JAN 0 9 2026

DepEd MEMORANDUM
No.   002, s. 2026

**IMPLEMENTING GUIDELINES OF KAAGAPAY PROGRAM:
EMPOWERING THE SCHOOL COMMUNITY FOR VALUES FORMATION,
LEARNING SUPPORT, AND BULLYING PREVENTION**

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

1.   To strengthen school-home collaboration, parental engagement, and learner well-being consistent with DepEd Order (DO) No. 013, s. 2022, titled Omnibus Guidelines on the Regulation of Operations of the Parent-Teacher Associations, and DO 026, s. 2022, titled Implementing Guidelines on the Establishment of School Governance Council, the Department of Education (DepEd) adopts the **Kaagapay Program**: Empowering the School Community for Values Formation, Learning Support, and Bullying Prevention.

2.   The program supports parents, guardians, and caregivers of public school learners in strengthening home-based learning and complementing classroom instruction, encouraging positive discipline, and promoting safe, nurturing, and inclusive learning environments. The Program provides structured avenues for parents, guardians, teachers, and school personnel to work together in advancing learner protection, well-being, and development.

3.   The enclosed guidelines provide the program support mechanisms, roles and responsibilities of DepEd offices across governance levels, implementation milestones and schedule, and monitoring, evaluation, and reporting protocols to ensure effective implementation of the program.

4.   This Memorandum shall be effective from publication on the DepEd website until the end of the school year 2025–2026.

5.   For more information, please contact the **Office of the Assistant Secretary for Operations** through email at oasops@deped.gov.ph or at telephone numbers (02) 8632-1368 or 8633-7213.

6.   Immediate dissemination of this Memorandum is desired.

By the Authority of the Secretary:

ATTY. FATIMA LIPP'D. PAÑONTONGAN
Undersecretary and Chief of Staff

Encl.:
    As stated

References:
    DepEd Order (Nos.: 027, s. 2025; 026 and 013, s. 2022)

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

BUREAUS AND OFFICES	PROGRAMS
COMMITTEE	PROJECTS
COUNCIL	SCHOOLS
LEARNERS	SOCIETY OR ASSOCIATIONS
ORGANIZATIONS	TEACHERS

IMPLEMENTING GUIDELINES OF KAAGAPAY PROGRAM: EMPOWERING THE SCHOOL COMMUNITY FOR VALUES FORMATION, LEARNING SUPPORT, AND BULLYING PREVENTION

I. RATIONALE

The Department of Education (DepEd) upholds the principle that the holistic development of learners requires the collective effort of schools, families, and communities. It recognizes parents, guardians, caregivers, and those entrusted with the responsibility for the upbringing of a child-learner as indispensable co-educators, whose daily interactions with children shape literacy, numeracy, values, and attitudes toward learning long before and after formal instruction.

To fully enable this partnership, DepEd aims to strengthen the engagement with parents, guardians, caregivers, and those entrusted with the responsibility for the upbringing of a child-learner to participate in the **Kaagapay Program: Empowering the School Community for Values Formation, Learning Support, and Bullying Prevention**. The **Kaagapay** Program seeks to support them in strengthening home-based learning and complementing classroom instruction. It also aims to encourage positive discipline and values formation in ways aligned with DepEd's learner protection and guidance frameworks, and promote safe, nurturing, and inclusive learning environments.

The **Kaagapay** Program seeks to reinforce the learning, behavioral, and socio-emotional objectives articulated in the K to 12 Basic Education Curriculum, including, but not limited to:

- Homeroom Guidance, which develops learners' personal and social competencies;
- Good Manners and Right Conduct (GMRC) and Values Education, which instill moral reasoning, empathy, and civic responsibility; and
- Structured pedagogy and foundational learning initiatives that ensure literacy and numeracy proficiency.

II. OBJECTIVES

The **Kaagapay** Program aims to reinforce the role of parents, guardians, caregivers, and those entrusted with the responsibility for the upbringing of a child-learner in school-community partnership and learner formation. Specifically, it has the following objectives:

- **Support parents, guardians, caregivers, and those entrusted with the responsibility for the upbringing of a child-learner to reinforce foundational learning at home.** Provide practical, easy-to-use strategies,

materials, and engagement sessions that help parents reinforce literacy, numeracy, and productive study habits that complement classroom instruction and learning-recovery efforts.

- **Offer opportunities for parents, guardians, caregivers, and those entrusted with the responsibility for the upbringing of a child-learner to enhance established family values to be conducive to fostering values formation and learner well-being.** Offer guidance on modeling good character, empathy, and self-management, and on helping children apply the core values taught in GMRC, Values Education, and Homeroom Guidance.

- **Offer opportunities for parents, guardians, caregivers, and those entrusted with the responsibility for the upbringing of a child-learner to build their capacity to promote safe and supportive learning environments.** Raise awareness and provide tools for preventing, identifying, and addressing bullying and related concerns in partnership with schools and local child-protection mechanisms.

- **Foster sustained home–school collaboration in learner development.** Ensure active participation from parents, guardians, caregivers, and those entrusted with the responsibility for the upbringing of a child-learner through existing governance and support structures such as the SGC, CPC, and PTA, so responsibility for each learner's growth and protection is shared.

III. GUIDING PRINCIPLES

The implementation of the **Kaagapay** Program shall be governed by the following principles:

a. **Shared Accountability for Learning and Formation.** Learner success is a shared responsibility of schools, families, and the community.

b. **Continuity Between Curriculum and Home Practice.** Parents, guardians, caregivers, and those entrusted with the responsibility for the upbringing of a child-learner are highly encouraged to reinforce competencies introduced in the curriculum to support coherence in the child's cognitive and moral development.

c. **Empowerment of Homes and Communities as Co-Educators.** The Program positions parents, guardians, caregivers, and those entrusted with the responsibility for the upbringing of a child-learner not as passive recipients of school initiatives but as empowered partners in shaping their children's values, discipline, and lifelong learning habits.

d. **Evidence-Informed and Inclusive Implementation.** Program design and training content shall be drawn from established models of parent engagement, with full recognition of diverse family contexts, gendered roles in educational support, learner needs, and the surrounding circumstances of the learner.

e. **Sustainability and Integration.** The program is envisioned as a continuing partnership effort, integrated into schools' ongoing improvement and community development initiatives. It aims to make the engagement of

parents, guardians, caregivers, and those entrusted with the upbringing of a child-learner a consistent and supportive feature of the learning environment.

IV. ENGAGEMENT AREAS

Through the **Kaagapay** Program, DepEd will work with parents, guardians, caregivers, and those entrusted with the responsibility for the upbringing of a child-learner, the following four domains, which directly reinforce curriculum delivery, learner well-being, and behavioral formation:

Table 1. DepEd Engagement Areas with Parents and Communities

AREA	CORE DESCRIPTION	EXPECTED OUTCOME
1. **Socio-Emotional and Values Support**	Reinforcing the personal, social, and moral competencies introduced through GMRC, Values Education, and Homeroom Guidance.	Parents, guardians, and caregivers working with DepEd can model empathy, respect, and accountability; engage in positive communication; and promote healthy emotional regulation at home.
2. **Positive Discipline and Behavior Guidance**	Applying constructive, non-violent approaches to discipline in accordance with DepEd's Positive Discipline Framework.	Parents, guardians, and caregivers working with DepEd can set clear expectations, use restorative communication, and encourage self-control without punitive measures.
3. **Bullying Awareness and Response**	Understanding the nature, signs, and consequences of bullying; fostering collaboration with the school in prevention and intervention.	Parents, guardians, and caregivers working with DepEd can identify early warning signs of bullying and coordinate with school personnel to uphold learner safety and dignity.
4. **Home–School–Community Partnership**	Understanding their role and actively participating in structures such as the SGC, CPC, and PTA to promote a safe, values-driven, and learning-focused community.	Parents, guardians, and caregivers working with DepEd can serve as champions for child protection, learning support, and inclusive education in collaboration with

		school officials and community stakeholders.

V. IMPLEMENTATION TIMELINE

The implementation of the **Kaagapay** Program shall follow the proposed timeline below:

Table 2. Implementation Timeline.

PERIOD	MAJOR ACTIVITY	LEAD/ COORDINATION RESPONSIBILITY	EXPECTED OUTPUT
Quarter 4, CY 2025	Coordination with Partner Organizations and Validation of Learning and IEC Materials • Convene a Partnership Roundtable with select NGOs, CSOs, and development partners that have demonstrated expertise in parent training, values formation, and child protection. • Identify and review existing parent-training modules and facilitation tools that align with DepEd's curriculum objectives on literacy, numeracy, values education, and positive discipline. • Adapt and integrate validated modules into the official **Kaagapay** Toolkit (Facilitator's Guide, Parent Workbook, and IEC materials), ensuring coherence with DepEd's policy standards and learner development frameworks. • Endorsement of the finalized materials by the TWG for field implementation.	Central Office (CO) through OASOPS, in coordination with BLD, BLSS, BCD, and Field Operations. Participating NGOs/CSOs to provide technical inputs and module adaptation support.	Endorsed **Kaagapay** Toolkit consisting of adapted and validated parent-training modules and IEC materials ready for reproduction and roll-out.

December 2025	Dissemination of Implementation Guidelines • Conduct of the orientation to Regional and Division focal persons. • Confirmation of implementing regions/divisions and partner participation.	CO through OSEC; ROs through CLMD	Official guidelines and coordination mechanisms established.
December 2025– January 2026	Preparation and Procurement of Materials • Reproduction and distribution of the validated **Kaagapay** Toolkit and IEC materials. • Organization of orientation sessions for facilitators and SDO implementers. • Finalization of local implementation plans per SDO.	ROs and SDOs with technical assistance from CO	Materials procured; facilitators oriented and ready for roll-out.
January– February 2026	Program Roll-Out • Conduct of two-day parent engagement sessions across identified SDO clusters. • Engagement of trained facilitators from DepEd and/or partner organizations. • Real-time documentation and initial feedback collection.	SDOs through CID; school-level CPCs, PTAs, and SGCs	Completion of parent engagement sessions in identified SDOs; parent attendance and feedback recorded.
March– April 2026	Monitoring, Evaluation, and Consolidation • Submission of SDO and RO accomplishment and reflection reports. • Consolidation of national synthesis report highlighting practices, challenges, and lessons learned. • Identification of modules and practices for institutionalization.	SDO and RO TWGs; CO Technical Team	Consolidated evaluation report and compilation of validated practices and partner models for continuous implementation.

The Department shall prioritize collaboration with partners that have established credibility and proven methodologies in parent engagement, including organizations engaged in literacy and numeracy development, community-based psychosocial support, child protection, and values formation.

This partnership approach ensures efficiency, avoids duplication of efforts, and anchors the **Kaagapay** Program on tested, contextually appropriate, and evidence-based parent-workshops models that directly reinforce DepEd's curriculum goals.

VI. PROGRAM IMPLEMENTATION

A. Program Design and Delivery Framework

The implementation of the **Kaagapay** Program shall be carried out through parent engagement sessions and advocacy campaigns. It shall adopt an evidence-based and partnership-supported approach and employ participatory and experiential methods, such as sharing best practices, group work, action planning, and other similar activities, to foster collaborative learning among parents, guardians, caregivers, and those entrusted with the responsibility for the upbringing of a child-learner. Furthermore, it shall be inclusive, such that it considers the parents' schedule, background, and circumstances, to strengthen their role as co-educators, mentors, and partners in their child's holistic development. Thus, Face-to-Face Sessions and/or Modular and Asynchronous Delivery Modes of the Program may be utilized, in accordance with Part VII (B) of this Memorandum.

The parent engagement sessions shall cover the following core components:
1. **Orientation and Context Setting** - Introduces the purpose of the **Kaagapay** Program, situates it within DepEd's curriculum and learner development priorities, and highlights the roles of parents, guardians, caregivers, and those entrusted with the responsibility for the upbringing of a child-learner as co-educators.
2. **Learning Sessions** - Utilizes structured learning sessions focused on four areas of engagement, namely: (1) Socio-Emotional and Values Support; (2) Positive Discipline and Behavior Guidance; (3) Bullying Awareness and Response; and (4) Home–School-Community Partnership.
3. **Application and Reflection Sessions** - Encourages parents, guardians, caregivers, and those entrusted with the responsibility for the upbringing of a child-learner to contextualize strategies based on their family situations and develop simple home action plans aligned with school objectives.
4. **Community Commitment and Sustainability Planning** - Culminates in the formulation of post-parent engagement session commitments to sustain **Kaagapay** Program practices through SGC, PTA, and CPC programs and activities.

The workshops shall employ participatory and experiential methods, including sharing of best practices, storytelling, guided reflection, and action planning,

adapted from validated materials of partner organizations and consistent with the Department's learner-centered pedagogical principles.

B. Target Participants

The **Kaagapay** Program shall be open to all parents, guardians, caregivers, and those entrusted with the responsibility for the upbringing of a child-learner, whose children are in public schools in elementary and secondary levels. They shall be invited through the PTA, SGC, and CPC. It shall ensure representation across various community sectors, family structures, and learner profiles.

1. **Primary Participants**

   Priority is afforded to parents, guardians, caregivers, and those entrusted with the responsibility for the upbringing of a child-learner who:
   - Express interest or commitment to take part in school-community engagement activities; and/or,
   - Are active in PTA, SGC, CPC or school volunteer programs.

2. **Participation Coverage**

   Each schools division office (SDO) shall organize at least one **Kaagapay** parent engagement session for the school year 2025–2026, targeting an average of 30 to 50 parent-participants, with flexibility based on available resources.

3. **Inclusivity Provisions**

   Schools shall ensure that parents from diverse socioeconomic backgrounds, single parents, indigenous families, parents with disabilities, and caregivers of children with disabilities are meaningfully included. Outreach mechanisms (e.g., barangay coordination, flexible scheduling) may be used to maximize participation.

4. **Voluntary Participation and Privacy**

   Attendance in the **Kaagapay** Program shall be voluntary and encouraged through positive advocacy and community mobilization. No parent or learner shall be singled out, identified, or stigmatized based on academic or behavioral standing.

C. Program Framework

The **Kaagapay** Program adopts a learner-centered framework that establishes a coordinated and mutually reinforcing relationship among the school, the home, and the community. This framework guides the design and implementation of the Program by recognizing that the formation, protection, and holistic development of the child-learner require the active and complementary participation of these three environments.

Learner support within the school setting is carried out through structures such as Peer Health Navigators, Learner Formation Coordinators, and School Counselors and School Counselor Associates. Within the home, the Program promotes practices that strengthen the ability of parents, guardians, caregivers, and those entrusted with the upbringing of a child-learner to reinforce routines, values, and habits that mirror and sustain the formation processes introduced by the school. The framework guides implementation by recognizing the role of the community in extending protection and support beyond the school and home. Community-based structures participate in learner welfare initiatives, implement child-protection mandates, and sustain environments that uphold the rights and best interests of the child.

This alignment shapes the **Kaagapay** Program's implementation by ensuring that parent engagement activities and materials reinforce classroom instruction and contribute to a stable and coherent developmental experience for the child-learner.

D. Technical Working Group Structure and Coordination Mechanisms

To ensure coherence, accountability, and coordinated action, the **Kaagapay** Program shall be governed by TWGs at the Central, regional, and division levels.

Table 3. Central Office Technical Working Group (CO TWG).

Central Office Technical Working Group (CO TWG)		
The CO TWG shall: • Lead and oversee the overall program planning, implementation, and M&E; • Convene the Partnership Roundtable with NGOs/CSOs and development partners to identify, review, and adapt existing parent-workshop modules for the **Kaagapay** Toolkit; • Provide technical assistance and capacity-building to ROs and SDOs; • Establish dedicated communication and coordination channels (e.g., chat groups, data dashboards) among all TWG levels; • Consolidate national implementation reports and best practices for institutionalization; • Perform other specific functions relative to their role, as indicated in the table below.		
Assignment	**Bureau or Office**	**Roles and Responsibilities**
Lead Office	Office of the Assistant Secretary for Operations (OASOPS)	• Oversee the overall implementation of the program; • Develop and compile workshop materials and resources from existing sources; and, • Provide technical assistance during program roll-out and parent workshops
Co-Lead Office	Bureau of Learning Delivery (BLD)	• Provide technical assistance during program roll-out and parent workshops to ensure complementarity and coherence with teaching and learning delivery
Members	Bureau of Curriculum Development (BCD)	• Ensure alignment of program components with homeroom guidance programs
	Bureau of Learner Support Services (BLSS)	• Provide technical assistance during program roll-out and parent workshops
	External Partnerships Service (EPS)	• Facilitate engagement with partners in the development and implementation of the **Kaagapay** Program
	Field Operations (FO)	• Conduct program monitoring and evaluation; and, • Accompany technical staff during roll out
	Regional Focal Secretariat (RFS)	• Oversee the regional implementation of the **Kaagapay** Program

Table 4. Regional Office Technical Working Group (RO TWG).

Regional Office Technical Working Group (RO TWG)
The RO TWG shall: • Supervise and monitor SDO-level planning and implementation; • Provide technical guidance on workshop delivery, documentation, and reporting; • Coordinate the participation of regional partner organizations and experts; • Maintain official online communication groups composed of focal persons from CLMD, CID, and the CO TWG for regular updates and technical issue resolution; • Maintain complete and accurate financial records, including original receipts, vouchers, and supporting documents for all program-related expenses of all SDOs; • Conduct pre-, during-, and post-implementation briefings to standardize expectations and procedures; • Transmit Consolidated Regional Synthesis Reports to the CO after receipt from the SDOs and submit implementation and reflection reports to the RO TWG; and, • Perform other specific functions relative to their role, as indicated in the table below.

Assignment	Bureau or Office
Focal Office	Curriculum and Learning Management Division (CLMD)
Members	Field Technical Assistance Division (FTAD)
	Education Support Services Division
	Regional Learner Rights Protection Focal

Table 5. Schools Division Office Technical Working Group (SDO TWG).

School Division Office Technical Working Group (SDO TWG)
The SDO TWG shall: • Lead local planning and execution of parent engagement sessions; • Identify target schools and beneficiaries based on established criteria; • Facilitate collaboration with local partners and resource persons; • Oversee the documentation, evaluation, and reporting of outcomes; • Maintain complete and accurate financial records, including original receipts, vouchers, and supporting documents for all program-related expenses; • Conduct pre-, during-, and post-implementation briefings to standardize expectations and procedures; • Document all workshop activities through attendance sheets, photos, brief narratives, and post-workshop reflections using the prescribed reporting templates; and,

Assignment	Bureau or Office
● Submit Implementation Reports to their respective RO TWG.	
Focal Office	Curriculum and Instruction Division (CID)
Members	School Governance and Operations Division (SGOD)
	Guidance personnel
	Values Education or Homeroom Guidance Supervisors
	Learner Formator Coordinator
	SGC/PTA representatives

E. Partner Involvement and Roles

In the pursuit of the objectives of this Program, DepEd may formally engage partner organizations, which may include, but are not limited to, civil society groups, Non-Governmental Organizations (NGOs), and academic institutions that have demonstrated expertise in parent education, family life development, and child protection.

These partners may serve as:
1. **Resource Organizations** - Providing existing parent-workshop modules, session guides, and multimedia resources that align with DepEd objectives;
2. **Facilitators and Co-Trainers** - Conducting or co-facilitating workshop sessions in collaboration with DepEd field personnel;
3. **Technical Advisers** - Assisting in the contextual adaptation of materials and tools for various learner and community settings; and
4. **Support and Documentation Partners** - Assisting in the monitoring, documentation, and evaluation of program implementation.

DepEd shall ensure that all partnerships are consistent with relevant DepEd policies on partnerships, as well as with other applicable laws, rules, and DepEd issuances. These partnerships may be done in the form of, but are not limited to, Memorandum of Agreement (MOA), and/or Memorandum of Understanding (MOU), subject to review by the relevant Strands of DepEd.

VII. PROGRAM SUPPORT

A. Learning and Information, Education, and Communication (IEC) Materials
To ensure consistency and quality of implementation, the **Kaagapay** Program shall utilize a standardized **Kaagapay** Toolkit, composed of adapted and validated learning and IEC resources drawn from both Department-developed and partner-provided

materials. These materials shall undergo technical review and contextual adaptation to ensure alignment with DepEd's curriculum goals and child protection policies.

1. **Composition of the Kaagapay Toolkit**

   The Toolkit shall include the following components:

   a. **Facilitator's Guide** - Provides detailed session plans, facilitation techniques, and discussion prompts for each module; integrates strategies from existing partner modules on parent engagement, positive discipline, and literacy/numeracy home support.

   b. **Parent Workbook** - Contains interactive worksheets, reflective exercises, and home application tasks that help parents practice competencies learned during sessions.

   c. **IEC Materials** - Includes posters, infographics, brochures, and advocacy cards designed to reinforce key messages on parenting, values formation, bullying prevention, and learning continuity.

   d. **Multimedia Content** - Short educational videos, animated stories, or digital slides developed or adapted from partner organizations, suitable for community screenings or social media posting.

   e. **Monitoring and Reflection Tools** - Templates for attendance, pre- and post-assessment, feedback, and reflection notes to support program evaluation and continuous improvement.

   All materials must be accessible, gender-sensitive, inclusive, and written in clear and culturally appropriate language, with translations or localized adaptations as necessary.

2. **Sourcing and Adaptation of Materials**

   In recognition of the extensive experience and existing resources developed by civil society and non-government organizations (NGOs/CSOs) in parent workshops, the Department shall employ a strategic partnership approach in the development and consolidation of materials. This shall involve:

   a. **Convening of a Partnership Roundtable** - The Central Office TWG shall organize a consultative meeting with partner NGOs/CSOs, development agencies, and relevant national government agencies (such as DSWD) to identify existing, field-tested parent workshop resources.

   b. **Technical Review and Validation** - Identified materials shall be assessed against DepEd standards for curriculum relevance, cultural appropriateness, and alignment with learner development goals.

   c. **Adaptation and Integration** - Validated content shall be harmonized into a single **Kaagapay** Toolkit, with appropriate acknowledgment of partner contributions.

B. Delivery Mode

The **Kaagapay** Program shall primarily be conducted through face-to-face sessions, complemented by alternative or flexible delivery options to accommodate varying contexts and schedules of parents.

1. **Standard Mode: Face-to-Face Sessions**
   a. Two-day parent engagement sessions conducted in schools, SDO cluster sites, or community learning venues.
   b. Delivered through interactive discussions, role-play, and group reflections facilitated by trained DepEd personnel or partner facilitators.
   c. Supported by IEC and multimedia presentations drawn from the **Kaagapay** Toolkit.

2. **Alternative Mode: Modular and Asynchronous Delivery**
   a. For working parents or those unable to attend in person, schools may offer self-paced modular versions of the sessions, printed or digital, containing guided readings and reflection activities.
   b. Online or blended options may be employed in coordination with the Regional and Division ICT units, provided data privacy and accessibility are ensured.
   c. Schools may organize follow-up group meetings or sharing sessions to maintain engagement and peer learning.

C. Budgetary Requirements

The funds for the implementation of the **Kaagapay** Program shall be charged against the appropriations under the Basic Education Curriculum (BEC) Fund (FY 2025 current fund), pursuant to DepEd Order No. 027, s. of 2025, titled Guidelines on the Use of Balances from Fiscal Year 2025 (Republic Act No. 12116) Funds Under the Learning Systems Strands. The allocation shall be based on the number and relative size of the SDOs in each region and shall cover all costs directly associated with the design, preparation, conduct, and monitoring of **Kaagapay** Program activities.

Refer to **Annex A** for the **Regional Allocation.**

1. **Management and Download of Funds**
   a. The RO shall serve as the fund administrator and may download the allocated funds to SDOs as may be deemed necessary and appropriate for program implementation.
   b. The Regional Director, through the Regional Planning, Finance, and Program Management Teams, shall determine the most appropriate and equitable distribution of the fund among SDOs, taking into consideration:
      i.   the number and size of schools per division,
      ii.   geographic accessibility,
      iii. readiness of implementation, and
      iv.   projected cost requirements.
   c. The RO and all implementing SDOs shall ensure that all disbursements and obligations are made strictly in accordance with existing government budgeting, accounting, auditing, and procurement rules and regulations, and within the approved fiscal year.

2. Allowable Expenses

The fund shall be used exclusively for allowable expenses that are directly related to the implementation of the **Kaagapay** Program. These include, but are not limited to, the following:

Table 7. Expense Categories.

EXPENSE CATEGORY	DESCRIPTION / PURPOSE
Provision of Teaching-Learning Resources	Production or reproduction of **Kaagapay** Toolkits, Parent Workbooks, Facilitator's Guides, and related instructional aids.
Communication and Advocacy Materials	Design, printing, or distribution of IEC materials (e.g., booklets, posters, brochures, advocacy cards, and multimedia content).
Supplies and Training Materials	Procurement of consumables and supplies essential for the conduct of training and workshops
Travel Expenses - DepEd Personnel	Travel allowance, transportation expenses, and other incidental costs incurred by DepEd personnel in the performance of program duties, including monitoring and technical assistance.
Travel Expenses - Resource Persons (Non-DepEd)	Transportation and travel-related expenses for invited resource persons, partner facilitators, or technical experts from NGOs/CSOs.
Meals Expense	Provision of meals and snacks for participants, facilitators, and personnel during the training sessions or related activities.
Venue, Board, and Lodging	Rental of venues and accommodation expenses for DepEd personnel, facilitators, and participants during the conduct of the two-day, one-night **Kaagapay** training sessions.
Honoraria	Payment of honoraria to qualified resource persons or facilitators, in accordance with DBM and DepEd guidelines on honoraria rates and eligibility.
Monitoring and Evaluation Activities	Costs associated with the documentation, consolidation, and submission of reports and evaluation tools.
Other Program-Related Expenses	Other necessary expenses directly supporting **Kaagapay** activities, subject to existing budgeting, accounting, auditing, and

EXPENSE CATEGORY	DESCRIPTION / PURPOSE
Provision of Teaching-Learning Resources	Production or reproduction of **Kaagapay** Toolkits, Parent Workbooks, Facilitator's Guides, and related instructional aids.
Communication and Advocacy Materials	Design, printing, or distribution of IEC materials (e.g., booklets, posters, brochures, advocacy cards, and multimedia content).
Supplies and Training Materials	Procurement of consumables and supplies essential for the conduct of training and workshops
Travel Expenses - DepEd Personnel	Travel allowance, transportation expenses, and other incidental costs incurred by DepEd personnel in the performance of program duties, including monitoring and technical assistance.
Travel Expenses - Resource Persons (Non-DepEd)	Transportation and travel-related expenses for invited resource persons, partner facilitators, or technical experts from NGOs/CSOs.
Meals Expense	Provision of meals and snacks for participants, facilitators, and personnel during the training sessions or related activities.
Venue, Board, and Lodging	Rental of venues and accommodation expenses for DepEd personnel, facilitators, and participants during the conduct of the two-day, one-night **Kaagapay** training sessions.
	procurement regulations.

All expenditures must be program-related, reasonable, necessary, and properly supported by documentation as required under COA and DBM rules.

3. Financial Accountability and Reporting

a. The Regional Office and SDOs shall maintain complete and accurate financial records, including original receipts, vouchers, and supporting documents for all program-related expenses.

b. Liquidation and utilization reports shall be submitted to the next higher governance level within prescribed timelines, accompanied by accomplishment and evaluation reports.

c. Any unutilized balances shall be reverted in accordance with existing government accounting rules.

d. All fund use shall be subject to post-audit and validation by appropriate oversight offices.

D. Technical Assistance and Capacity-Building of Implementers

To ensure quality delivery and fidelity of implementation, the Department shall conduct preparatory capacity-building activities for implementers and facilitators at all governance levels, which include, but are not limited to:

1. **Orientation for Regional and Division Focal Persons** on program objectives, structure, and coordination protocols;
2. **Joint learning exchanges and meetings with partner organizations** to transfer facilitation methods and community engagement techniques proven effective in previous parent-training initiatives.

E. Documentation, Visibility, and Knowledge Sharing

To promote sustainability and institutional learning, all implementing units shall:

- **Document the implementation process** through narratives, photos, videos, and parent testimonials, subject to the relevant DepEd rules and policies on Data Privacy, as well as applicable laws in relation thereto;
- **Share promising practices and innovative approaches** during regional or national learning exchanges; and
- **Disseminate key messages and success stories** to the public through the official DepEd communication platforms and partner networks to support visibility of collaborative efforts.

VIII. MONITORING AND EVALUATION

The CO-TWG, led by the OASOPS, shall develop and implement a Monitoring and Evaluation (M&E) Plan for the Kaagapay Program to ensure fidelity of implementation, effectiveness, and accountability. The RO and SDO TWGs shall support the implementation of the M&E Plan by consolidating reports, documenting best practices, and providing feedback on program implementation within their respective jurisdictions. The M&E system shall focus on tracking program coverage, participant engagement, quality of facilitation, and the overall contribution of the Program to parent empowerment and learner development outcomes.

The monitoring shall be conducted annually to determine the progress of the program implementation and assess initially its contribution in the learner development outcomes. Subsequently, an impact evaluation shall be done to assess the program's effectiveness relative to the overall performance of learners.

ANNEX A. Budget Allocation per Region

Table A.1. Allocation per Region for the **Kaagapay** Program Implementation

Region	Amount
Region I	₱ 5,199,628.60
Region II	₱ 3,621,169.92
Region III	₱ 9,377,901.58
Region IV-A	₱ 11,977,715.88
Region IV-B	₱ 3,249,767.87
Region V	₱ 7,520,891.36
Region VI	₱ 4,271,123.49
Region VII	₱ 5,849,582.17
Region VIII	₱ 5,385,329.62
Region IX	₱ 4,735,376.04
Region X	₱ 5,478,180.13
Region XI	₱ 5,199,628.60
Region XII	₱ 3,806,870.94
CARAGA	₱ 4,456,824.51
CAR	₱ 3,714,020.43
NIR	₱ 7,706,592.39
NCR	₱ 8,449,396.47
TOTAL	**₱ 100,000,000.00**