



J.H. CERILLES STATE COLLEGE

Mati, San Miguel, Zamboanga del Sur

School of Arts and Sciences

VISION

Leading higher education institution serving the ASEAN community with quality, innovative and culture-sensitive programs

MISSION

- Provides need-based tertiary and advanced programs in Agriculture, Education and allied fields;
- Undertakes applied research, extension and production services that yield - workable and durable solutions to sector specific challenges, thus improving the socio-economic well-being of identified communities

CORE VALUES

Justice, Peace and Unity
Hope, Honesty and Humility
Credibility and Integrity
Social Responsibility and Interfaith Dialogue
Collaboration and Shared Competence

EXTENSION PROJECT PROPOSAL

PART I.

PROJECT SUMMARY

A. Title

Pathways to Progress: A Workplace Literacy and Life Skills Development Program for Support Personnel of the Municipality of San Miguel, Zamboanga del Sur

B. Implementer

J.H. Cerilles State College – School of Arts and Sciences (SAS), in coordination with the **JHCSC Extension Office**, shall serve as the primary implementing unit of the project.

The project shall be implemented in partnership with the **Municipality of San Miguel, Zamboanga del Sur**, which shall serve as the external partner institution and principal beneficiary community.

The project translates the findings and recommendations of the completed research “**Pathways to Progress: A Literacy and Life Skills Project for Utility Workers and Administrative Aides of J.H. Cerilles State College**” into an external community extension intervention. The study identified specific workplace literacy and life-skills competencies requiring further development and recommended a structured, contextualized, participatory, and workplace-based program.

C. Project Team

Project Team Member	Role/Responsibility
Prof. Christopher L. Abanales	Project Leader – Overall project leadership, institutional coordination, supervision, quality assurance, and partnership coordination with the LGU.
Dr. Frederick P. Grengia	Project Team Member – Training and instructional development, project implementation, monitoring, and evaluation support.
Dr. Vilma C. Grengia	Project Team Member – Development and facilitation of contextualized literacy, workplace communication, writing, and life-skills learning activities and materials.



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External Partner:

Municipality of San Miguel, Zamboanga del Sur – Identification and mobilization of beneficiaries, provision of contextual workplace information and materials, participation in training activities, and support for application and sustainability of the intervention.

D. Target Group

The primary beneficiaries shall be **selected support and frontline personnel of the Municipality of San Miguel, Zamboanga del Sur**, particularly:

- Administrative aides;
- Utility and maintenance workers;
- Job-order/contract-of-service personnel;
- Selected barangay administrative/support personnel; and
- Other municipal frontline and support personnel whose work requires the use of workplace documents, forms, written communication, numerical information, and administrative procedures.

An initial target of **40 participants** shall be established, subject to the final identification and needs assessment of the LGU.

The beneficiaries will not be assumed to have the same competency profile as the participants in the completed JHCSC study. A project-specific needs assessment shall be conducted to determine their actual priority learning needs.

E. Cooperating Agencies

1. **Municipality of San Miguel, Zamboanga del Sur** – Primary external partner and beneficiary institution;
2. **Selected Barangays of San Miguel** – Community-level partners where barangay support personnel are included;
3. **J.H. Cerilles State College – Extension Office** – Extension coordination, documentation, monitoring, and evaluation; and
4. **J.H. Cerilles State College – School of Arts and Sciences** – Academic and technical implementation of the project.

F. Timeframe

March 2027 – August 2027 (Six Months)

The project shall follow six implementation phases:

Month	Major Phase
March 2027	Partnership coordination, project orientation, beneficiary identification, and needs assessment
April 2027	Baseline assessment and Workplace Literacy Module 1
May 2027	Workplace Literacy Modules 2–3



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Month	Major Phase
June 2027	Life Skills, Communication, and Problem-Solving Modules
July 2027	Practical application, coaching, and post-assessment
August 2027	Follow-up monitoring, evaluation, documentation, and terminal reporting

G. Financial Requirement

The proposed total project requirement is **Php 80,000.00**.

The budget shall cover training supplies and materials, communication, documentation, transportation, meals during authorized project activities, and other allowable project-related expenses, subject to existing government accounting, auditing, procurement, and institutional policies.

H. Impact Statement

The project is expected to strengthen the **functional workplace literacy and life skills of support personnel of the Municipality of San Miguel**, enabling beneficiaries to perform routine workplace tasks with greater confidence, accuracy, independence, and efficiency.

Through contextualized training using practical workplace situations, participants are expected to improve their ability to understand and complete documents and forms, prepare basic workplace communications, interpret numerical information, communicate and collaborate effectively, solve routine workplace problems, manage responsibilities, and identify appropriate channels for assistance.

At the institutional level, the project will contribute to improved workplace communication and administrative efficiency within participating municipal offices. At the broader community level, it establishes a sustainable **JHCSC-LGU partnership** through which the College's academic expertise is extended to an external public-sector community.

The intervention is directly grounded in the completed research, which found that functional literacy and life skills development may contribute to workplace confidence, independence, job satisfaction, productivity, and long-term employee and institutional growth.



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I. Summary

This proposal is a six-month community extension project of J.H. Cerilles State College in partnership with the Municipality of San Miguel, Zamboanga del Sur. It is designed to translate the findings of a completed JHCSC research project on workplace literacy and life skills into a contextualized intervention for external beneficiaries.

The project will begin with coordination and a needs assessment to identify the actual competencies and workplace requirements of selected municipal and barangay support personnel. This will be followed by structured training in workplace document comprehension, form completion, basic writing, numerical literacy, communication, collaboration, critical thinking, problem-solving, self-management, time management, and workplace navigation.

The project will use practical workplace scenarios, simulated or partner-provided documents, guided exercises, group activities, coaching, and assessment. The original research specifically recommends the use of contextualized workplace documents, practical writing activities, integrated life-skills training, group learning, supervisory support, and regular assessment and monitoring.

The project shall conclude with post-assessment, follow-up monitoring, documentation, and the development of recommendations for continuing workplace literacy and life-skills development within the partner LGU.

PART II – PROJECT DETAILS

A. Background and Justification

Workplace literacy extends beyond the ability to read and write. It involves the capacity to understand, interpret, communicate, compute, complete documents, follow procedures, solve problems, and apply information to actual workplace situations. The completed JHCSC research “**Pathways to Progress: A Literacy and Life Skills Project for Utility Workers and Administrative Aides of J.H. Cerilles State College**” was undertaken to assess these competencies and identify priority areas for a contextualized workplace-based training program.

The study involved 39 utility workers and administrative aides of JHCSC and employed a mixed-methods approach involving needs assessment surveys, interviews, and assessment procedures. The findings showed an overall **moderately skilled level of literacy (2.79) and life skills (2.99)**. While understanding official communications emerged as a relative strength, significant gaps were identified in specific workplace tasks.



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Particularly significant was the finding concerning **leave-form completion**, which obtained a mean score of **1.69**, interpreted as *Not Skilled*. Participants experienced difficulties in understanding procedures, identifying required information, determining appropriate offices, completing forms, and submitting requirements correctly.

The study also identified areas requiring further development in **basic workplace writing**, including formal letters, short memoranda, written requests, and other workplace correspondence. Numerical literacy likewise required strengthening in relation to work hours, wages, deductions, numerical entries, and other workplace information.

In the area of life skills, participants demonstrated moderate competence but required further support in **critical thinking and problem-solving, communication and collaboration, self-management and time management, and workplace navigation**.

Based on these findings, the research identified seven priority areas for intervention:

1. Document comprehension and accurate form completion;
2. Basic workplace writing;
3. Basic numerical literacy;
4. Critical thinking and problem-solving;
5. Communication and collaboration;
6. Self-management and time management; and
7. Workplace navigation and institutional awareness.

The study concluded that a **structured, contextualized, participatory, and workplace-based literacy and life-skills program** can contribute to employee development, confidence, independence, job satisfaction, and workplace productivity.

It further recommended the institutionalization of continuing literacy and life-skills programs, the use of actual or simulated workplace documents and procedures, practical workplace writing, numerical literacy, integrated life-skills training, supervisory involvement, group-based learning, regular assessment and monitoring, and sustained institutional support.

Research-to-Extension Translation

The proposed project extends the research beyond its original JHCSC setting. The completed study serves as the **evidence base and program-development reference**, while the Municipality of San Miguel will serve as the external partner and beneficiary institution.



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Importantly, the project will **not assume that San Miguel personnel possess the same competency gaps identified among JHCSC employees**. Instead, a needs assessment will be conducted during the initial phase to identify the actual literacy and life-skills priorities of the partner beneficiaries.

Thus, the project follows the pathway:

Completed Research → Evidence-Based Intervention Model → LGU Partnership → External Beneficiary Needs Assessment → Contextualized Training → Application → Assessment → Follow-up and Sustainability

This approach ensures that the project remains research-informed while being responsive to the actual conditions of the partner community.

A.1 Alignment to Global, National and Institutional Frameworks

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

SDG 4 – Quality Education

The project promotes **lifelong learning and relevant skills development** by providing accessible, contextualized workplace literacy and life-skills training to adult workers in an external public institution.

SDG 8 – Decent Work and Economic Growth

The project contributes to workforce development by strengthening practical competencies that can support effective workplace participation, productivity, confidence, and employability.

SDG 17 – Partnerships for the Goals

The project establishes a formal extension partnership between **JHCSC and the Municipality of San Miguel**, mobilizing institutional expertise and local government resources toward community capacity development.

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

The project is most strongly aligned with:

Priority	Project Alignment and Justification
Advanced and Accessible Lifelong Learning	Provides accessible continuing learning opportunities for adult workers through contextualized workplace literacy and life-skills training.



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Priority	Project Alignment and Justification
Centralized Human Capital Development	Strengthens the functional competencies, workplace communication, problem-solving, and self-management skills of municipal support personnel.
Harmonized SDG-Based Research and Innovation	Directly translates completed research findings into an external community extension intervention.
Effective and Efficient Public Service	Supports more confident, accurate, and independent performance of routine workplace and administrative tasks among participating public-sector personnel.

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

The project is particularly aligned with:

Priority	Project Alignment and Justification
Research-driven, SDG-based, and industry responsive education	Converts completed research findings into a contextualized capacity-building intervention for an external public-sector partner.
Empowered Communities and Effective Public Service	Extends JHCSC expertise to municipal and barangay support personnel outside the College.
Learning Excellence anchored in Quality Assurance, accreditation and Partnerships	Uses needs assessment, competency-based learning, practical activities, assessment, and institutional partnership to ensure quality extension delivery.
Nurtured Professional Excellence and Workforce Development	Strengthens workplace literacy, communication, problem-solving, and self-management competencies among participating personnel.

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

The strongest alignment is:

T – Technology and Literacy Initiatives

The project strengthens functional and workplace literacy through practical training in document comprehension, form



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completion, writing, numerical literacy, communication, and workplace navigation.

B – Barangay Empowerment and Good Governance

Where selected barangay support personnel participate, the project contributes to capacity development by strengthening their ability to understand workplace procedures, process documents, communicate effectively, and navigate appropriate administrative channels.

B. Specific Objectives

The project aims to:

1. **Assess** the workplace literacy and life-skills competencies of selected support personnel of the Municipality of San Miguel;
2. **Identify** priority competency gaps and training needs based on the partner beneficiaries' actual workplace requirements;
3. **Strengthen** participants' ability to understand workplace documents and accurately complete commonly used forms;
4. **Develop** participants' basic workplace writing and communication skills;
5. **Improve** practical numerical literacy relevant to workplace responsibilities;
6. **Enhance** participants' critical thinking, problem-solving, communication, collaboration, self-management, and time-management skills;
7. **Strengthen** participants' ability to navigate workplace procedures and identify appropriate offices or persons from whom assistance may be sought;
8. **Develop** contextualized workplace learning materials based on the actual needs and work situations of the partner institution;
9. **Assess** changes in participants' identified competencies through pre- and post-assessment; and
10. **Establish** a continuing JHCSC–LGU partnership mechanism for workplace literacy and life-skills development.

C. Logical Framework

Particular	Indicators	Means of Verification	Assumptions
Goal: Strengthened workplace literacy and life-	Participants demonstrate improved ability to perform relevant	Terminal report; monitoring results; assessment results;	LGU supports application of competencies in actual work



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Particular	Indicators	Means of Verification	Assumptions
skills competencies among participating support personnel of the Municipality of San Miguel	workplace literacy and life-skills tasks	participant outputs	
Purpose: At least 40 selected personnel participate in a contextualized workplace literacy and life-skills development program	At least 40 participants enrolled and complete the major training components	Attendance sheets; registration records; completion records	Participants are available and actively participate
Output 1: Workplace literacy and life-skills needs identified	Needs assessment completed and priority competencies identified	Needs assessment report; survey results; assessment records	Participants provide accurate information
Output 2: Contextualized training program delivered	Training modules and sessions completed	Training materials; session reports; attendance; photographs	Partner institution provides logistical and administrative support
Output 3: Workplace literacy competencies	Improved performance in document comprehension, form	Pre/post assessments; practical exercises;	Participants apply learning during activities



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Particular	Indicators	Means of Verification	Assumptions
strengthened	completion, writing, and numerical literacy	participant outputs	
Output 4: Life-skills competencies strengthened	Improved performance in communication, collaboration, problem-solving, and self-management activities	Performance tasks; facilitator observation; evaluation forms	Participants engage in collaborative activities
Output 5: Contextualized workplace materials developed	Relevant learning materials and practical exercises developed/adapted	Training modules; sample forms; worksheets; participant outputs	LGU provides appropriate contextual information/materials
Output 6: Follow-up mechanism established	Action plans and monitoring arrangements developed	Action plans; monitoring reports; partner feedback	LGU supports continuing application
Activities: Coordination, needs assessment, training, workshops, practical exercises, coaching, post-assessment, monitoring, and evaluation completed	Major project activities completed according to schedule	Accomplishment reports; attendance; documentation	JHCSC and LGU maintain active coordination



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D. Methodology

The project shall employ a **participatory, contextualized, workplace-based, experiential, and competency-oriented approach** informed by the findings and recommendations of the completed research.

The project recognizes that the beneficiaries are adult workers with existing knowledge and practical workplace experience. Accordingly, the intervention will not treat participants from a deficit perspective. Instead, it will build upon their existing competencies while addressing specific areas requiring further development.

The methodology shall include:

1. Partnership and Community Entry

JHCSC shall coordinate with the Municipality of San Miguel to identify the target personnel, establish project responsibilities, determine training arrangements, and identify relevant workplace contexts and documents.

2. Workplace Literacy and Life-Skills Needs Assessment

A baseline assessment shall be conducted to determine the actual competencies and priority learning needs of the participating personnel.

The assessment shall cover:

- document comprehension;
- form completion;
- workplace writing;
- numerical literacy;
- communication and collaboration;
- critical thinking and problem-solving;
- self-management and time management; and
- workplace navigation.

The assessment will ensure that the external intervention is based on the **actual needs of San Miguel beneficiaries**, rather than simply transferring the findings of the original JHCSC study.

3. Contextualized Workplace Literacy

Training shall use authentic or simulated workplace situations and documents relevant to the participants' responsibilities.

Activities may include:



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Read → Understand → Complete → Check → Submit

Participants will practice interpreting instructions, identifying required information, completing forms, checking entries, and identifying appropriate submission procedures.

This directly follows the research recommendation to use actual or simulated workplace documents, forms, procedures, and workplace scenarios.

4. Practical Workplace Writing

Participants shall engage in guided exercises involving:

- simple formal requests;
- letters;
- explanations;
- workplace messages;
- basic memoranda; and
- other appropriate workplace communications.

5. Practical Numerical Literacy

Participants shall work with realistic workplace situations involving:

- work schedules;
- hours worked;
- basic computations;
- wage-related information;
- deductions; and
- numerical entries.

6. Communication and Collaboration

Participants shall engage in role-playing, group exercises, and workplace scenarios focusing on:

- clear expression of concerns;
- active listening;
- respectful communication;
- teamwork;
- collaboration; and
- conflict management.

7. Critical Thinking and Problem-Solving

Participants shall analyze realistic workplace situations using the process:

Identify the Problem → Gather Information → Consider Options → Select an Appropriate Action → Seek Assistance When Necessary



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8. Self-Management and Time Management

Participants shall develop practical strategies for:

- planning responsibilities;
- prioritizing tasks;
- managing deadlines;
- monitoring progress; and
- organizing workplace requirements.

9. Workplace Navigation and Help-Seeking

Participants shall become more familiar with appropriate workplace channels, offices, and persons responsible for particular concerns.

The emphasis shall be on developing **independent but responsible workplace navigation**, recognizing that seeking assistance from the appropriate person is itself an important workplace competency.

10. Practical Application and Coaching

Participants shall apply their learning through simulated or actual workplace scenarios, followed by facilitator and peer feedback.

11. Post-Assessment and Evaluation

A post-assessment shall be conducted to determine changes in the identified competencies. Participant feedback, facilitator observations, and partner-institution feedback shall complement the assessment results.

12. Follow-Up and Sustainability

Participants and the LGU shall develop practical action plans for continuing workplace literacy and life-skills development. Follow-up monitoring shall determine how competencies are being applied in the workplace and identify areas requiring additional support.

This responds to the research recommendation for regular assessment, monitoring, supervisory involvement, and sustained institutional support.



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D.1 Implementation Schedule

Activity	Description	Target Participants	Timeframe	Responsible	Expected Output
1. Partnership Coordination and Project Orientation	Coordination meeting with LGU officials; confirmation of roles, beneficiaries, venue, schedule, and implementation arrangements	LGU representatives; JHCSC project team	March 2027	Project Team / LGU	Partnership agreement
2. Beneficiary Identification and Needs Assessment	Identification of participants and administration of baseline needs assessment	Selected municipal/barangay personnel	March 2027	Project Team / LGU Focal Person	Baseline assessment report
3. Baseline Assessment	Assessment of priority literacy and life-skills competencies	Selected participants	March–April 2027	Project Team	Baseline assessment report
4. Module 1: Workplace Documents and Forms	Practical activities on document comprehension and form completion	Participants	April 2027	JHCSC Facilitators	Completed documents and forms
5. Module 2: Practical Workplace Writing	Guided activities in requests, letters, explanations, and workplace communication	Participants	May 2027	JHCSC Facilitators	Completed workplace writing tasks
6. Module 3: Numerical Workplace Literacy	Practical numerical activities involving work schedules, wages, deductions, and computations	Participants	May 2027	JHCSC Facilitators	Completed numerical literacy tasks
7. Module 4: Communication and Collaboration	Role-playing and group activities on workplace communication and teamwork	Participants	June 2027	JHCSC Facilitators	Completed communication and collaboration activities
8. Module 5: Problem-Solving and Decision-Making	Workplace scenarios involving problem identification, decision-making, and appropriate help-seeking	Participants	June 2027	JHCSC Facilitators	Completed problem-solving and decision-making activities
9. Module 6: Self-Management and Workplace Navigation	Activities on planning, prioritization, time management, and navigating workplace procedures	Participants	June–July 2027	JHCSC Facilitators / LGU	Completed self-management and workplace navigation activities
10. Practical Application and Coaching	Application of competencies to contextualized workplace situations	Participants / supervisors	July 2027	Project Team / LGU	Completed practical application and coaching activities
11. Post-Assessment and Evaluation	Administration of post-assessment and collection of participant/partner feedback	Participants; LGU representatives	July 2027	Project Team	Post-assessment and evaluation report
12. Follow-Up Monitoring	Monitoring of application and continuing support needs	Participants; LGU focal persons	August 2027	Project Team / LGU	Follow-up monitoring report
13. Terminal Evaluation and Reporting	Consolidation of results, documentation, evaluation, and recommendations	JHCSC / LGU	August 2027	Project Team	Terminal evaluation and sustainability report

E. Line-Item Budget

Proposed Total Budget: Php 80,000.00

Budget Item	Particular Item	Estimated Cost
1. Operating Cost		Php 39,000.00
1.1 Supplies	Training materials, printing, worksheets, folders, writing materials, reproduction of contextualized learning materials	Php 20,000.00
1.2 Communication	Communication, coordination, notices, internet/data and related project communications	Php 5,000.00



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Budget Item	Particular Item	Estimated Cost
1.3 Documentation	Documentation, reproduction, certificates, reports, and project records	Php 7,000.00
1.4 Others	Training-related materials and other allowable operating requirements	Php 7,000.00
2. Travel Costs and Food Expenses		Php 35,000.00
2.1 Fare	Local transportation/travel of project personnel for approved project activities	Php 8,000.00
2.2 Food Expense	Meals/snacks during authorized training and project activities	Php 25,000.00
2.3 Others	Other allowable travel-related expenses	Php 2,000.00
3. Miscellaneous	Contingency and other allowable incidental project expenses	Php 6,000.00
TOTAL BUDGET		Php 80,000.00

PROJECT MANAGEMENT AND SUSTAINABILITY

The project shall be jointly managed by the JHCSC project team and the designated focal person/s of the Municipality of San Miguel. JHCSC shall provide the academic and technical expertise necessary for the training design, facilitation, assessment, documentation, and evaluation, while the LGU shall facilitate participant mobilization, local coordination, workplace contextualization, and continuing application.

Sustainability shall be pursued through the development of LGU-specific learning materials, participant action plans, monitoring arrangements, and recommendations for continuing workplace literacy and life-skills activities. The research itself emphasizes that sustained institutional commitment, supervisory support, regular assessment, and continuing development are important to the long-term effectiveness of workplace literacy interventions.

The project therefore intends not merely to conduct a one-time seminar but to establish a replicable JHCSC–LGU extension model for workplace literacy and life-skills development that may subsequently be adapted for other municipalities and public institutions.



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