characteristics common to all human beings, such as sexual orientation, gender identity, and expression (Arias, 2019)

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#### **IV. Instituting MACHETE**

Believing that men can also be instruments in attaining gender equality through equity initiatives, the **Men-Advocating GAD-Consciousness for Human Equity through Transformative Education**, abbreviated as **MACHETE**, is hereby established in support of the GFPS of DepEd Quezon. It shall aim to provide more gender-responsive programs and activities and to help improve gender mainstreaming efforts. MACHETE is an organization of men, as defined above, for the benefit of both men and women, regardless of their sexual orientation, gender identity, and expression (SOGIE).

MACHETE serves as one of the four entry points to gender mainstreaming (i.e. policies, people, enabling mechanisms, and PAPs) of the Gender Mainstreaming Evaluation Framework (GMEF). Specifically classified under People (GAD advocates), it also supports the implementation of gender-sensitive and gender-responsive PAPs of the GFPS at all levels of governance—Division and schools, including the districts.

#### **V. Legal Support**

Consistent with DepEd Order No. 27, s. 2013 (Guidelines and Procedure on the Establishment of DepEd Gender and Development Focal Point System at the Regional, Division and School Levels), as well as with the DO 63, s. 2012 (Guidelines on the Preparation of GAD Plans, Utilization of GAD Budget and Submission of Accomplishment Reports), MACHETE is spurred by different gender-related laws, such as the International Bill of Rights of Women (Convention on the Elimination of All Forms of Discrimination Against Women [CEDAW]), Section XIV- Article II of the Philippine Constitution that states: “it recognizes the role of women in nation-building, and shall ensure the fundamental equality before the law of women and men.”

Other laws and policies that support this advocacy are the Women in Development and Nation-Building Act (RA 7192); the Philippine Plan for Gender-Responsive  
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Development (PPGD) 1995-2025; the Anti-Sexual Harassment Act (RA 7877); the Anti-trafficking in Persons Act (RA 9208); the Anti-Violence against Women and their Children Act of 2004 (RA 9262); laws on Rape (RA 8353 and RA 8505); and ultimately, the Magna Carta of Women (RA 9710).

## VI. Objectives

As an organization of men who advocate for the equality of both men and women, MACHETE intends to attain the following:

- a. Form a set of officers at the Division, district, and school levels to support GAD PAPs implementation and steer gender equality advocacies;
- b. Lead and/or support the education of teaching and non-teaching personnel, including relevant stakeholders, on gender awareness, sensitivity, responsiveness, and mainstreaming;
- c. Conduct PAPs that foster gender equity initiatives in schools and in the workplace, in coordination with the GFPS and GAD focal persons;
- d. Advocate a VAWC-free community by promoting the protection of women and children against all forms of gender-based violence and discrimination; and
- e. Collaborate with other GAD-advocating agencies and organizations.

## VII. Cause Advocacy

Cognizant of the relevance of changes over time in the context of GAD, MACHETE advances its cause advocacy that would raise awareness and responsiveness on addressing perpetuating gender issues, most importantly in the learning and work environment. It shall be known to all members as **ORAS**, which shall be understood as Organize, Advocate and Support.

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These timely causes can be done through the following:

- a. **Organize-** to form groups of men in the Division, district, and school levels advocating gender equity initiatives and supporting efforts of women on GAD and promoting gender equality in schools, learning centers, and the workplace
- b. **Advocate-** to implement GAD PAPs that widen understanding of gender issues, gender-sensitivity and mainstreaming, and engage other people to participate in gender-supportive initiatives
- c. **Support-** to provide education and support materials to expand awareness and dissemination of resources on GAD through the incorporation of ICT and varied social media platforms, as well as expansion of linkages with other government/non-government organizations

#### VIII. Advocacy Logo and Catchphrase



MACHETE shall use an advocacy logo for proper identification. It shall represent the organization's primary goal of partaking in all efforts to protect women and children, and empower them by increasing access to resources, widening participation in governance or learning opportunities, and improving the quality of their lives in general.

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The following comprises the logo:

- a. **Silhouette of a naked man** which symbolizes liberation from the past's understanding of "power over" women and recognition of "power with" all human beings towards their "power to" attain their fullest potential;
- b. **Machete pointing downward** which symbolizes the vow to end violence and discrimination against women, children, and any member of the LGBTIQA+ community, and use it instead to protect the marginalized;
- c. **Figures of men and women shown in the shapes of a triangle and circle** which symbolize their complementary roles in advocating for gender equality;
- d. **MACHETE with the text 'Men Pro-Gender Equity' below it** which embodies the group's overall goal;
- e. **DepEd Quezon's logo** which signifies the Division's commitment and support to the mandate of the PCW towards its contribution to the Gender Equality goal of the SDG 2030;
- f. **Blue and intense pink colors** which symbolize hope, sensitivity and self-expression; and love, understanding and sense of urgency, respectively;
- g. **Enclosing circle** which symbolizes a community of inclusivity, strength and continuity of all gender equality efforts at all levels of governance; and
- h. **Founded in 2019** text which is self-explanatory.

To create an effect, the catchphrase "MOVE MACHETE of DepEd Quezon!" may also be used in presentations, communications, templates, or other information, education, and campaign (IEC) materials.

### **IX. Advocacy Committee**

The MACHETE Advocacy Committee (MAC) of DepEd Quezon shall act as the oversight committee of the Division GFPS in promoting gender-responsive GAD programs/advocacies and mainstreaming.

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The Division MAC shall be the oversight committee in charge of monitoring and evaluating the initiatives of MACHETE at all levels. It shall also be responsible for the management of the election of MACHETE officers, as well as the provision of technical assistance thereof.

Likewise, the Division MAC shall not mean to replace the Division GFPS, but shall function as a panel to help strengthen the implementation of GAD PAPs and advocacies as reflected in the approved GAD plan and budget (GPB). As an entry point to gender mainstreaming and as part of the enabling mechanism, it may implement GAD-related activities in coordination with the Division GAD focal person and the Division GFPS. With the approval of the SDS, it shall have the authority to cancel the membership of any MACHETE officer based on performance or behavior.

To depict the structure, the following terms of reference are enumerated below:

- a. **Division GFPS**- overhead committee that sets strategic directions in terms of GAD issues of the Central, Regional and Division Offices;
- b. **Chief Advocates**- guides the conduct of advocacies for gender equality;
- c. **Project Proponent**- leads, manages and conducts M&E of the implementation of MACHETE PAPs in support of Division GAD PAPs;
- d. **GAD Focal Person**- leads in PAPs gender mainstreaming and in the assessment of gender-responsiveness of systems, structures, policies, procedures and programs based on priority thrusts, needs and concerns of DepEd for its stakeholders, particularly students, teachers and employees (DO 27, s. 2013)
- e. **Adviser**- provides valuable inputs in the effective and efficient planning, implementation and M&E of the advocacy plan; and
- f. **Elected Officers**- implement the advocacy plan and participate in/implement GAD-related activities.

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### **X. Membership**

All men employees of DepEd Quezon (office, sub-office, and school/district/field personnel) shall be default members of MACHETE. Given automatic membership, they are expected to attend scheduled meetings and actively engage in all gender equality initiatives. Members:

- a. may participate in any GAD-related activities;
- b. have access to GAD-IEC resources from the Division/Region/Central Office, the PCW, and/or other GAD-advocating agencies;
- c. may be elected as an officer of the Division MACHETE, District MACHETE or School MACHETE;
- d. can build linkages and/or membership with other GAD-advocating government, civic or non-governmental organizations;
- e. may represent the Division/district/school in activities of other organizations or agencies with similar advocacy (e.g. Men Opposed to Violence against Women Everywhere [MOVE]); and
- f. may be invited as a resource person or facilitator during GAD conventions, conferences, or other relevant activities.

### **XI. Installation of Officers**

All levels of governance—schools, districts, and Division—are expected to create a set of MACHETE Officers that shall manage their respective members and activities. These Officers should be duly elected by the members.

In the school, the Officers may be teaching, teaching-related or non-teaching personnel; whereas in the district, they may come from the roster of school heads. The elected Presidents in the District shall represent their respective districts in the Division election of overall officers. They shall be accountable for the crafting and implementation of their MACHETE advocacy plans and providing support to all PAPs of the GFPS.

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In addition, their activities shall be advised and guided by their Public Schools District Supervisor (PSDS) at the district level, and by the School Head at the school level, in coordination with their GAD Focal Person.

Installed Officers shall be comprised of the following:

- a. President,
- b. Vice President,
- c. Secretary/Secretariat (maximum of four),
- d. Treasurer,
- e. Auditor,
- f. Information Officers (maximum of two),
- g. Martials (maximum of four), and
- h. Escort.

MACHETE Officers:

- a. can be tapped as a member of *ad hoc* teams and technical working committees on GAD-related activities and competitions of the school/district/Division
- b. may represent the Division/district/school in activities of other organizations or agencies with similar advocacy (e.g. Men Opposed to Violence against Women Everywhere [MOVE]);
- c. may submit GAD-related news articles and features to the Division Office for advocacy purposes and print/electronic publication;
- d. may be selected as one of the moderators of the official social media groups or pages of MACHETE;
- e. may be invited as a resource person or facilitator during GAD conventions, conferences, or other relevant activities; and
- f. may enjoy the same privileges/opportunities as default members.

The District through its President shall submit a List of Officers to the Division MAC and GFPS for proper recording. Any MACHETE Officer shall not be removed or

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replaced without prior consultation with the Adviser and a vote of the majority which is duly recorded in the minutes of the meeting.

In case of membership cessation due to acceptable reasons (i.e. death, termination, voluntary resignation, or GFPS written decision on the basis of performance or behavior), the concerned President, in coordination with the Adviser and GAD Focal Person, shall coordinate with and inform the Division MAC for the updating of records.

## **XII. Advocacy Plan**

The MACHETE Officers shall prepare an annual Advocacy Plan which, in this sense, generally outlines the approach to implement the advocacy for gender equality. It shall contain the following parts:

- a. Advocacy Challenge,
- b. Goals/Objectives,
- c. Key Audiences,
- d. Message/Channels,
- e. Resources
- f. Strategies/Action Steps, and
- g. Monitoring & Evaluation.

\* Adapted: Center for Community Health and Development (n.d.) & Advocacy Plan (n.d.)

The advocacy plan template with instructions and samples is attached to these guidelines.

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**XIII. Recommended Activities**

To help attain the objectives of MACHETE and guide the development of the advocacy plan, various strategies may be implemented. These shall be properly coordinated with the school head, the PSDS, or the SDS, and respective GFPSs for the harmony of plans and activities so as to avoid duplication of work and foster efficient management of time and resources.

Thus, the following are recommended for adoption:

<b>Activities</b>	<b>Aims</b>	<b>Remarks</b>
Regular Meeting	To discuss plans and activities and/or review accomplishment	It may be conducted quarterly, and as needed.
Election of Officers	To elect officers at the school, district, and Division levels	Advisers and the GFPS should facilitate.
Social Media Page Management	To manage a social media resource center for sharing information and GAD advocacy materials	MACHETE may maximize their existing social media accounts/pages for GAD, or create a separate one for advocacy purposes. SDO Quezon has been using "Ako si MACHETE" Facebook Page since 2019.
Fora/Lectures	To strengthen the organization and promote GAD advocacy through fora/lectures	This gathering of GAD advocates must be consistent with the approved GPB.
Coordination with community group/s advocating GAD	To build partnerships with other local GAD organizations	It focuses on building linkages for the potential harmonization of activities

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		and for other benefits of networking.
Selection of Best GAD Advocacy	To select exemplars in the implementation of MACHETE/GAD-related PAPs	It is a rewards and recognition (R&R) mechanism for the Best MACHETE/GAD implementers.
Men-rathon/Men-xercise	To encourage the participation of members in exercise/dance activities for health and well-being	This may be done during International Men's Day.
GAD competitions/exhibits	To sustain the continued GAD advocacy through the conduct of competitions or exhibits	It may be implemented at all levels through the conduct of poster/short filmmaking, poetry/songwriting, slogan/ infographic tilt, essay writing, quiz bee, etc.

The above list does not limit activities to be implemented. The Officers and other collaborators may add as necessary and deemed appropriate.

#### **XIV. Calendar of Observances**

Below is a matrix of international and local observations relative to the promotion of gender equality and the welfare of both men and women, including their children. This may not be an exhaustive list but it may be used as a reference in the implementation of MACHETE initiatives.

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<b>Observances</b>	<b>Date</b>
International Women's Month/Day	March/March 8 of every year
International AIDS Candlelight Memorial Day	Third Sunday of May every year
National Men's Health Month	June of every year
International Day for the Elimination of Sexual Violence in Conflict	June 19 of every year
International Widows' Day	June 23 of every year
World Day Against Trafficking in Persons	July 30 of every year
International Day of the Girl Child	October 11 of every year
International Day of Rural Women	October 15 of every year
International Day/ National Consciousness Day for the Elimination of Violence against Women and Children	November 25 of every year
18-Day Campaign to End Violence Against Women (VAW), as per Proclamation 1172, s. 2006	November 25 to December 12 of every year
National Children's Month	November of every year
Universal Children's Day	November 20 of every year
International Men's Day	November 19 of every year
World AIDS Day	December 1 of every year

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**XV. Communication Platforms**

To facilitate communication, official private groups shall be created and used to disseminate issuances or announcements. In-person and virtual platforms may be opted for, depending on the availability of time and resources. Information shall be coursed through proper order of authority.

**XVI. Special Provisions**

The following special provisions are reiterated for purposes of clarity:

- a. In case of limitations in prospective members/officers of MACHETE in the school or district due to staffing concerns (e.g. vast majority of personnel in an area are women), the Advisers may facilitate the election of Officers until the last possible position is filled.
- b. Based on due diligence and discretion, the Advisers may appoint the remaining positions, as applicable.
- c. If there was a lone MACHETE in the school or district, he shall automatically represent his station in the district or Division, respectively. Then, the Adviser may proceed with designating members of a technical working committee for MACHETE who may be women.
- d. In the conduct of activities, all MACHETE members/officers shall consider existing policies on the no-disruption of classes and engaged time-on-task as per DO 09, s. 2005.
- e. Members/Officers are expected to observe professionalism at all times and are prohibited to misrepresent the Department, the PCW, as well as the SDO Quezon, its GFPS, and MACHETE in the conduct of their advocacy, in order to obtain personal gains. Appropriate action shall be sanctioned accordingly.

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**XVII. Funding**

All PAPs to be implemented by and with MACHETE shall be consistent with the approved GPB which is sourced out from the GAD fund per year. Thus, the advocacy plan must be considered in the GAD efforts of the Division, districts and schools, and MACHETE must be represented in the planning and budgeting process.

Other funding sources, such as donations and/or portions of the Special Education Fund through the local school board, may be utilized if applicable.

**XVIII. Monitoring and Evaluation**

The Division GFPS, chaired by the Schools Division Superintendent, through the GFPS M&E Head, shall be responsible for the monitoring and evaluation of MACHETE PAPs at all levels. It shall gather feedback from relevant internal and external stakeholders for continuous improvement of the guidelines and processes.

The M&E Head, in partnership with the GAD Focal Person, shall continuously monitor the effective and efficient implementation of all MACHETE initiatives using available M&E tools. Meetings shall be held to track progress made in view of the submitted advocacy plans. An annual evaluation of PAPs implemented shall be done at the end of the year in the form of reporting and presentation of accomplishments.

**XIX. Effectivity and Adoption**

Previous Division issuances inconsistent with these guidelines are hereby repealed and modified accordingly. It shall take effect upon its approval and publication on the Division website and official social media pages open to public, and shall be adopted in the Division, districts and schools, consequently.

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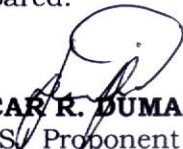
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