

GRADUATE SCHOOL OF PUBLIC AND DEVELOPMENT MANAGEMENT

(Center)

[2024] PROJECT ACCOMPLISHMENT REPORT**I. Project Information**

Project Code: MIRGV

Project Title: CERTIFICATE IN PUBLIC MANAGEMENT FOR CABUYAO CITY

Project Start: August 1, 2023

Project End: December 31, 2024

Project Price: PHP 3,717,160.00

Client Organization: NONE

II. Project Team

Project Manager: MARK REX JAYSON T. ATOLE

Team Members: GERALD MACABINQUIL, CARLOS EARL ANDRES L. MENDOZA

Supervising Fellow: MARIA FELICIDAD F. BILLEDO

Consultants/ Resource Persons:

Dr. Segundo Romero Jr

Dr. Edgardo Pangilinan

Dr. Aser Javier

Ms. Ellen Marie Jalandoni

Dr. Ma. Oliva Domingo

III. Project Details**Project Description**

The Certificate in Public Management (CPM) is a 15-unit ladder of the Master in Public Management (MPM), an interdisciplinary graduate program for development practitioners both in the public and private sectors of the Academy's Graduate School of Public and Development Management (GSPDM). It consists of the core courses of the MPM program which provides the learners the foundational concepts, methodologies and essential competencies that are vital in understanding the public management discipline.

General Objective

The general objective of the ladder is to equip co-learners with the knowledge and skills necessary to effectively manage and lead public sector organizations. This includes understanding public management principles, policy analysis, practices on public management and governance in the Philippine bureaucracy, roles and competencies as public servants and leaders, among others. The goal is to prepare co-learners to improve public service delivery, enhance organizational efficiency, and address complex challenges in their respective organizations.

Focus Area: Counter corruption & integrity development in governance, Transformational & Innovation towards performance excellence

Project Type: Education

Project Beneficiary: LGUs

Regional Coverage: Region IV-A (CALABARZON)

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[2024] PROJECT ACCOMPLISHMENT REPORT**IV. Project Accomplishments**

Key Activities Implemented: Online and face-to-face lectures and workshops including reporting, breakout session discussions

Major Outputs: Master's Thesis Proposal

Project Impact:

The Master's Thesis is the final academic requirement for the graduate programs of the Academy's Graduate School of Public and Development Management (GSPDM). Serving as both action research and a scholarly report, the thesis is designed to address or resolve a public management problem within the co-learner's organization. This dual focus ensures that the research is relevant and beneficial to both practitioners in the field and the academic community.

The thesis proposal process provides students with an opportunity to apply the knowledge and skills they have acquired throughout the first ladder of the program. By tackling real-world challenges within their organizations, students must employ a variety of competencies. These include the ability to effectively manage people, resources, time, and performance. The thesis proposal thus serves as a practical demonstration of the co-learners' mastery in these areas. In conducting their research, co-learners were expected to engage deeply with their chosen topic, drawing on theoretical frameworks and practical methodologies to develop solutions that are both innovative and actionable. The findings or results of their research should have reflected a thorough understanding of public management principles and contribute to the pool of solutions to address a sectoral problem.

Lessons Learned:

Generally, the students mentioned that the program successfully met their expectations. The course effectively incorporated real-life government scenarios, enhancing co-learners' understanding of the Philippine Administrative System and its implications for local government units (LGUs). Engaging group activities and interactive discussions deepened comprehension of course concepts and administrative interventions. The co-learners made mention that faculty's clear explanations and well-illustrated presentations made complex topics more accessible, while immediate access to lecture slides provided a valuable reference. Co-learners also found the lessons highly relevant to their current roles and appreciated the opportunity to exchange opinions and insights, which enriched their learning experience.

A major highlight of the course was the step-by-step approach to creating policy papers, which provided practical skills applicable to real-world governance. The focus on policy building helped co-learners understand public policy formulation and how to construct effective policies for their LGUs. Case studies and real-life applications reinforced theoretical concepts, making the course both informative and actionable. The faculty's teaching style was praised for its clarity and effectiveness, ensuring that all topics were well-explained and immediately useful.

Leadership development was another key focus, with discussions on various leadership theories, styles, and self-awareness. The course emphasized that leadership extends beyond holding a title, incorporating self-reflection and personal growth. Practical exercises, situational scenarios, and workshops strengthened leadership skills, while discussions on current trends and issues provided context relevant to co-learners' careers and personal lives. The faculty's passion for teaching and their use of practical, easy-to-understand methods made the sessions engaging and impactful.

Finally, the course provided well-sourced information, insightful instructor feedback, and additional reading materials to support learning. Co-learners benefited from expert guidance, particularly in thesis development and research title formulation. The structured approach to teaching, combined with real-

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life examples, hands-on exercises, and accessible resources, ensured that co-learners gained valuable knowledge and skills applicable to their professional roles.

The faculty demonstrated strong expertise and mastery of the subject, effectively integrating real-life scenarios and current events into their teaching. Their ability to relate concepts to practical applications, particularly in the Philippine government and the City of Cabuyao, enhanced co-learners' understanding. Lessons were delivered with clarity, making complex topics easy to grasp through well-explained slide content, situational examples, and updated data. The faculty also applied relevant frameworks and principles to real-world situations, ensuring practical application and deeper comprehension.

In addition to their subject-matter expertise, the faculty exhibited approachability, patience, and effective communication skills. They encouraged student interaction, actively listened to diverse perspectives, and provided clear responses to inquiries. Their ability to connect with co-learners through relatable examples, personal experiences, and wisdom from government service created a dynamic and engaging learning environment. Breaks were provided to enhance retention, and discussions were structured to promote critical thinking and meaningful exchanges.

The course was well-supported by both faculty and administration, ensuring a seamless learning experience. Technology and media were maximized for lectures, and supplementary materials such as syllabi, presentation guides, and thesis writing workshops were provided to support academic development. Faculty members were considerate and responsive, offering timely assistance and guidance. Their passion for teaching and learning was evident, making the course not only informative but also inspiring for co-learners seeking to apply their knowledge in their professional roles.

The teaching approaches were effective and well-received, but co-learners pinpointed some opportunities to enhance engagement and interaction with the faculty. Incorporating more innovative and interactive elements, such as group activities, leadership exercises, and real-life case studies, can further enrich the learning experience. Faculty should also design activities that actively involve co-learners, making discussions livelier and more dynamic. Increasing participation, especially in online sessions, through creative exercises and encouraging the use of cameras can help maintain focus and engagement.

To optimize instruction delivery, reducing slide content and focusing on the most essential and relevant topics is recommended. Complementing slides with video clips and summarizing key points can make presentations more concise and engaging. Additionally, incorporating more hands-on and collaborative activities, beyond the Mural app, can enhance interaction while ensuring that digital tools are efficiently utilized without becoming time-intensive.

Providing more references, such as articles and modules, will support deeper learning and research. Extending discussion time and course duration can also allow for intensive reading, writing, and brainstorming. Constructive feedback on assessments will help co-learners track progress and identify areas for improvement.

Overall, the learning experience was well-received, and the faculty's extensive experience and effective teaching style are highly valued. Moving forward, refining the balance between lectures and interactive exercises, incorporating more real-life scenarios, and considering face-to-face sessions where possible will further enhance learner engagement and growth.

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[2024] PROJECT ACCOMPLISHMENT REPORT**V. Attachments**

- Summary of Evaluation for Course and Resource Person (for education)
- Certificate of Project Closure (for all completed projects)

Prepared by:
MARK REX JAYSON T. ATOLE
Project Manager**Noted / Approved by:**
LIZAN E. PERANTE-CALINA, DPA
Dean, GSPDM
**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