

B.1 PROPOSAL FORMAT/TEMPLATE FOR EXTENSION PROJECT

PART I PROJECT SUMMARY

- A. Title: Information Communication Technology (ICT) Literacy Program for Kalipunan Ng Liping Pilipina (KALIPI), Gender Literacy Advocacy & Development (GLAD) Phase III
- B. Implementer: School of Computing Studies - Dumingag Campus
- C. Project Team: Richard P. Lumocas, *Project Leader, Lecturer*
Eric G. Lauron, *Assistant Leader, Lecturer*
Myrna P. Perigo, *Project Coordinator*
Zenon A. Matos Jr., *Member, Lecturer*
Vicpher D. Garnada, *Member, Lecturer*
Meliza J. Chatto, *Member, Lecturer*
Niñobel G. Canencia, *Member, Lecturer*
Precious V. Gitalan, *Member, Lecturer*
Vincent John L. Chatto, *Member, Lecturer*
Romafe P. Matos, *Member, Lecturer*
Ricky A. Egos, *Reporter, Lecturer*
Elsie Ybañez, *Reporter, Lecturer*
- D. Target Group: 80 Women who are out-of-school youth and KALIPI (Kalipunan ng Liping Pilipina) members in Barangay Lower Landing, Dumingag, Zamboanga del Sur
- E. Cooperating Agencies: Local Government Unit - Barangay Lower Landing, Dumingag, Zamboanga del Sur
- F. Timeframe: 12 Months, October 2026 to September 2027
- G. Financial Requirement: ₱131,090.00
- H. Impact Statement:
The ICT Literacy–GLAD Phase 3 is a third phase extension program from GLAD Phase 1 and Glad Phase 2, intended to empower 80 women who are out-of-school youth and KALIPI (Kalipunan ng Liping Pilipina) members in Barangay Lower Landing, Dumingag, Zamboanga del Sur as the beneficiaries to learn and perform hands-on training using computer.
Aligned with the vision of J.H. Cerilles State College President, Edgardo H. Rosales, the project supports the Gender and Development (GAD), RESPECT and TABANGE framework that promotes inclusivity, equality, participation, and empowerment through education and technology. Through this ICT activities, the beneficiaries will be given opportunities to develop skills that can be applied for personal use, business, barangay services, community, and other related livelihood activities.
The training will cover basic computer activities, Microsoft Word, Microsoft Excel for inventory reporting, mail merge, certificate and invitation card making, product labeling, tarpaulin layout design, Photoshop editing, and Information, Education, and Communication (IEC) material making. These activities are intended to expose beneficiaries the value of digital technology and encourage them to be responsible, productive, and appropriate use of ICT within the community.
- I. Summary
The ICT Literacy–GLAD Phase 3: Implementing Digital Skills for Women’s Empowerment will be implemented by the J.H. Cerilles State College, School of

Computing Studies–Dumingag Campus from October 2026 to September 2027, targeting 80 women who are out-of-school youth and KALIPi members in Barangay Lower Landing, Dumingag, Zamboanga del Sur.

This extension will focus on hands-on ICT training in basic computer operations, Microsoft Word and Excel, document preparation, mail merge, product labeling, graphic design, Photoshop editing, and IEC material development. Management will be handled by the project team, with designated personnel responsible for training facilitation, coordination, documentation, monitoring, and resource management, in partnership with the Barangay Local Government Unit. Evaluation will use attendance monitoring, pre- and post-training assessments, exercises, evaluation of participants' outputs, and feedback to measure learning and project effectiveness.

The benefits of this extension will enhance the beneficiary's digital competencies for personal use, livelihood, small-business activities, barangay services, and community participation. In terms of feasibility, the project is supported by the expertise of the School of Computing Studies, the availability of ICT resources, the proposed project budget, and the cooperation of the partner barangay. In terms of necessity, the project addresses the need for accessible digital skills among women with limited opportunities for ICT training, helping promote empowerment, digital inclusion, lifelong learning, and community development.

PART II PROJECT DETAILS

The ICT Literacy–GLAD Phase 3: Implementing Digital Skills for Women's Empowerment is a continuing community extension initiative of the J.H. Cerilles State College, School of Computing Studies–Dumingag Campus. It builds on the experiences and lessons learned from the previous phases of the GLAD ICT Literacy Program, which aimed to provide basic digital skills to community members. The program was conceptualized in response to the growing need for computer knowledge among women who have limited opportunities to access ICT training and use digital technology for personal, livelihood, and community-related activities.

Initial observations and experiences from community-based ICT activities indicate that some women, particularly out-of-school youth and KALIPi members, still have limited confidence and skills in performing basic computer tasks and preparing digital documents and materials. These limitations can affect their ability to access information, communicate digitally, prepare reports and documents, support small business, and participate effectively in barangay services. The situation highlights the need for training that is accessible, and directly applicable to their daily activities.

To address these concerns, GLAD Phase 3 will provide hands-on and skills-based ICT training covering basic computer operations, Microsoft Word, Microsoft Excel for inventory reporting, mail merge, certificate and invitation card preparation, product labeling, tarpaulin layout design, Photoshop editing, and Information, Education, and Communication (IEC) material development. Rather than focusing only on theoretical knowledge, the project will allow participants to practice and produce actual digital outputs that they can use in their personal, livelihood, business, and community activities.

The project is also justified by the need to promote women's empowerment and digital inclusion at the community level. Through providing accessible ICT education, the project seeks to increase participants' confidence, skills, and opportunities to become more productive and independent in using technology. It supports the goals of Gender and Development (GAD) and the institutional directions of A.C.H.I.E.V.E. and R.E.S.I.L.I.E.N.T., particularly in promoting accessible lifelong learning, empowered communities, effective public service, and inclusive development.

A. 1 Alignment to Global, National and Institutional Frameworks

A. 1.1 S.D.G. (Sustainable Development Goal)

The extension program supports the following Sustainable Development Goals (SDGs) by promoting inclusive education, gender equality, digital skills development, and community partnerships. It supports **SDG 4** for Quality Education by providing accessible digital learning opportunities for women who are out of school, allowing them to develop ICT skills that can be used in their daily lives, specifically in small business and community activities. It contributes to **SDG 5** for Gender Equality by empowering women through equal opportunities to acquire knowledge and skills in information and communication technology. The project also supports **SDG 8** for Decent Work and Economic Growth by developing digital competencies that may help beneficiaries pursue livelihood activities, entrepreneurship, and employment opportunities. In support of **SDG 9** for Industry, Innovation and Infrastructure, the project promotes digital literacy and the productive use of information and communication technologies for personal, community, and other related livelihood activities. It also contributes to **SDG 10** for Reduced Inequalities by helping address the digital skills gap among women who have limited access to education, technology, and technical training opportunities. The project supports **SDG 17** for Partnerships for the Goals by encouraging collaboration among JHCSC, the Local Government Unit, barangay officials, KALIPI, community, and the beneficiaries in implementing ICT literacy program.

A.1.2 A.C.H.I.E.V.E.

The ICT Literacy–GLAD Phase 3 supports the A.C.H.I.E.V.E. framework of J.H. Cerilles State College by providing accessible and lifelong learning opportunities for women in the community. Through hands-on ICT training, the project develops the beneficiary's human capital by strengthening their digital knowledge, confidence, and skills that can be used for personal, livelihood, business, and community activities.

The project also supports SDG-based research and innovation framework by addressing digital literacy needs through a community-based intervention. Training activities and participant outputs may provide useful information for monitoring, evaluation, and future improvement of ICT extension programs. Moreover, it support of Vitalized Policies and Governance, the project promotes responsible and informed use of technology and encourages beneficiaries to participate more effectively in community and barangay activities. The project further contributes to effective and efficient public service by enabling beneficiaries to prepare digital documents, reports, information materials, and other basic outputs needed for barangay and community activities.

A.1.3 R.E.S.I.L.I.E.N.T.

The ICT Literacy–GLAD Phase 3 aligns with selected areas of the R.E.S.I.L.I.E.N.T. framework, particularly those directly related to community extension, digital skills development, public service, and inclusive governance.

The project supports Empowered Communities and Effective Public Service by providing 80 women with ICT skills that can be applied to personal activities, livelihood, small-business operations, and barangay services. It also promotes Inclusive Governance and Vitalized Policies by increasing women's capacity to participate in community activities and access and prepare digital information and documents.

The project contributes to Nurtured Professional Excellence and Workforce Development by developing competencies in basic computer operations, Microsoft Word and Excel, digital document preparation, graphic design, image editing, and IEC material

development. These skills may improve the participants’ readiness for livelihood and employment opportunities.

Furthermore, the project supports Technology Integration and Infrastructure Development for Advancement and Real-Time Analytics through the appropriate use of computers and digital applications in learning and community activities. Project monitoring, participant assessments, attendance records, and training outputs will provide data that can be used to evaluate the effectiveness of the program and guide future ICT extension initiatives.

A.1.4 T.A.B.A.N.G.E.

The ICT Literacy–GLAD Phase 3 is primarily aligned with the T.A.B.A.N.G.E. components of Technology and Literacy Initiatives, Gender Development and Income Generation, Barangay Empowerment and Good Governance, and Adopt a community. The project promotes Technology and Literacy Initiatives by providing 80 women with and hands-on ICT training that can improve their digital knowledge and skills. It also supports Gender Development and Income Generation by empowering women with competencies that may be used for livelihood activities, small businesses, product labeling, digital design, and other income-generating opportunities. The project contributes to Barangay Empowerment and Good Governance by developing skills that can assist in preparing digital documents, reports, and information materials needed for barangay and community activities. In addition, the project reflects the Adopt a community component through the continuing partnership between JHCSC and Barangay Lower Landing, allowing the College to provide relevant ICT training and technical support based on the community’s identified needs.

B. Specific Objectives.

The project aims to enhance the ICT digital literacy program.
Specifically aims to:

1. Orient 80 women on the roles and policy under RA 9710, RA 10175, RA 10173.
2. Provide hands-on training on basic computer operations, including proper computer use, file and folder management, typing, saving, printing, and organizing digital files.
3. Develop skills in Microsoft Word, particularly in document preparation, formatting, certificates, invitation cards, and other related documents.
4. Enhance skills in Microsoft Excel, particularly in creating tables, encoding data, preparing inventory reports, and performing basic computations.
5. Train beneficiaries in mail merge for preparing certificates, letters, invitations, and other documents.
6. Develop basic digital design skills through product labeling, tarpaulin layout design, Photoshop editing, and preparation of IEC materials.
7. Produce outputs through ICT use with appropriate digital practices, proper handling data, and responsible community.

C. Logical Framework

Particular	Indicators	Means of Verification	Assumptions
Goal: To empower 80 women through accessible ICT literacy and digital skills that can support personal activities,	At least 80 women are reached by the program, with improved digital knowledge and ICT skills by the end of the project.	Project accomplishment report; attendance sheets; pre- and post-assessment results; training documentation; participant outputs.	Beneficiaries actively participate and apply the skills gained in their daily, livelihood, and community activities.

livelihood, income generation, and participation in community and barangay services.			
Purpose: To develop the beneficiaries' knowledge, skills, and responsible practices in using computers and digital applications for personal, livelihood, business, and community-related activities.	At least 80% of participants demonstrate improved ICT competency based on post-training assessment and activities.	Pre- and post-training assessment; skills demonstration; evaluation forms; exercises; participant feedback.	Beneficiaries attend the scheduled sessions and have sufficient access to computers and training resources.
Outputs: 1. Women oriented on RA 9710, RA 10175, and RA 10173. 2. Beneficiaries trained in basic computer operations. 3. Beneficiaries trained in Microsoft Word, Excel, and mail merge. 4. Beneficiaries trained in basic digital design and ICT-based IEC material development. 5. Participants produce appropriate digital outputs using responsible data and ICT practices.	80 women oriented and trained; participants complete exercises and produce sample digital outputs such as documents, certificates, invitation cards, inventory reports, product labels, layouts, edited images, and IEC materials.	Attendance sheets; orientation materials; training modules; photographs; exercises; completed outputs; assessment results; evaluation forms.	Training materials, computers, software, and other required resources are available; participants actively complete the required activities.
Outcomes: 1. Improved awareness of women's rights, data privacy, and responsible ICT use. 2. Improved confidence and ability to perform	At least 80% of participants show improvement in knowledge and skills based on assessment and evaluation; participants are able to independently	Pre- and post-test results; skills demonstrations; participant outputs; observation checklist; evaluation forms; interviews or feedback.	Beneficiaries continue practicing and applying the skills after the training and have opportunities to use ICT in their personal, livelihood, or community activities.

basic computer operations. 3. Improved ability to prepare documents, inventory reports, certificates, invitations, and other digital materials. 4. Increased ability to use ICT skills for livelihood, small-business, personal, and community activities.	complete selected ICT tasks.		
Activities: 1. Conduct orientation on RA 9710, RA 10175, and RA 10173. 2. Conduct hands-on training on basic computer operations and file management. 3. Conduct Microsoft Word training. 4. Conduct Microsoft Excel training for data encoding, tables, inventory reports, and basic computations. 5. Conduct mail merge training. 6. Conduct training on product labeling, tarpaulin layout design, Photoshop editing, and IEC material development. 7. Guide participants in producing digital outputs using appropriate data handling and responsible ICT practices.	7 major training activities conducted within the project period; 80 women participate and complete the required activities and exercises.	Training schedules; attendance sheets; activity reports; photographs; training materials; completed outputs; monitoring and evaluation reports.	Project leaders, members, lecturers, partner barangay officials, beneficiaries, facilities, equipment, supplies, and project funds are available and sufficient to support implementation.

D. Methodology

Activity	Description	Target Participants	Timeframe	Responsible	Expected Output
Project planning and preparation	Prepare the implementation plan, schedule, resources, training requirements, and coordination arrangements.	Project Team	October-2026	Project Leader and Project Team	Approved project implementation plan
Coordination with JHCSC, Barangay Lower Landing and KALIPI	Coordinate with the College, barangay officials, and KALIPI representatives regarding participants, venue, schedule, and other requirements.	Project Team, Barangay Officials, KALIPI Representatives	October-2026	Project Leader, Assistant Leader, Project Coordinator	Coordination and implementation arrangements established
Identification, registration, and profiling of 80 beneficiaries	Identify qualified participants, conduct registration, and gather basic participant information for project monitoring.	80 Women	October-26	Project Team and Barangay/KALIPI Representatives	80 registered and profiled beneficiaries
Assessment of ICT training needs	Determine the participants' existing ICT knowledge, skills, and training needs through a simple needs assessment.	80 Women	October–November 2026	Project Team	ICT training needs assessment results
Development and preparation of training modules/materials	Develop training modules, exercises, handouts, and other learning materials based on the identified needs.	80 Women	November 2026	Project Team	Training modules and learning materials
Validation of training modules and assessment tools	Review and validate the training modules, exercises, and assessment tools for relevance and appropriateness.	Project Team/Selected Validators	November 2026	Project Leader and Project Team	Validated training modules and assessment tools
Hands-on Training 1: Basic Computer Operations	Train participants in proper computer use, typing, file and folder management, saving, printing,	80 Women	December 2026	Lecturer and Project Team	Participants demonstrate basic computer skills

	and organizing digital files.				
Hands-on Training 2: Microsoft Word and Document Preparation	Develop skills in document creation, formatting, editing, and preparation of basic digital documents.	80 Women	January 2027	Lecturer and Project Team	Completed Word documents
Hands-on Training 3: Certificate and Invitation Card Making	Teach participants to create and format certificates, invitation cards, and related documents using appropriate digital tools.	80 Women	January 2027	Lecturer and Project Team	Sample certificates and invitation cards
Hands-on Training 4: Microsoft Excel for Inventory Reports	Train beneficiaries in data encoding, table creation, basic computations, and preparation of simple inventory reports.	80 Women	February 2027	Lecturer and Project Team	Completed Excel inventory reports
Hands-on Training 5: Mail Merge	Demonstrate the use of mail merge for producing multiple certificates, letters, invitations, and similar documents.	80 Women	February 2027	Lecturer and Project Team	Mail merge-generated documents
Hands-on Training 6: Product Labeling	Develop basic skills in creating simple and informative product labels using digital applications.	80 Women	March 2027	Lecturer and Project Team	Sample product labels
Hands-on Training 7: Tarpaulin Layout Design	Train participants in creating basic tarpaulin layouts for announcements, events, and community activities.	80 Women	March 2027	Lecturer and Project Team	Sample tarpaulin designs
Hands-on Training 8: Photoshop Editing	Introduce basic image editing, enhancement, and design techniques using Photoshop.	80 Women	April 2027	ICT Trainers/Project Team	Edited images and design outputs
Hands-on Training 9: IEC Material Development	Guide beneficiaries in preparing digital Information, Education, and Communication materials for community use.	80 Women	April–May 2027	Lecturer and Project Team	Completed IEC materials

Beneficiaries’ digital portfolio/output development	Assist beneficiaries in compiling and organizing their completed ICT outputs into a personal digital portfolio.	80 Women	May–June 2027	Project Team	80 digital portfolios/output collections
Beneficiary feedback and evaluation	Conduct post-training assessment, skills evaluation, beneficiaries feedback, and review of project accomplishments.	80 Women	July 2027	Project Team	Evaluation results and beneficiary feedback
Culmination Program	Present beneficiaries outputs, recognize their participation, and highlight the accomplishments of the project.	80 Women, Project Team, Barangay/ KALIPI, and Extension Office Representatives	August 2027	Project Team and Barangay LGU	Culmination program and recognition of beneficiaries
Research/extension report preparation	Consolidate project activities, attendance, outputs, assessment results, documentation, accomplishments, and recommendations.	Project Team JHCSC, Barangay LGU, and KALIPI	September 2027	Project Leader, Project Program Leader, Reporters	Completed project accomplishment and extension report

E. Line-Item Budget

Budget Item	Particular Item	Estimated Cost	Total
1. Operating Cost			
1.1 Supplies	Notebooks – 80 pcs × ₱20	₱1,600.00	
	Long Bond Paper – 2 reams × ₱300	₱600.00	
	Ballpen – 5 boxes × ₱180	₱900.00	
	Photo/Special Paper – 15 packs × ₱100	₱1,500.00	
	Frames – 15 pcs × ₱150	₱2,250.00	
	Epson Ink #003 (all colors) – 8 bottles × ₱300	₱2,400.00	
	Subtotal – Supplies		₱9,250.00
1.2 Communication			0.00
1.3 Documentation			0.00
1.4 Others			0.00

2. Travel Costs and Food Expenses			
2.1 Fare	Gas – 12 sessions × ₱500/session	₱6,000.00	
	Subtotal – Fare		₱6,000.00
2.2 Food Expense	Snacks – 92 heads × ₱85/session × 12 sessions	₱93,840.00	
	Meals – 95 heads × ₱200	₱19,000.00	
	Subtotal – Food		₱112,840.00
2.3 Others			
3. Miscellaneous	Tarpaulin – 2 pcs × ₱1,500	₱3,000.00	₱3,000.00
Total Budget			₱131,090.00

Prepared by:

RICHARD P. LUMOCAS
Project Leader

Noted by:

ELSIE YBAÑEZ
Dean/Center Head

Endorsed by:

JOEL M. SABELLANO, DVM
Extension Director

Reviewed by:

REC

Recommending Approval:

MARK E. PATALINGHUG, Ph.D.
Vice President for Research, Innovation, Development and Extension

Approved:

EDGARDO H. ROSALES, Ed.D.
SUC President II