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CAS Shares **HEART** To RRCY

HUMAN KINETICS, **E**MOTIONAL WELL-BEING, **A**RTS, **R**EADING AND LITERARY, **T**ECHNOLOGY AND SCIENTIFIC PROCESSES SKILLS TRAINING OF THE CHILDREN IN CONFLICT WITH THE LAW (CICL) AND SELECTED STAFF OF THE REGIONAL REHABILITATION CENTER FOR YOUTH (RRCY) AT CANDABONG, ARGAO, CEBU

I. PROJECT SUMMARY

Title	: CAS Shares HEART To RRCY - HUMAN KINETICS, EMOTIONAL WELL-BEING, ARTS, READING, TECHNOLOGY AND SCIENTIFIC PROCESSES SKILLS TRAINING OF THE CHILDREN IN CONFLICT WITH THE LAW (CICL) AND SELECTED STAFF OF THE REGIONAL REHABILITATION CENTER FOR YOUTH (RRCY) AT CANDABONG, ARGAO, CEBU
Project Locale	: Municipality of Argao
No. of Training Hours	: 152 hours
No of Beneficiaries	: 100 participants (CICLs and staff)
Total Project Cost	:
Implementing Program	: College of Arts and Sciences (Bachelor of Literature, Bachelor of Arts in English Language Studies, Bachelor of Science in Psychology, Service Departments
Implementing Partner/s	: Department of Social Welfare Welfare and Development VII – Regional Rehabilitation Center Youth (DSWD-RRCY)

II. Rationale

A. Statement of Need

The Juvenile Justice and Welfare System in the Philippines is defined by Republic Act No. 9344, also known as the "Juvenile Justice and Welfare Act," as a system that deals with children at risk and children in conflict with the law, and provides child-appropriate proceedings, including programs and services for prevention, diversion, rehabilitation, re-integration, and aftercare to ensure their normal growth and development.

Prior to the passage of R.A. No. 9344, children at risk and CICL were treated similarly to adult criminals, as when previous President Ferdinand Marcos, Sr. signed the Judiciary Reorganization Act of 1980, which eliminated the juvenile and domestic relations courts. As a result, young offenders faced the same adversarial processes as their adult counterparts. The R.A. No. 9344, as an outgrowth of the United Nations Convention on the Rights of the Child (UNCRC), seeks to deal with these children

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without resorting to legal procedures. Instead of prosecuting and treating juvenile offenders as criminals, the State and the community will give them with help to keep them from committing future offenses. (Sanchez. J, 2015 cited in Antolo J and Perez, T, 2019)

As reported in Sunstar by Revita, J. 2017, out of the 114 Bahay Pag-asa that Provincial Governments and highly urbanized towns are required by law to construct, there are only 35 operating centers countrywide that provide assistance to Children in Conflict with the Law (CICL). The said report continued that according to Akbayan party-list representative Tom Villarín during the regional press briefing on the lowering of the minimum age of criminal responsibility (MACR), the 2015 evaluation of the Intervention and Rehabilitation Program in Residential Facilities and Diversion Programs for CICL shows that local government units (LGUs) have a weak commitment to the implementation of the Juvenile Justice Welfare Act (JJWA), which is one of their reasons for opposing the move to lower the age of criminal liability from 15 to nine years old.

In a study entitled Understanding Children In Conflict with the Law: Contradictions on Victimization, Survivor Behavior and the Philippine Justice System. A Study of the Situation of Children in Conflict with the Law in Davao by Ancheta-Templa M., 2004, it was found out that CICL facilities like RRCYs and RCDDs have attempted to develop programs for children in their care, such as learning home duties, a values formation program, skill training, and study hours. In these centers, volunteer groups also carry out their own activities. Discipline has been instilled in the youngsters and there is a mechanism in place at RRCYs for monitoring children's performance/behavior, which includes posting the findings for others to observe. Misbehaving children are punished at RCDDs by being placed in an isolation room which the staff refer to as an "observation" room, while the children called it the "bartolina", which also doubles as an observation room for newcomers. Other forms of physical punishment are reportedly also employed.

Manuel, 2019 in her study, "The Long-Term Effects of Rehabilitation Program for Children in Conflict with the Law" posits that rehabilitation programs that were implemented to the respondents were described as effective and have a positive effect on children's emotional aspects because they are already able to make the right decision despite the traumatic incidents that have occurred to them; aside from being able to find their personal interests, manage their emotions, and not be short-tempered. The psycho-social well-being of rehabilitated youngsters increased when they engaged in community activities while always respecting the rules.

The holistic development of youth who are the future generation and the hope of the fatherland as immortalized by the national hero, Dr. Jose Rizal, is not just the responsibility of parents or of specific institutions but of all the able members and groups of the society as encompassed in the famous African proverb, "It takes a village to raise a child". Hence, the Juvenile Justice and Welfare Council Republic of the Philippines defines partnership as the process of building coordination, cooperation, or collaboration with other agencies, institutions, communities, groups of people, or certain individuals with the aim of working together and joining forces or combining resources

toward a common goal, in its Comprehensive National Juvenile Intervention Program for 2018-2022.

It is in the aforementioned premise that the then Languages Literature and Communication Department now the College of Arts and Sciences of Cebu Technological Campus identified the Regional Rehabilitation Center of Youth located in Candabong, Argao, Cebu as partner in the extension project entitled, Technical-Vocational, Literacy, Numeracy & Music Skills Training-Workshop of the Children In Conflict with the Law of the Regional Rehabilitation Center for Youth at Candabong, Argao, Cebu. The project underwent three (3) phases with each phase completed within one (1) year and wherein the actual training lasted for six (6) months. The initial study on the impact of the project among recipients is very positive. The center's after care program revealed that the skills learned and acquired by the CIKL through the project were very useful for them as they reunite with their respective communities. The center is looking forward for the next phase of the project since plans for the fourth collaboration was hampered by the COVID-19 Pandemic.

B. Relevance of Need

Aside from the function of Instruction, part of the mission of the institution is that it shall undertake research and extension services and provide progressive leadership in its areas of specialization. The College of Arts and Sciences offers two bachelor of arts programs- Bachelor of Arts in English Language Studies and Bachelor of Arts in Literature and comes school year 2022-2023, Bachelor of Science in Psychology will be hopefully an addition to the programs of the College. Hence, the College fields of specialization from language, communication, reading and literary will expand to mental health awareness and management, stress identification and management and those other fields related to human mind and behavior. As Service College, CAS has also enough pool of faculty who can be resource persons for the inclusion of science, mathematics and physical education. The inclusion of the aforementioned will be subject to the result of the training needs assessment which the target clientele will accomplish and on result of the study on the impact of the previous phases of the partnership.

It is the goal of this extension program to alleviate poverty, promote good health and well-being, economic growth and peace justice and strong institutions- four of the goals of the Education for Sustainable Development. The skills, knowledge, values and attitude that the clientele will gain in the training will be additional source of strength, confidence and drive for them to pursue with their reformation and rehabilitation and reunite to their respective communities as assets and part of the solution to the society's issues on poverty health and wellness, peace and justice.

C. Beneficiary Profile

The beneficiaries include RRCY (Regional Rehabilitation Center for Center for Youth) staff and Children In Conflict with the Law (CIKL).

The RRCY staff are assigned for restoring the social functioning and living a normal life of the CIKL through reintegration to their family/relatives. The RRCY staff likewise



provide social protection to disadvantaged youth who needs appropriate care, guidance, supervision, rehabilitation, and development through an alternative form of parental care with coordination with local government units, social workers, and other stakeholders. They provide group care, treatment, rehabilitation services under the guidance of the trained staff. Hence, the design of the various trainings is based on their needs to enhance and facilitate their above-mentioned tasks and to ensure sustainability considering that the knowledge and skills gained from the training can be shared or transferred to the various batches of the CICL in the center.

The Children In Conflict with the Law (CICL), who according to RA 9344 refers to the children who are alleged as, accused of, or adjudged as, having committed offenses under Philippine laws. These CICL are admitted in the Regional Rehabilitation Center for Youth (RRCY) located in Candabong, Binlod, Argao, Cebu maintained or managed by the Department of Social Welfare and Development VII (DSWD-RO7)

These children in conflict with the law enjoy the presumption of minority as well as all the rights of a child in conflict with the law until are proven to be eighteen (18) years old or older. Their ages were determined from their birth certificate, baptismal certificate or any other pertinent documents. Hence, the design of the various trainings for CICL is based on their needs to help them acquire various knowledge and skills necessary for future reintegration as productive citizens in their respective communities.

D. Research Basis (TNA)

Impact Study and Case studies of the previous phases of the project form basis of the planning for another phase. The Training Needs Assessment (TNA) which the clientele will accomplish will be primarily considered. The possibility of conducting separate sessions/training with the center's staff like the house parents, social workers and others will also be looked into as part of the feedback during the previous phases. This is believed to add to the positive impact of the project since that this will enhance their skills and knowledge in handling the CICLs whom they described to come and go.

Training needs assessment results reveal that more than 90% of the RRCY staff responded positively in human kinetics, emotional well-being, arts, and technology or scientific processes trainings while all of the trainings earned positive results among the RRCY CICL. (Please see separate table).

E. Proposed Solution

1. As to the goals of alleviating poverty and economic growth, the project includes the following solutions:
 1. a. thematic strategy in identifying inputs as to the knowledge and skills to harmonize activities necessary to achieve the goals;
 1. b. letting the beneficiaries create products or design applying the knowledge and the skills (soft, technical, functional) which will be acquired from the trainings;

1. c. guiding the beneficiaries in creating marketing strategy of the product;
1. d. assisting the beneficiaries in promoting the product.

2. As to good health, emotional well-being, and peace justice, the project includes the following solutions:
 2. a. thematic strategy in identifying inputs as to the knowledge and skills to harmonize activities necessary to achieve the goals;
 2. b. letting the beneficiaries create their own Wellness Plan;
 2. c. facilitating the beneficiaries in organizing an emotional support society.

III. Goals/Objectives/Intended Outcomes

A. ESD Goal:

1. Alleviation of Poverty and economic growth
2. Promotion of good health and well-being
3. Promotion of peace, justice, and strong institutions

Project Goals: (CICL) Acquisition of social reintegration skills to avoid re-offending and become productive members of the community and good citizens of the state.

(Staff) Enhancement of mental and psychological health and strengthen communication and technical skills for the promotion of a better workplace.

B. Intended Outcome:

1. CICLs who are well-equipped and empowered to reunite with the respective communities with the consciousness of taking part in alleviating poverty, observance and promotion of good health and well-being, promotion of economic growth, and observance and promotion of peace, justice, and strong institutions in these immediate communities.

2. Staff who are mentally and psychologically healthy with communicative and technical competence.

2. Project Objectives:

Human Kinetics

- to design and implement a physical wellness plan based on the baseline data of skills level.

Emotional Well-being

- to create emotional support society who will be in charge of the designing and implementation of an emotional wellness plan.

Arts

- to organize arts guild who will take charge in the exhibit of various forms of art.

Reading/Literature

- to compile self-made literacy pieces for possible publication.

Technology/Science

- to create outputs in the various technology/scientific innovations.

IV. IMPLEMENTATION PLAN

Objective	Activities	Persons Responsible	March	April	May	June	July	August	Sept	Oct.	Nov	REMARKS
			Dates									
Objective 1: to design and implement a physical wellness plan based from the physical fitness inventory.	Aerobic and Anaerobic Exercises Physical Fitness Individual, Dual and Team Sports Basic Combat Sports Dance Sports Dances (<i>hip-hop</i>) Military Drill	Prof. Arnel Sanchez	4	8	20	24	29		2	7	11	
Objective 2												
to design and implement Psychological, Emotional and Mental (PEM) Wellness plan and actively participate in the PEM Support Society.	Ethics and Morality Stress Management Ingredients of A Happy Life Anger Management	Dr. June Rey A. Villegas	11	22	27		1		9	14		
Objective 3												
to organize guilds	Communication in the	Dr.	18	29		3	8	12	16	21	18	

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<p>on their respective art interests and create an exhibit of the art medium/media should the need areas</p>	<p>Workplace Writing Business Letters Anatomy of a Memorandum Filling out of Forms Elements of Communication Process Types and Levels of Listening Levels of Communication Communication and Globalization Communication and Social Media (<i>social media etiquette and neologisms</i>)</p>	<p>Marcelina S. Deiparine</p>										
Objective 4												
<p>to produce literacy pieces for production</p>	<p>Elements of Prose (<i>Story</i>) Writing A Story Storytelling</p>	<p>Dr. Luiscel Teofi E. Cabico</p>	5	2	6	10	15	19	23	28		
Objective 5												
<p>to create outputs on the various technology/scientific innovation</p>	<p>Basic Computer Operations MS Word MS PPT MS Publisher MS Excel Scientific Process: Soap Making</p>	<p>Mrs. Louise Marie B. Siason</p>		1	13	17	22	5 & 26	30		4	



Breadfruit Pastry Technology										
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1. MONITORING AND EVALUATION PLAN

Objectives	Success Indicators	Baseline Data	Data Method	Frequency	Actual Accomplishments	Means of Verification	Remarks
Objective 1: to design and implement physical wellness plan based from the physical fitness inventory.	1. Conducted seminar-workshop/training among RRCY staff and CICL 2. Designed their own Annual Wellness Plan	TNA	Survey	8			
Objective 2: to design and implement Psychological, Emotional and Mental (PEM) Wellness plan and actively participate in the PEM Support Society.	1. Conducted seminar-workshop/training among RRCY staff and CICL 2. Designed their own Annual Wellness Plan 3. Organized Emotional Wellness Group	TNA	Survey	6			
Objective 3: to organize guilds on their respective art interests and create an exhibit of the art medium/media should the need areas	1. Conducted seminar-workshop/training among RRCY staff and CICL 2. Designed outputs and business marketing plan for such.	TNA	Survey	8			



Objective 4: to produce literacy pieces for production	1. Conducted seminar-workshop/training among RRCY staff and CICL 2. Performed own creative literary designs	TNA	Survey	7			
Objective 5: to create outputs on the various technology/scientific innovation	1. Conducted seminar-workshop/training among RRCY staff and CICL 2. Designed their own Annual Wellness Plan 3. Organized Emotional Wellness Group	TNA	Survey	7			

I. ORGANIZATIONAL CAPABILITY

The Regional Rehabilitation Center for Youth of Candabong, Argao, Cebu is operated by the Department of Social Welfare and Development Regional Office 7. It offers home care service for Children in Conflict with the Law mandated by The Juvenile Justice and Welfare System in the Philippines as defined by Republic Act No. 9344, also known as the "Juvenile Justice and Welfare Act," which mandate is to provide restorative justice system to clients.

The College of Arts and Sciences of CTU Argao Campus serves both its own programs: Bachelor of Arts in English Language Studies, Bachelor of Arts in Literature and Bachelor of Science in Psychology as well all the other colleges of the Campus by way of the General Education Courses. It has fifty (50) faculty in the various departments: Languages, Literature and Communication, Humanities, Social and Behavioral Sciences, Natural Sciences and Mathematics, and Physical Education.

II. THE COMMUNITY EXTENSION TEAM

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Name	Expertise/Role	Responsibility
1. Dr. Eingilbert C. Benolirao	<ul style="list-style-type: none"> ● Project Director ● Campus Director 	<ul style="list-style-type: none"> ● Oversee the entire Project ● Monitor overall faculty involvement & participation in the project in the project
2. Dr. Teresita B. Sarile	<ul style="list-style-type: none"> ● Assistant Project Director ● Director, Extension Services 	<ul style="list-style-type: none"> ● Oversee the entire Project ● Monitor overall faculty involvement & participation in the project in the project
3. Dr. Ma. Cristilina A. Montanez	Project Leader/ Training Expert	<ul style="list-style-type: none"> ● Oversee the entire Project ● Monitor overall faculty involvement & participation in the project in the project ● Resource person in Reading and Literary Skills Training
2. Ms. Angelica E. Carillo	Overall Project Coordinator Training Expert	<ul style="list-style-type: none"> ● Coordinate with all project proponents and oversee the implementation of the project ● Resource Person in Emotional Well-Being Component
BA ENGLISH LANGUAGE STUDIES		
3. Dr. Marcelina S. Deiparine	Assistant Project Leader Training Expert	<ul style="list-style-type: none"> ● Monitor the LLC faculty involvement & participation in the project ● Resource Person in Communication Arts Component of the Project
4. Prof. Jeramie C. Linaban	Coordinator –BAELS Training Expert	<ul style="list-style-type: none"> ● Coordinate with all project proponents and oversee the implementation of the



		<p>Arts Component of the Project</p> <ul style="list-style-type: none"> • Resource Person in Communications Arts Training
5. Dr. Ariel L. Ramos	Training Expert	<ul style="list-style-type: none"> • Resource Person in Communications Arts Training
6. Prof. Ma. Judiana S. Pangandoyon	Training Expert	<ul style="list-style-type: none"> • Resource Person in Communications Arts Training
7. Ms. Evangeline C. Rellin	Training Expert	<ul style="list-style-type: none"> • Resource Person in Communications Arts Training and Military and Good Citizenship Skills Training
8. Ms. Cecil B. Albores	Training Expert	<ul style="list-style-type: none"> • Resource Person in Communications Arts Training
9. Mr. Neil John Dael	Training Expert	<ul style="list-style-type: none"> • Resource Person in Visual Arts Training
10. Ms. Angelica Fay Saniel	Training Expert	<ul style="list-style-type: none"> • Resource Person in Communication Arts Training
BA in LITERATURE		
11. Dr. Luiscel Teofi E. Cabico	Assistant Project Leader Training Expert	<ul style="list-style-type: none"> • Monitor the BA Lit. faculty involvement & participation in the project • Resource Person in Reading and Literary Skills Training Component of the Project
12. Dr. Rachel S. Camilo	Coordinator –BA Literature Training Expert	<ul style="list-style-type: none"> • Coordinate with all project proponents and oversee the implementation of the Reading and Literary Skills Training Component of the Project • Resource Person in



		Reading and Literary Skills Training Component of the Project
13. Dr. April Jane G. Sales	Training Expert	<ul style="list-style-type: none"> Resource Person in Visual Arts Training, Reading and Literary Skills, Music and Technology Skills Training Components of the Project
14. Ms. Sarah Embalzado	Training Expert	<ul style="list-style-type: none"> Resource Reading and Literary Skills Training Components of the Project
15. Ms. Faith S. Pangandoyon	Training Expert	<ul style="list-style-type: none"> Resource Reading and Literary Skills Training Components of the Project
BS Psychology and other Social Sciences and Humanities		
16. Dr. June Rey A. Villegas	Assistant Project Leader Training Expert	<ul style="list-style-type: none"> Monitor the BS Psychology Humanities and Social Sciences faculty involvement & participation in the project Resource Person in Emotional Well-being and Mental Health Awareness Training Component of the Project
17. Dr. Anesito L. Cutillas	Training Expert	<ul style="list-style-type: none"> Resource Person in Music Skills Training of the Project
18. Prof. Marjorie S. De Joya	Training Expert	<ul style="list-style-type: none"> Resource Person in Handicrafts Making and Breadfruit Pastry Technology Training component of the Project
19. Mr. Jean Paul Cabigon	Training Expert	<ul style="list-style-type: none"> Resource Person in Interior Designing, and



		Handicrafts Making Component of the Project
20. Mr. Marneh John R. Lucenara	Training Expert	<ul style="list-style-type: none"> • Resource Person in Music Skills Training of the Project
21. Mr. Elvin Rey Flores	Training Expert	<ul style="list-style-type: none"> • Resource Person in Music Skills Training of the Project
22. Mr. Jones N. Teleron	Training Expert	<ul style="list-style-type: none"> • Resource Person in Emotional Well-being and Mental Health Awareness Training Component of the Project
23. Ms. Jezalen E. Gonesto	Training Expert	<ul style="list-style-type: none"> • Resource Person in Emotional Well-being and Mental Health Awareness Training Component of the Project
24. Ms. Korina Regis	Training Expert	<ul style="list-style-type: none"> • Resource Person in Emotional Well-being and Mental Health Awareness Training Component of the Project
25. Ms. Rhea Caynila	Training Expert	<ul style="list-style-type: none"> • Resource Person in Emotional Well-being and Mental Health Awareness Training Component of the Project
Natural Sciences and Mathematics (NSM)		
26. Mrs. Louise Marie B. Siason	Assistant Project Leader Training Expert	<ul style="list-style-type: none"> • Monitor the Mathematics and Natural Sciences faculty involvement & participation in the project



		<ul style="list-style-type: none"> Resource Person in Soap Making and other Scientific Processes Skills Training Component of the Project
27. Dr. Rosalyn P.Alburo	Training Expert	<ul style="list-style-type: none"> Resource Person in Handicrafts Making and Breadfruit Pastry Technology and other innovations Training component of the Project
28. Dr. Helmer M. Banados	Training Expert	<ul style="list-style-type: none"> Resource Person in Architectural Skills Training of the Project
29. Ms. Mary Joyce Narca	Training Expert	<ul style="list-style-type: none"> Resource Person in Soap Making and other Scientific Processes Skills Training Component of the Project
30. Ms. Sheila Mae Mamalias	Training Expert	<ul style="list-style-type: none"> Resource Person in Soap Making and other Scientific Processes Skills Training Component of the Project
31. Ms. Kristine Rose Geolin	Training Expert	<ul style="list-style-type: none"> Resource Person in Soap Making and other Scientific Processes Skills Training Component of the Project
Physical Education		
32. Prof. Arnel Sanchez	Assistant Project Leader Training Expert	<ul style="list-style-type: none"> Monitor the Physical Education faculty involvement & participation in the project Resource Person in sports and physical fitness Skills Training Component of the Project
33. Mrs. Crisliphel N. Sarda	Training Expert	<ul style="list-style-type: none"> Resource Person in Dance Skills Training component of the Project



34. Mr. Jan Vincent Onipa	Training Expert	<ul style="list-style-type: none"> Resource Person in Dance Skills Training component of the Project
35. Ms. Isabelita A. Kintanar	Training Expert	<ul style="list-style-type: none"> Resource Person in Dance Skills Training component of the Project
Students' Extensionist		
36. Jover Basileisco	Student Involvement	<ul style="list-style-type: none"> Assist the resource persons in the conduct of the skills training
37. Val James Caminero	Student Involvement	<ul style="list-style-type: none"> Assist the resource persons in the conduct of the skills training
38. Jhec Aldrei Canibal	Student Involvement	<ul style="list-style-type: none"> Assist the resource persons in the conduct of the skills training
39. Aeron Mark Navaja	Student Publication Representative-Chronicler	<ul style="list-style-type: none"> Document the conduct of the skills training

V. SUSTAINABILITY PLAN

A. Skills Training

A. With the goal of attaining sustainability of the skills acquired from the training, harmonizing activities for holistic learning will be applied. The following activities will then be implemented:

- a. letting the beneficiaries create products or design applying the knowledge and the skills (soft, technical, functional) which will be acquired from the trainings;
2. As to good health, emotional well-being, and peace justice, the project includes the following solutions:

2. a. thematic strategy in identifying inputs as to the knowledge and skills to harmonize activities necessary to achieve the goals;
2. b. letting the beneficiaries create their own Wellness Plan;

2. c. facilitating the beneficiaries in organizing an emotional support society.

B. Conglomeration of Pursuits

The college will facilitate the making of a major production showcasing the various acquired skills and enhanced talents.

C. Microenterprise

For the technology and science components of the program, the College will guide the beneficiaries in the creation of the marketing strategy of the products developed through the processes learned.

BUDGETARY REQUIREMENTS

A. TRANSPORTATION EXPENSES- c/o GAA Funds

B. TRAINING EXPENSES	QTY	UNIT	UNIT COST	AMOUNT
BADMINTON RACKETS FOR PRACTICE	45	PCS	700.00	31,500.00
<ul style="list-style-type: none"> • Training Kits (Notebooks, Ballpens, ID Slings, envelopes, etc.) • T-shirts for RRCY staff and CICL 	127	Sets	310.00	39,370.00
<ul style="list-style-type: none"> • Certificate Paper for Training 	6	packs	30	180.00
Subtotal				71,050.00

OTHER EXPENSES

DESCRIPTION	QUANTITY	UNIT	UNIT COST	AMOUNT
MEALS AND SNACKS and MATERIALS FOR TRAINING: MODULE-MAKING, INFOGRAPHICS AND PACKAGING, OTHER RELATED TASKS (2 Trainings 2 DAYS EACH) Tarp and Training Kits	(40 PAX* 4 trainings/days) = 160	PAX	200	32,000.00 Tarps and Training Kits -8,000.00 Total - 40,000.00
CORE i3 COMPUTER DESKTOP (to be downloaded with training apps)	2	UNITS	25,000	50,000.00
UNIFORM T-SHIRT FOR TRAINING EXPERTS AND STUDENT EXTENSIONISTS	45 pax	PAX	160	7,200.00
Packaging of Modules/ Mass Reproduction/Binding for Reproduction for Staff and CICL	127	PAX	250	31,750.00
SUBTOTAL				128,950.00

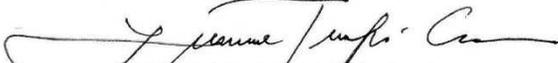


TOTAL BUDGETARY REQUIREMENTS:

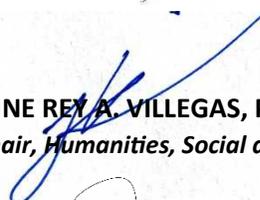
Training Materials	-	70,870.00
Other Expenses (Trainings and Equipment) (To be supplemented with Training Designs)	-	128,950.00
TOTAL	-	P200,000.00

Prepared by:

PROJECT PROPONENTS


LUISCHEL TEOFI E. CABICO, Ph.D.
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MARCELINA S. DEIPARINE, Ph.D.
 Chair, BA English Language Studies

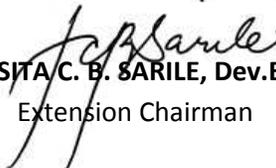

JUNE REY A. VILLEGAS, Ph.D.
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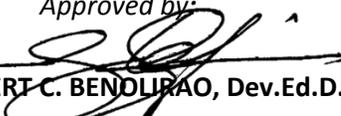

ARNEL F. SANCHEZ
 Chair, Physical Education


LOUISE MARIE B. SIASON
 Chair, Natural Sciences, and Mathematics

MA. CRISTILINA A. MONTANEZ, Dev.Ed.D
 Dean, College of Arts and Sciences

Reviewed and Verified:


TERESITA C. B. SARILE, Dev.Ed.D.
 Extension Chairman

Approved by:

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 Campus Director