



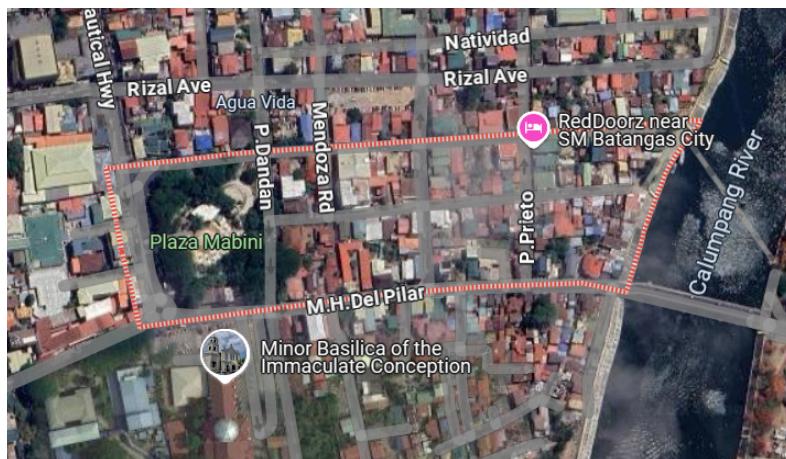
## PROJECT PROPOSAL SY 2024-2025

### I. Title of the Project

**"KALINGA: KApit-Bisig sa Layuning Itaguyod ang Nutrisyon at edukasyon ng Henerasyon Alpha "**

### II. Location

- Brgy. 2, Plaza, Batangas City



### III. Duration/Time of Implementation

- Date and time of the implementation of the project:

The proposed dates of implementation are on February 22 and April 12, 2025, Saturdays, starting from 8:00 am to 1:00pm.

### IV. Type of Community Service activities

- Feeding Program
- Interactive Games
- Reading Session
- Health and wellness talks
- Distribution of take-home items (e.g., seeds, informational materials)

### V. Department/College Involved

- The College and department where the students belong:

**Adajar, Ma. Jhamilla Zen M.**

- COE College of Engineering
- Electrical Engineering Department

**Aguado, Ma. Bianca Kristine**

- COE College of Engineering
- Civil Engineering Department

**Atienza, Heart Angela**

- COE College of Engineering
- Chemical Engineering Department

**Braza, Aldwin Rhod**

- COE College of Engineering
- Electrical Engineering Department

**Bugua, Angelo**

- COE College of Engineering
- Industrial Engineering Department

**Caraig, Vivien Denise M.**

- COE College of Engineering
- Industrial Engineering Department

**Capacia, Mia Margareth**

- COE College of Engineering
- Civil Engineering Department

**De Luna, Angela Gail**

- COE College of Engineering
- Mechanical Engineering Department

**De Leon, Jeavelyn Paula D.**

- COE College of Engineering
- Civil Engineering Department

**Dichoso, Coleen**

- CICS College of Informatics and Computing Sciences
- Computer Science Department

**Ebora, Jean Ahleen Nickol**

- COE College of Engineering
- Mechanical Engineering Department

**Elwin, Mark Joshua S.**

- COE College of Engineering
- Mechanical Engineering Department

**Galea, Jonas**

- College of Engineering Technology
- Automotive Engineering Technology

**Hermañez, Michael Yurgo**

- CET College of Engineering Technology
- Food Engineering Technology

**Hernandez, Hannah Gwyneth**

- CAFAD College of Architecture, Fine Arts and Design
- Architecture Department

**Landicho, Reychelle**

- COE College of Engineering
- Electronics Engineering Department

**Latiza, Princess Kathleen**

- COE College of Engineering
- Electrical Engineering Department

**Laylay, Jay Archris D.**

- COE College of Engineering
- Civil Engineering Department

**Mabunga, Arjay**

- CAFAD, College Of Architecture, Fine Arts, and Design
- Architecture Department

**Manansala, Ezekiel Rain A.**

- COE College of Engineering
- Electronics Engineering Department

**Maneja, Jairo A.**

- College Of Engineering Technology
- Mechatronics Engineering Technology Department

**Marasigan, Maria Antonia**

- COE College of Engineering
- Industrial Engineering Department

**Marasigan, Rhaywen John S.**

- CET College of Engineering Technology
- Mechanical Engineering Technology

**Marquez, Aaron Gabriel**

- COE College of Engineering
- Civil Engineering Department

**Macaraig, Andrea Jane**

- CET College of Engineering Technology
- Food Engineering Technology

**Mojica, Kristine**

- COE College of Engineering
- Civil Engineering Department

**Paradeza, Hazel Kyle T.**

- COE College of Engineering
- Civil Engineering Department

**Perez, Kriselda F.**

- COE College of Engineering
- Industrial Engineering Department

**Posadas, Adam Marrion**

- COE College of Engineering
- Industrial Engineering Department

**Pukias, Nathaniel Rein M.**

- COE College of Engineering
- Electronic Engineering Department

**Ricohermoso, Lordy Miles**

- CICS College of Informatics and Computing Sciences
- Computer Science Department

**Sampang, Jezryna**

- COE College of Engineering
- Civil Engineering Department

**Sison, Chrissy**

- COE College of Engineering
- Civil Engineering Department

**Solasco, Diana Cate**

- COE College of Engineering
- Civil Engineering Department

**Sobrevilla, Wella**

- COE College of Engineering
- Civil Engineering Department

**Urgelles, Jon Marc M.**

- CICS College of Informatics and Computing Sciences
- Computer Science Department

**Villamor, Jana**

- COE College of Engineering
- Chemical Engineering Department

**Zulueta, Karryle D.**

- College of Architecture, Fine Arts, and Design
- Architecture Department

**VI. Project Proponents -Jana****• Project Leaders:**

- Laylay, Jay Archris D.  
De Leon, Jeavelyn Paula D

**Asst. Project Leaders:**

- Sison, Chrissy  
Maneja, Jairo A.  
Galea, Jonas

**Secretaries:**

Marasigan, Maria Antonia  
Braza, Aldwin Rhod  
Dichoso, Coleen

**Treasurers:**

Adajar, Ma. Jhamilla Zen M.  
Macaraig, Andrea Jane  
Mojica, Kristine

**Members:**

Aguado, Ma. Bianca Kristine  
Atienza, Heart Angela  
Bugua, Angelo  
Caraig, Vivien Denise M.  
Capacia, Mia Margareth  
De Luna, Angela Gail  
Ebora, Jean Ahleen Nickol  
Elwin, Mark Joshua S.  
Hermañez, Michael Yurgo  
Hernandez, Hannah Gwyneth  
Landicho, Reychelle  
Latiza, Princess Kathleen  
Mabunga, Arjay  
Manansala, Ezekiel Rain A.  
Marasigan, Rhaywen John S.  
Marquez, Aaron Gabriel  
Paradeza, Hazel Kaye  
Perez, Kriselda F.  
Posadas, Adam Marrion  
Pukias, Nathaniel Rein M.  
Ricohermoso, Lordy Miles  
Sampang, Jezryna  
Solasco, Diana Cate  
Sobrevilla, Wella  
Urgelles, Jon Marc M.  
Villamor, Jana  
Zulueta, Karryle D.

## **VII. Cooperating Partners**

The possible cooperating partners in the conduct of the project are the barangay council and SK council. SK officials can help mobilize the youth in the community to actively participate in the feeding program. They can organize volunteers and coordinate youth-related activities to support the program among the youth, encouraging them to participate, volunteer, or contribute in any way possible. While, barangay officials can provide logistical support, including the use of community centers or barangay halls for the feeding program. They can also assist in coordinating transportation for food delivery or distribution. It plays a crucial role in reaching out to the broader community. They can help in identifying families or individuals who may benefit the most from the feeding program, ensuring that the initiative reaches those in need. This collaboration can lead to additional resources or support. By involving both SK and barangay officials, you are tapping into the local leadership and community networks, which can significantly strengthen the feeding program. This collaborative approach ensures that the program is well-supported, effectively implemented, and reaches the intended beneficiaries.

## **VIII. Beneficiaries**

The possible beneficiaries of the "Feed, Learn, Play: A Day of Nourishment and Knowledge" program are:

1. **Children and Youth** - The program directly benefits children and teenagers in the community by providing nutritious meals, supporting their physical health and growth, and offering educational and fun activities that enhance their cognitive development and social skills.
2. **Families** - Families of the children and youth participating will indirectly benefit, as the program helps alleviate food insecurity and supports the well-being of their children. Families may also gain knowledge and resources related to health, sustainability, and community responsibility through the program's activities.
3. **Barangay Council and Local Community** - The barangay council plays a key role in logistical support and in identifying families and individuals who may be in need, ensuring the program reaches the most vulnerable. The community as a whole benefits from the strengthened social bonds, improved public health, and greater sense of collective responsibility.

4. **Sangguniang Kabataan (SK) Council** - The SK council benefits by being actively involved in organizing and mobilizing youth volunteers for the program. This involvement helps the SK officials develop leadership, organizational, and community engagement skills. Additionally, the youth participants can gain a sense of responsibility, improve their social skills, and create a sense of civic pride.
5. **Volunteers (Youth and Community Members)** - Volunteers who assist in the feeding program and activities will benefit from the experience, learning skills in teamwork, event organization, and community service. This may also strengthen their social bonds and sense of purpose.
6. **Local Educational Institutions** - Schools and educators may benefit from the program's focus on promoting learning through fun and engaging activities. Students will return to their classes with better nutrition, improved focus, and stronger social interactions, which can enhance the overall educational experience.
7. **Health and Social Welfare Sectors** - The program may have a positive impact on local health outcomes by addressing child malnutrition, boosting overall well-being, and fostering healthy habits among the youth. Local health professionals and social welfare workers may also see a reduction in health-related issues tied to poor nutrition.

## **IX. Rationale of the project**

"Feed, Learn, Play: A Day of Nourishment and Knowledge" is a program that addresses the basic needs of children and youth by providing healthy meals and engaging educational activities. By recognizing the connection between physical health, mental stimulation, and social connections, the program offers a holistic solution to the challenges many young people face. The program ensures that participants receive the nutrition they need for growth and development, creating an environment where learning and participation can thrive. By combining meals with fun and educational activities, the program promotes cognitive development, critical thinking, teamwork, and problem-solving, while also strengthening social bonds and boosting self-esteem.

## **X. Objectives**

- To provide healthy meals to the local youth and families.
- To engage participants in educational activities on health, sustainability, and community responsibility.
- To encourage teamwork and physical activity through fun, interactive games.
- To create a lasting impact by promoting healthy living and community involvement.

## **XI. Description of the project**

### **1. Description of the Project**

- The "Feed, Learn, Play: A Day of Nourishment and Knowledge" program combines nourishment, education, and interactive activities to address hunger while fostering engagement and critical thinking among children and youth. The participants are treated to a nutritious meal and discussions on healthy eating, sustainability, and balanced diets. The program offers interactive games such as a Nutritional Relay Race and Food Puzzle Hunt, along with workshops on reducing food waste, planting home gardens, and understanding water and sanitation's role in health. Creative challenges, such as building healthy meals with toy props and trivia games about local culture and agriculture, encourage teamwork and innovation. The program culminates in reflections from the participants and the community leaders, challenging further action towards health and sustainability.

### **2. Who is involved in the project implementation?**

- The implementation of the "Feed, Learn, Play" program involves the project members responsible for organizing and executing the activities, meals, and workshops, as well as barangay officials who provide support through coordination and community mobilization. The primary participants are children and youth, who actively engage in all sessions, while volunteers—including family members, friends, and other community members—contribute their time and effort to enhance the program's reach and effectiveness.

### **3. Requirements of the Project**

- Letter of Request: A formal request to the barangay for permission to conduct the outreach program and seek their cooperation for the "Feed, Learn, Play: A Day of Nourishment and Knowledge" project.
- Meal Planning: Detailed plans for nutritious meals that accommodate preferences, available resources, and seasonal ingredients. Meals must be prepared in advance to ensure timely delivery during the event.
- Workshop Materials: Resources for hands-on activities, such as seeds for planting, props for games, and visuals for teaching.
- Community Engagement and Collaboration: Active involvement of barangay officials and community members to enhance program success through shared support and resources.
- Communication and Awareness Campaigns: Promotional efforts to raise awareness about nutrition, sustainability, and the program's objectives.
- Needs Assessment: An analysis of the available resources and needs within the community to ensure proper targeting of the program activities towards the existing gaps within the health and nutrition sphere.

## **XII. Strategies and methods of implementation**

"Feed, Learn, Play: A Day of Nourishment and Knowledge" is a comprehensive program designed to address hunger and promote healthy living through engaging and interactive activities. The program aims to reach children and youth, fostering a greater understanding of nutrition, sustainability, and community well-being.

To achieve this, the program will leverage community partnerships, ensuring collaboration with local organizations, schools, community centers, and food banks. The program will be tailored to the specific age groups participating, utilizing hands-on activities, games, and creative challenges to make learning fun and memorable. A strong focus on sustainability will be integrated throughout the program, emphasizing healthy eating, food waste reduction, and environmental awareness.

The implementation will involve a comprehensive outreach plan, program design and development, resource acquisition, volunteer training, program delivery, and thorough evaluation. Key performance indicators will be tracked

to measure participation rates, participant satisfaction, knowledge gained, and the program's impact on dietary choices and healthy eating habits. By implementing these strategies and methods, "Feed, Learn, Play" is poised to effectively impact children and youth, fostering a greater understanding of nutrition, sustainability, and community well-being.

### **XIII. Plan of action**

<b>DATE</b>	<b>TIME</b>	<b>ACTIVITIES</b>	<b>PERSON(S) INVOLVE</b>
November 22, 2024	1:30 pm - 3:00 pm	<ul style="list-style-type: none"> <li>• Conducting assessment and survey in the chosen barangay.</li> </ul>	All the members Barangay Officials
February 06, 2025	10:00 am - 12:00 noon	<ul style="list-style-type: none"> <li>• Arranging of papers and documents needed</li> <li>• Conduct survey for target population</li> <li>• Assessing the possible number of participants.</li> </ul>	All the members Barangay Officials
February 12, 2025	1:00 pm - 3:00 pm	<ul style="list-style-type: none"> <li>• Presenting the project proposal.</li> <li>• Coordinating with the SK and Barangay officials for support.</li> </ul>	All the members Barangay Officials
February 16, 2025	9:00 am - 12:00 noon	<ul style="list-style-type: none"> <li>• Finalizing a detailed budget for the program.</li> <li>• Planning the flow of the program.</li> </ul>	All the members Barangay Officials
February 22, 2025	8:00 am - 1:00 pm	<ul style="list-style-type: none"> <li>• Conduct a feeding program that promotes eating nutritious foods.</li> <li>• Conducting reading activities (Storytelling activities and fun activities).</li> <li>• Collecting of feedback</li> </ul>	All the members Barangay Officials

April 12, 2025	8:00 am - 1:00 pm	<ul style="list-style-type: none"> <li>• Conducting fun games.</li> <li>• Program for thanksgiving and Appreciation for the Barangay and SK Officials.</li> </ul>	All the members Barangay Officials
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#### **XIV. Financial Plan, Cost of the Project, and Proposed Expenditures - Andrea Macaraig**

- If the activities of the project need some financial requirements, discuss what are the possible sources of funds.

The project timeline will determine how the proposed expenses are distributed, and monthly budgetary allotments will guarantee the project's consistent advancement. Regular financial reports will include a thorough explanation of costs in order to ensure transparency and responsibility throughout the project's implementation.

The project's funding is supposed to come from the proponents' budget. In order to guarantee a varied and long-lasting funding base for the successful execution of the project, we also intend to look for financial support through fundraising initiatives.

- Present the estimated total cost of the project and the proposed expenditures.

##### **Utensils:**

100 pcs Spoon: ₱83.00

100 pcs Fork: ₱83.00

50 pcs Paper cups: ₱47.00\*2 =₱94.00

50 pcs Party box: ₱115.00\*2 =₱230.00

##### **Drinks:**

Mineral water: ₱35.00\*4 (2/ week) = ₱140.00

**10 pcs XL Garbage bag: ₱ 43.00\* 3 = ₱129.00**

**February 22, 2025**

<b>Food</b>	
100 pcs Biscuit	₱650.00
100 pcs Juice	₱990.00
Total:	₱1,640.00

15 kilo rice	₱ 825.00
Total:	₱ 825.00

<b>SHANGHAI</b>	
Lumpia Wrapper	₱300.00
3 kilo Carrots	₱270.00
1 kilo Celery	₱200.00
4 kilo Pork Giniling	₱1,120.00
Total:	₱1,890.00

<b>CHOP SUEY</b>	
4 kilo carrots	₱320.00
3 kilo cabbage	₱210.00
2 kilo beans	₱120.00
1 kilo celery	₱200.00
2 kilo young corn	₱120.00
4 kilo sayote	₱320.00

Total:	₱1,290.00
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<b>Learning material</b>	
15 pcs learning/story books	₱300.00
Total:	₱300.00

**April 12, 2025**

<b>Food</b>	
100 pcs Biscuit	₱650.00
100 pcs Juice	₱990.00
Total:	₱1,640.00

<b>TOPrizes</b>	
40 pcs pencil	₱175.00
10 color pen	₱50.00
100 pcs Ball pen	₱185.00
24 pcs eraser	₱42.00
10 loot bags	₱60.00
Total:	₱512.00

Utensils, Drinks, & Garbage bag =₱ 759.00

FEBRUARY 22, 2025 = ₱5,945.00

APRIL 12, 2025 = ₱2,152.00

**TOTAL COST: ₱8,856.00**

#### **XV. Monitoring and evaluation Mechanics of the Project - Mia Capacia OBJECTIVES OF MONITORING AND EVALUATION**

- To ensure the project activities are implemented according to the planned timeline, scope, and budget.
- To assess the immediate and long-term impacts of the project on the target beneficiaries.
- Identify challenges during implementation and provide actionable recommendations for improvement.
- Evaluate the sustainability of the project for future replication.

## **MONITORING MECHANICS**

### 1. Real-Time Tracking of Activities

- ❖ Attendance Monitoring
  - Utilize sign-in sheets or a digital attendance tracker for all participants, including children, families, volunteers, and facilitators.
  - Record demographic data (age, gender, household size) of children and families to ensure inclusivity and proper targeting.
- ❖ Activity Checklist
  - Prepare detailed checklists for each activity (e.g., feeding sessions, learning blocks, games) to ensure all planned components are executed.
  - Assign specific team members to oversee the implementation of each activity and verify completion using the checklist.

### 2. Resource Utilization Monitoring

- ❖ Track the distribution and usage of project resources, such as food, educational materials, seeds, and props for games.
- ❖ Maintain a log of leftover supplies to optimize resource allocation for future activities.

### 3. Health and Safety Compliance

- ❖ Monitor hygiene and safety practices during meal preparation and distribution, as well as during physical activities and games.
- ❖ Assign health officers to ensure compliance with community health standards.

### 4. Feedback Collection During Activities

- ❖ Use structured feedback forms to collect input from beneficiaries and volunteers immediately after activities.
- ❖ Conduct quick interviews with children and families to gauge satisfaction and identify immediate concerns.

## **EVALUATION FRAMEWORK**

1. Key Performance Indicators (KPIs)
  - ❖ Reach
    - Total number of participants (children, families, and volunteers).
  - ❖ Knowledge Improvement
    - Percentage of participants showing improved understanding of health, nutrition, and sustainability concepts (assessed through pre- and post-activity quizzes).
  - ❖ Engagement Levels
    - Number of children actively participating in each activity.
    - Number of volunteers and community members involved in organizing and implementing activities.
  - ❖ Satisfaction
    - Participant satisfaction scores collected via post-activity surveys or interviews.
  - ❖ Resource Efficiency
    - Proper use of allocated resources, minimizing waste and ensuring all items serve their intended purpose.
  - ❖ Timeliness
    - Activities conducted as per the planned schedule.

## **2. Evaluation Tools and Methods**

- ❖ Pre- and Post-Activity Surveys
  - Conduct baseline surveys before the first activity session to assess participants' initial knowledge and expectations.
  - Administer follow-up surveys at the end of the project to measure knowledge retention, behavioral changes, and overall satisfaction.
- ❖ Focus Group Discussions (FGDs)
  - Organize FGDs with barangay officials, SK council members, volunteers, and selected beneficiaries to gather qualitative feedback on the program's impact.
- ❖ Observation Reports
  - Assign team members to observe each activity and prepare detailed reports documenting the implementation, challenges, and outcomes.
- ❖ Photo and Video Documentation

- Capture visual evidence of participation and engagement during all activities.
- Use these materials to complement the evaluation report.
- ❖ Case Studies
  - Highlight specific stories of children or families whose lives were positively impacted by the program.

## **REPORTING MECHANICS**

- Interim Report (Post-February 22, 2024 Session)
  - ❖ Summarize initial findings, including attendance data, activity outcomes, and feedback.
  - ❖ Identify challenges and lessons learned to refine the implementation of the second session on April 12, 2024.
- Final Report (Post-April 12, 2024 Session)
  - ❖ Provide a comprehensive analysis of the project's impact based on data collected throughout the program.
  - ❖ Include detailed statistics, participant testimonials, case studies, and photographic evidence.
  - ❖ Highlight key achievements, challenges, and recommendations for future projects.
- Stakeholder Debriefing
  - ❖ Organize a final meeting with barangay officials, SK council members, and volunteers to share the evaluation results and discuss potential follow-up initiatives.

## **MONITORING AND EVALUATION ROLES AND RESPONSIBILITY**

- Project Leaders and Assistant Leaders
  - ❖ Oversee all monitoring activities and ensure the collection of accurate data.
  - ❖ Prepare interim and final reports for submission to stakeholders.
- Secretaries
  - ❖ Manage documentation, including attendance logs, observation notes, and feedback forms.
  - ❖ Compile raw data for analysis by project leaders.
- Treasurers
  - ❖ Monitor the allocation and use of financial and material resources.
  - ❖ Maintain financial records to ensure accountability.
- Activity Facilitators and Volunteers
  - ❖ Collect participant feedback during activities.

- ❖ Assist in conducting surveys and ensuring compliance with activity plans.
- Health Officers
  - ❖ Oversee hygiene and safety during feeding sessions and physical activities.
  - ❖ Provide health tips during workshops and track any reported health concerns.

## **CONTINUOUS IMPROVEMENT STRATEGY**

- Incorporate feedback and lessons learned into future program designs.
- Develop training materials for barangay officials and SK councils to replicate the program independently.
- Establish a monitoring team within the barangay to track long-term outcomes, such as changes in community nutrition and health practices.

## **XVI. Plans to Ensure the Sustainability of the Project**

To ensure the sustainability of the project, various actionable strategies must be implemented before, during, and after the program. Beginning with the pre-implementation phase, the group will collaborate with the Sangguniang Kabataan (SK), health center workers, parent representatives, and most importantly, the local officials of the barangay. They will be helpful in overseeing and sustaining the initiative as well as encouraging the residents who are willing to participate in organizing the event.

Moving on to the implementation phase, the group can provide visual tools that can be kept in the barangay hall or health center for continued learning of the residents. With regards to the post-implementation phase, the barangay leaders can be encouraged to monitor the residents' progress with their learned practices from the activity. Finally, hoping for the program to continue, the project plan may be shared with the barangay in order for them to replicate and implement it again in the future. Consequently, through the application of these strategies, the project can be incorporated into the barangay's culture and operations, creating long-lasting benefits for the community.

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