



Center for Governance

2023 PROJECT ACCOMPLISHMENT REPORT

I. Project Information

Project Code: CLGYT

Project Title: Local Government Executives and Managers Class (LGEMC) Batch 12

Project Start: August 1, 2023

Project End: March 30, 2024

Project Price: PhP 11,385,136.00

Client Organization: Department of Budget and Management (GAA-Fund)

II. Project Team

Project Manager: Majella M. Delfin

Team Members: Karina Marya U. Mendoza, Dorothy Rose J. Palafox, Kimberly T. Cardona, Neala O. Medina, Maria Corinna Priscila Escartin, Diana Isabel R. Rosapapan, Melinda Patria Nena G. Tabucao - Hipol, Erika Paula C. Pesigan

Supervising Fellow: Michelle N. Belga

Consultants/ Resource Persons: Magdalena L. Mendoza, Jannis T. Montañez, Imelda C. Caluen, Michelle N. Belga, Alvin P. Principe, Peter Dan B. Baon, Gilbert E. Lumantao, Eliza Salud C. Galang, Sheena Carmina V. Mateo, Melani G. Mercader, Ma. Theresa A. Agustin, Gianne Karla M. Gaoiran, Joebert D. Sayson, Ma. Victoria A. Alcoseba, Mel Senen S. Sarmiento, Austere A. Panadero, Anna Liza F. Bonagua, Arce P. Fajardo, Francisco A. Magno, Gil S. Beltran, John Aries S. Macaspac, Carmelita O. Antasuda, Jose Tomas C. Syquia, Ma. Pamela P. Quizon, Angelita G. Medel, Florante D. Galura Jr., Joan Margarette A. Yap, Abul Khayr A. Alonto, Susan A. Sumbeling, Irene B. Ubungen, Dionisio C. Ledres Jr., Nerrisa T. Esguerra, Apollo Edwin S. Pagano, Arcio A. Casing, Jr., Dolores J. Molintas, Meylene C. Rosales, Maria Lourdes D. Lim

III. Project Details

Project Description

The Public Management Development Program-Local Government Executives and Managers Class (PMDP-LGEMC) is an intensive program that aims to strengthen the capabilities of local government leaders so that they may excel in their roles and performance of mandated functions, be more adaptive and agile in a changing and disruptive environment, and promote good practices and innovations for a sustained and more effective delivery of public services at the local government level. It is centered on three learning areas: governance and development, strategic public management, and personal efficacy and leadership, with the development of Innovative Project Concept as the final requirement.

The program targeted Department Heads, including those in-charge of critical local government functions, with permanent positions for two (2) years and above, and no more than fifty (50) years of age. The scholars participated in lectures, assessment exercises, and coaching sessions through a flexible and blended learning mode which may combine synchronous and asynchronous sessions using an online platform scheme, while ensuring the integrity of the program.

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The PMDP-LGEMC enabled the scholars to: (1) Instill the value of self-efficacy and adaptive leadership in light of their critical role as innovators and drivers of change in the organization; (2) Apply broad-based governance and development perspectives in the performance of LGU roles and functions; (3) Apply strategic management in leading and managing organizations and other areas to deliver mandated functions and services; (4) Integrate interdisciplinary and evidence-based approaches in the performance of key functions, particularly, local planning, investment programming, resource mobilization and budgeting, and policy/program development and implementation; and (5) Develop innovation projects driven by a deep understanding of the local situation and of the ever-changing wants and needs of citizens, for an effective and efficient delivery of devolved services and functions.

Focus Area: Transformational and Innovative Governance Development

Project Type: Training/ Capability-Building

Project Beneficiary: Local Government Units

Regional Coverage: Nationwide

IV. Project Accomplishments**Key Activities Implemented:**

Curriculum revision and approval
Conduct orientation for the scholars
Conduct of opening and closing ceremonies
Project team and faculty mobilization
Customize Scholar's Handbook
Set-up Google Classroom
Hybrid Curriculum delivery (Course 5)
Updated Course 5 Objectives
Joint Closing Ceremony for Batches 11 and 12
Onsite Short Course delivery - Local Fiscal Administration and Management (LFAM)
Tabulation of course and resource person's evaluations
Payment of suppliers and resource persons
Liquidation of cash advances and reimbursements
Project debriefing

Major Output:

Course 2 and Course 5 Pre- and Post-Tests Results
Five (5) Courses of the LGEMC conducted.
Five (5) Course Coordinator's Reports submitted and approved.
Joint Closing Ceremony for Batches 11 and 12
Short course on Local Fiscal Administration and Management with onsite delivery

Project Impact:

- Increase in knowledge, capacities, and capabilities of department heads in the following areas: critical local government functions on personal efficacy and leadership; governance and development; and strategic public management. Scholars were from eighteen (18) municipalities, four (4) cities, and three (3) provinces.
- Theories were taught and applied to scholars through the following Course outputs:
 - Course 1: Myers Briggs Type Indicator Test, self-acceptance, Reflections on Team Effectiveness and Adaptive Leadership

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- Course 2: Comprehensive Development Plan (CDP) Compliance Assessment, Results Matrices, Reflections on LGU's Development Goals,
 - Course 3: Strategy Map, Presentation and Reflections on Philippine Quality Award Categories, Balance Scorecard analysis
 - Course 4: Local Economic Enterprise Proposal, Action Plan on LGU Fiscal Sustainability Scorecards (FSS) and the Local Government Financial Performance Management System (LGFPMS) and analysis
 - Course 5: Innovation Project Concept
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- The scholars learned to identify problems in their localities and conceptualize innovative projects, improved their ability to determine problems and come up with responsive interventions, and created functional prototypes that represented their approved project ideas effectively.
 - The scholars were able to see the usefulness and importance of going through the design thinking process. This started with the data gathering, collection and collation of information, and conducting research. This allowed them to exhaust the problem and solution space in arriving with the most innovative, and inclusive approach in project development and management. The program provided an alternative way of looking at solving problems in local governance.
 - In Course 1, scholars learned about discovering oneself to better relating to others, contextualizing approaches to different stakeholders, and integrating new knowledge of oneself, community, and learnings from failure to create opportunities for positive change and achieving success by creating not just technical solutions but are also resilient and innovative.
 - In Course 2, scholars had a deeper perspective and appreciation on the needed alignment of CDP with PDPFPs/PDP. This include realizing that their projects should be aligned with the national government goals toward *Ambisyon 2040* and at the international level such as the Sustainable Development Goals (SDGs). They also learned to localize concepts and interventions (to a certain extent) to identify strategies and recommendations that would address gaps and challenges in development governance.
 - In Course 3, scholars were introduced to the Philippine Quality Award (PQA) and the usage of a Balanced Scorecard. These are tools to assess and achieve operational efficiency to connect with the general plans and goals of the government and to provide a clearer roadmap for sound decision-making.
 - In Course 4, scholars were introduced to the tools used by Department of Finance – Bureau of Local Government Finance (DOF-BLGF) in assessing the fiscal and financial performance of LGUs. The course covers a range of topics from pillars of decentralization to expenditure management and revenue generation. Concepts on budget utilization of internal and external funding were also presented. Scholars gained a more holistic understanding of the financial process at the LGU-level and were able to see their LGU's financial scorecard.
 - In Course 5, scholars valued the learnings gained particularly on the Logical Framework, Project Management, and ideating innovative and creative solutions. Some scholars even said that the comprehensive discussions were useful not just in completing their innovation project concepts but also in applying for grants at the local and international level.
 - Through the LGEMC program, scholars realized that despite tedious challenges in, there are still many ways to address gaps and improve processes in development governance, creatively and innovatively. LGU leaders must be adaptive, innovative, and be open to different solutions from stakeholders. They should also be flexible and learn their way around unfavorable circumstance in becoming effective agents of development for the people being served.

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Lessons Learned:

- Group submissions encourage effective brainstorming and collaboration between scholars.
- Scholars appreciate discussion with practical examples that they can relate to, they can understand the concept better.
- The team should religiously capture questions, highlights, and key takeaways from scholars (technical learning) and email it to the assigned RP to secure responses, despite having a recorded lecture. This will ensure scholars' queries are addressed, optimize scholar's learning opportunity, and allow FIC and resource-persons to build on and improve current design or lessons.
- During Course 5 onsite implementation, ensure that there are healthier options for meals and any changes in accommodation should be relayed to DAP CC asap. If possible needed materials to be procured should be processed earlier to avoid delays in provision. Meanwhile the LGEMC team or even LGDO, if possible, could have a pool of existing tokens (procured, customized, of good quality) to be provided to resource persons who will not be receiving honoraria payments to avoid delay or last-minute processing as well.
- During coaching, if scholars were to run out of ideas for starter problems, encourage them proactively to look back on Course 2 lessons and outputs for ideas and inspiration. Better yet, the program design could have a more direct and iterative link between Course 2 and Course 5 as the former sets the tone and context to the latter.
- Consider a one-day gap between courses to accommodate possibility of last-minute additional sessions/activities. Also to provide a breather for both scholars and training management team.
- Share collective engagement schedule/calendar (multiple batches) to resource persons in advance so that they may inform the team should they be unavailable in advance also.
- Widen database of resource persons and panelists to ensure that there are alternative options should there be last minute changes or sudden unavailability.
- The training team should ensure familiarity of the sessions so that it won't pose a challenge to explain the sessions and walk through an RP should there be a need for a new or an alternate one.
- Transition meetings from previous and incoming Course Coordinators (CC) facilitate better understanding of files shared and flow of sessions delivered. It will also pass on important updates made by resource persons from one CC to another.
- All team members whether within a course, a project, or the LGEMC team for onsite events should be well-versed with the technical and administrative processes from start to end and should also be aware on the status of activities or tasks even if it is not part of their responsibility yet. Team outputs are a shared responsibility between manager and members, with the leadership role being implemented by the former. A cooperative, collaborative, positive, and solutions-oriented culture should be continuously cultivated to create an efficient, productive, and engaging work environment.
- The team should allow the scholars to choose who their representatives are when it comes to big LGEMC events (e.g. opening or closing ceremony batch representatives to deliver batch speech), should ensure uniformity of instructions batches (if there are multiple batches in an event), and clear assignment of roles and chain of command for events. The training management team and recruitment and admissions team should continuously learn to take on various technical and administrative tasks in relation to said events.
- Proactively process and prepare documents with existing templates in advance, so that if ever there are corrections or concerns, minor work will be done near implementation deadline.



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V. Attachments

- One Point Lesson
- List of Batch 12 Scholars and their LGUs
- Course 1-5 Reports
- Summaries of Resource Person/Course Evaluation Results
- Program Evaluation Results

Prepared by:


Majella M. Delfin
Project Manager

Noted / Approved by:


Imelda C. Caluen
Center Head

Notes:

1. Project details on Section I-III can be generated thru PMIS based on PMs Inputs.
2. Project Managers are required to accomplish Section IV & provide Section V to reflect results of project implementation.
3. Project Managers can update/adjust the pre-filled sections(I-III) based on actual data.