



Strengthening Marine Protected Areas to Conserve
Marine Key Biodiversity Areas in the Philippines



COMPETENCE ASSESSMENT TOOL

A Guide for Marine Protected Area (MPA) and
MPA Network (MPAN) Managers and Practitioners

A publication supporting the “Strengthening Marine Protected Areas to Conserve Marine Key Biodiversity Areas in the Philippines,” a project of the Department of Environment and Natural Resources Biodiversity Management Bureau and the United Nations Development Programme.

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A Guide for Marine Protected Area (MPA) and
MPA Network (MPAN) Managers and Practitioners

Prepared by:

University of the Philippines-Marine Science Institute

Key Contributors:

Janine Bobadilla

Ma. Czarmayne Victoria Jude Escoro

Jue Alef Lalas

Bella Sheila Albasin

Maria Vanessa Baria-Rodriguez

Hazel Arceo

Porfirio Aliño

*For the Department of Environment and Natural Resources Biodiversity Management Bureau
under the United Nations Development Programme "Strengthening Marine Protected
Areas to Conserve Marine Key Biodiversity Areas in the Philippines" Project*

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Preface



The Philippines lies within the Coral Triangle, which has been widely known as the center of marine biodiversity in the world. However, marine resources in the country are under increasing threats from anthropogenic activities (e.g., overfishing, pollution, sedimentation), large-scale disturbances (e.g., storms, exponential rise in global temperature), and the challenges brought about by climate change. Because of this, various stakeholders are doing different management interventions to conserve and protect the marine environment and resources. One of the most common strategies used is the establishment of marine protected areas (MPAs). MPAs, as specified by the International Union for Conservation of Nature (IUCN), are “clearly defined geographical spaces, recognized, dedicated and managed, through legal or other effective means, to achieve the long-term conservation of nature with associated ecosystem services and cultural values” (Dudley, 2008).

The country, despite having more than 1,800 MPAs, has not yet achieved its biodiversity and fisheries objectives due to the mismanagement of its natural resources. One crucial aspect attributed to this is the lack of capacity among the management bodies and their members to perform MPA-related tasks and responsibilities. This highlights the need to ensure that people involved in these MPAs should be effective and competent. Concomitant to these imperatives are systemic concerns that need to be addressed by: (1) removing governance barriers that may hinder progressive development; (2) providing institutional policy reforms; (3) transforming the socioecological systems with enabling conditions; and, (4) providing adequate investment on capacitating protected area managers and practitioners.

The Competence Assessment Tool was developed as part of the Monitoring and Evaluation of MPAs and MPA Networks (MPANs), particularly in the governance aspect, to capacitate protected area managers and practitioners. Competence translates to the ability of an individual to do a certain task or job. This is the integration of appropriate skills, knowledge, and attitude to successfully perform one’s tasks and functions. The tool has undergone various revisions, pretesting, workshops, and consultations to make it as simple as possible, yet still comprehensive. The competencies are grouped into five main components based on MPA/N-related roles and responsibilities: (1) Planning, (2) Financing, (3) Communications, (4) Enforcement, and (5) Monitoring and Evaluation. These functions are relevant to effectively manage MPAs and MPANs in the Philippines. Moreover, these competencies are classified according to different personnel categories: (1) executives, (2) senior managers, (3) technical specialists, and (4) skilled workers. All competencies are integrated with governance principles for effective management, which involve functionality, transparency, accountability, and participatory decision-making.

The Competence Assessment Tool is not a checklist of requirements to accomplish. Instead, it is a set of building blocks that can guide and open opportunities for better protected area management. The tool is intended to be generally applicable to a wide range of organizational structures and scales albeit its administrative (i.e., psychosocial dimension of MPA management), political, and institutional context needs to be nuanced. The ultimate goal of the tool is to translate these competencies into strategies that would sustain and institutionalize MPA management toward a better future for generations to come.

A photograph of a diver underwater, looking towards the camera. The background is a vibrant blue and green coral reef. The title 'Acknowledgement' is overlaid on a dark teal banner at the top right.

Acknowledgement

This Competence Assessment Tool and Guidebook was prepared by the University of the Philippines – Marine Science Institute under the Community Ecology Laboratory (COMECO Lab) through the SMARTSeas PH Project, a UNDP Project in the Philippines implemented by the Department of Environment and Natural Resources – Biodiversity Management Bureau (DENR-BMB) and supported by the Global Environment Facility (GEF).

Completing the guidebook took more than a year and the team would like to thank the many people who have been instrumental in crafting and completing it. Ms. Grace Tena of UNDP and the Project Management Unit (PMU) of the SMARTSeas PH Project, led by Dr. Vincent Hilomen, who have been very proactive with the development of the tool. Ms. Norievill España, who has been our constant link to the PMU, UNDP, BMB, and the responsible partners at the site. Past and present project staff of the COMECO Lab, namely, Melchor Jacinto, Rhea Mae Luciano, Lora Faith Batino, Erlo Matorres, Abejoy Perez, Tom Gerald Genovia, Sheryl Vinluan and Mhaolene Palevino. In the final stretch, Dr.

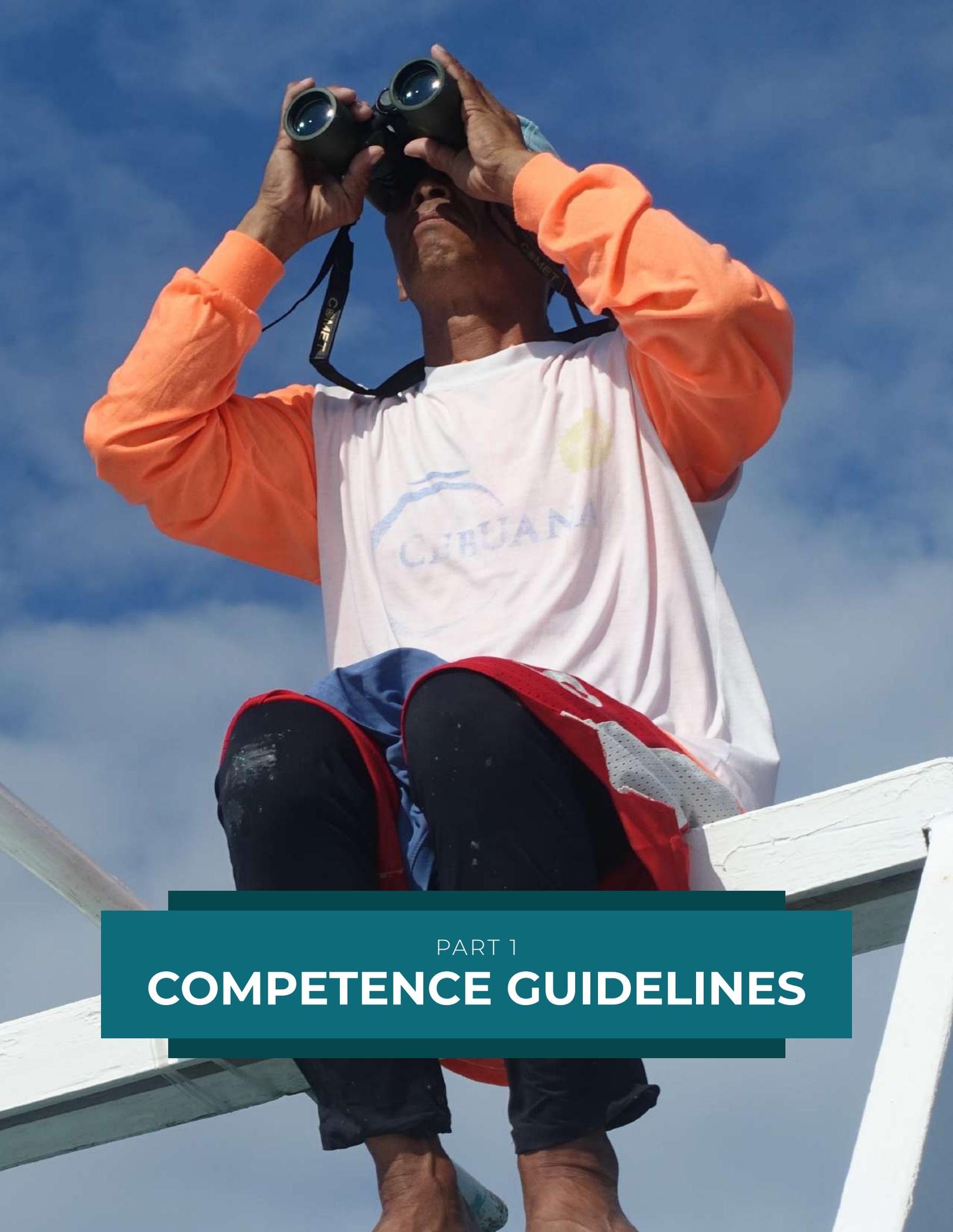
Cecilia Gastardo-Conaco, provided valuable inputs in making the tool simpler, yet more comprehensive and understandable to our target people.

Our SMARTSeas PH responsible partners who provided coordination and logistical support when we visited the sites, namely, the Conservation International - Philippines, the Bureau of Fisheries and Aquatic Resources – National Fisheries Research Development Institute, the Rare Philippines, the Haribon Foundation, and the World Wildlife Fund – Philippines.

Last but not the least, we would like to extend our sincerest gratitude to the people in the local government units, coastal communities, and MPA management bodies, who participated in the workshops, pre-testing and interviews for the application of the tool in the SMARTSeas PH sites in Davao Gulf, Lanuza Bay, Tañon Strait, Verde Island Passage, and Southern Palawan. The inputs and learnings from these marine key biodiversity areas helped mold the tool in its current form, making it more applicable and useful in the Philippine coastal context.

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PART 1

COMPETENCE GUIDELINES

Introduction

Background and Overview

Competence refers to the ability of an individual to do a certain task. It is a function of appropriate skills,

knowledge, and attitude to successfully perform work-related duties and activities (Figure 1).

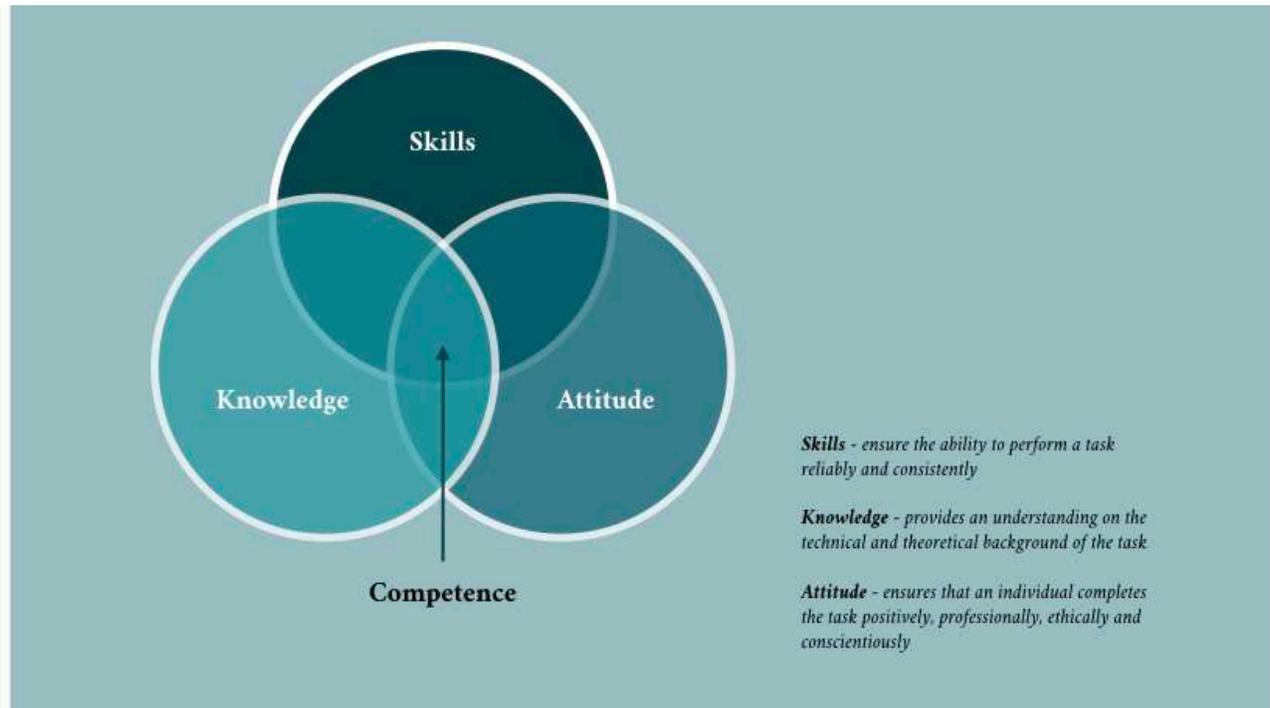


Figure 1. Skills-Knowledge-Attitude model for competency (Appleton, 2016)

Various sectors and organizations are now setting up standards for the competencies required to accomplish work-related functions. The need for the development of competence standards for MPA managers has been highlighted by Gill et al. (2017), who determined that staff and budget capacity were the strongest predictors of conservation impacts. MPAs with adequate staff capacity had ecological effects 2.9 times greater than MPAs with inadequate capacity (Gill et al., 2017). To effectively and equitably manage MPAs, there has to be an appropriate investment on human resources that is not just focused on capacity nor quantity of manpower, but also on the knowledge, skills, and the right working attitude of the MPA managers (Figure 2).

Figure 3 shows the difference between the conventional and competence approaches in training, learning, and assessment. This tool utilizes a competence-based approach, which focuses on the actual ability and performance of an individual based on the behavior rather than the acquisition of knowledge. In this approach, the competence standards help build and strengthen the skills of the individual. Nevertheless, competence and performance still require a good foundation of knowledge (Appleton, 2015). Competence standards can ultimately feed into training needs assessment, which serves as a diagnostic tool that determines what trainings are necessary to help achieve protected area goals and objectives.

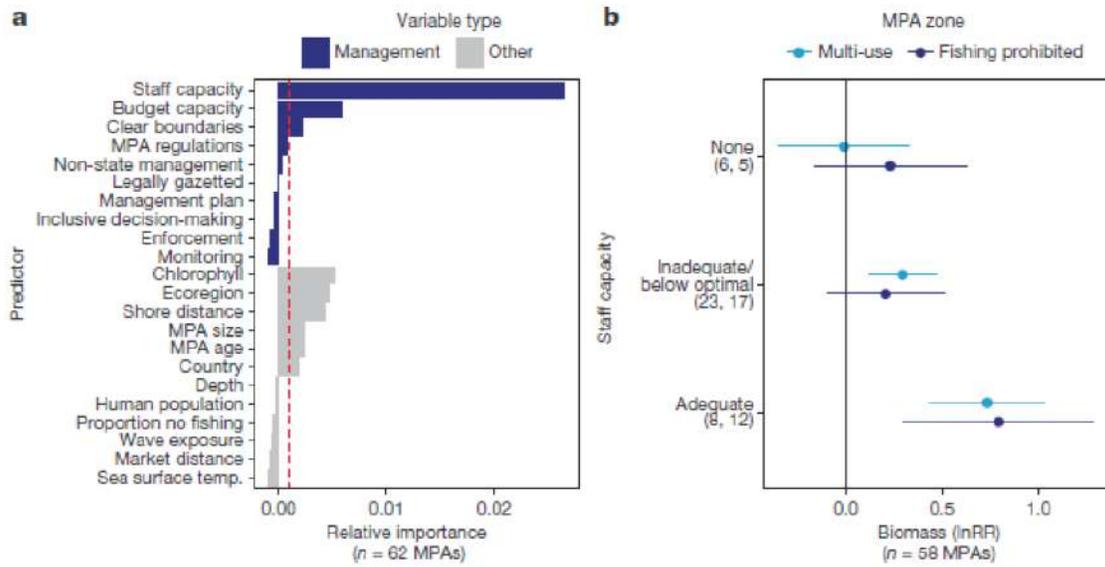


Figure 2. Human resource capacity as strongest predictors of conservation impacts (Gill et al., 2017)

Element of learning and assessment	Conventional Approach	Competence approach (additional)
Identification of needs and learning targets	<ul style="list-style-type: none"> Educational institution Experts Projects 'Curricula' 	<ul style="list-style-type: none"> Sector Practitioners Employers 'Occupational Standards'
Learning programme	<ul style="list-style-type: none"> Full/part time courses Short courses 	<ul style="list-style-type: none"> Continuous learning Modular programmes
Learning methods	<ul style="list-style-type: none"> Teaching Training Pedagogical 	<ul style="list-style-type: none"> Learner focused Multiple approaches Workplace/self-directed
Delivery	<ul style="list-style-type: none"> Educational institutions Experts and trainers 	<ul style="list-style-type: none"> Self directed Colleagues in the workplace Mentors
Assessment and certification	<ul style="list-style-type: none"> Exams and tests Attendance Seniority 	<ul style="list-style-type: none"> Competence assessment and verification
Accessibility	<ul style="list-style-type: none"> Selected employees Prequalified individuals 	<ul style="list-style-type: none"> Potentially anyone

Figure 3. . Comparison between conventional and competence approaches to training, learning, and assessment (Appleton, 2015)

Development of the tool

The development of the Competence Assessment Tool followed a rigorous process of reviewing existing literatures, multiple pretesting and consultations, and finalization and packaging (Figure 4) to ensure its simplicity, comprehensiveness, and applicability to a wide range of MPA/N contexts. During the initial phase of the SMARTSeas PH project, baseline information was collected from existing management plans of locally managed MPAs (LM-MPAs), MPANs, and National Integrated Protected Area System (NIPAS) MPAs. These include existing management structure, emerging roles, and responsibilities of different individuals and committees that are part of the management. A literature

review on competence standards was made to gather information on existing concepts, strategies, and tools. In particular, competence standards that incorporate threat reduction, functionality of an effective MPA/N, and human resource competencies were consolidated. Some of the main references used to develop the competence standards were “Competence Standards for Protected Area Jobs in South East Asia” compiled by the ASEAN Regional Centre for Biodiversity Conservation (Appleton et al., 2003) and the “A Global Register of Competencies for Protected Area Practitioners” published by IUCN (Appleton, 2016). After reviewing the different materials available, a suite of competencies critical for the

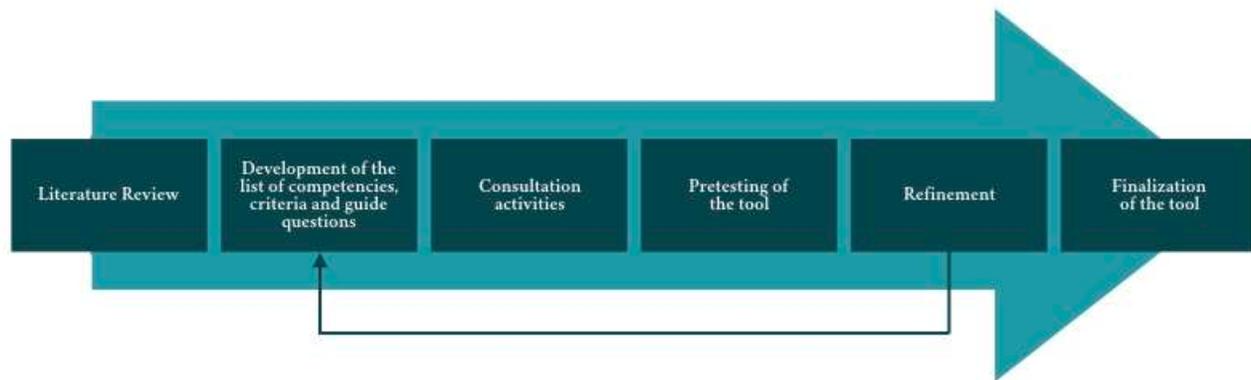


Figure 4. General process on the development of the Competence Assessment Tool

management of MPAN was identified, including the steps on how to administer assessments and data analyses.

To eliminate unnecessary criteria and incorporate relevant components to the tool, consultation activities such as meetings and workshops were done. Participants of these activities were mostly individuals with direct or indirect involvement in managing MPA/Ns such as MPA/N managers, MPA/N management representatives, local government units (LGUs), nongovernment organizations (NGOs), national government agencies (NGAs) such as the Department of Agriculture’s Bureau of Fisheries and Aquatic Resources (DA-BFAR), the Department of Environment and Natural Resources (DENR), and the experts from different fields of MPA management. Suggestions and comments from the

participants of these activities were documented and integrated to enhance the tool.

The Competence Assessment Tool has undergone several pretesting activities done through focus group discussions (FGDs), interviews (guided self-assessment), and self-assessment in sites with varying management effectiveness level, and management types (i.e., locally managed MPAs, nationally managed MPAs, and network of MPAs). The pretesting further enhanced the tool by streamlining appropriate competencies and criteria— as well as by evaluating how the assessment should be best administered, verifying if the guide questions and facilitator’s guide were appropriate, and validating the proper scoring system to be used.

The Competence Assessment Tool

What is the Competence Assessment Tool?

Competence assessment is an integral part of the Monitoring and Evaluation (M&E) system for MPAs and MPANs. It facilitates the identification and prioritization of the competencies needed to achieve the objectives of MPA/Ns and ensure effectiveness. An initial part of the M&E system is knowing the status of existing threats in the area, specifically by determining the urgency of the threats and how the management group is capable to address these. Through this assessment, the management group will be able to determine the competencies that they potentially have or lack. The competence assessment complements other existing approaches to determine MPA/N management effectiveness, such as the performance of the MPA management body as a group through the administration of the MPA Management Effectiveness Assessment Tool (MEAT), the Management Effectiveness Tracking Tool (METT), the MPA Network Effectiveness Assessment Tool (NEAT), or assessment of ecological and socioeconomic impacts (e.g., Socioeconomic Assessment Tool or SEAT).

Specifically, the Competence Assessment Tool for MPA/N Managers and Practitioners is an instrument to assess the current level of knowledge, skills and work attitudes of its managers and practitioners. It assists in determining and designing trainings and other capacity building activities through the identification of competencies, or the lack thereof. The tool can also help improve human resource management through the development of detailed job descriptions and proper design of organizational structures, personnel roles and responsibilities, and the professionalization of protected area jobs by setting competence standards.

It is important to note that this tool does not intend to set rules, nor evaluate or rate the performance of the individual MPA/N managers. Instead, it provides guidance to managers in improving their collective capacities to perform the assigned duties and responsibilities in the management group. The fundamental motivation is to help individuals and

organizations adopt the “competence-based approach” as a practical way to build capacity and to improve standards and performance.

At present, the Competence Assessment Tool includes 40 competencies and 236 criteria spread across the five main components based on MPA/N-related roles and responsibilities: (1) Planning, (2) Financing, (3) Communications, (4) Enforcement, and (5) Monitoring and Evaluation. The Planning component focuses on providing a rationale and strategically planned framework and activities for MPA/N governance and management, which always considers a participatory approach to make sure that everyone is involved in the planning process. The Financing component looks into ensuring that the MPA/N is sustainably financed and supported, as well as having an efficient and effective financial management system. The Communications component makes sure that the personnel categories communicate and collaborate effectively. The Enforcement component ensures that laws, regulations and rights concerning MPA/N are effectively upheld and adapted. Lastly, the Monitoring and Evaluation component looks into the essential competencies to monitor and evaluate the governance, socioeconomic and ecological aspect of the MPA/N. The set of competencies and criteria vary among four different personnel categories in MPA/N management: (1) executives, (2) senior managers, (3) technical specialists, and (4) skilled workers as presented in the next section.

Who can use the Competence Assessment Tool?

The tool has been primarily developed for MPA/N managers and practitioners. These are the persons who have direct or indirect involvement in establishing and maintaining the MPA/N. Managers and practitioners are divided into personnel categories based on the roles

Manager - an individual responsible for controlling and administering a certain group

Practitioner - an individual actively engaged in a certain field of profession

Table 1. Personnel categories and their descriptions with sample positions (slight modification from Appleton, 2016).

Personnel Category	Typical Title	Roles and Responsibilities	Sample Office with the Designated Officials
A	Executive	<ul style="list-style-type: none"> • Direction and management of large organizations • Involve in policy development, spatial and strategic planning • Cross-sectoral coordination • Direction of complex programs and plans • Involve in executive and/or legislative works 	<p><i>Nationally managed MPAs:</i> Regional Director and Assistant Regional Director</p> <p><i>Locally managed MPA/N:</i> Governor, Vice Governor, Sangguniang Panlalawigan; Mayor, Vice Mayor, Sangguniang Bayan</p>
B	Senior manager	<ul style="list-style-type: none"> • Direction and management of medium-size organizations • Planning and management of projects and programs within strategic frameworks • Conducting and leading complex and technical programs (according to specialization) 	<p><i>Nationally managed MPAs:</i> Protected Area Superintendent (PASu), Assistant PASu and Protected Area Coordinator, PENRO, CENRO</p> <p><i>Locally managed MPA/N:</i> MAO, MENRO, Fisheries Office, CRM Office, Planning Office, MPA/N Coordinator</p>
C	Technical specialist	<ul style="list-style-type: none"> • Management, organization and leadership of technical sections and teams implementing plans and projects • Completing specific and complex technical assignments (according to technical specialization) 	<p>Planning officer, Administrative officer, Accountant/Treasurer, Head ranger/enforcer, Conservation officer, M&E specialist, Agricultural technician, Fisheries technician, Research assistant, PO officers, MFARMC</p>
D	Skilled worker	<ul style="list-style-type: none"> • Completing practical tasks under continuous supervision 	<p>Bantay Dagat, tour guides, bookkeeper, junior technicians, administrative aide, laboratory technician, PO members</p>

and responsibilities of the individuals to the MPA/N and not on the job item they have in their respective organizations. Table 1 shows the four personnel categories, their general roles and responsibilities, and sample office and/or designated officials.

In the Philippines, managers of MPAs are usually composed of individuals working for the LGUs. However, the organizational structure or setup varies from place to place. For example, some MPAs might involve people working for the LGUs only, while others may involve people from higher offices, such as from the province or the region. Some MPAs might also involve social groups, such as people's organizations (POs). Meanwhile, other MPAs, such as MPAs under the NIPAS Act (Republic Act No. 7586) and MPANs, may have different organizational

structures and institutional arrangements. The main advantage of this tool is that it has been designed for different types of MPA management systems. Figures 6-8 show the organizational structures of MPA/N with clear and distinguishable differences in their management.

In Tagum City (Figure 5), the head of the MPA management is the mayor who is jointly working with the city council and external groups, such as the academe, NGOs and other government agencies (GAs). It can be seen in the structure that the mayor has tasked the City Environment and Natural Resources Office (CENRO) to take the lead in the MPA management. In this type of structure, it can be assumed that the mayor and the city council are the executives working for the MPA--the CENRO is the senior manager, while the technical

specialists and the skilled workers are individuals under the “coastal management unit/MPA in charge.”

Batangas Network has a different structure (Figure 6) since it is a network of coastal LGUs led by the provincial

government. The Batangas Provincial Government – Environment and Natural Resources Office (PG-ENRO) is the focal office that directly implement joint action strategies and/or programs and projects for coastal

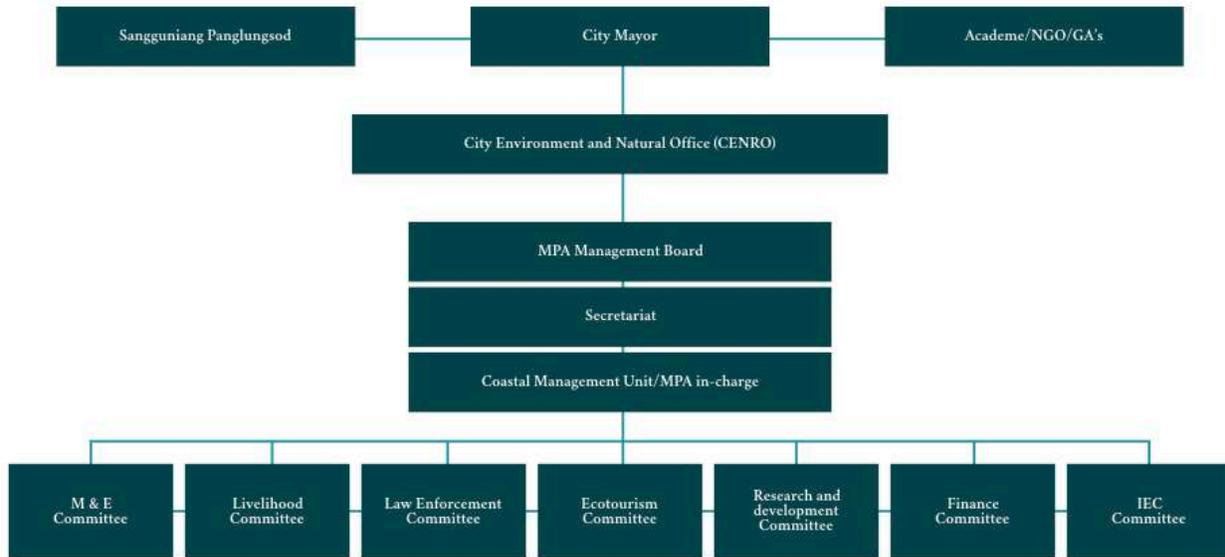


Figure 5. Organizational structure of the management board of the MPAs in Tagum City, Davao del Norte, Philippines. (Image copied from the MPA management plan document of Tagum City)

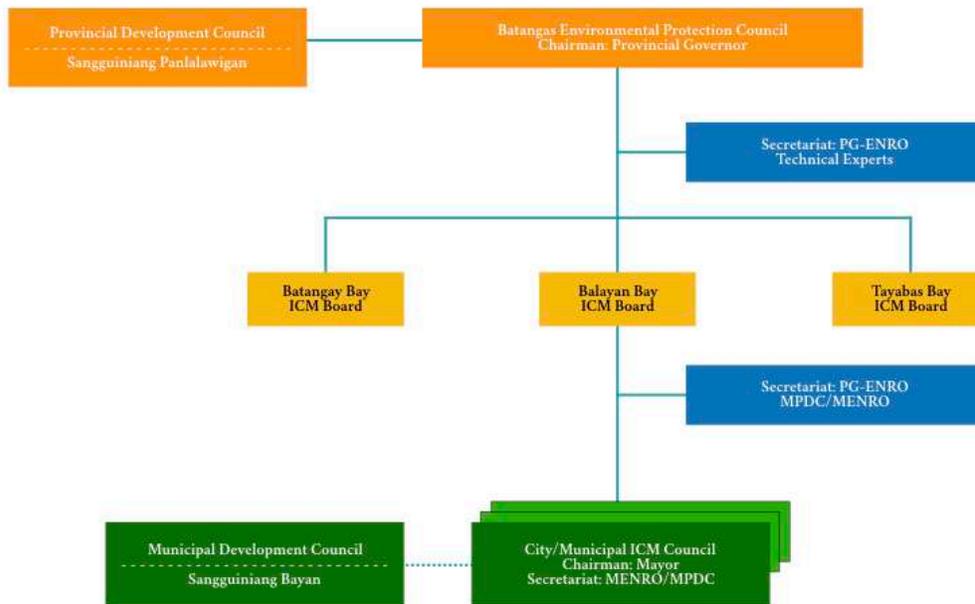


Figure 6. Organizational structure of the management board of Batangas MPA and Bantay-Dagat Network (Source: Batangas PG-ENRO).

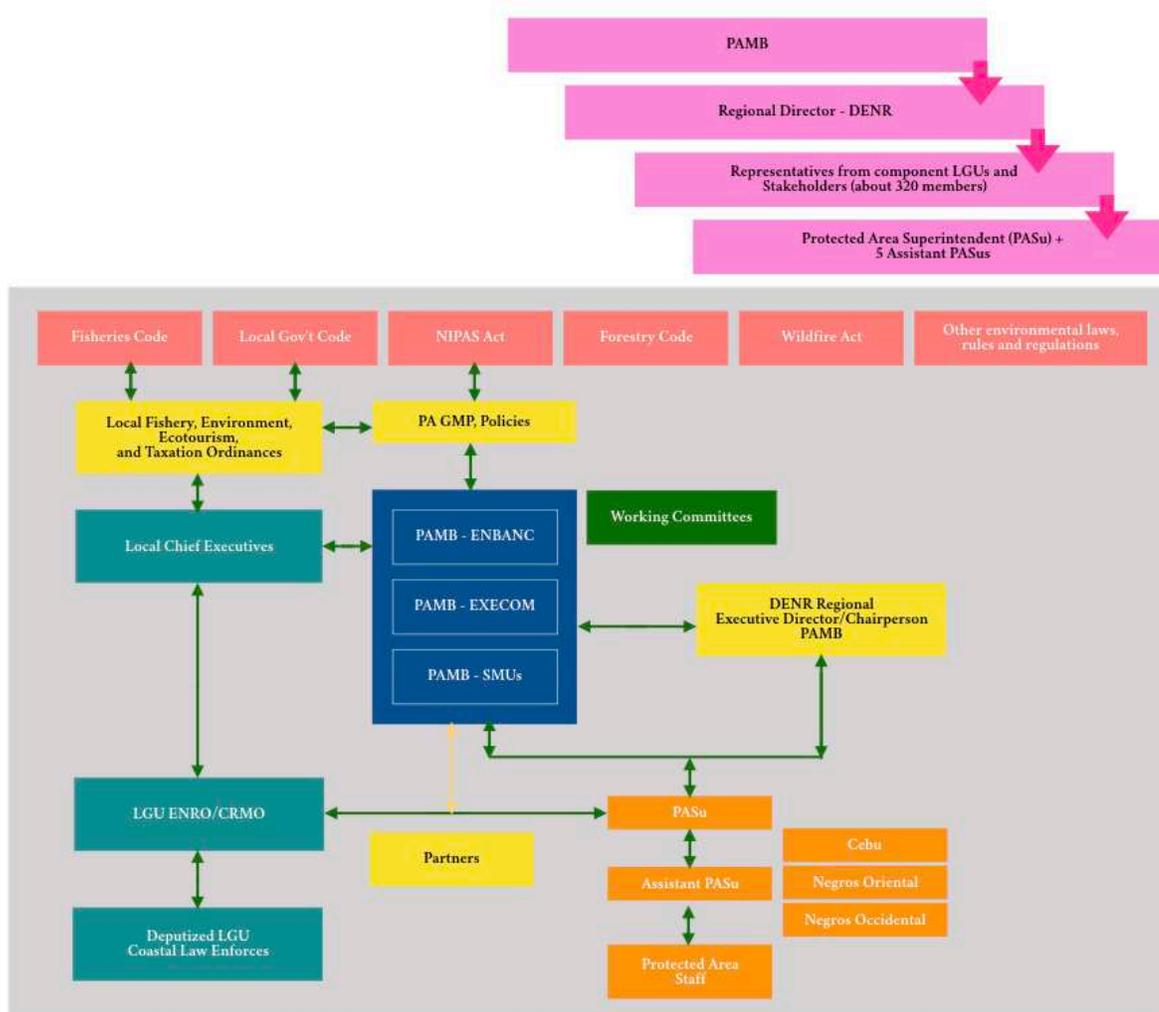


Figure 7. Organizational structure of the Protected Area Management Board (PAMB) of the Tañon Strait Protected Seascape (TSPS), a marine protected area under the National Protected Areas System (NIPAS) (Image copied from Tañonstrait.org)

resource management as indicated in their strategic environment management plan.

The management structure of Tañon Strait Protected Seascape (TSPS) (Figure 7), a NIPAS MPA, is also very much different from the aforementioned two since it is a very large protected area located in the provinces of Cebu, Negros Oriental, and Negros Occidental. The administration of TSPS is under the management of the Protected Area Management Board, a multi-sectoral and decision-making body headed by the DENR Regional Director, Protected Area Superintendent (PASU) and five assistant PASU with about 320 representatives from component LGUs and stakeholders i.e. city/municipal/barangay LGUs, academe, POs, NGOs and NGAs.

The Competence Assessment Tool is an adaptive management strategy where MPA/N managers and practitioners can learn and improve from the whole assessment process. LGUs, academic institutions, NGAs and NGOs can also use this tool as a guide to determine areas where they could best provide support (i.e., capacity building, training), while enhancing particular competencies that demand further improvement.

How to use the Competence Assessment Tool?

General Process

The approved organizational structure of the MPA/N management body is the basic reference to carry out the

competence assessment. Examples of organizational structures are shown in Figures 5-7. This is to identify all the personnel involved in the management of the MPA/N and determine which personnel category they belong to (refer to Table 1). Note that the personnel category of an individual should be based on his/her responsibility to the MPA management and not on the actual job ascribed for office. For example, the Municipal Agriculture Officer (MAO) of the LGU is designated as MPA coordinator. Consequently, that individual should be assessed based on his/her competencies as MPA coordinator and not as MAO. In other areas, however, leaders of social groups who are part of the management's executive committees may also fulfill additional roles not part of the executive work for the MPA.

The next step is to identify what competencies are relevant to their responsibilities. Note that an individual may have a role in only one component with some overlapping or common roles, tasks, and responsibilities with other components. Meanwhile, others may have roles in multiple components with well-defined responsibilities and leadership functions. A municipal mayor, for instance, could take a role across all components, with varying set of competencies; but a hired MPA guard could only have a specific role in participatory planning and enforcement.

MPA/N managers and practitioners will be assessed individually. The Competence Assessment Tool was designed for both independent self-assessment (an individual will answer the guide questions independently) and guided self-assessment (an individual will be interviewed by a facilitator or guide). The individual to be evaluated should first understand the purpose of the assessment before it is conducted. The facilitator should ensure privacy while administering the assessment—whether self or guided self-assessment. During guided self-assessment, the individual should be interviewed alone so that he/she will be able to answer freely without pressure from an audience or his/her colleagues. The facilitator should also ensure that the process of eliciting independent evaluation promotes the credibility of the process. If an individual cannot answer the question, he/she is allowed to leave it blank or indicate “Not Applicable” (N/A) instead of asking answers from someone else. Always take note that this is a personal competence assessment toward MPA/N management; hence, full honesty is encouraged to reflect

Dear SIR/ MADAM,

GREETINGS!

You have been requested to answer this questionnaire because you are doing an important job for your Marine Protected Area (MPA)/MPA Network (MPAN). Whether you are new or have been doing it for a long time, you probably know that there are no small tasks when it comes to managing the marine resources since it requires, not only considerable knowledge and skills, but also essential work attitudes that enable you to do your work effectively and efficiently.

This competence assessment tool aims to help gauge your current level of knowledge, skills and attitudes in performing your assigned duties and responsibilities for the MPA. More importantly, this assessment is being done to help determine and design future trainings and other capacity building activities, and enable you to perform your best in your designated position and contribute to the achievement of the vision, goals and objectives of your MPA/N. Thus, the objective is NOT to evaluate or rate your performance, but rather to determine ways to enhance your knowledge and skills. There is no "passing grade."

You may answer in any language or dialect that you think would best reflect your ideas. Please go over the questions carefully and answer them as honestly as you can. Rest assured that all your answers will be treated with confidence.

Thank you very much for your time and patience.

Sincerely,

Name: _____ No. Years in Service: _____
Office/Designation: _____
Name of MPA/N being managed: _____
Specific tasks related to MPA/N management: _____

My work (100%) can be divided into: Planning ____ % Financing ____ %
Communication ____ % Enforcement ____ % Monitoring & Evaluation ____ %

Educational level:
___ Elementary level ___ High school level ___ High school graduate
___ College level ___ College graduate ___ Post-graduate

Name of last training attended: _____
When was it conducted: _____

Date accomplished: _____
Facilitator's Name (if applicable): _____

Figure 8. Instruction and personal data sheet.

the appropriate competence of an individual.

Ideally, the tool should be conducted every year to regularly monitor the capacity of the MPA/N managers and practitioners. A baseline competence assessment is essential to have a reference point for comparison on the level of improvement of a personnel's performance over time. It can also be aligned with the schedule of MPA MEAT assessment to monitor both the individual and the management performances.

The Toolkit

The Competence Assessment Tool is composed of: (A) instruction and personal data sheet, (B) self-assessment forms for Categories A, B, C and D, (C) evaluation

PERSONNEL CATEGORY D

PLANNING																																																		
1. Competency: Contribute to the development of the MPA/N management plan																																																		
Criteria	Guide Questions	Answer																																																
P1-K1. State and importance of coastal and marine resources	What is the state of marine resources in your area?																																																	
	What is the importance of managing these marine resources?																																																	
P1-K2. MPA/N management plan	What was your contribution to the development of the MPA/N management plan?																																																	
	What are some of the contents of the MPA/N management plan?																																																	
9. Competency: Assist in preparation of reports and feedback activities																																																		
M9-K19. Monitoring and evaluation results	Why is it important to report M&E results?																																																	
M9-S11. Data consolidation, analysis and interpretation (including confidence level), technical writing, effective feedback and presentation skills of M&E results	How do you consolidate, analyse data and present M&E results? Have you received any trainings on data consolidation and analysis? If yes, list trainings received.			Check the ones you know and rate your skills on the following by ticking a box using the indicated scale. SCALE: 0 – None, 1 – With training/ has assisted a few times, 2 – Can perform with minimum supervision, 3 – Can perform independently, 4 – Can supervise/ teach others																																														
	How do you give feedback about the M&E results (e.g. submission of reports, public presentations, etc.)?	<table border="1"> <thead> <tr> <th>SKILLS</th> <th>0</th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> </tr> </thead> <tbody> <tr> <td>1. Basic Excel</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>2. SPSS</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>3. R Studio</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>4. List other tools you know and use:</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>5. Technical writing</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>6. Feedbacking</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>7. Presentation skills</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>		SKILLS	0	1	2	3	4	1. Basic Excel						2. SPSS						3. R Studio						4. List other tools you know and use:						5. Technical writing						6. Feedbacking						7. Presentation skills				
SKILLS	0	1	2	3	4																																													
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6. Feedbacking																																																		
7. Presentation skills																																																		

Please rate your work attitudes by ticking/checking on the boxes on the right. Tick/check only one answer per item.

Work Attitudes	Rating (SCORE)			
	Not at all	Some of the time	Most of the time	All the time
I am honest and truthful in all my dealings.				
I am approachable and easy to talk with.				
I am willing to learn new ideas and skills.				
I contribute ideas and make suggestions based on facts.				
I am diligent and work hard to accomplish the objectives of our MPA.				
I strive to perform my duties and responsibilities to the best of my abilities and without any vested interest.				
I adhere to the standards of transparency and accountability in keeping financial records.				
I can do my financial and administrative duties in a systematic and efficient manner.				
I am meticulous and I always see to it that the funds are spent wisely and frugally, and liquidated properly and on time.				
I am always courteous and respectful when communicating with everyone regardless of their rank, position, condition, gender and beliefs.				
In the performance of my duties on enforcement I am always respectful of people and their rights.				
I am fair and honest in enforcing the law.				
I am courageous and mindful of the law when conducting enforcement activities.				
I am observant and conscientious in adhering to the procedures of enforcement.				
I am a team player and can work in collaboration with other enforcement groups.				
I am organized and have a system of keeping data, records and information properly and readily accessible.				

Figure 9. Sample self-assessment form (top to bottom): knowledge criteria, skills criteria with checklist, and work attitudes criteria

SUMMARY OF COMPETENCE ASSESSMENT RESULTS

Name: _____ No. Years in Service: _____
 Office/Designation: _____
 Name of MPA/N being managed: _____

Criteria	Total score	Competence Level*	Remarks
Knowledge			
Skills			
Attitude			

Recommendations: _____

CATEGORY D PERSONNEL

Component	Knowledge (K)			Skills (S)			Attitude (A)			
	Total Available points	Actual Score	%	Total Available points	Actual Score	%	Total Available points	Actual Score	%	
1. Planning	10			4			0			
2. Financing	4			4			9			
3. Communication	2			8			3			
4. Enforcement	18			7			15			
5. Monitoring & Evaluation	14			8			3			
Total score	48			31			30			
<i>Attitudes (general)</i>								18		
<i>Positivity to Work (ALL work attitudes)</i>								48		

*Total score (COMPETENCE LEVEL):

KNOWLEDGE	0-16-LOW	17-32-MODERATE	33-48-HIGH
SKILLS	0-10-LOW	11-20-MODERATE	21-31-HIGH
ATTITUDE	0-16-LOW	17-32-MODERATE	33-48-HIGH

Figure 10. Evaluation results sheet.

result sheet, and (D) guide to administering the tool and scoring for Categories A, B C and D. These are all part of the toolkit and are presented in the second part of this guidebook. The data sheet and the assessment form are given to the individual to be evaluated. The result sheet contains the summary of the scores obtained in each component with accompanying recommendations. This sheet will be given by the facilitator to the individual after his/her evaluation form has been scored and analyzed. Meanwhile, the guide to administering the tool and scoring should only be seen by the facilitator. The scoring system per criterion is also shown in this section.

Figure 8 shows the instruction and personal data sheet, which is to be filled up by the individual under evaluation. This section provides the facilitator with an idea about the individual's background. Figure 9 shows a sample assessment form. The first and second images show sample criteria for knowledge and skills, respectively. Each criterion is properly coded based on what component it belongs. The assessment form consists mostly of open-ended questions, but there are some checklists in the monitoring and evaluation component to easily identify training requirements. The last image shows the work attitude criteria, which is to be answered

PLANNING			
1. Competency: Contribute to the development of the MPA/N management plan			
Criteria	Guide Questions	Tips on how to ask/ Expected answers	Scoring
P1-K1. State and importance of coastal and marine resources	What is the state of marine resources in your areas? What is the importance of managing these marine resources important?	Describe the state of coastal and marine resources (seagrass/ mangrove/ coral reefs/ fisheries etc.) of the area: • Where are they located? • Can you estimate their size (hectares), cover (percent, lush, thick, etc.) and condition (poor, good, excellent)? • How about the fish catch of fishermen – what is the average fish catch? Knows importance of marine resources such as: • Provisioning – source of food (fish, shellfish, seaweed, timber, drugs, etc.) • Regulating – coastal protection, prevention of erosion, water purification, carbon storage • Cultural, spiritual, beauty	2=can describe status of resources 1=can describe at least 1 (plus "1", if knows importance) (Max=3 points)
P1-K2. MPA/Network management plan	What is your contribution to the development of the MPA/N management plan? What are some of the contents of the MPA/N management plan?	Involvement in the development of MPA/N management: • Highly involved (and can describe process of development) • Moderately involved • Little involvement (e.g. signing invitation letters, etc.) • No involvement at all Has an idea of the general contents of the MPA/N management plan such as: • Rationale and purpose of MPA/N or Vision, Mission and Goal setting • Present condition of marine resources • Legal framework • Organizational structure of the management body • Roles and responsibilities • Strategic action plans (for M&E, Enforcement, etc.) • Roles and responsibilities • Penalties and fines • Other _____	2=Highly involved 1=moderately involved 0=No answer (plus "1", if knows contents of plan) (Max=3 points)

Figure 11. Guide to administering the tool and scoring.

Table 2. Sample assessment result showing a Category D competence level per criteria.

Criteria	Total Score	Competence Level*	Remarks
Knowledge	39	High	
Skills	22	High	
Attitude	27	Moderate	

* Total Score (COMPETENCE LEVEL):

KNOWLEDGE	0-16-LOW	17-32-MODERATE	33-48-HIGH
SKILLS	0-10-LOW	11-20-MODERATE	21-30-HIGH
ATTITUDE	0-16-LOW	17-32-MODERATE	33-48-HIGH

by rating oneself. The attitude criteria were separated from the knowledge and skills since these are more personal characteristics of an individual. These criteria are also categorized per MPA/N component (color-coded), but a set of general work attitudes cutting across

all components were also added. The work attitudes are stated as “I statements” and should be answered personally. The personnel will assess himself/herself whether he/she does the attitude part all the time, most of the time, sometimes or not at all.

Table 2. Sample assessment result showing a Category D competence level per criteria.

Criteria	Knowledge (K)			Skills (S)			Attitude (A)		
	Total Available Score	Actual Score	% Actual Score	Total Available Score	Actual Score	% Actual Score	Total Available Score	Actual Score	% Actual Score
1. Planning	10	8	80%	4	3	75%	0	0	
2. Financing	4	3	75%	4	3	75%	9	8	89%
3. Communications	2	2	100%	7	5	71%	3	3	100%
4. Enforcement	18	15	83%	7	5	71%	15	14	93%
5. Monitoring and Evaluation	14	11	79%	8	6	75%	3	2	67%
Total Score	48	39	81%	30	22	73%	30	27	90%
							<i>Attitudes (General)</i>		
							18	15	83%
							<i>Positivity to Work (All Work Attitudes)</i>		
							48	42	88%

The summary of the competence assessment results is shown in the evaluation results sheet (Figure 10). At the end of the competence assessment, an individual’s level of competence will be categorized as low, moderate, or high. Each personnel category will have its own results sheet since the total scores vary per personnel. Scores are broken down according to criteria and component to easily visualize which aspect an individual excels at or needs further training and capacity development. Recommendations from the facilitator are also presented here.

The facilitator’s guide in administering the tool is shown in Figure 11. The guide contains all the relevant information needed to help facilitate the conduct of the Competence Assessment Tool. The guide questions are provided with checklists of possible answers and tips on how to ask the questions, especially for guided assessments. The scoring system for each competency is also indicated. Scoring varies per competency depending on the degree of relevance of the criteria. Maximum allowable points are identified, as well.

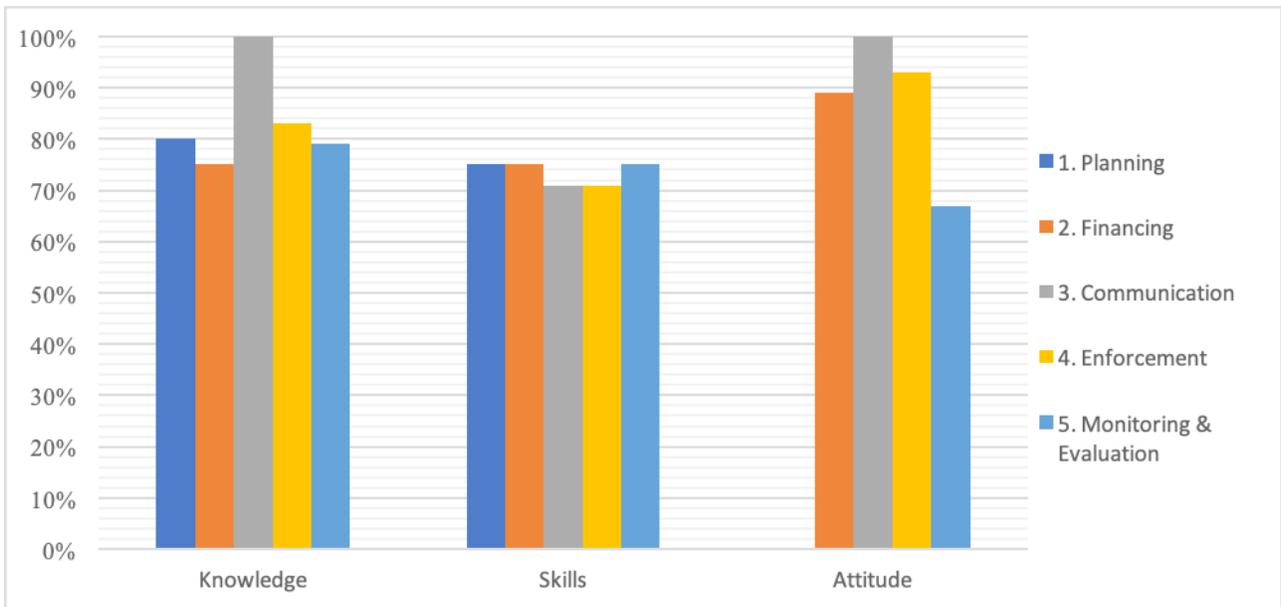


Figure 12. Bar graph showing competence level per criterion

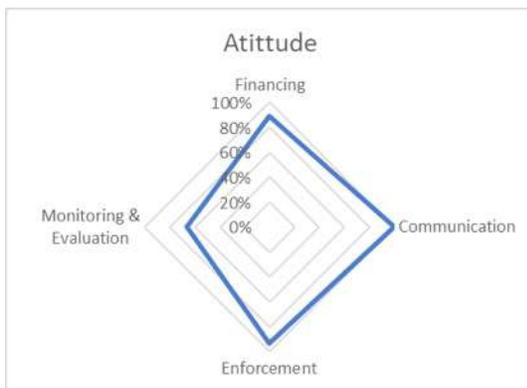
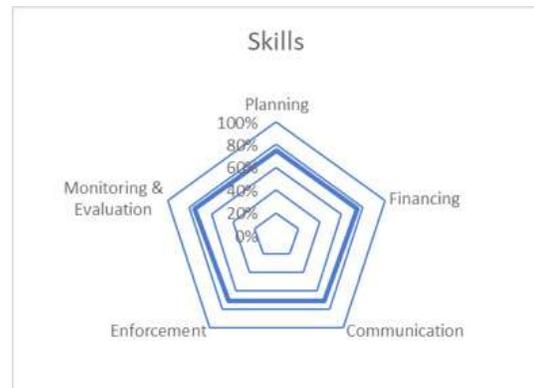


Figure 13. Spider diagram showing competence level per criterion.

Scoring, Interpretation, and Sample Output

Each personnel category has a scoring system to identify the competence level since the total number of competencies and criteria vary per category. Table 2 shows a sample output for a Category D personnel. Competence level per criteria is based on a rubric, which indicates whether an individual has a low, moderate or high competence level.

The percentage of the actual score to the total available score is derived from the scores of the criteria for each component. An example output is shown below. Table 3 indicates the scores per component and per criterion. One can take a look back at the score sheet to identify

what specific criteria were not satisfied, and use this information to properly design capacity building activities. Results can also be presented through bar graphs (Figure 12) and spider diagram (Figure 13).

Recommended Training Modules

One of the uses of the Competence Assessment Tool is for the design of training and capacity development. The focus of these trainings and capacity building activities leads to the fulfillment of unsatisfied criteria to improve the individual's competency level as shown in Table 6. In line with this, the SMARTSeas PH Project recommends the capacity building training modules being developed by the Coastal Assessment for Rehabilitation Enhancement: Capacity Development and Resiliency of EcoSystems (CARE CADRES) Project under the Coastal and Marine Environment Management Program (CMEMP) of the Department of Environment and Natural Resources. One of the objectives of the project was to develop and/or update existing capacity building training modules on several thematic areas based on the existing materials. Ten out of the twelve modules are deemed relevant training modules for the capacity development related to improving the competence of the MPA/N managers and practitioners.

For the Planning component, the recommended training modules consist of: (A) applying Drivers, Pressures, State, Impacts and Response (DPSIR) Approach in marine ecosystems and (B) strategic planning. These modules focus on using a systematic approach to make the most effective choices about the MPA/N's objectives and the use of appropriate strategies to achieve them. The strategic development of a management plan is included in these modules.

Communications is also part of the Strategic Planning Module, specifically called the Strategic Communications Planning. This module highlights the importance of communication as a vital process in the effective management of natural resources. Planning, establishing and sustaining MPA/N will be successful if there is effective communications.

MPA Financing is part of the main focus of the Sustainable Financing Module and is broadly discussed in the Strategic Planning Module. The Sustainable

Financing Module aims to provide a clear understanding of Sustainable Financing in the context of MPAs. It also discusses financial and business planning, and the appreciation of economic valuation as an input to financing.

Enforcement also has its own module and is explained in the Strategic Planning Module, as well. The Law Enforcement Training Module discusses how to establish the enforcement program, which includes different investigation tools such as enforcement planning, strengthening enforcement, and sustaining enforcement and its institutionalization.

Lastly, for the Monitoring and Evaluation component, there are six relevant training modules: (A) Reconnaissance and Survey Assessment Module, (B) Coastal Integrity and Vulnerability Assessment Module, (C) Mangrove Habitat Module, (D) Seagrass Habitat Module, (E) Coral Reef Habitat Module, and (F) Associated Fish Communities Module. These modules concentrate more on monitoring and assessment of different critical habitats, as well as coastal beach surveys and methods for preliminary research and development.

The aforementioned modules were mostly based on existing materials enumerated below:

Major sources of these materials consist of the following programs and projects:

1. Tropical Marine Ecosystems Management Program (TMEM)
 2. Philippine Environmental Governance Project (ECOGOV)
 3. Coral Reef Visualization and Assessment Project Year 1 (CORVA-1)
 4. Coral Reef Target Research Project (CRTR); and
 5. Coastal Resource Management Project (CRMP)
- Appreciation of the Basic Concepts of Coastal Methods of Assessment with actual video clips of marine ecosystems and Marine Ecology with focus on Restoration, Rehabilitation and Integrated Coastal Management—for piloting (TMEM; ECOGOV; CORVA-1)

- Methods of Monitoring and state of the coasts reporting (Uychiaoco et al., 2004; CORVA-1)
- Approaches to Recovery and Rehabilitation of Marine Ecosystems (CRTR)
- Elements of a Good Management Plan (TMEM)
- Implementation of Management Plan (TMEM)
- Strategic Planning (TMEM)
- Social Marketing and Mobilization (TMEM)
- Social Entrepreneurship and Resource-Based Livelihood (TMEM)
- Community Organizing (UP College of Social Work and Community Development)
- Law Enforcement (CRMP; ECOGOV)

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Dudley, N. (Ed.). (2008). *Guidelines for Applying Protected Area Management Categories*. Gland, Switzerland: International Union for Conservation of Nature. x + 86pp.

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PART 2

COMPETENCE ASSESSMENT TOOL

INSTRUCTION AND PERSONAL DATA SHEET

Dear SIR/ MADAM,

GREETINGS!

You have been requested to answer this questionnaire because you are doing an important job for your Marine Protected Area (MPA)/MPA Network (MPAN). Whether you are new or have been doing it for a long time, you probably know that there are no small tasks when it comes to managing the marine resources since it requires, not only considerable knowledge and skills, but also essential work attitudes that enable you to do your work effectively and efficiently.

This Competence Assessment Tool aims to help gauge your current level of knowledge, skills and attitudes in performing your assigned duties and responsibilities for the MPA/N. More importantly, this assessment is being done to help determine and design future trainings and other capacity building activities, and enable you to perform your best in your designated position and contribute to the achievement of the vision, goals and objectives of your MPA/N. Thus, the objective is NOT to evaluate or rate your performance, but rather to determine ways to enhance your knowledge and skills. There is no “passing grade.”

You may answer in any language or dialect that you think would best reflect your ideas. Please go over the questions carefully and answer them as honestly as you can. Rest assured that all your answers will be treated with confidence.

Thank you very much for your time and patience.

Sincerely,

FACILITATOR

Name: _____ No. of Years in Service: _____

Office/Designation: _____

Name of MPA/N being managed: _____

Specific tasks related to MPA/N management: _____

My work (100%) can be divided into: Planning ____ % Financing ____ %
Communications ____% Enforcement ____% Monitoring and Evaluation ____ %

Educational level:

___ Elementary level ___ High school level ___ High school graduate
___ College level ___ College graduate ___ Post-graduate

Name of last training attended: _____

When was it conducted: _____

Date accomplished: _____

Facilitator's Name (if applicable): _____

SELF-ASSESSMENT FORMS

Personnel Category A

PERSONNEL CATEGORY A

PLANNING

1. Competency: Ensure the development, review and implementation of the MPA/N management plan		Answer
Criteria	Guide Questions	
P1-K1. State and importance of coastal and marine resources	What is the state of the marine resources in your area?	
	What is the importance of establishing MPA/Ns?	
P1-K2. MPA/Network management plan	What was your role in the development process of your MPA/N management plan?	
	What are the major threats addressed by your MPA/N?	
	What are the most important components of the management plan (e.g. M&E, enforcement, etc.)?	
P1-S1. Attention to detail in reviewing and updating the management plan	How do you make sure that the plan is adequately reviewed and updated? Briefly describe the process.	
	How often is it reviewed and updated?	

	P1-S2. Draw lessons from MPA/N best practices	Please cite MPA/N best practices in your area or other places. Are you adopting these practices in your area?	
	P1-S3. Leadership and decision-making skills	Can you cite instances when you had to make decisions about MPA/N implementation? Were you able to make your partners and team members agree with your decision? How do you motivate the MPA/N management body and other stakeholders to sustain their efforts for the MPA/N?	
2. Competency: Ensure adoption of management plan and supporting policies/legislation			
	P2-K3. Effective policies that provide benefits to MPA/Ns	What policies should be in place to support and/or complement the MPA/N? Are these policies currently being implemented in your area?	
	P2-K4. Procedures and approval of policies, legislations and issuances in supporting MPA/Ns	What are the steps needed for the enactment/adoption of: 1. the management plan? 2. the policies supporting MPA/N implementation?	

		What was your participation in the enactment and/or adoption of the management plan and policies?	
	P2-S4. Attention to detail in adopting protected area policy and legislation	How do you make sure that the ordinance/policy is sufficient in form and substance?	

FINANCING

3. Competency: Able to mobilize sustainable funding and resources for protected areas

Criteria	Guide Questions	Answer
F3-K5. Status of existing MPA/Ns and their financial needs	What are the financial needs of your MPA/N? Can you name some of them (e.g. enforcement including during litigation process, M&E, IEC, infrastructure, etc.)?	
	Are there funds to sufficiently support these needs? Explain your answer.	
F3-K6. Option for sources of funds and resources to support the MPA/N	What are some of the sources of funds/resources to support the programs and activities of the MPA/N? Cite specific examples.	
F3-K7. Effective policies and strategies to ensure financial and logistic support to MPA/Ns	What policies/strategies should be in place to ensure that funds are provided for the implementation of the MPA/N?	

		Are these being implemented in your MPA/N? If yes, cite which ones.	
	F3-S5. Allocate, mobilize and outsource funds and resources for MPA/N	How do you allocate and prioritize funds and resources for the MPA/N? How do you help generate funds/resources for the MPA/N?	
	F3-S6. Ensure sustainable use of funds for the MPA/N	How do you ensure the sustainable use of funds and resources to support the programs and activities of the MPA/N? Cite specific examples.	

COMMUNICATIONS

4. Competency: Foster awareness, understanding and support of and for the MPA/N system and its values		Answer
Criteria	Guide Questions	
C4-K8. MPA/N information that needs to be communicated within and outside the management body	What are the most important concepts/information about MPA/Ns that the people/community should know about? Why should other people know about the MPA/N in your area?	
C4-K9. Effective policies that provide benefits to the MPA/N	What are the supporting policies and legislations for your MPA/Ns that should be well-disseminated? Are you seeing benefits from these policies? Why do you think so?	

	<p>C4-S7. Effective communication skills</p>	<p>How do you harness support for the MPA/N?</p> <p>If there are people who do not support the MPA/N, how do you deal and communicate with them? Cite examples.</p>	
<p>C4-S8. Coordination skills</p>	<p>How do you engage with members of the MPA/N management body? Why did you engage (e.g. approval of the management plan, team building, developing the M&E plan, enforcement, etc.) with them?</p> <p>How do you engage with stakeholders and other agencies for the management of the MPA/N? Why did you engage (seek funding support, developing the M&E plan, production of IEC materials, encourage participation, joint enforcement, etc.) with them?</p>		
<p>C4-S9. People skills</p>	<p>Describe your working relationship with 1) members of the management body and 2) stakeholders.</p>		

		How do you handle disagreements between members of the MPA or MPA/N management body?	
	C4-S10. Able to influence	How do you influence others to participate in the MPA/N management and implementation?	

ENFORCEMENT

5. Competency: Ensure adoption and implementation of policies, strategies, laws and regulations to prevent MPA/N-related violations			
	Criteria	Guide Questions	Answer
	E5-K10. Laws and regulations related to MPA/Ns	<p>What pertinent national laws, local ordinances and other issuances related to MPA/Ns that you know of?</p> <p>What are the prohibited and allowed activities in your MPA/N?</p>	
	E5-K11. Broader enforcement planning	<p>Is there an enforcement plan for the whole municipal/ bay-wide waters? If yes, please describe briefly.</p> <p>Is the enforcement of the MPA/N incorporated in it?</p>	

	E5-K12. Challenges to enforcement	<p>What are the challenges and barriers in enforcement (e.g. socio-cultural, political, economic, etc.)?</p> <p>How do you address/resolve them?</p>	
	E5-K13. Initiatives to address MPA/N-related violations	<p>What are some of the activities conducted against MPA/N-related violations in your area?</p>	
	E5-K14. Best practices in improving law enforcement, compliance and security in and around the MPA/N	<p>What are your best practices in MPA enforcement and protecting your municipal waters?</p> <p>Are there enforcement practices in other areas that you have heard about and/or replicated? Cite examples.</p>	
	E5-K15. Roles, responsibilities and rights of the various groups (stakeholders, law enforcement agencies and the judiciary)	<p>What are the mandates of agencies (e.g. BFAR, DENR, PNP, Maritime, Coastguard, DILG, etc.) in relation to enforcement within and around the MPA/N?</p> <p>What are the roles, responsibilities and rights of other stakeholders?</p> <p>Has an agreement been formed with these different groups? Cite example/s.</p>	

	E5-S11. Enforcement strategies	How do you ensure that enforcement activities are being effectively done? (i.e., relative to the enforcement chain – detection, apprehension, filing of case, judgement, etc.).	
	E5-S12. Makes correct judgement calls	How do you decide problematic cases related to enforcement? What basis do you use? Describe an example.	

MONITORING AND EVALUATION

6. Competency: Ensure the development and implementation of an effective monitoring and evaluation (M&E) program			Answer
Criteria	Guide Questions		
M6-K16. MPA/ Network objectives	What are the objectives of the MPA/N?	What indicator/s need to be monitored to determine if these objectives are being met?	
M6-K17. MPA/N Monitoring & Evaluation (M&E) program	What is monitoring and evaluation and why is it important?	Does your MPA/N have a M&E program? If yes, what was your involvement in the development of the M&E program?	

	<p>M6-K18. Adaptive management concepts and importance of feedback</p>	<p><i>Adaptive management makes use of results from M&E to make adjustments on the operational implementation of the MPA/N. Can you cite an instance where adaptive management was practiced in your area (e.g. on CRM or MPA programs)?</i></p> <p>What are the possible feedback mechanisms for the MPA/N and how regularly is it done?</p>	
	<p>M6-K19. Roles and expertise of different groups (e.g. agencies, institutes etc.)</p>	<p>What are the different agencies/groups who participate in the M&E and what expertise/help do they contribute?</p>	
<p>7. Competency: Support performance-based incentive/disincentive system</p>			
	<p>M7-K20. Best MPA/N management practices on incentive/disincentive systems</p>	<p>Please cite best practices on performance-based incentive/disincentive system related to MPA/N management. Are you adopting these practices in your area?</p> <p>What are the criteria/bases for the performance evaluation?</p>	
	<p>M7-S13. Makes correct judgement calls</p>	<p>How do you reward/punish members of the MPA management body? Cite instances when these were given.</p>	

Please rate your work attitudes by ticking/checking on the boxes on the right. Tick/check only one answer per item.

Work Attitudes		Not at all	Some-times	Most of the time	All the time
1.	I am a critical thinker.				
2.	I am open to suggestions and contributions of ideas from others.				
3.	I am honest in all my dealings.				
4.	I am approachable and appreciate inquiries from others.				
5.	I am willing to learn new ideas and skills.				
6.	I encourage the participation, cooperation and collaboration of all stakeholders in the management of the MPA/N.				
7.	I am diligent and hardworking to accomplish the objectives of our MPA/N.				
8.	I strive to perform my duties and responsibilities to the best of my abilities and without any vested interest.				
9.	I have a vision for our protected area and have ideas and plans on how to help achieve it.				
10.	I help create/recommend laws and policies for the good of all and not for my own personal interest.				
11.	I adhere to the principles of good governance, i.e. transparency, accountability and participatory, in the development and implementation of the MPA/N management plan.				
12.	I support the implementation of the MPA/N Management Plan.				
13.	I allot and provide financial support to the MPA/N.				
14.	I am public service-oriented and dedicated in raising awareness on MPA/N management and promoting marine conservation.				
15.	I strictly enforce and/or follow the law.				
16.	I am fair and can make decisions and judgments without bias, based on facts and according to the rule of law.				
17.	I make decisions and actions based on results and recommendations.				
18.	I recognize efforts and give credit to people.				
19.	I am adaptive and capable of making appropriate changes as needed, based on correct information.				

SELF-ASSESSMENT FORMS

Personnel Category B

PERSONNEL CATEGORY B

PLANNING

1. Competency: Direct the development, review and updating of the MPA/N management plan		Answer
Criteria	Guide Questions	
P1-K1. State and importance of coastal and marine resources	What is the state of marine resources in your area?	
	What is the importance of managing these marine resources?	
P1-K2. MPA/N management plan	What was your role in the development process of your MPA/N management plan?	
	What are some of the contents of the MPA/N management plan?	
	Why is it important to have a plan?	
P1-K3. Assessment/ Identification of risks/threats to the MPA/N	What are the major threats addressed by your MPA/N?	
	What are the impacts of these threats?	

		<p>P1-K4. Incorporation of management plan to broader management plans</p>		<p>Does the MPA/N management plan contribute to the broader management plans (e.g. CLWUP, ICM plan, PDPFP, etc.) of your municipality/province? If yes, how?</p>	
		<p>P1-S1. Effective facilitation skills</p>		<p>How do you facilitate the development and updating of the MPA/N management plan?</p>	
<p>2. Competency: Direct the implementation of the MPA/N management plan and programs</p>					
		<p>P2-K5. Implementing the management plan</p>		<p>What are the MPA/N action plans that are being implemented?</p>	
				<p>Can you mention some activities in the plan that have and have not been done?</p>	
		<p>P2-K6. Management structure and governance</p>		<p>What are the roles and responsibilities of each person/ committee in the MPA/N management structure? Describe some of them.</p>	<p>What are the skills, knowledge and/or talents required for people involved in MPA/N management?</p>

	P2-S2. Capacity needs assessments	<p>How do you assess the capacities of the MPA/N management personnel?</p> <p>Do you conduct trainings for the staff or ensure that they get the appropriate trainings in order to improve their capacities? Name trainings conducted.</p>	
	P2-K7. Decision-making structures and processes affecting implementation	<p>Describe the decision-making process for implementing and monitoring MPA/N action plans/projects.</p> <p>Is there a clear and operational mechanism for resolving conflicts? If yes, describe briefly.</p>	
	P2-S3. Leadership and decision-making skills	<p>Can you cite instances when you had to make decisions about MPA/N implementation?</p> <p>Were you able to make your partners and team members agree with your decision?</p> <p>How do you motivate the MPA/N management body and other stakeholders to sustain their efforts for the MPA/N?</p>	

FINANCING

3. Competency: Prepare finance-related plans for the MPA/N

	Guide Questions	Response/Remarks
<p>Criteria</p> <p>F3-K8. Theory, best practices and strategies for developing sustainable financial and business plans</p>	<p>What are some best practices in MPA/N sustainable financing that you know of?</p> <p>What finance- related plan/s have you prepared (e.g. annual financial plan, business plan, sustainability plan)? What are some of the contents of these plans?</p>	
<p>P3-K9. Familiarity with budget cycle and object of expenditures</p>	<p>What are the financial needs of your MPA/N (e.g. enforcement to include litigation process, M&E, IEC, physical structure, etc.)? Are these items included in the budget?</p> <p>Are there funds to sufficiently support these needs? Explain your answer.</p> <p>Describe the general process of budgeting, disbursing, accounting and auditing MPA/N related expenses.</p>	

<p>F3-K10. Effective policies and strategies to ensure financial and logistic support to MPA/Ns</p>	<p>What policies/strategies should be in place to ensure that funds are provided for the implementation of the MPA/N?</p>	
	<p>Are these being implemented in your MPA/N? If yes, cite which ones.</p>	
<p>F3-S4. Preparation of finance-related plans</p>	<p>How do you assess/estimate the financial needs of the MPA/N?</p>	
	<p>How do you prepare the plan/s? Describe briefly.</p>	
<p>4. Competency: Able to mobilize sustainable funding and resources for the MPA/N</p>		
<p>F4-K11. Option for sources of funds and resources to support the MPA/N</p>	<p>What are the possible sources of funds/resources to support the programs and activities of the MPA/N? Cite agencies/ organizations that can potentially provide assistance (e.g. funds, technical, equipment, etc.) to the MPA/N, including enforcement and M&E.</p>	
	<p>What is the process for accessing these funds and resources?</p>	

		Can you describe the policies and/or requirements of these assisting agencies/organizations (e.g. MOA/MOU, etc.)?	
	F4-S5. Preparation of project proposals	Do you prepare project proposals? If yes, describe briefly.	
		Have you attended any training related to proposal writing? If yes, name the training/s.	
	F4-S6. Allocate, mobilize and outsource funds and resources for MPA/N	How do you allocate and prioritize funds/resources for the MPA/N?	
		How do you help generate funds/resources for the MPA/N?	
5. Competency: Ensure financial management system in place			
	F5-K12. Standards, norms and best practices in financial management	What are some best practices in MPA/N financial management that you know of?	
		What is the prescribed financial reporting that you follow?	

	<p>F5-S7. Financial management skills</p> <p>How do you ensure that financial management (e.g. budgeting, accounting, procurement, etc.) is timely and being followed properly? Cite some instances.</p> <p>How do you ensure that funds are spent wisely and efficiently?</p>	
	<p>F5-S8. Financial reporting</p> <p>How do you prepare your financial report?</p> <p>How do you present your financial reports? Cite examples.</p>	

COMMUNICATIONS

6. Competency: Promote awareness, understanding and support of and for the MPA/N system and its values

	Criteria	Guide Questions	Answer
	<p>C6-K13. MPA/N information that needs to be communicated within and outside the management body</p>	<p>What are the most important concepts/information about MPA/Ns that the people/community should know about?</p> <p>Why should other people know about the MPA/N in your area?</p>	
	<p>C6-K14. Communication strategies</p>	<p>What are your communication strategies? Give examples.</p>	

		Is there a mechanism for the general public to be consistently, effectively and proactively be informed about MPA/N programs and activities? If yes, cite some examples.	
	C6-K15. Options on providing resources for the communications program	What are the sources of funds and other resources to support the communication program for the MPA/N? Cite examples, sources, etc.	
	C6-S9. Effective communication skills	How do you harness support for the MPA/N?	
		If there are people who do not support the MPA/N, how do you deal and communicate with them? Cite examples.	
	C6-S10. Coordination skills	How do you engage with members of the MPA/N management body? Why did you engage with them (e.g. approval of the management plan, team building, developing the M&E plan, enforcement etc.)?	
		How do you engage with stakeholders and other agencies for the management of the MPA/N? Why did you engage with them (seek funding support, developing the M&E plan, production of IEC materials, encourage participation, joint enforcement, etc.)	

	<p>C6-S11. People skills</p>	<p>Describe your working relationship with 1) members of the management body and 2) stakeholders.</p>	
		<p>How do you handle disagreements between members of the MPA or MPA/N management body?</p>	

ENFORCEMENT			
7. Competency: Direct the development of the enforcement plan for the MPA/N			
	Criteria	Guide Questions	Answer
<p>E7-K16. Laws and regulations related to MPA/Ns</p>		<p>What pertinent national laws, local ordinances and other issuances related to MPA/Ns that you know of?</p> <p>What are the prohibited and allowed activities in your MPA/N?</p>	
<p>E7-K17. Key concepts and best practices in MPA/N enforcement</p>	<p>Describe the major elements of the enforcement chain (i.e. detection, apprehension, filing of case, judgment, etc.).</p> <p>What are some best practices in MPA/N enforcement that you know of that others can learn from you? Please cite examples.</p>		

	<p>What was your role in the development of the enforcement plan for the MPA/N?</p>	
<p>E7-K18. Enforcement planning</p>	<p>Describe the major components and strategies in the enforcement plan.</p>	
	<p>Is there an enforcement plan for the whole municipal/ bay-wide waters? If yes, please describe briefly.</p>	
<p>E7-K19. Broader enforcement planning</p>	<p>Is the enforcement of the MPA/N incorporated in it?</p>	
	<p>How do you know if the enforcement strategies employed are appropriate and effective?</p>	
<p>E7-S12. Analytical skills</p>	<p>How do you adapt or adjust?</p>	
<p>8. Competency: Ensure effective implementation of the MPA/N enforcement plan</p>		
	<p>Is there a need to monitor enforcement activities? Explain your answer.</p>	
<p>E8-K20. Importance of enforcement activities</p>		

		What are the tools/methods that can be used to monitor/assess enforcement activities?	
	E8-K21. Challenges to enforcement	<p>What are the challenges and barriers in enforcement (e.g. socio-cultural, political, economic, etc.)?</p> <p>How do you address/resolve them?</p>	
	E8-S13. Enforcement strategies	How do you ensure that enforcement activities are effectively done? (i.e., relative to the enforcement chain – detection, apprehension, filing of case, judgement, etc.).	
	E8-S14. Makes correct judgement calls	How do you decide problematic cases related to enforcement? What basis do you use? Describe an example.	

MONITORING AND EVALUATION

9. Competency: Develop and implement an effective monitoring and evaluation (M&E) program and feedback system

		Guide Questions	Response/Remarks
<p>Criteria</p> <p>M9-K22. MPA/ Network objectives and benefits</p>	<p>What are the objectives of the MPA/N?</p>	<p>What indicator/s need to be monitored to determine if these objectives are being met?</p>	
	<p>What is monitoring and evaluation and why is it important?</p>		
<p>M9-K23. MPA/N Monitoring and Evaluation (M&E) program</p>	<p>Does your MPA/N have a M&E program? If yes, what was your involvement in the development of the M&E program?</p>		
	<p>What are the main components of your M&E program – does it include a component on performance of management body, ecological component, socio-economic component?</p>		
<p>M9-K24. Components of the M&E program</p> <ul style="list-style-type: none"> - Performance M&E system - Ecological/ biophysical M&E system - Socio-economic M&E system 	<p>What are the objectives of each component?</p>		

Check the indicators that you use and specify how often they are monitored (annual, quarterly).

What are the indicators that you monitor for each of the main components of your M&E program?

In the table on the right, check the indicators that you use and specify how often they are monitored (annual, quarterly).

Acronyms used:
 MEAT – MPA Management Effectiveness Assessment Tool
 METT – Management Effectiveness Tracking Tool
 NEAT – Network Effectiveness Assessment Tool
 CPUE – Catch per unit effort

M9-K25. Indicators used in M&E

- Performance M&E
- Ecological/ biophysical M&E
- Socio-economic M&E

Indicators	Check if monitored	Schedule of monitoring
PERFORMANCE		
A. Level & rating (MEAT)		
B. Score (METT)		
C. Level & rating (NEAT)		
D. Other (pls. specify):		
ECOLOGICAL		
A. % live coral cover		
B. Fish biomass (tons/sq.km)		
C. % seagrass cover or density		
D. Number of species:		
1. Fish		
2. Seagrass		
3. Mangrove		
E. % mangrove canopy cover		
F. Total area (hectares)		
1. Coral reef		
2. Seagrass		
3. Mangrove		
G. Marine mammal sightings & mortalities (species)		
H. Other (pls. specify):		
SOCIO-ECONOMIC		
A. Household income		
B. Fish catch (CPUE)		
C. Other (pls. specify):		

M9-S15. Effectively conduct M&E surveys

Do you conduct M&E surveys (i.e. performance, socio-economic, ecological)?

Check the ones you know and rate your skills on a scale of 0-4 in the table on the right.

SCALE:

0 – None

1 – With training/ has assisted a few times

2 – Can perform with minimum supervision

3 – Can perform independently

4 – Can supervise a group

Acronyms used:

CPCe – Coral point count with Excel extensions

SEAT – Socio-economic Assessment Tool

SocMon – Socioeconomic Monitoring

Rate your skills by ticking a box using the indicated scale (see left column).

Monitoring and Evaluation skills	0	1	2	3	4
PERFORMANCE					
A. MEAT					
B. METT					
C. NEAT					
D. Other (pls. specify):					
ECOLOGICAL/ BIOPHYSICAL					
A. Coral reef assessment & monitoring					
1. Manta tow					
2. Line intercept transect (LIT)					
3. Photoquadrat & CPCe					
4. Fish visual census (FVC)					
5. Reef Check					
B. Seagrass assessment & monitoring					
C. Seaweed assessment & monitoring					
D. Beach forest assessment & monitoring					
E. Invertebrate assessment & monitoring					
F. Cetacean identification/ survey					
G. Marine turtle identification/ survey					
H. Seabird survey					
I. Other (pls. specify):					
SOCIO-ECONOMIC					
A. SEAT					
B. SocMon					
C. Other (pls. specify):					

		<p>Have you received any trainings on MPA/N M&E? Name trainings received.</p>	
	<p>M9-S16. Planning and organizing skills</p>	<p>How did you facilitate the development and implementation of the MPA/N M&E program?</p> <p>How do you plan for actual M&E activities?</p>	
<p>10. Competency: Formulate adaptive management strategies based on monitoring and evaluation results.</p>			
	<p>M10-K26. Adaptive management concepts and importance of feedback</p>	<p><i>Adaptive management involves the use of results from M&E to make adjustments to the operational implementation of the MPA/N. Can you cite an instance where adaptive management was practiced in your area (e.g. on CRM or MPA programs)?</i></p> <p>What are the possible feedbacking mechanisms for the MPA/N and how regularly is it done?</p>	

	M10-K27. Monitoring and evaluation reports	What should be presented and included in the M&E reports?																									
	M10-S17. Analytical skills to formulate appropriate interventions	Can you cite examples of interventions/ improved strategies that you implemented after seeing the results of the M&E? Why were these done?																									
	M10-S18. Technical writing, effective feedback and presentation skills of M&E results	How do you give feedback about the M&E results (e.g. submission of reports, public presentations, etc.)?																									
	How would you rate yourself in terms of technical writing and presentation skills to effectively feedback M&E results? Rate your skills on a scale of 0-4.	Rate your skills by ticking a box. Scale: 0 being NONE, 1-POOR, 2-MODERATE, 3-GOOD, 4-EXCELLENT	<table border="1" data-bbox="1203 638 1317 1260"> <thead> <tr> <th>SKILLS</th> <th>0</th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> </tr> </thead> <tbody> <tr> <td>1. Technical writing</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>2. Feedbacking</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>3. Presentation skills</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	SKILLS	0	1	2	3	4	1. Technical writing						2. Feedbacking						3. Presentation skills					
SKILLS	0	1	2	3	4																						
1. Technical writing																											
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1.1. Competency: Linking M&E results with performance-based incentive/disincentive systems for MPA/N implementation

	<p>M11-K28. Performance-based incentive/disincentive systems</p>	<p>Please cite best practices on performance-based incentive/disincentive system related to MPA/N management. Are you adopting these practices in your area?</p>	
	<p>M11-S19. Makes correct judgement calls</p>	<p>How do you reward/punish members of the MPA management body? Cite instances when these were given.</p>	
		<p>What are the criteria/bases for the performance evaluation?</p>	
		<p>What was your participation in the development of this system?</p>	

Please rate your work attitudes by ticking/checking on the boxes on the right. Tick/check only one answer per item.

Work Attitudes		Not at all	Some-times	Most of the time	All the time
1.	I initiate events and provide guidance and leadership to my team.				
2.	I am honest in all my dealings.				
3.	I am approachable and easy to talk with.				
4.	I am willing to learn new ideas and skills.				
5.	I facilitate participation and cooperation among stakeholders in the management of the MPA/N.				
6.	I am diligent and hardworking to accomplish the objectives of our MPA/N				
7.	I strive to perform my duties and responsibilities to the best of my abilities and without any vested interest.				
8.	I am open to the contribution of ideas from others in the development of the management plan.				
9.	I can plan strategically towards the achievement of a goal.				
10.	I adhere to the principles of good governance, i.e. transparency, accountability and participatory, etc. in the development and implementation of the MPA management plan.				
11.	I am resourceful and can help raise, mobilize and secure funds for the MPA/N				
12.	I adhere to the standards of transparency and accountability in all financial transactions.				
13.	I am meticulous and I always see to it that the funds are spent wisely and frugally, and liquidated properly and on time.				
14.	I am fair in allocating funds.				
15.	I conduct my financial and administrative duties in a systematic and efficient manner.				
16.	I can determine appropriate messages, communication techniques and IEC materials needed for various audiences.				
17.	I help develop and implement laws and policies for the good of all and not for my own personal interest.				
18.	I am public service-oriented and supportive of implementing enforcement activities according to the rule of law.				
19.	In enforcing the law, I exercise sensitivity to other cultures, gender and the indigenous people's rights.				
20.	I am fair and honest in enforcing the law.				
21.	I welcome inter-agency collaboration with other enforcement groups and sharing of ideas and resources to help address issues in our waters.				
22.	I promote strict compliance to the implementation of action plans (e.g. M&E Plan, Financial Plan, Enforcement Plan, etc.)				

Work Attitudes

	Not at all	Some of the time	Most of the time	All the time
23. I can make decisions based on facts and valid information.				
24. I recognize efforts, give credit to people and provide opportunities for advancement and promotion to personnel and staff.				
25. I have foresight, initiative and have a plan for the future.				
26. I am adaptive and capable of making appropriate changes as needed, based on correct information.				

SELF-ASSESSMENT FORMS

Personnel Category C

PERSONNEL CATEGORY C

PLANNING

1. Competency: Contribute to the development, review and updating of the MPA/N management plan		Answer
Criteria	Guide Questions	
P1-K1. State and importance of coastal and marine resources	What is the state of marine resources in your area?	
	What is the importance of managing these marine resources?	
P1-K2. MPA/N management plan	What was your role in the development process of your MPA/N management plan?	
	What are some of the contents of the MPA/N management plan?	
P1-K3. Assessment/ Identification of risks/threats to the MPA/N	What are the major threats addressed by your MPA/N?	
	What are the impacts of these threats?	

2. Competency: Contribute to the implementation and monitoring of the MPA/N management plan	
<p>P2-K4. Implementing the MPA/N management plan</p>	<p>What are the MPA/N action plans that are being implemented?</p>
	<p>Can you mention some activities in the plan that have and have not been done?</p>
<p>P2-S1. Capacity needs assessments</p>	<p>How do you assess the capacity needs of the MPA/N technical team?</p>
	<p>Have these capacity needs been addressed? Name trainings conducted.</p>
<p>P2-S2. Adept in monitoring and implementation procedures</p>	<p>How do you contribute to the implementation of programs and strategies indicated in the MPA/N management plan? Cite examples.</p>

FINANCING

3. Competency: Assist in preparing financing-related plans

		Guide Questions	Answer
F3-K5. Theory, best practices and strategies for developing sustainable financial and business plans		What are some best practices in MPA/N sustainable financing that you know of?	
		What finance-related plan/s (e.g. annual financial plan, business plan, sustainability plan) have you helped prepare? Why is it important to have them?	
F3-K6. Familiarity with budget cycle and object of expenditures		What are the financial needs of your MPA/N? Are these items included in the budget?	
		Describe the general process of budgeting, disbursing, accounting and auditing MPA/N related expenses.	
F3-K7. Effective policies and strategies to ensure financial and logistic support to MPA/Ns		What policies/strategies should be in place to ensure that funds are provided for the implementation of the MPA/N?	
		Are these being implemented in your MPA/N? If yes, cite which ones.	

	<p>F3-S3. Preparation of finance-related plans</p>	<p>What is your role in the preparation of finance-related plans?</p>	
		<p>How do you assess/estimate the financial needs of the MPA/N?</p>	
<p>4. Competency: Adheres to the financial management system in place</p>			
	<p>F4-K8. Standards, norms and best practices in financial management</p>	<p>What are some best practices in MPA/N financial management that you know of?</p>	
		<p>What is the prescribed financial reporting that you follow?</p>	
	<p>F4-S4. Financial management and documentation skills</p>	<p>How do you ensure that financial management (e.g. budgeting, accounting, procurement of goods and services, etc.) is timely and being followed properly? Cite some instances.</p>	
		<p>How do you ensure that funds are spent wisely and efficiently?</p>	
	<p>F4-S5. Financial reporting</p>	<p>How do you prepare your financial report?</p>	
		<p>How do you present your financial reports? Cite examples.</p>	

5. Competency: Manage and maintain assets and equipment	
F5-K9. Familiarity with assets, materials and equipment	What are the assets, equipment and materials that you have for the MPA/N and their uses?
	Do you think these are sufficient for the effective management of the MPA/N?
F5-K10. Proper maintenance, inventory and auditing procedures	What are the approved procedures for the inventory and maintenance of equipment and assets for the MPA/N?
F5-S6. Inventory and maintenance skills	How do you make sure that all equipment and materials for the MPA/N are accounted for and are working properly? Describe briefly.
	Have you attended trainings related to inventory or maintenance of equipment? List trainings received.

COMMUNICATIONS

6. Competency: Promote awareness, understanding and support of and for the MPA/N system and its values

Guide Questions		Answer
<p>C6-K11. MPA/N information that needs to be communicated within and outside the management body</p>	<p>What are the most important concepts/information about MPA/Ns that the people/community should know about?</p> <p>Why should other people know about the MPA/N in your area?</p>	
<p>C6-K12. Communication strategies</p>	<p>What are your communication strategies? Give examples.</p> <p>Is there a mechanism for the general public to be consistently, effectively and proactively informed about MPA/N programs and activities? If yes, cite some examples.</p>	
<p>C6-S7. Message and materials development</p>	<p>How do you develop messages for your MPA/N's IEC materials (e.g. translation, content)? How do you develop, design and produce the materials to be used in communication activities for the MPA/N?</p>	

		<p>Have you attended training/s related to IEC message development? If yes, name the trainings.</p>	
<p>C6-S8. Effective communication skills</p>		<p>How do you communicate with the members of the MPA/N management body so that your ideas for the MPA/N plan (development, updating) and its implementation will be considered/included?</p> <p>How do you communicate with the stakeholders to promote their awareness and support towards the MPA/N?</p>	
<p>C6-S9. Coordination skills</p>		<p>How do you engage with members of the MPA/N management body? Why did you engage with them (e.g. approval of the management plan, team building, developing the M&E plan, enforcement etc.)?</p> <p>How do you engage with stakeholders and other agencies for the management of the MPA/N? Why did you engage with them (seek funding support, developing the M&E plan, production of IEC materials, encourage participation, joint enforcement, etc.)?</p>	

<p>C6-S10. People skills</p>	<p>Describe your working relationship with, (1) members of the management body and (2) stakeholders.</p>	
	<p>How do you handle disagreements between members of the MPA or MPA/N management body?</p>	

ENFORCEMENT

7. Competency: Ensure prevention and detection of illegal activities		
Criteria	Guide Questions	Answer
<p>E7-K13. Laws related to MPA/Ns</p>	<p>What pertinent national laws, local ordinances and other issuances related to MPA/Ns that you know of?</p>	
	<p>What are the prohibited and allowed activities in your MPA/N?</p>	
<p>E7-K14. Enforcement planning</p>	<p>What was your role in the development of the enforcement plan for the MPA/N?</p>	

		Describe the major components and strategies in the enforcement plan.	
E7-K15. Challenges to enforcement	What are the challenges and barriers in enforcement (e.g. socio-cultural, political, economic, etc.)? How do you address/resolve them?		
E7-S11. Analytical skills	How do you know if the enforcement strategies employed are appropriate and effective? How do you adapt or adjust?		
E7-S12. Enforcement skills related to prevention and detection	How do you prevent and detect illegal activities? Cite examples.		

		Have you attended trainings related to the prevention and detection of illegal activities? Name the trainings.	
8. Competency: Ensure effective and proper apprehension of suspects and violators			
E8-K16. Detailed knowledge on penalties and fines according to laws and ordinances	What are the fines and penalties of prohibited activities in your MPA/N as indicated in existing laws and ordinances?		
E8-K17. Proper apprehension procedures	Describe the general apprehension procedures for violators in your MPA/N. Is this clearly stated in the enforcement plan?		
	What is your role in the apprehension stage of MPA/N enforcement?		
E8-S13. Enforcement skills related to apprehension	What are the steps that you follow when you apprehend someone?		
	Have you attended trainings related to the apprehension of suspected violators? Name the trainings.		

9. Competency: Documentation and feedback of enforcement activities		
E9-K18. Basic documentation for enforcement procedures	What is the process of documentation of enforcement activities?	
	What are the documentation requirements needed in apprehension ?	
E9-K19. Details of legal processes	Describe the process for filing cases against apprehended violators, i.e. filing the police report or blotter; Court procedures?	

MONITORING AND EVALUATION		
10. Competency: Conduct of monitoring and evaluation (M&E)		Answer
Criteria	Guide Questions	
M10-K20. MPA/ Network objectives	What are the objectives of the MPA/N?	
	What indicator/s need to be monitored to determine if these objectives are being met?	

<p>M10-K21. MPA/N Monitoring and Evaluation (M&E) program</p>	<p>What is monitoring and evaluation and why is it important?</p>	
	<p>Does your MPA/N have a M&E program? If yes, what was your involvement in the development of the M&E program?</p>	
<p>M10-K22. Components of the M&E program</p> <ul style="list-style-type: none"> - Performance M&E system - Ecological/ biophysical M&E system - Socio-economic M&E system 	<p>What are the main components of your M&E program?</p>	
	<p>What are the objectives of each component?</p>	

Check the indicators that you use and specify how often they are monitored (annual, quarterly).

What are the indicators that you monitor for each of the main components of your M&E program?

In the table on the right, check the indicators that you use and specify how often they are monitored (annual, quarterly).

Acronyms used:
 MEAT – MPA Management Effectiveness Assessment Tool
 METT – Management Effectiveness Tracking Tool
 NEAT – Network Effectiveness Assessment Tool
 CPUE – Catch per unit effort

M10-K23. Indicators used in M&E

- Performance M&E
- Ecological/biophysical M&E
- Socio-economic M&E

Indicators	Check if monitored	Schedule of monitoring
PERFORMANCE		
A. Level & rating (MEAT)		
B. Score (METT)		
C. Level & rating (NEAT)		
D. Other (pls. specify):		
ECOLOGICAL		
A. % live coral cover		
B. Fish biomass (tons/sqkm)		
C. % seagrass cover or density		
D. Number of species:		
1. Fish		
2. Seagrass		
3. Mangrove		
E. % mangrove canopy cover		
F. Total area (hectares)		
1. Coral reef		
2. Seagrass		
3. Mangrove		
G. Marine mammal sightings & mortalities (species)		
H. Other (pls. specify):		
SOCIO-ECONOMIC		
A. Household income		
B. Fish catch (CPUE or kg/trip)		
C. Other (pls. specify):		

M10-S14. Effectively conduct M&E surveys

Do you conduct M&E surveys (i.e. performance, socio-economic, ecological)?

Check the ones you know and rate your skills on a scale of 0-4 in the table on the right. Use scale below.

- SCALE:**
0 – None
1 – With training/ has assisted a few times
2 – Can perform with minimum supervision
3 – Can perform independently
4 – Can supervise a group

Acronyms used:
 CPCE – Coral point count with Excel extensions
 SEAT – Socio-economic Assessment Tool
 SocMon – Socioeconomic Monitoring

Rate your skills by ticking a box using the indicated scale (see left column).

Monitoring and Evaluation skills	0	1	2	3	4
PERFORMANCE					
A. MEAT					
B. METT					
C. NEAT					
D. Other (pls. specify):					
ECOLOGICAL/ BIOPHYSICAL					
A. Coral reef assessment & monitoring					
1. Manta tow					
2. Line intercept transect (LIT)					
3. Photoquadrat & CPCE					
4. Fish visual census (FVC)					
5. Reef Check					
B. Seagrass assessment & monitoring					
C. Seaweed assessment & monitoring					
D. Beach forest assessment & monitoring					
E. Invertebrate assessment & monitoring					
F. Cetacean identification/ survey					
G. Marine turtle identification/ survey					
H. Seabird survey					
I. Other (pls. specify):					
SOCIO-ECONOMIC					
A. SEAT					
B. SocMon					
C. Other (pls. specify):					

		<p>Have you received any trainings on MPA/N M&E? List trainings received.</p>	
<p>11. Competency: Preparation of reports based on monitoring and evaluation results and feedback activities</p>			
<p>M11-K24. Monitoring and evaluation results</p>		<p>Why is it important to report M&E results?</p>	
		<p>What should be presented and included in the M&E reports?</p>	

M11-S15. Data consolidation, analysis and interpretation (including confidence level), technical writing, effective feedback and presentation skills of M&E results

How do you consolidate and analyse data?
 Check the ones you know and rate your skills on a scale of 0-4 in the table on the right.

SKILLS	0	1	2	3	4
1. Basic Excel					
2. SPSS					
3. R Studio					
4. List other tools you know and use:					
5. Technical writing					
6. Feedbacking					
7. Presentation skills					

Check the ones you know and rate your skills on a scale of 0-4.
SCALE: 0 – None, 1 – With training/ has assisted a few times, 2 – Can perform with minimum supervision, 3 – Can perform independently, 4 – Can supervise/ teach others

How would you rate your level of confidence in data analysis and interpretation (encircle your answer on the right)?

Level of confidence in data analysis & interpretation (encircle your answer):

NONE LOW FAIRLY CONFIDENT VERY CONFIDENT

Have you received any trainings on data consolidation and analysis? If yes, list trainings received.

How do you give feedback about the M&E results (e.g. submission of reports, public presentations, etc.)?

	<p>Can you cite examples of interventions/ improved strategies that you implemented after seeing the results of the M&E? Why were these done?</p>	
<p>12. Competency: Effectively manage data for easy and timely access</p>		
<p>M11-S16. Analytical skills to formulate appropriate interventions</p>	<p>Describe your data management system/mechanism.</p>	
<p>M12-K25. mechanism/ system of data management</p>	<p>What are the resources needed to have a good data management system?</p>	
<p>M12-S17. Organization and storage</p>	<p>How do you make sure that data/ documents are well-kept and properly compiled? Give examples of data and reports that you have prepared – actual observation of documents, reports, computer database, etc.</p>	
	<p>Can data and reports be easily accessed (i.e. can data and reports from 2010 and 2015 still be retrieved)?</p>	

Please rate your work attitudes by ticking/checking on the boxes on the right. Tick/check only one answer per item.

Work Attitudes	Rating (SCORE)			
	Not at all	Some-times	Most of the time	All the time
1. I am honest in all my dealings.				
2. I am approachable and easy to talk with.				
3. I am willing to learn new ideas and skills.				
4. I encourage the participation and cooperation of all stakeholders in the management of the MPA/N.				
5. I am diligent and hardworking to accomplish the objectives of our MPA/N.				
6. I strive to perform my duties and responsibilities to the best of my abilities and without any vested interest.				
7. I am guided by the principles of good governance, i.e. transparency, accountability and participatory, etc. in the development and implementation of MPA management plan.				
8. I find ways to help raise funds for the MPA/N.				
9. I am meticulous and always pay attention to financial details (e.g. budget, financial transactions, etc.).				
10. I can dispense my financial and administrative duties in a systematic and efficient manner.				
11. I adhere to the standards of transparency and accountability in all financial transactions.				
12. I always see to it that funds and resources are spent wisely and not in an extravagant way.				
13. I am creative and resourceful in determining appropriate IEC media and material.				
14. I can determine appropriate messages and communication materials for different audiences.				
15. I am fair and honest in enforcing the law.				
16. I am courageous and mindful of the law when conducting enforcement activities.				
17. I am always respectful of people and their rights, in the performance of my duties on enforcement.				
18. I am a team player and can work in collaboration with others.				
19. I am adaptive and capable of making appropriate changes as needed, based on correct information.				
20. I can make interventions according to the results of the M&E in an honest and fair way.				
21. I consistently follow the standard procedures and schedules in conducting M&E.				
22. I am organized and have a system in keeping M&E data and reports readily accessible.				
23. I can make correct judgments and decisions based on facts and available data.				

SELF-ASSESSMENT FORMS

Personnel Category D

PERSONNEL CATEGORY D

PLANNING

1. Competency: Contribute to the development of the MPA/N management plan

Criteria		Guide Questions	Answer
P1-K1. State and importance of coastal and marine resources		What is the state of marine resources in your area?	
		What is the importance of managing these marine resources?	
P1-K2. MPA/N management plan		What was your contribution to the development of the MPA/N management plan?	
		What are some of the contents of the MPA/N management plan?	
P1-K3. Assessment/ Identification of risks/threats to the MPA/N		What are the major threats addressed by your MPA/N?	
		What are the impacts of these threats?	

2. Competency: Contribute to the implementation and monitoring of the MPA/N management plan	
<p>P2-K4. Implementing the MPA/N management plan</p>	<p>What are the MPA/N action plans that are being implemented?</p> <p>Can you mention some activities in the plan that have and have not been done?</p>
<p>P2-S1. Adept in monitoring and implementation procedures</p>	<p>How do you contribute to the implementation of programs and strategies indicated in the MPA/N management plan? Cite examples.</p>
<p>P2-S2. Monitoring threats to the MPA/N</p>	<p>How do you monitor the threats to MPA/N?</p>

FINANCING

3. Competency: Basic filing, inventory and maintenance of financial transactions and assets

	Guide Questions	Answer
<p>F3-K5. Basic procedures for financial management</p>	<p>What are the prescribed procedures followed in your office related to financial management (e.g. bookkeeping, accounting, inventory, auditing, etc.)?</p> <p>Have you attended trainings related to financial management? If yes, name the trainings.</p>	
<p>F3-S3. Basic documentation & bookkeeping skills</p>	<p>How do you help in documenting financial transactions and bookkeeping?</p>	
<p>F3-K6. Familiarity with assets, materials and equipment</p>	<p>What are the assets, equipment and materials that you have for the MPA/N?</p> <p>Do you think these materials and equipment are sufficient for the effective management of the MPA/N?</p>	

<p>F3-S4. Basic inventory and maintenance skills</p>	<p>How do you make sure that all equipment and materials for the MPA/N are accounted for and are working properly? Describe briefly.</p> <p>Have you attended trainings related to inventory or maintenance of equipment? List trainings received.</p>	
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COMMUNICATIONS

4. Competency: Help promote awareness, understanding and support of and for the MPA/N system and its values		Answer
Criteria	Guide Questions	
<p>C4-K7. MPA/N information that needs to be communicated within and outside the management body</p>	<p>What are the most important concepts/information about MPA/Ns that the people/community should know about?</p> <p>Why should other people know about the MPA/N in your area?</p>	
<p>C4-S5. Effective communication skills</p>	<p>How do you communicate with the members of the MPA/N management body so that your ideas for the MPA/N plan (development, updating) and its implementation will be considered/included?</p>	

		<p>How do you communicate with other stakeholders to promote their awareness and support towards the MPA/N?</p>	
<p>C4-S6. Coordination skills</p>		<p>How do you engage with members of the MPA/N management body? Why did you engage with them (e.g. approval of the management plan, team building, developing the M&E plan, enforcement, feedback activities etc.)?</p> <p>How do you engage with stakeholders and other agencies for the management of the MPA/N? Why did you engage with them (e.g. feedback activities, consultation, enforcement etc.)?</p>	
<p>C4-S7. People skills</p>		<p>Describe your working relationship with 1) members of the management body and 2) stakeholders.</p> <p>How do you handle disagreements between members of the MPA or MPA/N management body?</p>	

ENFORCEMENT

5. Competency: Prevention and detection of illegal activities		Answer
Criteria	Guide Questions	
<p>E5-K8. Laws related to MPA/Ns</p>	<p>What pertinent national laws, local ordinances and other issuances related to MPA/Ns that you know of?</p>	
	<p>What are the prohibited and allowed activities in your MPA/N?</p>	
<p>E5-K9. Enforcement strategies</p>	<p>Describe major strategies related to prevention and detection being implemented in the MPA/N.</p>	
	<p>What is your role in the prevention and detection stages of MPA/N enforcement?</p>	
<p>E5-S8. Enforcement skills</p>	<p>How do you prevent and detect illegal activities? Cite examples.</p>	
	<p>Have you attended trainings related to the prevention and detection of illegal activities? Name the trainings.</p>	

6. Competency: Ensure effective and proper apprehension of suspects and violators

	<p>E6-K10. Detailed knowledge on penalties and fines according to laws and ordinances</p>	<p>What are the fines and penalties of prohibited activities in your MPA/N as indicated in existing laws and ordinances?</p>	
	<p>E6-K11. Proper apprehension procedures</p>	<p>Describe the general apprehension procedures for violators in your MPA/N.</p>	
	<p>E6-K12. Rights of detainees, suspects and witnesses</p>	<p>What is your role in the apprehension stage of MPA/N enforcement?</p> <p>What are the rights of detainees, suspects, and witnesses?</p>	

	E6-S9. Enforcement skills	<p>How do you ensure that you follow proper apprehension procedures?</p> <p>Have you attended trainings related to the apprehension of suspected violators? List enforcement-related trainings attended.</p>	
7. Competency: Documentation and feedback of enforcement activities			
	E7-K13. Basic documentation for enforcement procedures	<p>What is the process of documentation of enforcement activities?</p> <p>What are the documentation requirements needed in apprehension?</p>	
	E7-K14. Details of legal processes	Describe the process for filing cases against apprehended violators, i.e. filing the police report or blotter; Court procedures?	

MONITORING AND EVALUATION

8. Competency: Conduct of monitoring and evaluation (M&E)

Criteria		Guide Questions	Answer
M8-K15. MPA/ Network objectives		What are the objectives of the MPA/N?	
		What indicator/s need to be monitored to determine if these objectives are being met?	
M8-K16. MPA/N Monitoring and Evaluation (M&E) program		What is monitoring and evaluation and why is it important?	
		Does your MPA/N have a M&E program? If yes, what was your involvement in the implementation of the M&E program?	
M8-K17. Components of the M&E program - Performance M&E system - Ecological/ biophysical M&E system - Socio-economic M&E system		What are the main components of your M&E program – does it include a component on performance of management body, ecological component, socio-economic component?	
		What are the objectives of each component?	

M8-K18. Indicators used in M&E

- Performance M&E
- Ecological/ biophysical M&E
- Socio-economic M&E

What are the indicators that you monitor for each of the main components of your M&E program?

In the table on the right, check the indicators that you use and specify how often they are monitored (annual, quarterly).

Acronyms used:
 MEAT – MPA Management Effectiveness Assessment Tool
 METT – Management Effectiveness Tracking Tool
 NEAT – Network Effectiveness Assessment Tool
 CPUE – Catch per unit effort

Check the indicators that you use and specify how often they are monitored (annual, quarterly).

Indicators	Check if monitored	Schedule of monitoring
PERFORMANCE		
A. Level & rating (MEAT)		
B. Score (METT)		
C. Level & rating (NEAT)		
D. Other:		
ECOLOGICAL		
A. % live coral cover		
B. Fish biomass (tons/sq.km)		
C. % seagrass cover or density		
D. Number of species:		
1. Fish		
2. Seagrass		
3. Mangrove		
E. % mangrove canopy cover		
F. Total area (hectares)		
1. Coral reef		
2. Seagrass		
3. Mangrove		
G. Marine mammal sightings & mortalities (species)		
H. Other (pls. specify):		
SOCIO-ECONOMIC		
A. Household income		
B. Fish catch (CPUE)		
C. Other (pls. specify):		

M8-S10. Effectively conduct M&E surveys

Do you conduct M&E surveys (i.e. performance, socio-economic, ecological)?

Check the ones you know and rate your skills on a scale of 0-4 in the table on the right.

SCALE:

0 – None

1 – With training/ has assisted a few times

2 – Can perform with minimum supervision

3 – Can perform independently

4 – Can supervise a group

Have you received any trainings on MPA/N M&E surveys/methods? List trainings received.

Acronyms used:

CPCe – Coral point count with Excel extensions

SEAT – Socio-economic Assessment Tool

SocMon – Socioeconomic Monitoring

Rate your skills by ticking a box using the indicated scale (see left column).

Monitoring and Evaluation skills	0	1	2	3	4
PERFORMANCE					
A. MEAT					
B. METT					
C. NEAT					
D. Other (pls. specify):					
ECOLOGICAL/ BIOPHYSICAL					
A. Coral reef assessment & monitoring					
1. Manta tow					
2. Line intercept transect (LIT)					
3. Photoquadrat & CPCe					
4. Fish visual census (FVC)					
5. Reef Check					
B. Seagrass assessment & monitoring					
C. Seaweed assessment & monitoring					
D. Beach forest assessment & monitoring					
E. Invertebrate assessment & monitoring					
F. Cetacean identification/ survey					
G. Marine turtle identification/ survey					
H. Seabird survey					
I. Other (pls. specify):					
SOCIO-ECONOMIC					
A. SEAT					
B. SocMon					
C. Other (pls. specify):					

9. Competency: Assist in preparation of reports and feedback activities

	<p>M9-K19. Monitoring and evaluation results</p>	<p>Why is it important to report M&E results?</p>																																																								
<p>M9-S11. Data consolidation, analysis and interpretation (including confidence level), technical writing, effective feedback and presentation skills of M&E results</p>	<p>How do you consolidate, analyse data and present M&E results? Have you received any trainings on data consolidation and analysis? If yes, list trainings received.</p>	<p>Check the ones you know and rate your skills on the following by ticking a box using the indicated scale. SCALE: 0 – None, 1 – With training/ has assisted a few times, 2 – Can perform with minimum supervision, 3 – Can perform independently, 4 – Can supervise/ teach others</p> <table border="1" data-bbox="654 296 1032 1260"> <thead> <tr> <th></th> <th colspan="5">SKILLS</th> </tr> <tr> <th></th> <th>0</th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> </tr> </thead> <tbody> <tr> <td>1. Basic Excel</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>2. SPSS</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>3. R Studio</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>4. List other tools you know and use:</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>5. Technical writing</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>6. Feedbacking</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>7. Presentation skills</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>		SKILLS						0	1	2	3	4	1. Basic Excel						2. SPSS						3. R Studio						4. List other tools you know and use:						5. Technical writing						6. Feedbacking						7. Presentation skills						<p>How do you give feedback about the M&E results (e.g. submission of reports, public presentations, etc.)?</p>	
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	<p>How would you rate your level of confidence in data analysis and interpretation?</p>	<p>Level of confidence in data analysis & interpretation (encircle your answer):</p> <p>NONE LOW FAIRLY CONFIDENT VERY CONFIDENT</p>																																																								

10. Competency: Assist in managing data for easy access

	<p>M10-K20. Mechanism/system of data management</p>	<p>Describe your data management system/mechanism.</p>	
	<p>M10-S12. Organization and storage</p>	<p>How do you help organize and store data and reports?</p>	
		<p>Can data and reports be easily accessed (i.e. can data and reports from 2010 and 2015 still be retrieved)?</p>	

Please rate your work attitudes by ticking/checking on the boxes on the right. Tick/check only one answer per item.

Work Attitudes	Rating (SCORE)			
	Not at all	Some-times	Most of the time	All the time
1. I am honest and truthful in all my dealings.				
2. I am approachable and easy to talk with.				
3. I am willing to learn new ideas and skills.				
4. I contribute ideas and make suggestions based on facts.				
5. I am diligent and hardworking to accomplish the objectives of our MPA/N.				
6. I strive to perform my duties and responsibilities to the best of my abilities and without any vested interest.				
7. I adhere to the standards of transparency and accountability in keeping financial records.				
8. I can do my financial and administrative duties in a systematic and efficient manner.				
9. I am meticulous and I always see to it that the funds are spent wisely and frugally, and liquidated properly and on time.				
10. I am always courteous and respectful when communicating with everyone regardless of their rank, position, condition, gender and beliefs.				
11. In the performance of my duties on enforcement I am always respectful of people and their rights.				
12. I am fair and honest in enforcing the law.				
13. I am courageous and mindful of the law when conducting enforcement activities.				
14. I am observant and conscientious in adhering to the procedures of enforcement.				
15. I am a team player and can work in collaboration with other enforcement groups.				
16. I am organized and have a system of keeping data, records and information properly and readily accessible.				

EVALUATION RESULT SHEETS

SUMMARY OF COMPETENCE ASSESSMENT RESULTS

Name: _____ No. of Years in Service: _____

Office/Designation: _____

Name of MPA/N being managed: _____

Criteria	Total Score	Competence Level*	Remarks
Knowledge			
Skills			
Attitude			

Recommendations: _____

CATEGORY A PERSONNEL

Component	Knowledge (K)			Skills (S)			Attitude (A)		
	Total Available Points	Actual Score	%	Total Available Points	Actual Score	%	Total Available Points	Actual Score	%
1. Planning	10			10			12		
2. Financing	7			5			3		
3. Communications	4			10			3		
4. Enforcement	17			4			6		
5. Monitoring and Evaluation	13			2			9		
Total Score	51			31			33		
Attitudes (General)							24		
Positivity to Work (All Work Attitudes)							57		

*Total score (COMPETENCE LEVEL):

KNOWLEDGE	0-17–LOW	18-34–MODERATE	35-51–HIGH
SKILLS	0-10–LOW	11-20–MODERATE	21-31–HIGH
ATTITUDE	0-19–LOW	20-38–MODERATE	39-57–HIGH

SUMMARY OF COMPETENCE ASSESSMENT RESULTS

Name: _____ No. of Years in Service: _____

Office/Designation: _____

Name of MPA/N being managed: _____

Criteria	Total Score	Competence Level*	Remarks
Knowledge			
Skills			
Attitude			

Recommendations: _____

CATEGORY B PERSONNEL

Component	Knowledge (K)			Skills (S)			Attitude (A)		
	Total Available Points	Actual Score	%	Total Available Points	Actual Score	%	Total Available Points	Actual Score	%
1. Planning	16			7			9		
2. Financing	13			12			15		
3. Communications	7			8			3		
4. Enforcement	16			6			15		
5. Monitoring and Evaluation	17			12			15		
Total Score	69			45			57		
Attitudes (General)							21		
Positivity to Work (All Work Attitudes)							78		

*Total score (COMPETENCE LEVEL):

KNOWLEDGE 0-23–LOW 24-46–MODERATE 47-69–HIGH

SKILLS 0-15–LOW 16-30–MODERATE 31-45–HIGH

ATTITUDE 0-26–LOW 27-52–MODERATE 53-78–HIGH

SUMMARY OF COMPETENCE ASSESSMENT RESULTS

Name: _____ No. of Years in Service: _____

Office/Designation: _____

Name of MPA/N being managed: _____

Criteria	Total Score	Competence Level*	Remarks
Knowledge			
Skills			
Attitude			

Recommendations: _____

CATEGORY C PERSONNEL

Component	Knowledge (K)			Skills (S)			Attitude (A)		
	Total Available Points	Actual Score	%	Total Available Points	Actual Score	%	Total Available points	Actual Score	%
1. Planning	10			4			3		
2. Financing	14			8			15		
3. Communications	4			12			6		
4. Enforcement	18			9			12		
5. Monitoring and Evaluation	14			10			15		
Total Score	60			43			51		
Attitudes (General)							18		
Positivity to Work (All Work Attitudes)							69		

*Total score (COMPETENCE LEVEL):

KNOWLEDGE	0-20–LOW	21-40–MODERATE	41-60–HIGH
SKILLS	0-14–LOW	15-29–MODERATE	30-43–HIGH
ATTITUDE	0-23–LOW	24-46–MODERATE	47-69–HIGH

SUMMARY OF COMPETENCE ASSESSMENT RESULTS

Name: _____ No. of Years in Service: _____

Office/Designation: _____

Name of MPA/N being managed: _____

<i>Criteria</i>	<i>Total Score</i>	<i>Competence Level*</i>	<i>Remarks</i>
<i>Knowledge</i>			
<i>Skills</i>			
<i>Attitude</i>			

Recommendations: _____

CATEGORY D PERSONNEL

Component	Knowledge (K)			Skills (S)			Attitude (A)		
	Total Available Points	Actual Score	%	Total Available Points	Actual Score	%	Total Available Points	Actual Score	%
1. Planning	10			4			0		
2. Financing	4			4			9		
3. Communications	2			8			3		
4. Enforcement	18			7			15		
5. Monitoring and Evaluation	14			8			3		
Total Score	48			31			30		
<i>Attitudes (General)</i>							18		
<i>Positivity to Work (All Work Attitudes)</i>							48		

*Total score (COMPETENCE LEVEL):

KNOWLEDGE	0-16–LOW	17-32–MODERATE	33-48–HIGH
SKILLS	0-10–LOW	11-20–MODERATE	21-31–HIGH
ATTITUDE	0-16–LOW	17-32–MODERATE	33-48–HIGH

GUIDE TO ADMINISTERING THE TOOL AND SCORING

Personnel Category A

PERSONNEL CATEGORY A

Guide to Administering the Tool & Scoring

PLANNING			
1. Competency: Ensure the development, review and updating of the MPA/N management plan			
Criteria	Guide Questions	Tips on how to ask/ Expected answers	Scoring
<p>P1-K1. State and importance of coastal and marine resources</p>	<p>What is the state of marine resources in your area?</p> <p>What is the importance of establishing MPA/Ns?</p>	<p>Describe the state of coastal and marine resources (seagrass/ mangrove/ coral reefs/ fisheries etc.) of the area:</p> <ul style="list-style-type: none"> • Where are they located? • Can you estimate their size (hectares), cover (percent, lush, thick, etc.) and condition (poor, good, excellent)? • How about the fish catch of fishermen – what is the average fish catch? <p>Knows importance of marine resources such as:</p> <ul style="list-style-type: none"> • Provisioning – source of food (fish, shellfish, seaweed, timber, drugs, etc. • Regulating – coastal protection, prevention of erosion, water purification, carbon storage • Cultural, spiritual, beauty <p>Knows the benefits of MPAs, such as:</p> <ul style="list-style-type: none"> • Protect important habitats and biodiversity • Help restore productivity of oceans – halt or reverse fisheries decline and improve fish catch • Preserve areas for tourism and provide more economic opportunities • Provide opportunities for study, research and training 	<p>2=can describe status of resources 1=can describe at least 1 (plus "1", if knows importance) (Max=3 points)</p>
<p>P1-K2. MPA/Network management plan</p>	<p>What was your participation in the development of your MPA/N management plan?</p> <p>What are the major threats affecting your marine resources?</p> <p>What are the most important components of the management plan (e.g. M&E, Enforcement, etc.)?</p>	<p>Involvement in the development of MPA/N management:</p> <ul style="list-style-type: none"> • Highly involved (and can describe process of development) • Moderately involved • Little involvement (e.g. signing invitation letters, etc.) • No involvement at all <p>Knows the major threats affecting their marine resources, such as:</p> <ul style="list-style-type: none"> • Over-extraction of marine resources • Reclamation or conversion of certain parts of the sea for other uses (e.g. fish ponds, ports, human settlement areas) • Illegal fishing practices: 	<p>2=Highly involved & can identify threats 1=moderately involved & can identify threats 0=No answer (plus "1", if knows contents of plan) (Max=3 points)</p>

		<ul style="list-style-type: none"> • Sedimentation • Pollution • Inadequate support (e.g., executive, legislative, personnel, etc.) to manage marine resources properly • Other threats: _____ <p>Has an idea of the general contents of the MPA/N management plan such as:</p> <ul style="list-style-type: none"> • Rationale and purpose of MPA/N or Vision, Mission and Goal setting • Present condition of marine resources • Legal framework • Organizational structure of the management body • Roles and responsibilities • Strategic action plans (for M&E, Enforcement, etc.) • Roles and responsibilities • Penalties and fines • Other _____ 	
P1-S1. Attention to detail in reviewing and updating the management plan	<p>How do you make sure that the plan is adequately reviewed and updated? Briefly describe the process.</p> <p>How often is it reviewed and updated?</p>	<p>Pays attention to detail and can describe the process of review and updating; knows many important points in the plan which address specific issues in the protected area; can describe the relevance of the plan, as well as say if the plan is unique and complete</p> <p>Little attention to detail – can only describe at least 1 point in the proposed plan or policy which addresses an issue in the protected area</p>	<p>2=can describe process and knows many important points 1=can cite at least one 0=cannot cite or describe any</p>
P1-S2. Draw lessons from MPA/N best practices	<p>Please cite MPA/N best practices in your area or other places.</p> <p>Are you adopting them in your area?</p>	<p>Best practices in enforcement, sustainability financing or incentive scheme (such as awarding of Best Bantay Dagat, Best MPA etc.):</p> <ul style="list-style-type: none"> • Knows 2 or more MPA/N best practices • Knows at least 1 MPA/N best practice • Will replicate the MPA/N best practices • Does not know any MPA/N best practices 	<p>2=can cite many practices 1=can cite at least one 0= No answer (plus "1", if has plans to replicate) (Max=3 points)</p>
P1-S3. Leadership and decision-making skills	<p>Can you cite instances when you had to make decisions about MPA/N implementation?</p> <p>Were you able to make your partners and team members agree with your decision?</p> <p>How do you motivate the MPA/N management body and other stakeholders to sustain their efforts for the MPA/N?</p>	<p>Shows leadership and decision-making skills by:</p> <ul style="list-style-type: none"> • Attending meetings and communicating regularly with MPA/N management body • Seeking updates with the person in charge of the MPA/N's daily operations • Acting on important and urgent matters that will help the MPA/N • Making decisions based on facts and in consultation with the management body and relevant stakeholders & partners <p>Can cite examples of such activities and initiatives done.</p>	<p>2=cites many leadership & decision-making initiatives making initiatives 1=few leadership & decision-making initiatives 0=none (plus "1", if can cite strategies/examples) (Max=3 points)</p>

2. Competency: Ensure adoption of management plan and supporting policies/legislation			
P2-K3. Effective policies that provide benefits to MPA/Ns	What policies should be in place to support and/or complement the MPA/N? Which policies are currently being implemented in your area?	Able to mention pertinent national laws as well as local ordinances enacted: <ul style="list-style-type: none"> Knows 2 or more policies (e.g. Fisheries Code, Zoning/ CLUWP, Tourism, etc.) complementary/ supportive of the MPA/N and whether these are being implemented in the area Knows at least 1 policy complementary/ supportive of the MPA/N and whether these are being implemented in the area 	2=can cite many 1=can cite at least 1 0=None answer
P2-K4. Procedures and approval of policies, legislations and issuances in supporting MPA/Ns	What are the steps needed for the enactment/adoption of: 1. the management plan? 2. the policies supporting MPA/N implementation? What was your participation in the enactment and/or adoption of the management plan and policies?	<ul style="list-style-type: none"> Knows all the steps that need to be followed/done for the enactment/ adoption of the policies, legislations and orders supporting the MPA/N Knows at least 1 step that need to be followed/done for the enactment/ adoption of the policies, legislations and orders supporting the MPA/N Participation in the adoption/approval of policies: <ul style="list-style-type: none"> Highly involved Moderately involved Little involvement No involvement at all 	2=knows a lot 1=knows 1 0=None answer
P2-S4. Attention to detail in adopting protected area policy and legislation	How do you make sure that the ordinance/policy is sufficient in form and substance?	Can describe and explain certain details of the policy/ legislation enacted: <ul style="list-style-type: none"> More than 2 details described Can describe only 1 detail 	2=can cite several details 1=can cite only 1 0=None

FUNCTION: FINANCING

3. Competency: Able to mobilize sustainable funding and resources for protected areas			
Criteria	Guide Questions	Tips on how to ask/ Expected answers	Scoring
F3-K5. Status of existing MPA/Ns and their financial needs	What are the financial needs of your MPA/N? Can you name some of them (e.g. enforcement including during litigation process, M&E, IEC, infrastructure, etc.)? Are there funds to sufficiently support these needs? Explain your answer.	Can describe the basic financial needs of the MPA/N such as: <ul style="list-style-type: none"> Operating expenses (e.g. Enforcement, M&E, IEC activities and events, training, meetings, communication, travel, etc.) Human resources/personal services (e.g. honoraria of Bantay Dagat, salaries/wages of personnel, etc.) Materials & equipment (e.g. for M&E – transect lines, GPS, computer, underwater camera; for enforcement – patrol boats, GPS, etc.) Infrastructure (e.g. guard house, multi-purpose hall, etc.) Others _____ <p>Aware if MPA/N needs are fully-funded or not</p> <p>Can describe major challenges that the MPA/N is experiencing in relation to financing</p>	3=can cite many 2=can cite at least 2 1=can cite at least 1 0=None answer

<p>F3-K6. Option for sources of funds and resources to support the MPA/N</p>	<p>What are some of the sources of funds/resources to support the programs and activities of the MPA/N? Cite specific examples.</p>	<p>Can cite external (national agencies, academe, private organizations and NGOs, etc.) and internal sources of funding and other resources; and discuss how these can be accessed such as:</p> <ul style="list-style-type: none"> ● Grants and Donations <ul style="list-style-type: none"> ■ Bilateral & multilateral donors (activity-based technical assistance, training, equipment or infrastructure) – Support from NGAs e.g. DENR, BFAR, DOLE, TESDA, etc.; Academe (Schools, Colleges & Universities) ■ Foundations (e.g. FPE, CCEF, Malampaya, etc.) ■ Support from NGOs ■ Support from private sector/companies (i.e. through their CSR) ■ Local/International project funding ■ Conservation Trust Funds ● Tourism Revenues (entrance fees, user fees, etc.) ● Integrated Protected Area Fund (IPAF) – for NIPAS 	<p>2=can cite many 1=can cite at least 1 0=No answer</p>
<p>F3-K7. Effective policies and strategies to ensure financial and logistic support to MPA/Ns</p>	<p>What policies/strategies should be in place to ensure that funds are provided for the implementation of the MPA/N? Are these being implemented in your MPA/N? If yes, cite which ones.</p>	<p>Knows the policies that should be in place to ensure that funds and support are provided funding to the MPA/N (i.e. provides direct financial support, through incentives, fines & penalties, etc.)</p> <ul style="list-style-type: none"> ● Fisheries Code (R.A. 10654) ● For NIPAS – NIPAS Act, General Appropriations Act ● Local ordinances 	<p>2=knows lots 1=knows 1 0=No answer</p>
<p>F3-S5. Allocate, mobilize and outsource funds and resources for MPA/N</p>	<p>How do you allocate and prioritize funds for the MPA/N? How do you help generate funds/resources for the MPA/N?</p>	<p>Has knowledge on financial needs of the MPA/N (per program e.g. Enforcement, M&E, etc.), provides information on budget and allocation, and source of funds</p> <p>Can describe ways to generate funds for the MPA/N</p>	<p>3=can specify budget per program, allocation and fund sources 2=incomplete 1=knows only 1 aspect 0= No answer</p>
<p>F3-S6. Ensure sustainable use of funds for the MPA/N</p>	<p>How do you ensure the sustainable use of funds and resources to support the programs and activities of the MPA/N? Cite specific examples.</p>	<p>Can describe ways and strategies to provide funds and other resources to sustain MPA/N activities.</p>	<p>2=cites several examples 1=cites at least 1 0= No answer</p>

FUNCTION: COMMUNICATIONS

<p>4. Competency: Foster awareness, understanding and support of and for the MPA/N system and its values</p>		
<p>Criteria</p>	<p>Guide Questions</p>	<p>Tips on how to ask/ Expected answers</p>
<p>C4-K8. MPA/N information that needs</p>	<p>What are the most important concepts/information about MPA/Ns that the people/community should know about?</p>	<p>Can cite important information about the MPA/N that should be communicated to the community which could include the following:</p>
		<p>Scoring</p> <p>2=knows lots 1=knows at least 1 0=No answer</p>

<p>to be communicated within and outside the management body</p>	<p>Why should other people know about the MPA/N in your area?</p>	<ul style="list-style-type: none"> • MPA/N objectives (e.g. fisheries management, biodiversity conservation, habitat protection, etc.) • MPA/N threats (e.g. overfishing, sedimentation, pollution, etc.) • Different marine habitats (coral reef, seagrass, mangrove) • Importance of marine resources (e.g. provisioning, regulating, etc.) • Best practices in MPA/N management • Laws and policies related to coastal and marine environment and resources • Rules & regulations; what is allowed and prohibited in the MPA/N • Community involvement in the MPA/N 	
<p>C4-K9. Effective policies that provide benefits to the MPA/N</p>	<p>What are the supporting policies and legislations for your MPA/Ns that should be well-disseminated? Are you seeing benefits from these policies? Why do you think so?</p>	<p>Can identify supporting policies and legislation for the MPA/N (e.g. Fisheries Code, Zoning/ CLUWP, Tourism, etc.) that needs to be well-disseminated</p> <p>Can cite the benefits of these policies</p>	<p>2=can mention several policies and assess effectivity 1=can mention at least 1 0=No answer</p>
<p>C4-S7. Effective communication skills</p>	<p>How do you harness support for the MPA/N? If there are people who do not support the MPA/N, how do you deal and communicate with them? Cite examples.</p>	<p>Able to harness support for the MPA/N through the following:</p> <ul style="list-style-type: none"> • Raising MPA/N concerns in national, regional and local meetings and gatherings • Promoting MPA/N by supporting institutional arrangements and partnerships with other municipalities, provinces and/or networks • Communicating with funding groups and agencies to gather financial support • Heading fund-raising activities • Immersing with the local community <p>Able to deal with non-supporters of the MPA/N through the following:</p> <ul style="list-style-type: none"> • Interpersonal (face-to-face dialogues and discussions with stakeholders) • Provision of education and promotional materials • Formal meeting with official head of stakeholder group • Mediated (sending of letters to stakeholders) 	<p>2=can cite several successful examples 1=can cite 1 0=No answer</p>
<p>C4-S8. Coordination skills</p>	<p>How do you engage with members of the MPA/N management body? Why did you engage with them? How do you engage with stakeholders and other agencies for the management of the MPA/N? Why did you engage with them?</p>	<p>Can describe how he/she coordinates with members of the MPA/N management body and cite examples of his/her interactions with them. This could include activities such as:</p> <ul style="list-style-type: none"> • Drafting or updating of the MPA/N management plan • Approval of the management plan • Team-building • Developing the M&E plan • Enforcement planning and monitoring 	<p>2=can describe how he coordinates with them 1=knows only 1 0=No answer (plus 1, if knows why he engages with them) (Max=3 points)</p>

	<p>Can describe how he/she coordinates with MPA/N stakeholders and other agencies for the management of the MPA/N and cite examples of his/her interactions with them. Possible reasons for engagement can be:</p> <ul style="list-style-type: none"> • Seek support (funding, technical assistance, etc.) • Developing the M&E plan • Production of IEC materials • Encourage participation and support for MPA/N • Joint enforcement 		<p>2=can describe working relationships 1=knows only 1 0=No answer <i>(plus "1", if has strategy on how to handle conflicts and disagreements)</i> (Max=3 points)</p>
<p>C4-S9. People skills</p>	<p>Describe your working relationship with 1) members of the management body and 2) stakeholders.</p> <p>How do you handle disagreements between members of the MPA or MPA/N management body?</p>	<p>Can describe working relationship (whether positive, close and effective) with members of management body as well as stakeholders</p> <p>Has strategies to resolve conflicts and disagreements among members of the MPA/N management body – which may be done through formal and informal meetings and communications and can cite instances when these happened</p>	<p>2=can mention several ways 1=can mention at least 1 0= No answer</p>
<p>C4-S10. Able to influence</p>	<p>How do you influence others to participate in the MPA/N management and implementation?</p>	<p>Can mention ways to enhance support and participation in the MPA/N management and implementation such as:</p> <ul style="list-style-type: none"> • Sharing the importance and benefits of the MPA/N • Sharing the results of the protecting the MPA/N as shown from the M&E • Anecdotes that show pride/ownership of the MPA/N, increased participation, etc. 	

FUNCTION: ENFORCEMENT

<p>5. Competency: Ensure creation and adoption of policies, strategies, laws and regulations to prevent MPA/N-related violations</p>		
<p>Criteria</p>	<p>Guide Questions</p>	<p>Tips on how to ask/ Expected answers</p>
<p>E5-K10. Laws and regulations related to MPA/Ns</p>	<p>What pertinent national laws, local ordinances and other issuances related to MPA/Ns that you know of?</p> <p>What are the prohibited and allowed activities in your MPA/N?</p>	<p>He may give the specific ordinances enacted for the MPA/N in the area, or the law that was passed specific for the NIPAS as well as the Wildlife Act, amended Fisheries Law, RA 11038 (ENIPAS Law), and other local/municipal/provincial ordinances that have been passed which are related to the MPA/N.</p> <p>Can mention activities that are prohibited (e.g. fishing inside the prohibited zone or NO TAKE ZONE; intrusion into the regulated zone; fishing using unauthorized gear, dynamite or poison and noxious substances; building illegal structures; pollution; collection of marine organisms; dumping of garbage; collection of samples or marine organisms for sale; hunting or capture of endangered marine organisms; tourism activities in prohibited zones, and many others) and allowed (e.g. recreational diving in designated zone, research, navigation, etc.) in the MPA/N</p>
		<p>Scoring</p> <p>2=can cite several laws 1=can cite at least 1 0=No answer <i>(plus "1", if able to mention prohibited and allowed activities)</i> (Max=3 points)</p>

<p>E5-K11. Broader enforcement planning</p>	<p>Is there an enforcement plan for the whole municipal/ bay-wide waters? If yes, please describe briefly.</p> <p>Is the enforcement of the MPA/N incorporated in it?</p>	<p>Knowledgeable about the enforcement activities not only for the MPA/N but also on the bay-wide or larger scale</p> <p>Knows whether enforcement of the MPA/N is incorporated in the broader enforcement plan of the bay or region</p>	<p>2=knows detailed plan 1=knows a little about plan 0=No answer</p>
<p>E5-K12. Challenges to enforcement</p>	<p>What are the challenges and barriers in enforcement?</p> <p>How do you address/resolve them?</p>	<p>Can cite specific challenges in area and discuss how these were addressed or resolved</p> <p>Challenges and barriers in enforcement:</p> <ul style="list-style-type: none"> • Sociocultural barriers in the area – Existing customary laws/ local rules and regulations; Traditional diets (consumption of protected threatened species); Political intervention • Political barriers in the area – Party affiliation; Patronage; Wards and voters • Economic barriers in the area – Livelihood; Business interests; Fiscal limitations • Technical barriers in the area – Jurisdictions; Impoundment; Evidence (species examination); Detention • Technological barriers in the area – Equipment and infrastructures; Global Positioning System; Patrol boats • Institutional barriers in the area – Turfing; Competitions; Proximity; Lack of capacity; Fiscal priorities <p>Strategies to address/ resolve challenges can include:</p> <ul style="list-style-type: none"> • Capacity development • Community consultations and participation • Shared enforcement • Acquisition of equipment/materials 	<p>2=can cite several 1= can cite one (plus "1", if solution provided) 0=No answer (Max=3 points)</p>
<p>E5-K13. Initiatives to address MPA/N-related violations</p>	<p>What are some of the activities conducted against MPA/N-related violations in your area?</p>	<p>Formal and shared agreements: Memorandum of Agreements (MOAs); Memorandum of Understanding (MOU); Joint Agreements, etc.</p> <p>Institutional collaboration: Joint enforcements; Sharing of resources (e.g. patrol boats, radio, etc.); Sharing of expertise (e.g. training, resource speakers, etc.)</p>	<p>2=can cite several 1=can cite one 0=none</p>
<p>E5-K14. Best practices in improving law enforcement, compliance and security in and around the MPA/N</p>	<p>What are your best practices in MPA enforcement and protecting your municipal waters?</p> <p>Are there enforcement practices in other areas that you have heard about and/or replicated? Cite examples.</p>	<p>Best practices in MPA enforcement: Joint enforcement; Harmonize enforcement laws and regulations; Participatory law enforcement; Social marketing; Information dissemination</p> <p>Some approaches in enforcement:</p> <ul style="list-style-type: none"> • Soft Approach – Prevention; Social Marketing; Social Mobilization; Legislation and regulation; Information dissemination; Continuous monitoring • Hard Approach – Presence of law enforcers; Sanctions imposed; Detection, apprehension, and prosecution activities; Negating economic benefits from illegal activities 	<p>2=can cite several best practices 1=can cite at least 1 0=No answer (plus "1", if knows of other area practices) (Max=3 points)</p>

<p>E5-K15. Roles, responsibilities and rights of the various groups (stakeholders, law enforcement agencies and the judiciary)</p>	<p>What are the mandates of national agencies in relation to MPA/N?</p> <p>Has an agreement been formed with these different groups? Cite example/s.</p>	<p>Knows the mandates of PNP, BFAR, DENR, PCG, PN and LGUs:</p> <ul style="list-style-type: none"> • PNP – enforce all laws and ordinances relative to the protection of lives and properties; maintain peace and order and public safety; investigate and prevent crimes; effect the arrest of criminal offenders and assist in their prosecution; exercise the general powers to make arrest, search and seize detain an arrested person for a period not beyond what is prescribed by law. The PNP Maritime Group, is a national support unit of the PNP that is mandated to enforce all laws within Philippine territorial waters. • BFAR – enforce all laws, formulate and enforce all rules and regulations governing the conservation and management of fishery resources, <u>except</u> in municipal waters • DENR – enforce environmental protection laws. • PCG – assist in the enforcement of laws on fisheries, forestry and other applicable laws within the maritime jurisdiction of the Philippines; board and inspect all types of merchant ships and watercrafts in the performance of this function; enforce laws for the protection of marine environment and resources from offshore sources or pollution within the maritime jurisdiction of the Philippines • PN – the Philippine Navy has a mandate to enforce fishery laws • LGU – enforce fishery laws within their municipal waters; protect mangroves; control, review and enforce forestry laws in community-based projects <p>Formal agreements (MOA, MOU, etc.) for joint enforcement and other collaborations signed between/among parties concerned</p> <p>Use of enforcement chain – detection, apprehension, filing of case, judgement, etc.</p>	<p>3=knows mandates of many organizations 2=knows at least 2 1=knows at least 1 0=No answer (plus "1", if knows of actual agreement) (Max=4 points)</p>
<p>E5-S11. Enforcement strategies</p>	<p>How do you ensure that enforcement activities are being effectively done?</p>	<p>Conducts enforcement using various strategies:</p> <ul style="list-style-type: none"> • Preventive mechanisms using billboards & signage; buoys; dialogues and IECs; deputiation/ training of enforcers • Detection through installation of guardhouse, use of equipment (binoculars, spotlights, radars) and satellite services • Reporting mechanism using hotline number and mobile phones for enforcers • Recording mechanism – Keep records and logs of activities; Reports of violations • Responding mechanisms by empowerment of locals to participate; procurement of patrol vessels; regular training and refresher courses for enforcers; allocating budget for operations • Disposal mechanisms – ensuring violators are punished by establishment of a local adjudication board; prosecution; availability of impounding area for confiscated equipment and gear; protection of custody chain <p>Can cite an example of problematic cases that exhibited good judgment call</p> <p>To decide problematic cases/violations he/she may refer to existing laws and regulations (Fisheries Code & Wildlife Act; ordinances; executive orders;</p>	<p>2=knows several 1=can cite at least 1 0=No answer</p>
<p>E5-S12. Makes correct judgement calls</p>	<p>How do you decide problematic cases related to enforcement? What bases do you use? Describe an example.</p>		<p>2=can provide several examples of good judgement calls 1=can mention at least 1 0=No answer</p>

	resolutions; and administrative orders); consult enforcement team or other enforcement agencies
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FUNCTION: MONITORING AND EVALUATION		
6. Competency: Ensure the development and implementation of an effective monitoring and evaluation (M&E) program		
Criteria	Guide Questions	Tips on how to ask/ Expected answers
M6-K16. MPA/Network objectives and benefits	<p>What are the objectives of the MPA/N?</p> <p>What indicator/s need to be monitored to determine if these objectives are being met?</p>	<p>Knows the objectives & indicators of the MPA/N which can include:</p> <ul style="list-style-type: none"> • Sustainable fisheries – increased fish stock (biomass, abundance); increased fish catch (CPUE); increased/maintained larval supply/recruitment; • Biodiversity conservation – protection of critical habitats; maintained ecological connectivity; improved status of threatened species; improved population size • Climate change adaptation – protection of resilient areas; protection of critical habitats; protection similar habitats along environmental gradient; reduced threats; enhance ecological connectivity • Inter-LGU alliance – Memorandum of Agreements; harmonized CRM related ordinances; joint enforcement • Ecotourism – equitable benefits; increased income • Protection of threatened species – improved status of threatened species; improved population size • Social network – increased collaborations; sharing of expertise and resources; exchange of knowledge
M6-K17. MPA/N Monitoring & Evaluation (M&E) program	<p>What is monitoring and evaluation and why is it important?</p> <p>Does your MPA/N have a M&E program? If yes, what was your involvement in the development of the M&E program?</p>	<p>2=very knowledgeable (several items / reasons noted) 1=mentions at least 1 0=No answer</p> <p>Can explain what is being monitored and evaluated which may include the status of management effectiveness; competence/capacity of the management body; status of coastal and marine resources; as well as socioeconomic factors</p> <p>M&E is done for the following reasons:</p> <ul style="list-style-type: none"> • To determine effectiveness of activities in achieving goals and objectives • For decision making and planning of activity • Can be used as basis for trainings/workshops
M6-K18. Adaptive management concepts and importance of feedback	<p><i>Adaptive management involves the use of results from M&E to make adjustments on the operational implementation of the MPA/N.</i> Can you cite an instance where adaptive management was practiced in your area (e.g. on CRM or MPA programs)?</p>	<p>2=knows adaptive management well and can cite examples 1=knows some 0= No answer (plus “1”, if knows <i>feedback mechanism</i>) (Max=3 points)</p> <p>Can discuss level of involvement, if any, on the development of the M&E program</p> <p>Familiar with the concepts of adaptive management and can cite an example of how it was practiced (e.g. adjustment of activities/interventions depending on current situation and on M&E results)</p> <p>M&E results can be used for learning; for decision making and planning for additional activities and improvement of interventions; to encourage management body and stakeholders to better perform their duties; and as basis for incentive/ disincentive system.</p>

	What are the possible feedback mechanisms for the MPA/N and how regularly is it done? What are the different agencies/groups who participate in the M&E and what expertise/help do they contribute?	Can enumerate ways of giving/getting feedback on the MPA/N and knows the importance of feedback feedbacking M&E results to constituents/partners etc. Knows which agencies/groups can participate in MPA/N M&E – LGU, PGU, DENR, BFAR, DILG, DOST, NGOs, POs, Universities/State Colleges, Research Institutes, etc. These agencies may contribute many ways: <ul style="list-style-type: none"> • Technical assistance – conduct baseline assessment and monitoring, resource persons for trainings and workshops • Financial assistance • Joint efforts – use of equipment, training hall, etc. 	2=can name several agencies 1=can name at least 1 0=No answer <i>(plus "1", if knows what their contributions)</i> (Max=3 points)
7. Competency: Support performance-based incentive/disincentive system			
M6-K19. Roles and expertise of different groups (e.g. agencies, institutes etc.)			
M7-K20. Best MPA/Network management practices on incentive/disincentive systems	Please cite best practices on performance-based incentive/disincentive system related to MPA/N management. Are you adopting these practices in your area? What are the criteria/bases for the performance evaluation?	Can describe different performance-based incentive/disincentive systems for MPA/Ns implemented in the area. Recognition and awards given for Best Managed MPAs, Best MPA Network, Best NIPAs, Outstanding MPA personnel, <i>Bantay Dagat</i> , Protected Area Ranger or Wildlife Enforcement Officer Criteria for this can be the MEAT or NEAT scores, evaluation and validation and for individuals this may be perfect attendance in all meetings/ activities, diligence and active participation, etc.	2=can describe several 1=can describe at least 1 0= No answer
M7-S13. Makes correct judgement calls	How do you reward/punish members of the MPA management body? Cite instances when these were given.	Can describe a system which has clear basis for making judgment or decisions to reward/punish MPA personnel (perfect attendance in all activities and meetings, active participation, diligence, etc.) and cite example of when they were given	2=can give several examples 1=can give at least 1 example 0=No answer

Please rate your work attitudes by ticking/checking on the boxes on the right. Tick/check only one answer per item.

Work Attitudes	Rating (SCORE)			
	Not at all (0)	Some-times (1)	Most of the time (2)	All the time (3)
1. I am a critical thinker.				
2. I am open to suggestions and contributions of ideas from others.				
3. I am honest in all my dealings.				
4. I am approachable and appreciate inquiries from others.				
5. I am willing to learn new ideas and skills.				
6. I encourage the participation, cooperation and collaboration of all stakeholders in the management of the MPA/N.				
7. I am diligent and hardworking to accomplish the objectives of our MPA/N.				
8. I strive to perform my duties and responsibilities to the best of my abilities and without any vested interest.				
9. I have a vision for our protected area and have ideas and plans on how to help achieve it.				
10. I help create/recommend laws and policies for the good of all and not for my own personal interest.				
11. I adhere to the principles of good governance, i.e. transparency, accountability and participatory, in the development and implementation of the MPA/N management plan.				
12. I support the implementation of the MPA/N Management Plan.				
13. I allot and provide financial support to the MPA/N.				
14. I am public service-oriented and dedicated in raising awareness on MPA/N management and promoting marine conservation.				
15. I strictly enforce and/or follow the law.				
16. I am fair and can make decisions and judgments without bias, based on facts and according to the rule of law.				
17. I make decisions and actions based on results and recommendations.				
18. I recognize efforts and give credit to people.				
19. I am adaptive and capable of making appropriate changes as needed, based on correct information.				

GUIDE TO ADMINISTERING THE TOOL AND SCORING

Personnel Category B

PERSONNEL CATEGORY B

Guide to Administering the Tool & Scoring

1. Competency: Direct the development, review and updating of the MPA/N management plan			
PLANNING			
Criteria	Guide Questions	Tips on how to ask/ Expected answers	Scoring
<p>P1-K1. State and importance of coastal and marine resources</p>	<p>What is the state of marine resources in your area?</p> <p>What is the importance of managing these marine resources?</p>	<p>Describe the state of coastal and marine resources (seagrass/ mangrove/ coral reefs/ fisheries etc.) of the area:</p> <ul style="list-style-type: none"> • Where are they located? • Can you estimate their size (hectares), cover (percent, lush, thick, etc.) and condition (poor, good, excellent)? • How about the fish catch of fishermen – what is the average fish catch? <p>Knows importance of marine resources such as:</p> <ul style="list-style-type: none"> • Provisioning – source of food (fish, shellfish, seaweed, timber, drugs, etc.) • Regulating – coastal protection, prevention of erosion, water purification, carbon storage • Cultural, spiritual, beauty 	<p>2=can describe status of resources 1=can describe at least 1 (plus "1", if knows importance) (Max=3 points)</p>
<p>P1-K2. MPA/Network management plan</p>	<p>What was your role in the development process of your MPA/N management plan?</p> <p>What are some of the contents of the management plan?</p> <p>Why is it important to have a plan?</p>	<p>Involvement in the development of MPA/N management:</p> <ul style="list-style-type: none"> • Highly involved (and can describe process of development) • Moderately involved • Little involvement (e.g. signing invitation letters, etc.) • No involvement at all <p>Has an idea of the general contents of the MPA/N management plan such as:</p> <ul style="list-style-type: none"> • Rationale and purpose of MPA/N or Vision, Mission and Goal setting • Present condition of marine resources • Legal framework • Organizational structure of the management body • Roles and responsibilities • Strategic action plans (for M&E, Enforcement, etc.) • Roles and responsibilities • Penalties and fines • Other 	<p>2=Highly involved 1=moderately involved 0=No answer (plus "1", if knows contents of plan) (Max=3 points)</p>
<p>P1-K3. Assessment/ Identification of risks/ threats to the MPA/N</p>	<p>What are the major threats addressed by your MPA/N?</p> <p>What are the impacts of these threats?</p>	<p>Knows how to conduct risk/ threat assessment and can describe impacts of these threats in the area</p> <p>Knows the major threats affecting their marine resources, such as:</p>	<p>2=can describe many threats and their impacts 1=can cite at least 1 0=No answer</p>

		<ul style="list-style-type: none"> • Over-extraction of marine resources (may specify which resources) • Reclamation or conversion of certain parts of the sea for other uses (e.g. fish ponds, ports, human settlement areas) • Illegal fishing practices: _____ • Sedimentation • Pollution • Inadequate support (e.g., executive, legislative, personnel, funds, etc.) to manage marine resources properly • Other threats: _____ 	
P1-K4. Incorporation of management plan to broader management plans	Does the MPA/N management plan contribute to the broader management plans of your municipality/ province? If yes, how?	<p>Knows whether MPA is part of another plan such as:</p> <ul style="list-style-type: none"> • Zoning/ Coastal Land Use and Water Plan • Coastal Resource Management Plan • Municipal Development Plan • Provincial Development Plan • Tourism Plan • Other: _____ 	2=knows detailed plan 1=knows a little about plan 0=No answer
P1-S1. Effective facilitation skills	How do you facilitate the review and updating of the MPA/N management plan?	<p>May have a major participation in the review and updating of the MPA/N management plan:</p> <ul style="list-style-type: none"> • Led the technical working group (TWG) that drafted/updated the plan • Member of the TWG that drafted/updated the plan • Attended the workshop and participated in the drafting of the plan <p>Or just minimal participation such as:</p> <ul style="list-style-type: none"> • Assigned a staff to conduct a workshop to draft/ update the MPA/N Management Plan • Coordinated and organized the workshop on the drafting/ updating of the MPA/N Management Plan 	2=participated in drafting plan 1=minimal participation 0=No participation
2. Competency: Direct the implementation of the MPA/N management plan and programs			
P2-K5. Implementing the management plan	<p>What are the MPA/N action plans that are being implemented?</p> <p>Can you mention some activities in the plan that have and have not been done?</p>	<p>Has knowledge of the implementation and monitoring of the management plan (programs on M&E, Enforcement, etc.).</p> <p>Able to describe some of the activities conducted such as:</p> <ul style="list-style-type: none"> • Monitoring of coral reefs, seagrass, mangroves and fish catch • IEC activities and feedback of monitoring results • Patrolling • Construction of guardhouse • Acquisition of equipment • Establishment and maintenance of buoys • Regular meetings • Updating of MPA/N Plan 	2=knows a lot 1=knows at least 1 0=No answer

<p>P2-K6. Management structure and governance</p>	<p>What are the roles and responsibilities of each person in the MPA/N management structure? Describe some of them.</p> <p>What are the skills, knowledge and/or talents required for people involved in MPA/N management?</p>	<p>Can name various roles such as:</p> <ul style="list-style-type: none"> • MPA management board & its composition/members • MPA treasurer • MPA bookkeeper • MPA secretary • MPA manager • Committees and their heads • Other _____ <p>Can describe the tasks and responsibilities of these roles and enumerate some of the knowledge, skills and talents needed for one to work in the management of the MPA/N</p>	<p>2=knows a lot 1=knows at least 1 0=No answer</p>
<p>P2-S2. Capacity needs assessments</p>	<p>How do you assess the capacities of the MPA/N management personnel?</p> <p>Do you conduct trainings for the staff or ensure that they get the appropriate trainings in order to improve their capacities? Name trainings conducted.</p>	<p>Conducts training needs assessment and observant of skills and talents of staff</p> <p>Conducts/ allows staff to attend capability enhancement activities and trainings such as:</p> <ul style="list-style-type: none"> • Exposure visits to successful MPA/Ns • Financial literacy, accounting and bookkeeping trainings • Leadership training • Values formation training • Habitat assessment and monitoring training • Reef Check and diving training • Communications training • Livelihood trainings 	<p>2=knows or uses several strategies 1=knows at least 1 0=No answer</p>
<p>P2-K7. Decision-making structures and processes affecting implementation</p>	<p>Describe the decision-making process for implementing and monitoring MPA/N action plans/projects.</p> <p>Is there a clear and operational mechanism for resolving conflicts? If yes, describe briefly.</p>	<p>Knows ways to enable arriving at good decisions:</p> <ul style="list-style-type: none"> • Gathering facts and information before acting • Considering several actions/ strategies • Discussing plans, consults/ solicits help from others • Having foresight and hindsight • Timeliness of action 	<p>2= can describe many important points 1= can cite at least 1 0= No answer</p>
<p>P2-S3. Leadership skills</p>	<p>Can you cite instances when you had to make decisions about MPA/N implementation?</p> <p>Were you able to make your partners and team members agree with your decision?</p> <p>How do you motivate the MPA/N management body and other stakeholders to sustain their efforts for the MPA/N?</p>	<p>Shows leadership skills by:</p> <ul style="list-style-type: none"> • Attending meetings and communicating regularly with MPA/N management body • Seeking updates with the person in charge of the MPA/N's daily operations • Acting on important and urgent matters that will help the MPA/N • Making decisions based on facts and in consultation with the management body and relevant stakeholders & partners <p>Can cite examples of such activities and initiatives done.</p>	<p>2=cites many leadership & decision-making initiatives 1=few leadership & decision-making initiatives 0=none (plus "1", if can cite strategies/examples) (Max=3 points)</p>

FINANCING

3. Competency: Prepare financing-related plans for the MPA/N			
Criteria	Guide Questions	Tips on how to ask/ Expected answers	Scoring
<p>F3-K8. Theory, best practices and strategies for developing sustainable financial and business plans</p>	<p>What are some best practices in MPA/N sustainable financing that you know of?</p> <p>What finance-related plan/s have you prepared (e.g. e.g. annual financial plan, business plan, sustainability plan)?</p> <p>What are some of the contents of these plans?</p>	<p>Knows best practices in sustainable financing. Can cite example/s.</p> <p>Has experience in preparing/developing a financial plan and business plan for the MPA/N</p> <p>Knows the contents of a financial or a business plan:</p> <ul style="list-style-type: none"> • Business plan – Customer base; Goods and services (of the MPA/N); Marketing strategy (i.e. description of products/services, market trends, pricing etc.); Implementation strategy (i.e. operational plans and strategies) • Financial plan – Projected activities; Financial requirements/budget needs (i.e. amount and timing of funding); Appropriate funding sources; Profit and loss projections <p><i>In short – a business plan looks at how to gain money using the goods and services of the MPA/N while a financial plan looks at how the MPA/N’s financial needs will be covered</i></p>	<p>2 = Knows best practice and has experience in preparing plan 1 = Knows at least 1 0 = No answer <i>(plus “1”, if knows contents of financial/business plan)</i> (Max=3 points)</p>
<p>F3-K9. Familiarity with budget cycle and object of expenditures</p>	<p>What are the financial needs of your MPA/N? Are these items included in the budget?</p> <p>Are there funds to sufficiently support these needs? Explain your answer.</p> <p>Describe the process of disbursing, accounting and auditing for MPA/N related expenses.</p>	<p>Knows the object of expenditures – Personal services, Maintenance & operating expenses (e.g. enforcement to include litigation process, M&E, IEC, physical structure, etc.), Capital outlay, Financial expenses</p> <p>Knows the financial management system and the inflow & outflow of funds for the MPA/N (i.e. National Government Accounting System) – Budgeting, Accounting, Auditing, Cash management, Revenue generation and Reporting</p>	<p>3 = Very knowledgeable (knows financial needs and can specify budget cycle & object of expenditures) 2 = Knowledgeable (incomplete knowledge on budget cycle & object of expenditures) 1 = Knows only 1 aspect 0 = No answer</p>
<p>F3-K10. Effective policies and strategies to ensure financial and logistic support to MPA/Ns</p>	<p>What policies/strategies should be in place to ensure that funds are provided for the implementation of the MPA/N?</p> <p>Are these being implemented in your MPA/N? If yes, cite which ones.</p>	<p>Knows the policies that should be in place to ensure that funds and support are provided funding to the MPA/N (i.e. provides direct financial support, through incentives, fines & penalties, etc.)</p> <ul style="list-style-type: none"> • Fisheries Code (R.A. 10654) • For NIPAS – NIPAS Act, General Appropriations Act • Other revenue-generating policies _____ 	<p>2= can cite many 1=can cite at least 1 0=No answer</p>
<p>F3-S4. Preparation of finance-related plans</p>	<p>How do you assess/estimate the financial needs of the MPA/N?</p>	<p>May have a major participation in the preparation of MPA/N annual financial or business plan:</p>	<p>2 = Participated in drafting plan 1 = Minimal participation</p>

	<p>How do you prepare the plan/s? Describe briefly.</p>	<ul style="list-style-type: none"> Led the technical working group (TWG) that prepares the financial or business plan Member of the TWG that prepares the financial or business plan Attended the workshop & participated in the drafting of the financial or business plan <p>Minimal participation</p> <ul style="list-style-type: none"> Assigned a staff to conduct a workshop to draft the financial plan Coordinated and organized the workshop on the drafting of the financial plan 	<p>0 = No participation</p>
4. Competency: Able to mobilize sustainable funding and resources for the MPA/N			
<p>F4-K11. Option for sources of funds and resources to support the MPA/N</p>	<p>What are the possible sources of funds/resources to support the programs and activities of the MPA/N? Cite agencies/organizations that can potentially help (e.g. funds, technical, equipment, etc.) to the MPA/N, including enforcement and M&E.</p> <p>What is the process for accessing these funds and resources?</p> <p>Can you describe the policies and/or requirements of these assisting agencies/organizations (e.g. MOA/MOU, etc.)?</p>	<p>Can cite external (national agencies, academe, private organizations and NGOs, etc.) and internal sources of funding and other resources; and discuss how these can be accessed such as:</p> <ul style="list-style-type: none"> Grants and Donations <ul style="list-style-type: none"> Bilateral & multilateral donors (activity-based technical assistance, training, equipment or infrastructure) – Support from NGAs e.g. DENR, BFAR, DOLE, TESDA, etc.; Academe (Schools, Colleges & Universities) Foundations (e.g. FPE, CCEF, Malampanya, etc.) Support from NGOs Support from private sector/companies (i.e. through their CSR) <ul style="list-style-type: none"> Local/International project funding Conservation Trust Funds Tourism Revenues (entrance fees, user fees, etc.) Integrated Protected Area Fund (IPAF) [For NIPAS] 	<p>3=can cite many 2=can cite at least 2 1=can cite at least 1 0=No answer</p>
<p>F4-S5. Preparation of project proposals</p>	<p>Do you prepare project proposals? If yes, describe briefly.</p> <p>Have you attended any training related to proposal writing? If yes, name the training/s.</p>	<p>Participated in preparing project proposal/s to fund MPA/N</p> <ul style="list-style-type: none"> Led the technical working group (TWG) that prepares the project proposal/s Member of the TWG that prepares the proposal Assigned a staff to conduct a workshop to draft the proposal Coordinated and organized the workshop on the drafting of the project proposal Attended the workshop & participated in the drafting of the project proposal <p>Description of proposal _____</p> <p>Can name training/s attended on proposal writing.</p>	<p>2=participated in drafting the proposal 1=minimal participation 0=No participation <i>(plus "1", if can describe proposal submitted/ approved/funded)</i> (Max=3 points)</p>

F4-S6. Allocate, mobilize and outsource funds and resources for MPA/N	How do you allocate and prioritize funds/resources for the MPA/N? How do you help generate funds/resources for the MPA/N?	Able to discuss in detail how funds are allocated, mobilized and secured by <ul style="list-style-type: none"> • Prioritizing needs based on consultation with management body • Ensuring that government budget for MPA/N is well-budgeted and internally-generated revenues are used for the MPA/N • Acquiring funds and resources from other organizations (e.g. donors, foundations, NGOs, etc.) • Making sure that funds are accessed • Other strategies may be mentioned 	3=can specify budget per program, allocation and fund sources 2=incomplete 1=knows only 1 aspect 0=No answer
5. Competency: Ensure financial management system in place			
F5-K12. Standards, norms and procedures for financial management	What are some best practices in MPA/N financial management that you know of? What is the prescribed financial reporting that you follow?	Can cite a best practice in MPA/N financial management Knows the financial management system and the inflow & outflow of funds for the MPA/N (i.e. National Government Accounting System) – Budgeting, Accounting, Auditing, Cash management, Revenue generation, Reporting	2=Knows many 1=Knows at least 1 0=No answer
F5-S7. Financial management skills	How do you ensure that proper financial management (e.g. proper budgeting, accounting, procurement, etc.) is followed? Cite some instances. How do you ensure that funds are spent wisely and efficiently?	Knows strategies to ensure proper financial management and effectively & efficiently use funds (i.e. proper budgeting, accounting, auditing, procurement, etc.)	2=Mentions several strategies 1=Mentions 1 strategy 0=No answer
F5-S8. Financial reporting	How do you prepare your financial reports? How often? How do you present your financial reports? Cite examples.	Knows how to prepare financial reports Knows how to present financial status and reports Makes sure that financial reports are submitted on time	2=mentions several strategies 1=mentions 1 strategy 0=No answer

COMMUNICATIONS

6. Competency: Direct the development and implementation of an adaptive communications plan for the MPA/N		
Criteria	Guide Questions	Tips on how to ask/ Expected answers
C6-K13. MPA/N information that needs to be communicated within and outside the management body	What are the most important concepts/information about MPA/Ns that the people/community should know about? Why should other people know about the MPA/N in your area?	Can cite important information about the MPA/N that should be communicated to the community which could include the following: <ul style="list-style-type: none"> • MPA/N objectives (e.g. fisheries management, biodiversity conservation, habitat protection, etc.) • MPA/N threats (e.g. overfishing, sedimentation, pollution, etc.) • Different marine habitats (coral reef, seagrass, mangrove) • Importance of marine resources (e.g. provisioning, regulating, etc.)
		Scoring 2=knows lots 1=knows at least 1 0=No answer

<p>C6-K14. Communication strategies</p>	<p>What are your communication strategies? Give examples.</p> <p>Is there a mechanism for the general public to be consistently, effectively and pro-actively informed about MPA/N programs and activities? If yes, cite some examples.</p>	<ul style="list-style-type: none"> • Best practices in MPA/N management • Laws and policies related to coastal and marine environment and resources • Rules & regulations; what is allowed and prohibited in the MPA/N • Community involvement in the MPA/N <p>Various communication strategies may be given such as:</p> <ul style="list-style-type: none"> • Advertising (TV, Radio, Posters) • Press Conferences • Traditional arts/ Community Dialogue • Internet and social media • SMS/ Mobile phone • Volunteer/ community events • Merchandise distribution • Special events (town festivals, contests, fun runs) • Inclusion in school curriculum or through IECs and other activities conducted in school or with students 	<p>2=knows lots 1=knows 1 0=No answer</p>
<p>C6-K15. Options on providing resources for the communications program</p>	<p>What are the sources of funds and other resources to support the communication program for the MPA/N? Cite examples, sources, etc.</p>	<p>Financial resources for the MPA/N's communication program may come from IPAF (NIPAS), voluntary contributions/ donations, sponsorships, budget allocation, external project funding (NGO), external project funding (Government), external project funding (private) and fund-raising activities.</p> <p>Other resources may be through human services such as volunteer individuals and organizations, or airtime from radio stations, etc.</p>	<p>3=can cite many 2=can cite at least 2 1=can cite at least 1 0=No answer</p>
<p>C6-S9. Effective communication skills</p>	<p>How do you harness support for the MPA/N? If there are people who do not support the MPA/N, how do you deal and communicate with them? Cite examples.</p>	<p>Able to harness support for the MPA/N through the following ways:</p> <ul style="list-style-type: none"> • Raising MPA/N concerns in national, regional and local meetings and gatherings • Promoting MPA/N by supporting institutional arrangements and partnerships with other municipalities, provinces and/or networks • Communicating with funding groups and agencies to gather financial support • Heading fund-raising activities • Immersing with the local community <p>Able to deal with non-supporters of the MPA/N through the following:</p> <ul style="list-style-type: none"> • Interpersonal (face-to-face dialogues and discussions with stakeholders) • Provision of education and promotional materials • Formal meeting with official head of stakeholder group • Mediated (sending of letters to stakeholders) 	<p>2=can cite several successful examples 1=can cite 1 0=No answer</p>
<p>C6-S10. Coordination skills</p>	<p>How do you engage with members of the MPA/N management body? Why did you engage with them (e.g. approval of the management plan, team building, developing the M&E plan, enforcement etc.)?</p>	<p>Can describe how he/she coordinates with members of the MPA/N management body and cite examples of his/her interactions with them. This could include activities such as:</p> <ul style="list-style-type: none"> • Drafting or updating of the MPA/N management plan • Approval of the management plan • Team-building • Developing the M&E plan • Enforcement planning and monitoring 	<p>2=can describe how he coordinates with them 1=knows only 1 0=No answer (plus 1, if knows why he engages with them) (Max=3 points)</p>

	How do you engage with stakeholders and other agencies for the management of the MPA/N? Why did you engage with them (seek funding support, developing the M&E plan, production of IEC materials, encourage participation, joint enforcement, etc.)	Can describe how he/she coordinates with MPA/N stakeholders and other agencies for the management of the MPA/N and cite examples of his/her interactions with them. Possible reasons for engagement can be: <ul style="list-style-type: none"> • Seek support (funding, technical assistance, etc.) • Developing the M&E plan • Production of IEC materials • Encourage participation and support for MPA/N • Joint enforcement 	2=can describe working relationships 1=knows only 1 0=No answer <i>(plus "1", if has strategy on how to handle conflicts and disagreements)</i> (Max=3 points)
C6-S11. People skills	Describe your working relationship with 1) members of the management body and 2) stakeholders. How do you handle disagreements between members of the MPA or MPA/N management body?	Can describe working relationship (whether positive, close and effective) with members of management body as well as stakeholders Has strategies to resolve conflicts and disagreements among members of the MPA/N management body – which may be done through formal and informal meetings and communications and can cite instances when these happened	

ENFORCEMENT			
7. Competency: Direct the development of the enforcement plan for the MPA/N			
Criteria	Guide Questions	Tips on how to ask/ Expected answers	Scoring
E7-K16. Laws and regulations related to MPA/Ns	What pertinent national laws, local ordinances and other issuances related to MPA/Ns that you know of? What are the prohibited and allowed activities in your MPA/N?	He may give the specific ordinances enacted for the MPA/N in the area, or the law that was passed specific for the NIPAS as well as the Wildlife Act, amended Fisheries Law, RA 11038 (ENIPAS Law), and other local/municipal/provincial ordinances that have been passed which are related to the MPA/N. Can mention activities that are prohibited in the MPA/N: - fishing inside the prohibited zone or NO TAKE ZONE; intrusion into the regulated zone; fishing using unauthorized gear, dynamite or poison and noxious substances; building illegal structures; pollution; collection of marine organisms; dumping of garbage; collection of samples or marine organisms for sale; hunting or capture of endangered marine organisms; tourism activities in prohibited zones, and many others And activities that are allowed in the MPA/N: - recreational diving in designated zone, research, navigation, etc.	2=can cite several laws 1=can cite at least 1 0=No answer <i>(plus "1", if able to mention prohibited and allowed activities)</i> (Max=3 points)
E7-K17. Key concepts and best practices in MPA/N enforcement	Describe the major elements of the enforcement chain (i.e. detection, apprehension, filing of case, judgment, etc.) What are some best practices in MPA/N enforcement that you know of what can	Elements of a strategic enforcement plan: • Preventive mechanisms to prevent or pre-emp violations from occurring – so that regulations should be disseminated widely and enforcers must be ready at all times (e.g., using billboards & signage; buoys; dialogues and IECs; deputation/ training of enforcers)	2=can cite major elements 1=can cite at least 1 0=No answer <i>(plus "1", if able to mention some best practices in enforcement)</i>

	<p>others learn from you? Please cite examples.</p>	<ul style="list-style-type: none"> • Detection mechanism which ensures that there will be greater chances of uncovering violations through installation of guardhouse, use of equipment (binoculars, spotlights, radars) and satellite services • Reporting mechanism involves approaches that will ensure violations are conveyed to enforcers on time (hotline number) • Recording mechanism includes approaches that will ensure that details of violations are captured and duly recorded by the enforcers • Responding mechanisms are strategies to ensure that enforcers are able to stop the violations or react to reports of violations (having patrol vessels, regular training and refresher courses for enforcers and allocating budget for operations) • Disposal mechanisms – ensuring violators are punished and duly sanctioned (local adjudication board, prosecution, impounding area for confiscated equipment and gear, etc.) <p>Some approaches in enforcement:</p> <ul style="list-style-type: none"> • Soft Approach – Prevention; Social Marketing; Social Mobilization; Legislation and regulation; Information dissemination; Continuous monitoring • Hard Approach – Presence of law enforcers; Sanctions imposed; Detection, apprehension, and prosecution activities; Negating economic benefits from illegal activities <p>Best practices in MPA enforcement: Joint enforcement; Harmonize enforcement laws and regulations; Participatory law enforcement; Social marketing; Information dissemination</p>	<p>Max=3 points</p>
<p>E7-K18. Enforcement planning</p>	<p>What was your role in the development of the enforcement plan for the MPA/N? Describe the major components and strategies in the enforcement plan.</p>	<p>Involvement in the development of MPA/N management:</p> <ul style="list-style-type: none"> • Highly involved (and can describe process of development) • Moderately involved • Little involvement (e.g. signing invitation letters, etc.) • No involvement at all <p>Steps in the development of the Enforcement Plan (may become components):</p> <ul style="list-style-type: none"> • Policy and institutional review • Situational Analysis (issue mapping) • Identification of enforcers • Define strategies • Develop plan of action • Monitor and evaluate • Refine and amend strategies • Update baseline information 	<p>3=leadership / main role, 2= helped draft with others 1=minimal participation 0=No answer</p>

<p>E7-K19. Broader enforcement planning</p>	<p>Is there an enforcement plan for the whole municipal/ bay-wide waters? If yes, please describe briefly.</p> <p>Is the enforcement of the MPA/N incorporated in it?</p>	<p>Knowledgeable about the enforcement activities not only for the MPA/N but also on the bay-wide or larger scale</p> <p>Knows whether enforcement of the MPA/N is incorporated in the broader enforcement plan of the bay or region</p>	<p>2=knows detailed plan 1=knows a little about plan 0=No answer</p>
<p>E7-S12. Analytical skills</p>	<p>How do you know if the enforcement strategies employed are appropriate? How do you adapt or adjust?</p>	<p>The most common tools to analyse information related to enforcement are identification of strengths, weaknesses, opportunities and threats or SWOT analysis and scenario planning which involves forecasting future events using a set of assumptions. Can describe why such strategies are used and if they are effective/appropriate.</p>	<p>2=mentions several strategies 1=mentions 1 strategy 0=No answer</p>
<p>8. Competency: Ensure effective implementation of the MPA/N enforcement plan</p>			
<p>E8-K20. Importance of enforcement activities</p>	<p>Is there a need to monitor enforcement activities? Explain your answer.</p> <p>What are the tools/methods that can be used to monitor/assess enforcement activities?</p>	<p>Knows importance of enforcement monitoring and the methods used</p>	<p>2=knows lots 1=knows at least 1 0=No answer</p>
<p>E8-K21. Challenges to enforcement</p>	<p>What are the challenges and barriers in enforcement? How do you address/resolve them?</p>	<p>Can cite specific challenges in area and discuss how these were addressed or resolved</p> <p>Challenges and barriers in enforcement:</p> <ul style="list-style-type: none"> • Sociocultural barriers in the area – Existing customary laws/ local rules and regulations; Traditional diets (consumption of protected threatened species); Political intervention • Political barriers in the area – Party affiliation; Patronage; Wards and voters • Economic barriers in the area – Livelihood; Business interests; Fiscal limitations • Technical barriers in the area – Jurisdictions; Impoundment; Evidence (species examination); Detention • Technological barriers in the area – Equipment and infrastructures; Global Positioning System; Patrol boats • Institutional barriers in the area – Turfing; Competitions; Proximity; Lack of capacity; Fiscal priorities <p>Strategies to address/ resolve challenges can include:</p> <ul style="list-style-type: none"> • Capacity development • Community consultations and participation • Shared enforcement • Acquisition of equipment/materials 	<p>2=can cite several 1= can cite at least 1 0=No answer <i>(plus "1", if knows how to resolve them)</i> (Max=3 points)</p>

<p>E8-S13. Enforcement strategies</p>	<p>How do you ensure that enforcement activities are effectively done?</p>	<p>Use of enforcement chain – detection, apprehension, filing of case, judgement, etc.</p> <p>Conducts enforcement using various strategies:</p> <ul style="list-style-type: none"> • Preventive mechanisms using billboards & signage; buoys; dialogues and IECs; deputation/ training of enforcers • Detection through installation of guardhouse, use of equipment (binoculars, spotlights, radars) and satellite services • Reporting mechanism using hotline number and mobile phones for enforcers • Recording mechanism – Keep records and logs of activities; Reports of violations • Responding mechanisms by empowerment of locals to participate; procurement of patrol vessels; regular training and refresher courses for enforcers; allocating budget for operations • Disposal mechanisms – ensuring violators are punished by establishment of a local adjudication board; prosecution; availability of impounding area for confiscated equipment and gear; protection of custody chain 	<p>2=knows several 1=can cite at least 1 0=No answer</p>
<p>E8-S14. Makes correct judgement calls</p>	<p>How do you decide problematic cases related to enforcement? What basis do you use? Describe an example.</p>	<p>Can cite an example of problematic cases that exhibited good judgment call</p> <p>To decide problematic cases/violations he/she may refer to existing laws and regulations (Fisheries Code & Wildlife Act; ordinances; executive orders; resolutions; and administrative orders); consult enforcement team or other enforcement agencies</p>	<p>2=can provide several examples of good judgement calls 1=can mention at least 1 0=No answer</p>

MONITORING AND EVALUATION

9. Competency: Develop and implement an effective monitoring and evaluation (M&E) program and feedback system

Criteria	Guide Questions	Tips on how to ask/ Expected answers	Scoring
<p>M9-K22. MPA/Network objectives and benefits</p>	<p>What are the objectives of the MPA/N?</p> <p>What indicator/s need to be monitored to determine if these objectives are being met?</p>	<p>Knows the objectives & indicators of the MPA/N which can include:</p> <ul style="list-style-type: none"> • Sustainable fisheries – increased fish stock (biomass, abundance); increased fish catch (CPUE); increased/maintained larval supply/recruitment; absence/decrease of illegal/destructive fishing practices • Biodiversity conservation – protection of critical habitats; maintained ecological connectivity; improved status of threatened species; improved population size • Climate change adaptation – protection of resilient areas; protection of critical habitats; protection similar habitats along environmental gradient; reduced threats; enhance ecological connectivity • Inter-LGU alliance – Memorandum of Agreements; harmonized CRM related ordinances; joint enforcement • Ecotourism – equitable benefits; increased income • Protection of threatened species – improved status of threatened species; improved population size • Social network – increased collaborations; sharing of expertise and resources; exchange of knowledge 	<p>2=can mention several objectives 1=can mention at least 1 objective 0= No answer (plus “1”, if knows indicators) (Max=3 points)</p>
<p>M9-K23. MPA/N Monitoring and Evaluation (M&E) program</p>	<p>What is monitoring and evaluation and why is it important?</p> <p>Does your MPA/N have a M&E program? If yes, what was your involvement in the development of the M&E program?</p>	<p>Can explain what is being monitored and evaluated which may include the status of management effectiveness; competence/capacity of the management body; status of coastal and marine resources; as well as socioeconomic factors</p> <p>M&E is done for the following reasons:</p> <ul style="list-style-type: none"> • To determine effectiveness of activities in achieving goals and objectives • For decision making and planning of activity • Can be used as basis for trainings/workshops <p>Can discuss level of involvement, if any, on the development of the M&E program</p>	<p>2=very knowledgeable (several items / reasons noted) 1=mentions at least 1 0=No answer</p>
<p>M9-K24. Components of the M&E program</p> <ul style="list-style-type: none"> - Performance M&E system - Ecological/biophysical M&E system - Socio-economic M&E system 	<p>What are the main components of your M&E program – does it include a component on performance of management body, ecological component, socio-economic component?</p> <p>What are the objectives of each component?</p>	<p>The M&E program usually has many components and can include the following components, objectives and tools to measure them:</p> <ul style="list-style-type: none"> • Performance & effectiveness of management body – improve capacity and competence of management body, Financial sustainability, Budget allocations, Collaboration with other stakeholders, Adoption of ordinances supporting MPA/N <ul style="list-style-type: none"> ▪ TOOLS: MEAT, METT, NEAT, etc. • Ecological/ biophysical – monitor changes in fish biomass and density (increased/maintained), increased/maintained seagrass, mangrove and coral covers; Protection of critical habitats <ul style="list-style-type: none"> ▪ TOOLS: Habitat monitoring through various methods fish visual census, transect surveys with photoquadrats or LIT, Reef Check, etc. • Socio-economic – increased income, increased social groups 	<p>2=can mention several components, tools and objectives 1=can mention at least 1 component, objective, at least, with or without tool 0=No answer</p>

<p>M9-K25. Indicators used in M&E</p> <ul style="list-style-type: none"> - Performance M&E - Ecological/ biophysical M&E Socio-economic M&E 	<p>What are the indicators that you monitor for each of the main components of your M&E program?</p> <p>In the table on the right, check the indicators that you use and specify how often they are monitored (annual, quarterly).</p> <p>Acronyms used: MEAT – MPA Management Effectiveness Assessment Tool METT – Management Effectiveness Tracking Tool NEAT – Network Effectiveness Assessment Tool CPUE – Catch per unit effort</p>	<p>• TOOLS: landed catch survey, market survey, SEAT, fish catch monitoring (CPUE)</p> <p>Check the indicators that you use and specify how often they are monitored (annual, quarterly).</p> <table border="1" data-bbox="321 655 1325 1241"> <thead> <tr> <th>Indicators</th> <th>Check if monitored</th> <th>Schedule of monitoring</th> </tr> </thead> <tbody> <tr> <td>PERFORMANCE</td> <td></td> <td></td> </tr> <tr> <td>A. Level & rating (MEAT)</td> <td></td> <td></td> </tr> <tr> <td>B. Score (METT)</td> <td></td> <td></td> </tr> <tr> <td>C. Level & rating (NEAT)</td> <td></td> <td></td> </tr> <tr> <td>D. Other (pls. specify):</td> <td></td> <td></td> </tr> <tr> <td>ECOLOGICAL</td> <td></td> <td></td> </tr> <tr> <td>A. % live coral cover</td> <td></td> <td></td> </tr> <tr> <td>B. Fish biomass (tons/sqkm)</td> <td></td> <td></td> </tr> <tr> <td>C. % seagrass cover or density</td> <td></td> <td></td> </tr> <tr> <td>D. Number of species:</td> <td></td> <td></td> </tr> <tr> <td> 1. Fish</td> <td></td> <td></td> </tr> <tr> <td> 2. Seagrass</td> <td></td> <td></td> </tr> <tr> <td> 3. Mangrove</td> <td></td> <td></td> </tr> <tr> <td>E. % mangrove canopy cover</td> <td></td> <td></td> </tr> <tr> <td>F. Total area (hectares)</td> <td></td> <td></td> </tr> <tr> <td> 1. Coral reef</td> <td></td> <td></td> </tr> <tr> <td> 2. Seagrass</td> <td></td> <td></td> </tr> <tr> <td> 3. Mangrove</td> <td></td> <td></td> </tr> <tr> <td>G. Marine mammal sightings & mortalities (species)</td> <td></td> <td></td> </tr> <tr> <td>H. Other (pls. specify):</td> <td></td> <td></td> </tr> <tr> <td>SOCIO-ECONOMIC</td> <td></td> <td></td> </tr> <tr> <td>A. Household income</td> <td></td> <td></td> </tr> <tr> <td>B. Fish catch (CPUE)</td> <td></td> <td></td> </tr> <tr> <td>C. Other (pls. specify):</td> <td></td> <td></td> </tr> </tbody> </table>	Indicators	Check if monitored	Schedule of monitoring	PERFORMANCE			A. Level & rating (MEAT)			B. Score (METT)			C. Level & rating (NEAT)			D. Other (pls. specify):			ECOLOGICAL			A. % live coral cover			B. Fish biomass (tons/sqkm)			C. % seagrass cover or density			D. Number of species:			1. Fish			2. Seagrass			3. Mangrove			E. % mangrove canopy cover			F. Total area (hectares)			1. Coral reef			2. Seagrass			3. Mangrove			G. Marine mammal sightings & mortalities (species)			H. Other (pls. specify):			SOCIO-ECONOMIC			A. Household income			B. Fish catch (CPUE)			C. Other (pls. specify):			<p>2=very knowledgeable (checks several items) 1=mentions at least 1 0=No answer <i>(plus "1", with schedule of monitoring indicated)</i> (Max points=3)</p>
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<p>M9-S15. Effectively conduct M&E surveys</p>	<p>Do you conduct M&E surveys (i.e. performance, socio-economic, ecological)?</p> <p>Have you received any trainings on MPA/N M&E? Name trainings received.</p> <p>Check the ones you know and rate your skills on a scale of 0-4 in the table on the right.</p> <p>SCALE: 0 – None 1 – With training/ has assisted a few times 2 – Can perform with minimum supervision 3 – Can perform independently 4 – Can supervise a group</p> <p>Acronyms used: CPCE – Coral point count with Excel extensions SEAT – Socio-economic Assessment Tool SocMon – Socioeconomic Monitoring</p>	<p>Rate your skills by ticking a box using the indicated scale (see left column).</p> <table border="1" data-bbox="240 655 1133 1260"> <thead> <tr> <th>Monitoring and Evaluation skills</th> <th>0</th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> </tr> </thead> <tbody> <tr> <td>PERFORMANCE</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>A. MEAT</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>B. METT</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>C. NEAT</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>D. Other:</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>ECOLOGICAL/ BIOPHYSICAL</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>A. Coral reef assessment & monitoring</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>1. Manta tow</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>2. Line intercept transect (LIT)</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>3. Photoquadrat & CPCE</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>4. Fish visual census (FVC)</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>5. Reef Check</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>B. Seagrass assessment & monitoring</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>C. Seaweed assessment & monitoring</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>D. Beach forest assessment & monitoring</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>E. Invertebrate assessment & monitoring</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>F. Cetacean identification/ survey</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>G. Marine turtle identification/ survey</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>H. Seabird survey</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>I. Other:</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>SOCIO-ECONOMIC</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>A. SEAT</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>B. SocMon</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>C. Other:</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Monitoring and Evaluation skills	0	1	2	3	4	PERFORMANCE						A. MEAT						B. METT						C. NEAT						D. Other:						ECOLOGICAL/ BIOPHYSICAL						A. Coral reef assessment & monitoring						1. Manta tow						2. Line intercept transect (LIT)						3. Photoquadrat & CPCE						4. Fish visual census (FVC)						5. Reef Check						B. Seagrass assessment & monitoring						C. Seaweed assessment & monitoring						D. Beach forest assessment & monitoring						E. Invertebrate assessment & monitoring						F. Cetacean identification/ survey						G. Marine turtle identification/ survey						H. Seabird survey						I. Other:						SOCIO-ECONOMIC						A. SEAT						B. SocMon						C. Other:						<p>2=highly-skilled (checks 2 or more items) 1=less skilled (checks only 1) 0=No answer (plus "1", with trainings) (Max points=3)</p>
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<p>M9-S16. Planning and organizing skills</p>	<p>How did you facilitate the development and implementation of the MPA/N M&E program?</p> <p>How do you plan for actual M&E activities?</p>	<p>Can discuss with some detail on the development and implementation of the MPA/N M&E program (can mention activities that have been done and how they were successfully carried out)</p>	<p>2=knows a lot 1=knows at least 1 0=No answer</p>																																																																																																																																																						

10. Competency: Formulate adaptive management strategies based on monitoring and evaluation results.																											
<p>M10-K26. Adaptive management concepts and importance of feedback</p>	<p><i>Adaptive management involves the use of results from M&E to adjust the operational implementation of the MPA/N.</i> Can you cite an instance where adaptive management was practiced in your area (e.g. on CRM or MPA programs)?</p> <p>What are the possible feedback mechanisms for the MPA/N and how regularly is it done?</p>	<p>Familiar with the concepts of adaptive management and can cite an example of how it was practiced (e.g. adjustment of activities/interventions depending on current situation and on M&E results)</p> <p>M&E results can be used for learning; for decision making and planning for additional activities and improvement of interventions; to encourage management body and stakeholders to better perform their duties; and as basis for incentive/ disincentive system.</p> <p>Can enumerate ways of giving/getting feedback on the MPA/N and knows the importance of feedback feedback M&E results to constituents/partners</p>	<p>2=knows adaptive management well and can cite examples 1=knows some 0= No answer <i>(plus "1", if knows feedback mechanism)</i> (Max=3 points)</p>																								
<p>M10-K27. Monitoring and evaluation reports</p>	<p>What should be presented and included in the M&E reports?</p>	<p>Information included in M&E reports</p> <ul style="list-style-type: none"> Trend of the state of performance, ecological, and socio economic Effectiveness of activities in achieving goals and objectives Challenges affecting performance of management body Threats affecting coastal and marine resources Challenges affecting socioeconomic status Recommendations 	<p>2=knows a lot 1=knows at least 1 0=No answer</p>																								
<p>M10-S17. Analytical skills to formulate appropriate interventions</p>	<p>Can you cite examples of interventions/ improved strategies that you implemented after seeing the results of the M&E? Why were these done?</p>	<p>Some of the interventions that may be done:</p> <ul style="list-style-type: none"> When management effectiveness is low – conducts skills trainings/ workshops, improve financial strategies, conducts additional activities, etc. When ecological status is low – strengthens enforcement, reduces habitat threats, improve MPA design, etc. When socioeconomic status is low – conducts awareness campaigns, conducts livelihood trainings, conducts activities to increase social cohesion, etc. 	<p>2= can cite many examples 1= can cite at least 1 example 0=No answer</p>																								
<p>M10-S18. Technical writing, effective feedback and presentation skills of M&E results</p>	<p>How do you give feedback about the M&E results?</p> <p>How would you rate yourself in terms of technical writing and presentation skills to effectively feedback M&E results?</p> <p>Rate your skills on a scale of 0-4 using the table in the right.</p>	<p>Feedbacking could be done through submission of reports (technical reports), public presentations during general assembly meetings (may be through a video, play, etc.), etc.</p> <p>Rate your skills by ticking a box. Scale: 0 being NONE, 1-POOR, 2-MODERATE, 3-GOOD, 4-EXCELLENT</p> <table border="1" data-bbox="1203 709 1320 1276"> <thead> <tr> <th>SKILLS</th> <th>0</th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> </tr> </thead> <tbody> <tr> <td>1. Technical writing</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>2. Feedbacking</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>3. Presentation skills</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	SKILLS	0	1	2	3	4	1. Technical writing						2. Feedbacking						3. Presentation skills						<p>2= can cite several ways 1= can cite at least 1 way 0=No answer <i>(plus "1", if rates skills at 3-4)</i> (Max points=3)</p>
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1.1. Competency: Linking M&E results with performance-based incentive/disincentive systems for MPA/N implementation		
M11-K28. Performance-based incentive/disincentive systems	<p>Please cite best practices on performance-based incentive/disincentive system related to MPA/N management. Are you adopting these practices in your area?</p> <p>What are the criteria/bases for the performance evaluation?</p> <p>What was your participation in the development of this system?</p> <p>How do you reward/punish members of the MPA management body? Cite instances when these were given.</p>	<p>Can describe different performance-based incentive/disincentive systems for MPA/Ns implemented in the area.</p> <p>Recognition and awards given for Best Managed MPAs, Best MPA Network, Best NIPAS, Outstanding MPA personnel, <i>Bantay Dagat</i>, Protected Area Ranger or Wildlife Enforcement Officer</p> <p>Criteria for this can be the MEAT or NEAT scores, evaluation and validation and for individuals this may be perfect attendance in all meetings/ activities, diligence and active participation, etc.</p> <p>Can describe a system which has clear basis for making judgment or decisions to reward/punish MPA personnel (perfect attendance in all activities and meetings, active participation, diligence, etc.) and cite example of when they were given</p>
M11-S19. Makes correct judgement calls		

2=can describe several
1=can describe at least 1
0= No answer

2=can give several examples
1=can give at least 1 example
0=No answer

Please rate your work attitudes by ticking/checking on the boxes on the right. Tick/check only one answer per item.

Work Attitudes	Rating (SCORE)			
	Not at all (0)	Some-times (1)	Most of the time (2)	All the time (3)
1. I initiate events and provide guidance and leadership to my team.				
2. I am honest in all my dealings.				
3. I am approachable and easy to talk with.				
4. I am willing to learn new ideas and skills.				
5. I facilitate participation and cooperation among stakeholders in the management of the MPA/N.				
6. I am diligent and hardworking to accomplish the objectives of our MPA/N.				
7. I strive to perform my duties and responsibilities to the best of my abilities and without any vested interest.				
8. I am open to the contribution of ideas from others in the development of the management plan.				
9. I can plan strategically towards the achievement of a goal.				

Work Attitudes	Rating (SCORE)			
	Not at all (0)	Some of the time (1)	Most of the time (2)	All the time (3)
10. I adhere to the principles of good governance, i.e. transparency, accountability and participatory, etc. in the development and implementation of the MPA/N management plan.				
11. I am resourceful and can help raise, mobilize and secure funds for the MPA/N.				
12. I adhere to the standards of transparency and accountability in all financial transactions.				
13. I am meticulous and I always see to it that the funds are spent wisely and frugally, and liquidated properly and on time.				
14. I am fair in allocating funds.				
15. I conduct my financial and administrative duties in a systematic and efficient manner.				
16. I can determine appropriate messages, communication techniques and IEC materials needed for various audiences.				
17. I help develop and implement laws and policies for the good of all and not for my own personal interest.				
18. I am public service-oriented and supportive of implementing enforcement activities according to the rule of law.				
19. In enforcing the law, I exercise sensitivity to other cultures, gender and the indigenous people's rights.				
20. I am fair and honest in enforcing the law.				
21. I welcome inter-agency collaboration with other enforcement groups and sharing of ideas and resources to help address issues in our waters.				
22. I promote strict compliance to the implementation of action plans (e.g. M&E Plan, Financial Plan, Enforcement Plan, etc.)				
23. I can make decisions based on facts and valid information.				
24. I recognize efforts, give credit to people and provide opportunities for advancement and promotion to personnel and staff.				
25. I have foresight, initiative and have a plan for the future.				
26. I am adaptive and capable of making appropriate changes as needed, based on correct information.				

GUIDE TO ADMINISTERING THE TOOL AND SCORING

Personnel Category C

PERSONNEL CATEGORY C

Guide to Administering the Tool & Scoring

PLANNING			
1. Competency: Contribute to the development, review and updating of the MPA/N management plan			
Criteria	Guide Questions	Tips on how to ask/ Expected answers	Scoring
<p>P1-K1. State and importance of coastal and marine resources</p>	<p>What is the state of marine resources in your areas?</p> <p>What is the important of managing these marine resources?</p>	<p>Describe the state of coastal and marine resources (seagrass/ mangrove/ coral reefs/ fisheries etc.) of the area:</p> <ul style="list-style-type: none"> • Where are they located? • Can you estimate their size (hectares), cover (percent, lush, thick, etc.) and condition (poor, good, excellent)? • How about the fish catch of fishermen – what is the average fish catch? <p>Knows importance of marine resources such as:</p> <ul style="list-style-type: none"> • Provisioning – source of food (fish, shellfish, seaweed, timber, drugs, etc.) • Regulating – coastal protection, prevention of erosion, water purification, carbon storage • Cultural, spiritual, beauty 	<p>2=can describe status of resources 1=can describe at least 1 (plus "1", if knows importance) (Max=3 points)</p>
<p>P1-K2. MPA/Network management plan</p>	<p>What was your role in the development process of your MPA/N management plan?</p> <p>What are some of the contents of the MPA/N management plan?</p>	<p>Involvement in the development of MPA/N management:</p> <ul style="list-style-type: none"> • Highly involved (and can describe process of development) • Moderately involved • Little involvement (e.g. signing invitation letters, etc.) • No involvement at all <p>Has an idea of the general contents of the MPA/N management plan such as:</p> <ul style="list-style-type: none"> • Rationale and purpose of MPA/N or Vision, Mission and Goal setting • Present condition of marine resources • Legal framework • Organizational structure of the management body • Roles and responsibilities • Strategic action plans (for M&E, Enforcement, etc.) • Roles and responsibilities • Penalties and fines • Other _____ 	<p>2=Highly involved 1=moderately involved 0=No answer (plus "1", if knows contents of plan) (Max=3 points)</p>
<p>P1-K3. Assessment/ Identification of</p>	<p>What are the major threats in your MPA/N?</p>	<p>Knows how to conduct risk/ threat assessment and can describe impacts of these threats in the area</p>	<p>2= Can describe many important points</p>

risks/threats to the MPA/N	What are the impacts of these threats?	<p>Knows the major threats affecting their marine resources, such as:</p> <ul style="list-style-type: none"> • Over-extraction of marine resources (may specify which resources) • Reclamation or conversion of certain parts of the sea for other uses (e.g. fish ponds, ports, human settlement areas) • Illegal fishing practices: _____ • Sedimentation • Pollution • Inadequate support (e.g., executive, legislative, personnel, funds, etc.) to manage marine resources properly • Other threats: _____ 	1=Can cite at least one 0= No answer
2. Competency: Contribute to the implementation and monitoring of the MPA/N management plan			
P2-K4. Implementing the MPA/N management plan	<p>What are the MPA/N programs and/or action plans that are being implemented?</p> <p>Can you mention some activities in the plan that have and have not been done?</p>	<p>Has knowledge of the implementation and monitoring of the management plan (programs on M&E, Enforcement, etc.).</p> <p>Able to describe some of the activities conducted such as:</p> <ul style="list-style-type: none"> • Monitoring of coral reefs, seagrass, mangroves and fish catch • IEC activities and feedbacking of monitoring results • Patrolling • Construction of guardhouse • Acquisition of equipment • Establishment and maintenance of buoys • Regular meetings • Updating of MPA/N Plan 	2=knows a lot 1=knows 1 0=No answer
P2-S1. Capacity needs assessments	<p>How do you assess the capacity needs of the MPA/N technical team?</p> <p>Have these capacity needs been addressed? Name trainings conducted.</p>	<p>Trainings/ capacity needs assessment (TNA/CAN) are conducted and personnel and staff are given relevant trainings such as:</p> <ul style="list-style-type: none"> • Exposure visits to successful MPA/Ns • Financial literacy, accounting and bookkeeping trainings • Leadership training • Values formation training • Habitat assessment and monitoring training • Reef Check and diving training • Communications training • Livelihood trainings 	2=knows or uses several strategies 1=knows 1 0=No answer
P2-S2. Adept in monitoring and implementation procedures	How do you contribute to the implementation of programs and strategies indicated in the MPA/N management plan? Cite examples.	<p>Performs a role in the implementation and monitoring of the management plan (programs on M&E, Enforcement, etc.) such as:</p> <ul style="list-style-type: none"> • Monitoring of coral reefs, seagrass, mangroves and fish catch • IEC activities and feedbacking of monitoring results • Patrolling • Construction of guardhouse • Acquisition of equipment 	2=Knows or uses several strategies 1=Knows at least one 0=No answer

		<ul style="list-style-type: none"> Establishment and maintenance of buoys Regular meetings Updating of MPA/N Plan 	
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FINANCING			
3. Competency: Assist in preparing financing-related plans			
Criteria	Guide Questions	Tips on how to ask/ Expected answers	Scoring
F3-K5. Theory, best practices and strategies for developing sustainable financial and business plans	<p>What are some best practices in MPA/N sustainable financing that you know of?</p> <p>What finance-related plan/s have you helped prepare?</p> <p>Why is it important to have them?</p>	<p>Knows best practices in sustainable financing. Can cite example/s.</p> <p>Has experience in preparing/developing a financial plan and business plan for the MPA/N (e.g. annual financial plan, business plan, sustainability plan)</p> <p>Difference between a financial and a business plan:</p> <ul style="list-style-type: none"> Business plan – Customer base; Goods and services (of the MPA/N); Marketing strategy (i.e. description of products/services, market trends, pricing etc.); implementation strategy (i.e. operational plans and strategies) Financial plan – Projected activities; Financial requirements/budget needs (i.e. amount and timing of funding); Appropriate funding sources; Profit and loss projections <p><i>In short – a business plan looks at how to gain money using the goods and services of the MPA/N while a financial plan looks at how the MPA/N’s financial needs will be covered</i></p>	<p>2=Knows best practice and has experience in preparing plan 1=Knows at least 1 0=No answer <i>(plus “1”, if knows importance of having plan)</i> (Max points=3)</p>
F3-K6. Familiarity with budget cycle and object of expenditures	<p>What are the financial needs for the MPA/N? Are these items included in the budget?</p> <p>Describe the process of disbursing, accounting and auditing for MPA/N related expenses.</p>	<p>Knows the object of expenditures – Personal services, Maintenance & operating expenses (e.g. enforcement to include litigation process, M&E, IEC, physical structure, etc.), Capital outlay, other financial expenses</p> <p>Knows the financial management system and the inflow & outflow of funds for the MPA/N (i.e. National Government Accounting System) – Budgeting, Accounting, Auditing, Cash management, Revenue generation and Reporting</p>	<p>3 = Very knowledgeable (knows financial needs and can specify budget cycle & object of expenditures) 2 = Knowledgeable (incomplete knowledge on budget cycle & object of expenditures) 1 = Knows only 1 aspect 0 = No answer</p>
F3-K7. Effective policies and strategies to ensure financial and logistic support to MPA/Ns	<p>What policies/strategies should be in place to ensure that funds are provided for the implementation of the MPA/N?</p> <p>Are these being implemented in your MPA/N? If yes, cite which ones.</p>	<p>Knows the policies that should be in place to ensure that funds and support are provided funding to the MPA/N (i.e. provides direct financial support, through incentives, fines & penalties, etc.)</p> <ul style="list-style-type: none"> Fisheries Code (R.A. 10654) For NIPAS – NIPAS Act, General Appropriations Act Other revenue-generating policies _____ 	<p>2= can cite many 1=can cite at least 1 0=No answer</p>

<p>F3-S3. Preparation of finance-related plans</p>	<p>What is your role in the preparation of finance-related plans?</p> <p>How do you assess/estimate the financial needs of the MPA/N?</p>	<p>May have a major participation in the preparation of MPA/N annual financial or business plan:</p> <ul style="list-style-type: none"> • Led the technical working group (TWG) that prepares the financial or business plan • Member of the TWG that prepares the financial or business plan • Attended the workshop & participated in the drafting of the financial or business plan <p>Minimal participation</p> <ul style="list-style-type: none"> • Assigned a staff to conduct a workshop to draft the financial plan • Coordinated and organized the workshop on the drafting of the financial plan 	<p>2 = Participated in drafting plan 1 = Minimal participation 0 = No participation</p>
<p>4. Competency: Adheres to the financial management system in place</p>			
<p>F4-K8. Standards, norms and best practices in financial management</p>	<p>What are some best practices in MPA/N financial management that you know of?</p> <p>What is the prescribed financial reporting that you follow?</p>	<p>Can cite a best practice in MPA/N financial management</p> <p>Knows the financial management system and the inflow & outflow of funds for the MPA/N (i.e. National Government Accounting System) – Budgeting, Accounting, Auditing, Cash management, Revenue generation, Reporting</p>	<p>2=Knows many 1=Knows at least 1 0=No answer</p>
<p>F4-S4. Financial management and documentation skills</p>	<p>How do you ensure that financial management (e.g. budgeting, accounting, procurement of goods and services, etc.) is timely and being followed properly? Cite some instances.</p> <p>How do you ensure that funds are spent wisely and efficiently?</p>	<p>Knows strategies to ensure proper financial management and effectively & efficiently use funds (i.e. proper budgeting, accounting, auditing, procurement, etc.)</p>	<p>2=Mentions several strategies 1=Mentions 1 strategy 0=No answer</p>
<p>F4-S5. Financial reporting</p>	<p>How do you prepare your financial report?</p> <p>How do you present your financial reports? Cite examples.</p>	<p>Knows how to prepare financial reports</p> <p>Knows how to present financial status and reports</p> <p>Makes sure that financial reports are submitted on time</p>	<p>2=Mentions several strategies 1=Mentions 1 strategy 0=No answer</p>
<p>5. Competency: Manage and maintain assets and equipment</p>			
<p>F5-K9. Familiarity with assets, materials and equipment</p>	<p>What are the assets, equipment and materials that you have for the MPA/N and their uses?</p> <p>Do you think these are sufficient for the effective management of the MPA/N?</p>	<p>Knows the materials and equipment of the office for the MPA/N and what they should be used for.</p> <p>Can also think of or list other materials and equipment they need for the effective management of the MPA/N</p>	<p>2=Knows many 1=Knows at least 1 0=No answer</p>
<p>F5-K10. Proper maintenance, inventory and auditing procedures</p>	<p>What are the approved procedures for the inventory and maintenance of equipment and assets for the MPA/N?</p>	<p>Can describe the procedures of their office on inventory and maintenance of assets and equipment</p>	<p>2=Knows many 1=Knows at least 1 0=No answer</p>

F5-S6. Inventory and maintenance skills	How do you make sure that all equipment and materials are accounted for? Describe briefly. Have you attended trainings related to inventory or maintenance of equipment? List trainings received.	Can describe a system for the organization and accounting of materials and equipment Knows how to maintain materials, equipment and physical structures in good condition and where to have them repaired once broken (or has been trained)	1=Can describe a system 0=No answer <i>(plus "1", if has been trained)</i> (Max = 2 points)
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COMMUNICATIONS

6. Competency: Promote awareness, understanding and support of and for the MPA/N system and its values

Criteria	Guide Questions	Tips on how to ask/ Expected answers	Scoring
C6-K11. MPA/N information that needs to be communicated within and outside the management body	What are the most important concepts/information about MPA/Ns that the people/community should know about? Why should other people know about the MPA/N in your area?	Can cite important information about the MPA/N that should be communicated to the community which could include the following: <ul style="list-style-type: none"> MPA/N objectives (e.g. fisheries management, biodiversity conservation, habitat protection, etc.) MPA/N threats (e.g. overfishing, sedimentation, pollution, etc.) Different marine habitats (coral reef, seagrass, mangrove) Importance of marine resources (e.g. provisioning, regulating, etc.) Best practices in MPA/N management Laws and policies related to coastal and marine environment and resources Rules & regulations; what is allowed and prohibited in the MPA/N Community involvement in the MPA/N 	2=knows lots 1=knows 1 0=No answer
C6-K12. Communication strategies	What are your communication strategies? Give examples. Is there a mechanism for the general public to be consistently, effectively and proactively informed about MPA/N programs and activities? If yes, cite some examples.	Various communication strategies may be given such as: <ul style="list-style-type: none"> Advertising (TV, Radio, Posters) Press Conferences Traditional arts/ Community Dialogue Internet and social media SMS/ Mobile phone Volunteer/ community events Merchandise distribution Special events (town festivals, contests, fun runs) Inclusion in school curriculum or through IECs and other activities conducted in school or with students 	2=knows lots 1=knows 1 0=No answer
C6-S7. Message and materials development	How do you develop messages for your IEC materials for the MPA/N (e.g. translation, content)? How do you develop, design and produce the materials to be used in communication activities for the MPA/N?	These are some of the processes he/she might go through to develop the message/s and materials needed for their MPA/N: <ul style="list-style-type: none"> Conduct situational analysis Identify issues Revisit communication objectives Perform and review results of audience analysis Pretesting of key message Revision of key message 	2 = Mentions several strategies 1 = Mentions 1 strategy 0 = No answer <i>(plus "1", if has attended 1-2 trainings; plus "2", if has attended more than 2 trainings)</i> (Max=4 points)

	<p>Have you attended training/s related to IEC message development? If yes, name the trainings.</p>	<ul style="list-style-type: none"> • Content creation & translation • Perform and review results of audience analysis • Identification of communication method (individual, group, mediated, mass) • Identification of communication channel (SMS, posters, live announcement, social media, books, manuals, etc.) <p>They could be in various forms: Manual – hand drawn/ painted or mixed media or digital (Photo, Video, and Layout Software) and he/she might be skilled self-taught or trained on basic/ free software (e.g. Paint, Canva, Microsoft PPT etc.), intermediate (Photo manipulation and editing, text layout) or advanced (Text and photo layout, graphics creation, video editing).</p>	
<p>C6-S8. Effective communication skills</p>	<p>How do you communicate with the members of the MPA/N management body so that your ideas for the MPA/N plan (development, updating) and its implementation will be considered/included?</p> <p>How do you communicate with the stakeholders to promote their awareness and support towards the MPA/N?</p>	<p>He/she can describe many ways and methods to communicate with members of the management body and the stakeholders, these could involve home visits and face-to-face dialogue or in more formal settings such as meetings, trainings and focus group discussions (FGDs) or through social media, SMS as well as banner, billboard, printed materials (posters, brochure, pamphlet), educational materials (manual, module, books), audio-visual (videos, films); and other interactive and imaginative ways such as folk media, mascot, skits and plays, etc.</p>	<p>2=can cite several ways 1=can cite at least 1 0=No answer</p>
<p>C6-S9. Coordination skills</p>	<p>How do you engage with members of the MPA/N management body? Why did you engage with them?</p> <p>How do you engage with stakeholders and other agencies for the management of the MPA/N? Why did you engage with them?</p>	<p>Can describe how he/she coordinates with members of the MPA/N management body and cite examples of his/her interactions with them. This could include activities such as:</p> <ul style="list-style-type: none"> • Drafting or updating of the MPA/N management plan • Approval of the management plan • Team-building • Developing the M&E plan • Enforcement planning and monitoring <p>Can describe how he/she coordinates with MPA/N stakeholders and other agencies for the management of the MPA/N and cite examples of his/her interactions with them. Possible reasons for engagement can be:</p> <ul style="list-style-type: none"> • Seek support (funding, technical assistance, etc.) • Developing the M&E plan • Production of IEC materials • Encourage participation and support for MPA/N • Joint enforcement 	<p>2=can describe how he coordinates with them 1=knows only 1 0=No answer (plus 1, if knows why he engages with them) (Max=3 points)</p>
<p>C6-S10. People skills</p>	<p>Describe your working relationship with, (1) members of the management body and (2) stakeholders.</p>	<p>Can describe working relationship (whether positive, close and effective) with members of management body as well as stakeholders</p>	<p>2=can describe working relationships 1=knows only 1 0=No answer (plus "1", if has strategy on how to handle conflicts and disagreements)</p>

	How do you handle disagreements between members of the MPA or MPA/N management body?	Has strategies to resolve conflicts and disagreements among members of the MPA/N management body – which may be done through formal and informal meetings and communications and can cite instances when these happened	(Max=3 points)
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FUNCTION: ENFORCEMENT			
7. Competency: Ensure prevention and detection of illegal activities			
Criteria	Guide Questions	Tips on how to ask/ Expected answers	Scoring
E7-K13. Laws related to the MPA/N	<p>What pertinent national laws, local ordinances and other issuances related to MPA/Ns that you know of?</p> <p>What are the prohibited and allowed activities in your MPA/N?</p>	<p>He may give the specific ordinances enacted for the MPA/N in the area, or the law that was passed specific for the NIPAS as well as the Wildlife Act, amended Fisheries Law, RA 11038 (ENIPAS Law), and other local/municipal/provincial ordinances that have been passed which are related to the MPA/N.</p> <p>Can mention activities that are prohibited in the MPA/N:</p> <ul style="list-style-type: none"> - fishing inside the prohibited zone or NO TAKE ZONE; intrusion into the regulated zone; fishing using unauthorized gear, dynamite or poison and noxious substances; building illegal structures; pollution; collection of marine organisms; dumping of garbage; collection of samples or marine organisms for sale; hunting or capture of endangered marine organisms; tourism activities in prohibited zones, and many others) <p>And activities that are allowed in the MPA/N: recreational diving in designated zone, research, navigation, etc.</p>	<p>2=can cite several laws 1=can cite at least 1 0=No answer (plus "1", if able to mention prohibited and allowed activities) (Max=3 points)</p>
E7-K14. Enforcement planning	<p>What was your role in the development of the enforcement plan for the MPA/N?</p> <p>Describe the major components and strategies in the enforcement plan.</p>	<p>Involvement in the development of enforcement plan:</p> <ul style="list-style-type: none"> • Highly involved (and can describe process of development) • Moderately involved • Little involvement (e.g. signing invitation letters, etc.) • No involvement at all <p>Steps in the development of the Enforcement Plan (may become components):</p> <ul style="list-style-type: none"> • Policy and institutional review • Situational Analysis (issue mapping) • Identification of enforcers • Define strategies • Develop plan of action • Monitor and evaluate • Refine and amend strategies • Update baseline information 	<p>3=leadership / main role, 2=helped draft with others 1=minimal participation 0=none</p>

<p>E7-K15. Challenges to enforcement</p>	<p>What are the challenges and barriers in enforcement (e.g. socio-cultural, political, economic, etc.)? How do you address/resolve them?</p>	<p>Can cite specific challenges in area and discuss how these were addressed or resolved</p> <p>Challenges and barriers in enforcement:</p> <ul style="list-style-type: none"> • Sociocultural barriers in the area – Existing customary laws/ local rules and regulations; Traditional diets (consumption of protected threatened species); Political intervention • Political barriers in the area – Party affiliation; Patronage; Wards and voters • Economic barriers in the area – Livelihood; Business interests; Fiscal limitations • Technical barriers in the area – Jurisdictions; Impoundment; Evidence (species examination); Detention • Technological barriers in the area – Equipment and infrastructures; Global Positioning System; Patrol boats • Institutional barriers in the area – Turfing; Competitions; Proximity, Lack of capacity; Fiscal priorities <p>Strategies to address/ resolve challenges can include:</p> <ul style="list-style-type: none"> • Capacity development • Community consultations and participation • Shared enforcement • Acquisition of equipment/materials 	<p>2=can cite several 1= can cite at least 1 0=No answer <i>(plus "1", if solution provided)</i> (Max=3 points)</p>
<p>E7-S11. Analytical skills</p>	<p>How do you know if the enforcement strategies employed are appropriate and effective? How do you adapt or adjust?</p>	<p>The most common tools to analyse information related to enforcement are identification of strengths, weaknesses, opportunities and threats or SWOT analysis and scenario planning which involves forecasting future events using a set of assumptions. Can describe why such strategies are used and if they are effective/appropriate.</p>	<p>2=mentions several strategies 1=mentions 1 strategy 0=no answer</p>
<p>E7-S12. Enforcement skills related to prevention and detection</p>	<p>How do you prevent and detect illegal activities? Cite examples. Have you attended trainings related to the prevention and detection of illegal activities? Name the trainings.</p>	<p>Prevention & detection can be through regular patrolling, IEC campaigns, training for enforcers, others</p>	<p>2 = Mentions several strategies 1 = Mentions 1 strategy 0 = No answer <i>(plus "1", if has attended 1-2 trainings; plus "2", if has attended more than 2 trainings)</i> (Max=4 points)</p>
<p>8. Competency: Ensure effective and proper apprehension of suspects and violators</p>			
<p>E8-K16. Detailed knowledge on penalties and fines according to laws and ordinances</p>	<p>What are the fines and penalties of prohibited activities in your MPA/N as indicated in existing laws and ordinances?</p>	<p>The answer to this will tell of his knowledge of the specific fines and penalties imposed on violations as written in the ordinance/ law for their MPA/N.</p>	<p>2=can cite several 1=can cite at least 1 0=No answer</p>

<p>E8-K17. Proper apprehension procedures</p>	<p>Describe the general apprehension procedures for violators in your MPA/N. Is this clearly stated in the enforcement plan?</p> <p>What is your role in the apprehension stage of MPA/N enforcement?</p>	<p>Arrest, search, seizure and detention (ASSD) refers to activities done before prosecution for the purpose of establishing probable cause, if not the guilt, of the accused. Arrest is the taking of a person into custody so he may answer charges for an offense. All this information must be clearly written in the MPA/N Enforcement Plan.</p> <p>Police officers, officers charged with the enforcement of coastal laws, or deputized fish wardens may conduct an arrest. Warrantless arrests are common in coastal law enforcement where violators are often aboard a speeding vessel that can easily get away. Warrantless arrests are valid in the following instances: (1) while the offense in being committed – person is caught fishing inside MPA; dynamite is seen inside fishing vessel of a fisherman; actual blast fishing; (2) when the offense has just been committed</p> <p>A Miranda Warning is given and the occasion when this was done should be included in the affidavit. Miranda Rights should be explained to the person in a language or dialect understood by him.</p>	<p>2=Knows a lot 1=knows at least 1 0= No answer (plus "1", if knows role) (Max=3 points)</p>
<p>E8-S13. Enforcement skills related to apprehension</p>	<p>What are the steps that you follow when you apprehend someone?</p> <p>Have you attended trainings related to the apprehension of suspected violators? Name the trainings.</p>	<p>By being well-versed with the law and ordinances related to the MPA/N; its prohibited acts, fines and penalties; as well as the protocol when conducting enforcement and arrest. Trainings and refresher courses on enforcement are needed for this.</p>	<p>2=Knows correct steps 1=knows at least 1 0=No answer (plus "1", if has training) (Max=3 points)</p>
<p>9. Competency: Documentation and feedback of enforcement activities</p>			
<p>E9-K18. Basic documentation for enforcement procedures</p>	<p>What is the process of documentation of enforcement activities?</p> <p>What are the documentation requirements needed in apprehension?</p>	<p>Documentation is very important in enforcement – successful prosecution is due to the presence of evidence which will establish the truth and prove facts to the courts and quasi-judicial bodies (such as administrative bodies that may also decide on cases).</p> <p>Evidence can be classified as:</p> <ol style="list-style-type: none"> 1. Object or real evidence – tangible which can be exhibited or demonstrated by examination or viewing (e.g. fish samples which can be further examined for use of explosives/poison/pollution, fishing gear and vessels) 2. Documentary evidence – written instruments or documents such as permits and licenses, inventory and seizure receipts, and photos. The admissibility of photos is determined by its accuracy in portraying essence of crime. Photos are very helpful to corroborate evidence of fishery violations – photos of fishery products seized; photos of orderly conduct of the arrest, search or seizure to negate allegations of planting of evidence; photos of net with ruler to indicate size 3. Testimonial evidence – testimony or deposition of a witness (e.g. testimony of the apprehending team, deposition of witnesses). 	<p>2=Knows a lot 1=knows at least 1 0=No answer</p>

<p>E9-K19. Details of legal processes</p>	<p>Describe the process for filing cases against apprehended violators, i.e. filing the police report or blotter; Court procedures?</p>	<p>Affidavits of arrest, search and seizure should be prepared as soon as possible.</p> <p>Legal Forms/ Documents: Complaint for Preliminary Investigation, Joint Affidavit of Witnesses, Affidavit of Arrest; Warrant of Arrest, Apprehension Report, Booking Sheet and Arrest Report; Search Warrant, Boarding Certificate, Inventory Report of Confiscated Articles, Receipts of Confiscated Fish/ Confiscated Gear/ Fish Samples Taken/ Impounded Boat/ Items for Temporary Custody/ by Hospitals or Penal Institutions of Confiscated Fish.</p>	<p>2=Knows a lot 1=knows at least 1 0=No answer</p>
	<p>Can describe in detail the process (Rules on Criminal Procedure) – complaint filed for violations of fishery laws, rules, regulations and ordinances by officers from the PN, PCG, PNP, Bantay Dagat, fish wardens, etc. within the <u>prescriptive period</u> in the court or prosecutor’s office with the <u>proper jurisdiction</u> (MTC, RTC, Sandiganbayan). A preliminary investigation (PI) is conducted before the complaint is filed in court by prosecutor. When accused is lawfully arrested without warrant the complaint may be filed without PI and an inquest investigation is conducted instead. Other court procedures follow after the investigation. Affidavits and other forms of evidences/ documents gathered during the course of investigation will be submitted.</p> <p>A person under custodial investigation has the Miranda Rights:</p> <ul style="list-style-type: none"> • Right to remain silent • Right to a counsel of his own choice • Right to be furnished with an independent counsel by the State if he cannot afford one • Right to be informed of these rights <p>if a person under custodial investigation makes an admission or confession, but he was NOT informed of his rights, his admission will NOT be admissible. The admission must be made in writing, signed by him in the presence of his counsel.</p>		

MONITORING AND EVALUATION

10. Competency: Conduct of monitoring and evaluation(M&E)

10. Competency: Conduct of monitoring and evaluation(M&E)		Tips on how to ask/ Expected answers	Scoring
Criteria	Guide Questions	Tips on how to ask/ Expected answers	Scoring
M10-K20. MPA/ Network objectives	What are the objectives of the MPA/N? What indicator/s need to be monitored to determine if these objectives are being met?	Knows the objectives & indicators of the MPA/N which can include: <ul style="list-style-type: none"> • Sustainable fisheries – increased fish stock (biomass, abundance); increased fish catch (CPUe); increased/maintained larval supply/recruitment; absence/decrease of illegal/destructive fishing practices • Biodiversity conservation – protection of critical habitats; maintained ecological connectivity; improved status of threatened species; improved population size • Climate change adaptation – protection of resilient areas; protection of critical habitats; protection similar habitats along environmental gradient; reduced threats; enhance ecological connectivity • Inter-LGU alliance – Memorandum of Agreements; harmonized CRM related ordinances; joint enforcement • Ecotourism – equitable benefits; increased income • Protection of threatened species – improved status of threatened species; improved population size • Social network – increased collaborations; sharing of expertise and resources; exchange of knowledge 	2=can mention several objectives 1=can mention at least 1 objective 0= No answer <i>(plus "1", if knows indicators)</i> <i>(Max=3 points)</i>
M10-K21. MPA/N Monitoring and Evaluation (M&E) program	What is monitoring and evaluation and why is it important? Does your MPA/N have a M&E program? If yes, what was your involvement in the development of the M&E program?	Can explain what is being monitored and evaluated which may include the status of management effectiveness; competence/capacity of the management body; status of coastal and marine resources; as well as socioeconomic factors M&E is done for the following reasons: <ul style="list-style-type: none"> • To determine effectiveness of activities in achieving goals and objectives • For decision making and planning of activity • Can be used as basis for trainings/workshops Can discuss level of involvement, if any, on the development of the M&E program	2=very knowledgeable (several items / reasons noted) 1=mentions at least 1 0=No answer
M10-K22. Components of the M&E program - Performance M&E - Ecological/ biophysical M&E - Socio-economic M&E	What are the main components of your M&E program? What are the objectives of each component?	The M&E program usually has many components and can include the following components, objectives and tools to measure them: <ul style="list-style-type: none"> • Performance & effectiveness of management body – improve capacity and competence of management body, Financial sustainability, Budget allocations, Collaboration with other stakeholders, Adoption of ordinances supporting MPA/N <ul style="list-style-type: none"> ▪ TOOLS: MEAT, METT, NEAT, etc. • Ecological/ biophysical – monitor changes in fish biomass and density (increased/maintained), Increased/maintained seagrass, mangrove and coral covers; Protection of critical habitats <ul style="list-style-type: none"> ▪ TOOLS: Habitat monitoring through various methods fish visual 	2=can mention several components, objectives + tools 1=can mention 1 component, objective, at least, with or without tool 0=No answer

<p>M10-K23. Indicators used in M&E</p> <ul style="list-style-type: none"> - Performance M&E - Ecological/biophysical M&E - Socio-economic M&E 	<p>What are the indicators that you monitor for each of the main components of your M&E program?</p> <p>In the table on the right, check the indicators that you use and specify how often they are monitored (annual, quarterly).</p> <p>Acronyms used: MEAT – MPA Management Effectiveness Assessment Tool METT – Management Effectiveness Tracking Tool NEAT – Network Effectiveness Assessment Tool CPUE – Catch per unit effort</p>	<p>census, transect surveys with photoquadrats or LIT, Reef Check, etc.</p> <ul style="list-style-type: none"> • Socio-economic – increased income, increased social groups • TOOLS: landed catch survey, market survey, SEAT, fish catch monitoring (CPUE) <p>Check the indicators that you use and specify how often they are monitored (annual, quarterly).</p> <table border="1" data-bbox="397 619 1323 1239"> <thead> <tr> <th>Indicators</th> <th>Check if monitored</th> <th>Schedule of monitoring</th> </tr> </thead> <tbody> <tr> <td>PERFORMANCE</td> <td></td> <td></td> </tr> <tr> <td>A. Level & rating (MEAT)</td> <td></td> <td></td> </tr> <tr> <td>B. Score (METT)</td> <td></td> <td></td> </tr> <tr> <td>C. Level & rating (NEAT)</td> <td></td> <td></td> </tr> <tr> <td>D. Other (pls. specify):</td> <td></td> <td></td> </tr> <tr> <td>ECOLOGICAL</td> <td></td> <td></td> </tr> <tr> <td>A. % live coral cover</td> <td></td> <td></td> </tr> <tr> <td>B. Fish biomass (tons/sqkm)</td> <td></td> <td></td> </tr> <tr> <td>C. % seagrass cover or density</td> <td></td> <td></td> </tr> <tr> <td>D. Number of species:</td> <td></td> <td></td> </tr> <tr> <td> 1. Fish</td> <td></td> <td></td> </tr> <tr> <td> 2. Seagrass</td> <td></td> <td></td> </tr> <tr> <td> 3. Mangrove</td> <td></td> <td></td> </tr> <tr> <td>E. % mangrove canopy cover</td> <td></td> <td></td> </tr> <tr> <td>F. Total area (hectares)</td> <td></td> <td></td> </tr> <tr> <td> 1. Coral reef</td> <td></td> <td></td> </tr> <tr> <td> 2. Seagrass</td> <td></td> <td></td> </tr> <tr> <td> 3. Mangrove</td> <td></td> <td></td> </tr> <tr> <td>G. Marine mammal sightings & mortalities (species)</td> <td></td> <td></td> </tr> <tr> <td>H. Other (pls. specify):</td> <td></td> <td></td> </tr> <tr> <td>SOCIO-ECONOMIC</td> <td></td> <td></td> </tr> <tr> <td>A. Household income</td> <td></td> <td></td> </tr> <tr> <td>B. Fish catch (CPUE)</td> <td></td> <td></td> </tr> <tr> <td>C. Other (pls. specify):</td> <td></td> <td></td> </tr> </tbody> </table>	Indicators	Check if monitored	Schedule of monitoring	PERFORMANCE			A. Level & rating (MEAT)			B. Score (METT)			C. Level & rating (NEAT)			D. Other (pls. specify):			ECOLOGICAL			A. % live coral cover			B. Fish biomass (tons/sqkm)			C. % seagrass cover or density			D. Number of species:			1. Fish			2. Seagrass			3. Mangrove			E. % mangrove canopy cover			F. Total area (hectares)			1. Coral reef			2. Seagrass			3. Mangrove			G. Marine mammal sightings & mortalities (species)			H. Other (pls. specify):			SOCIO-ECONOMIC			A. Household income			B. Fish catch (CPUE)			C. Other (pls. specify):			<p>2=very knowledgeable (checks several items) 1=mentions at least 1 0=No answer <i>(plus "1", with schedule of monitoring indicated)</i> (Max points=3)</p>
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M10-S14. Effectively conduct M&E surveys

Do you conduct M&E surveys (i.e. performance, socio-economic, ecological)?

Have you received any trainings on MPA/N M&E? List trainings received.

Check the ones you know and rate your skills on a scale of 0-4 in the table on the right. Use scale below.

SCALE:

0 – None

1 – With training/ has assisted a few times

2 – Can perform with minimum supervision

3 – Can perform independently

4 – Can supervise a group

Acronyms used:

CPE – Coral point count with Excel extensions

SEAT – Socio-economic Assessment Tool

SocMon – Socioeconomic Monitoring

Rate your skills by ticking a box using the indicated scale (see left column).

Monitoring and Evaluation skills	0	1	2	3	4
PERFORMANCE					
A. MEAT					
B. METT					
C. NEAT					
D. Other (pls. specify):					
ECOLOGICAL/ BIOPHYSICAL					
A. Coral reef assessment & monitoring					
1. Manta tow					
2. Line intercept transect (LIT)					
3. Photoquadrat & CPCE					
4. Fish visual census (FVC)					
5. Reef Check					
B. Seagrass assessment & monitoring					
C. Seaweed assessment & monitoring					
D. Beach forest assessment & monitoring					
E. Invertebrate assessment & monitoring					
F. Cetacean identification/ survey					
G. Marine turtle identification/ survey					
H. Seabird survey					
I. Other (pls. specify):					
SOCIO-ECONOMIC					
A. SEAT					
B. SocMon					
B. Other (pls. specify):					

2=highly-skilled (checks 2 or more items)

1=less skilled (checks only 1)

0=No answer

(plus "1", with trainings)

(Max points=3)

1.1. Competency: Preparation of reports based on monitoring and evaluation results and feedback activities																																																			
<p>M11-K24. Monitoring and evaluation results</p>	<p>Why is it important to report M&E results?</p> <p>What should be presented and included in the M&E reports?</p>	<p>M&E results can be used for learning; for decision making and planning for additional activities and improvement of interventions; to encourage management body and stakeholders to better perform their duties; and as basis for incentive/ disincentive system.</p> <p>Information in M&E reports</p> <ul style="list-style-type: none"> • Trend of the state of performance, ecological, and socio economic • Effectiveness of activities in achieving goals and objectives • Challenges affecting performance of management body • Threats affecting coastal and marine resources • Challenges affecting socioeconomic status • Recommendations 	<p>2=knows a lot 1=knows at least 1 0=No answer</p>																																																
<p>M11-S15. Data consolidation, analysis and interpretation (including confidence level), technical writing, effective feedback and presentation skills of M&E results</p>	<p>How do you consolidate and analyze data?</p> <p>Check the ones you know and rate your skills on a scale of 0-4 in the table on the right.</p> <p>Have you received any trainings on data consolidation and analysis? If yes, list trainings received.</p> <p>How do you give feedback about the M&E results (e.g. submission of reports, public presentations, etc.)?</p> <p>How would you rate your level of confidence in data analysis and interpretation (encircle your answer on the right)?</p>	<p>Check the ones you know and rate your skills on a scale of 0-4.</p> <p>SCALE: 0 – None, 1 – With training/ has assisted a few times, 2 – Can perform with minimum supervision, 3 – Can perform independently, 4 – Can supervise/ teach others</p> <table border="1" data-bbox="735 617 1036 1276"> <thead> <tr> <th>SKILLS</th> <th>0</th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> </tr> </thead> <tbody> <tr> <td>1. Basic Excel</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>2. SPSS</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>3. R Studio</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>4. List other tools you know and use:</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>5. Technical writing</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>6. Feedbacking</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>7. Presentation skills</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Level of confidence in data analysis & interpretation (encircle your answer):</p> <p>NONE LOW FAIRLY CONFIDENT VERY CONFIDENT</p>	SKILLS	0	1	2	3	4	1. Basic Excel						2. SPSS						3. R Studio						4. List other tools you know and use:						5. Technical writing						6. Feedbacking						7. Presentation skills						<p>2=highly-skilled (checks 2 or more items) 1=less skilled (checks only 1) 0=No answer (plus "1" with trainings) (Max=3 points)</p>
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<p>M11-S16. Analytical skills to formulate appropriate interventions</p>	<p>Can you cite examples of interventions/ improved strategies that you developed and/or implemented after seeing the results of the M&E? Why were these done?</p>	<p>Some of the interventions that may be done:</p> <ul style="list-style-type: none"> • When management effectiveness is low – conducts skills trainings/ workshops, improve financial strategies, conducts additional activities, etc. • When ecological status is low – strengthens enforcement, reduces habitat threats, improve MPA design, etc. 	<p>2= can cite many examples 1= can cite at least 1 example 0=No answer</p>																																																

		<ul style="list-style-type: none"> When socioeconomic status is low – conducts awareness campaigns, conducts livelihood trainings, conducts activities to increase social cohesion, etc. 	
12. Competency: Effectively manage data for easy and timely access			
M12-K25. Mechanism/ system of data management	Describe your data management system/mechanism. What are the resources needed to have a good data management system?	Can describe a data management system for the MPA/N and the resources needed for such a system	2 = Knows or uses several strategies 1 = Knows at least one 0 = No answer
M12-S17. Organization and storage	How do you make sure that data are well-kept and properly compiled? Give examples of data and reports that you have prepared – actual observation of documents, reports, computer database, etc. Can data and reports be easily accessed (i.e. can data and reports from 2010 and 2015 still be retrieved)?	Can describe how their documents, data on the MPA/N are organized and stored (e.g. may be in print form as reports or in logbooks or encoded as electronic files in computer, laptops and external hard drives, etc.)	2 = Knows or uses several strategies 1 = Knows at least one 0 = No answer

Please rate your work attitudes by ticking/checking on the boxes on the right. Tick/check only one answer per item.

	Rating (SCORE)			
	Not at all times (0)	Some-times (1)	Most of the time (2)	All the time (3)
Work Attitudes				
1. I am honest in all my dealings.				
2. I am approachable and easy to talk with.				
3. I am willing to learn new ideas and skills.				
4. I encourage the participation and cooperation of all stakeholders in the management of the MPA/N.				
5. I am diligent and hardworking to accomplish the objectives of our MPA/N.				
6. I strive to perform my duties and responsibilities to the best of my abilities and without any vested interest.				

Work Attitudes	Rating (SCORE)			
	Not at all (0)	Some-times (1)	Most of the time (2)	All the time (3)
7. I am guided by the principles of good governance, i.e. transparency, accountability and participatory, etc. in the development and implementation of MPA/N management plan.				
8. I find ways to help raise funds for the MPA/N.				
9. I am meticulous and always pay attention to financial details (e.g. budget, financial transactions, etc.).				
10. I can dispense my financial and administrative duties in a systematic and efficient manner.				
11. I adhere to the standards of transparency and accountability in all financial transactions.				
12. I always see to it that funds and resources are spent wisely and not in an extravagant way.				
13. I am creative and resourceful in determining appropriate IEC media and material.				
14. I can determine appropriate messages and communication materials for different audiences.				
15. I am fair and honest in enforcing the law.				
16. I am courageous and mindful of the law when conducting enforcement activities.				
17. I am always respectful of people and their rights, in the performance of my duties on enforcement.				
18. I am a team player and can work in collaboration with others.				
19. I am adaptive and capable of making appropriate changes as needed, based on correct information.				
20. I can make interventions according to the results of the M&E in an honest and fair way.				
21. I consistently follow the standard procedures and schedules in conducting M&E.				
22. I am organized and have a system in keeping M&E data and reports readily accessible.				
23. I can make correct judgments and decisions based on facts and available data.				

GUIDE TO ADMINISTERING THE TOOL AND SCORING

Personnel Category D

PERSONNEL CATEGORY D

Guide to Administering the Tool & Scoring

PLANNING		
1. Competency: Contribute to the development of the MPA/N management plan		
Criteria	Guide Questions	Tips on how to ask/ Expected answers
<p>P1-K1. State and importance of coastal and marine resources</p>	<p>What is the state of marine resources in your areas?</p> <p>What is the importance of managing these marine resources important?</p>	<p>Describe the state of coastal and marine resources (seagrass/ mangrove/ coral reefs/ fisheries etc.) of the area:</p> <ul style="list-style-type: none"> • Where are they located? • Can you estimate their size (hectares), cover (percent, lush, thick, etc.) and condition (poor, good, excellent)? • How about the fish catch of fishermen – what is the average fish catch? <p>Knows importance of marine resources such as:</p> <ul style="list-style-type: none"> • Provisioning – source of food (fish, shellfish, seaweed, timber, drugs, etc.) • Regulating – coastal protection, prevention of erosion, water purification, carbon storage • Cultural, spiritual, beauty
<p>P1-K2. MPA/Network management plan</p>	<p>What is your contribution to the development of the MPA/N management plan?</p> <p>What are some of the contents of the MPA/N management plan?</p>	<p>Involve in the development of MPA/N management:</p> <ul style="list-style-type: none"> • Highly involved (and can describe process of development) • Moderately involved • Little involvement (e.g. signing invitation letters, etc.) • No involvement at all <p>Has an idea of the general contents of the MPA/N management plan such as:</p> <ul style="list-style-type: none"> • Rationale and purpose of MPA/N or Vision, Mission and Goal setting • Present condition of marine resources • Legal framework • Organizational structure of the management body • Roles and responsibilities • Strategic action plans (for M&E, Enforcement, etc.) • Roles and responsibilities • Penalties and fines • Other _____
		<p>Scoring</p> <p>2=can describe status of resources 1=can describe at least 1 (plus "1", if knows importance) (Max=3 points)</p> <p>2=Highly involved 1=moderately involved 0=No answer (plus "1", if knows contents of plan) (Max=3 points)</p>

<p>P1-K3. Assessment/ Identification of risks/threats to the MPA/N</p>	<p>What are the major threats to your MPA/N? What are the impacts of these threats?</p>	<p>Knows how to conduct risk/ threat assessment and can describe impacts of these threats in the area</p> <p>Knows the major threats affecting their marine resources, such as:</p> <ul style="list-style-type: none"> • Over-extraction of marine resources (may specify which resources) • Reclamation or conversion of certain parts of the sea for other uses (e.g. fish ponds, ports, human settlement areas) • Illegal fishing practices: _____ • Sedimentation • Pollution • Inadequate support (e.g., executive, legislative, personnel, funds, etc.) to manage marine resources properly • Other threats: _____ 	<p>2= Can describe many important points 1= Can cite at least one 0= No answer</p>
<p>2. Competency: Contribute to the implementation and monitoring of the MPA/N management plan</p>			
<p>P2-K4. Implementing the MPA/N management plan</p>	<p>What are the MPA/N action plans that are being implemented? Can you mention some activities in the plan that have and have not been done?</p>	<p>Has knowledge of the implementation and monitoring of the management plan (programs on M&E, Enforcement, etc.).</p> <p>Able to describe some of the activities conducted such as:</p> <ul style="list-style-type: none"> • Monitoring of coral reefs, seagrass, mangroves and fish catch • IEC activities and feedback of monitoring results • Patrolling • Construction of guardhouse • Acquisition of equipment • Establishment and maintenance of buoys • Regular meetings • Updating of MPA/N Plan 	<p>2=knows a lot 1=knows 1 0=No answer</p>
<p>P2-S1. Adept in monitoring and implementation procedures</p>	<p>How do you contribute to the implementation of programs and strategies indicated in the MPA/N management plan? Cite examples.</p>	<p>Performs a role in the implementation and monitoring of the management plan (programs on M&E, Enforcement, etc.) such as:</p> <ul style="list-style-type: none"> • Monitoring of coral reefs, seagrass, mangroves and fish catch • IEC activities and feedback of monitoring results • Patrolling • Construction of guardhouse • Acquisition of equipment • Establishment and maintenance of buoys • Regular meetings • Updating of MPA/N Plan <p>Can describe a strategy to monitor threats in their area may be through observation, feedback from other witnesses, etc.</p>	<p>2 = Knows or uses several strategies 1 = Knows at least one 0 = No answer</p>
<p>P2-S2. Monitoring threats to the MPA/N</p>	<p>How do you monitor the threats to MPA/N?</p>		<p>2 = Can identify ways to monitor threats & give examples 1 = Can identify one way and/or example 0 = No answer</p>

FINANCING

3. Competency: Basic filing and maintenance of financial transaction		
Criteria	Guide Questions	Tips on how to ask/ Expected answers
<p>F3-K5. Basic procedures for financial management</p>	<p>What are the prescribed procedures conducted in your office related to financial management?</p> <p>Have you attended trainings related to financial management? If yes, name the trainings.</p>	<p>Knows the financial management system for the MPA/N (e.g. bookkeeping, accounting, inventory, auditing, etc.)</p>
<p>F3-S3. Basic documentation & bookkeeping skills</p>	<p>How do you help in documenting financial transactions and bookkeeping?</p>	<p>Can enumerate tasks related to documentation and bookkeeping</p>
<p>F3-K6. Familiarity with assets, materials and equipment</p>	<p>What are the assets, equipment and materials that you have for the MPA/N?</p> <p>Do you think these materials and equipment are sufficient for the effective management of the MPA/N?</p>	<p>Knows the materials and equipment of the office for the MPA/N and what they should be used for.</p> <p>Can also think of or list other materials and equipment they need for the effective management of the MPA/N</p>
<p>F3-S4. Basic inventory and maintenance skills</p>	<p>How do you make sure that all equipment and materials for the MPA/N are accounted for and are working properly? Describe briefly.</p> <p>Have you attended trainings related to inventory or maintenance of equipment? List trainings received.</p>	<p>Can describe a system for the organization and accounting of materials and equipment</p> <p>Knows how to maintain materials, equipment and physical structures in good condition and where to have them repaired once broken (or has been trained).</p>
		<p>Scoring</p> <p>1 = Can describe a system/ procedure; (plus "1" if has attended training) 0 = No answer (Max = 2 points)</p> <p>1 = Can describe relevant tasks; (plus "1" if has attended training) 0 = No answer (Max = 2 points)</p> <p>2 = Knows many 1 = Knows at least 1 0 = No answer</p> <p>1 = Can describe a system/ procedure; (plus "1" if has attended training) 0 = No answer (Max = 2 points)</p>

COMMUNICATIONS

4. Competency: Help promote awareness, understanding and support of and for the MPA/N system and its values			
Criteria	Guide Questions	Tips on how to ask/ Expected answers	Scoring
<p>C4-K7. MPA/N information that needs to be communicated within and outside the management body</p>	<p>What are the most important concepts/information about MPA/Ns that the people/community should know about?</p> <p>Why should other people know about the MPA/N in your area?</p>	<p>Can cite important information about the MPA/N that should be communicated to the community which could include the following:</p> <ul style="list-style-type: none"> • MPA/N objectives (e.g. fisheries management, biodiversity conservation, habitat protection, etc.) • MPA/N threats (e.g. overfishing, sedimentation, pollution, etc.) • Different marine habitats (coral reef, seagrass, mangrove) • Importance of marine resources (e.g. provisioning, regulating, etc.) • Best practices in MPA/N management • Laws and policies related to coastal and marine environment and resources • Rules & regulations; what is allowed and prohibited in the MPA/N • Community involvement in the MPA/N 	<p>2=knows lots 1=knows 1 0=No answer</p>
<p>C4-S5. Effective communication skills</p>	<p>How do you communicate with the members of the MPA/N management body so that your ideas for the MPA/N plan (development, updating) and its implementation will be considered/included?</p> <p>How do you communicate with other stakeholders to promote their awareness and support towards the MPA/N?</p>	<p>He/she can describe many ways and methods to communicate with members of the management body and the stakeholders, these could involve home visits and face-to-face dialogue or in more formal settings such as meetings, trainings and focus group discussions (FGDs) or through social media, SMS as well as banner, billboard, printed materials (posters, brochure, pamphlet), educational materials (manual, module, books), audio-visual (videos, films); and other interactive and imaginative ways such as folk media, mascot, skits and plays, etc.</p>	<p>2=can cite several ways 1=can cite at least 1 0=No answer</p>
<p>C4-S6. Coordination skills</p>	<p>How do you engage with members of the MPA/N management body? Why did you engage with them (e.g. approval of the management plan, team building, developing the M&E plan, enforcement, feedback activities etc.)?</p> <p>How do you engage with stakeholders and other agencies for the management of the MPA/N? Why did you engage with them (e.g. feedback activities, consultation, enforcement etc.)?</p>	<p>Can describe how he/she coordinates with members of the MPA/N management body and cite examples of his/her interactions with them. This could include activities such as:</p> <ul style="list-style-type: none"> • Drafting or updating of the MPA/N management plan • Approval of the management plan • Team-building • Developing the M&E plan • Enforcement planning and monitoring <p>Can describe how he/she coordinates with MPA/N stakeholders and other agencies for the management of the MPA/N and cite examples of his/her interactions with them. Possible reasons for engagement can be:</p> <ul style="list-style-type: none"> • Seek support (funding, technical assistance, etc.) • Developing the M&E plan • Production of IEC materials • Encourage participation and support for MPA/N • Joint enforcement 	<p>2=can describe how he coordinates with them 1=knows only 1 0=No answer <i>(plus 1, if knows why he engages with them)</i> (Max=3 points)</p>

C4-S7. People skills	Describe your working relationship with 1) members of the management body and 2) stakeholders. How do you handle disagreements between members of the MPA or MPA/N management body?	Can describe working relationship (whether positive, close and effective) with members of management body as well as stakeholders Has strategies to resolve conflicts and disagreements among members of the MPA/N management body – which may be done through formal and informal meetings and communications and can cite instances when these happened	2=can describe working relationships 1=knows only 1 0=No answer <i>(plus “1”, if has strategy on how to handle conflicts and disagreements)</i> (Max=3 points)
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ENFORCEMENT			
5. Competency: Prevention and detection of illegal activities			
Criteria	Guide Questions	Tips on how to ask/ Expected answers	Scoring
E5-K8. Laws related to MPA/Ns	What pertinent national laws, local ordinances and other issuances related to MPA/Ns that you know of? What are the prohibited and allowed activities in your MPA/N?	He may give the specific ordinances enacted for the MPA/N in the area, or the law that was passed specific for the NIPAS as well as the Wildlife Act, amended Fisheries Law, RA 11038 (ENIPAS Law), and other local/municipal/provincial ordinances that have been passed which are related to the MPA/N. Can mention activities that are prohibited in the MPA/N: - fishing inside the prohibited zone or NO TAKE ZONE; intrusion into the regulated zone; fishing using unauthorized gear, dynamite or poison and noxious substances; building illegal structures; pollution; collection of marine organisms; dumping of garbage; collection of samples or marine organisms for sale; hunting or capture of endangered marine organisms; tourism activities in prohibited zones, and many others) And activities that are allowed in the MPA/N: recreational diving in designated zone, research, navigation, etc.	2=can cite several laws 1=can cite at least 1 0=No answer <i>(plus “1”, if able to mention prohibited and allowed activities)</i> (Max=3 points)
E5-K9. Enforcement strategies	Describe major strategies related to prevention and detection being implemented in the MPA/N. What is your role in the prevention and detection stages of MPA/N enforcement?	Can describe strategies employed in their area and his/her role Preventive strategies aim to ensure wide dissemination of regulations and increased readiness of enforcers which will include installation of marker buoys around the MPA/N, signage and billboards, conduct of community dialogues, engagement of media organizations and training/deputation of enforcers. Detection strategies aims to ensure greater chances of discovering violations and will include installation of guardhouses; procurement of equipment such as binoculars, spotlights and radars; Prevention & detection can be through regular patrolling, IEC campaigns, training for enforcers, others	2 = Mentions several strategies 1 = Mentions one strategy 0 = No answer <i>(plus “1”, if knows role)</i> (Max=3 points)
E5-S8. Enforcement skills related to prevention and detection	How do you prevent and detect illegal activities? Cite examples.		2 = Mentions several strategies 1 = Mentions 1 strategy 0 = No answer

	Have you attended trainings related to the prevention and detection of illegal activities? Name the trainings.		(plus "1", if has attended 1-2 trainings; plus "2", if has attended more than 2 trainings) (Max=4 points)
6. Competency: Ensure effective and proper apprehension of suspects and violators			
E6-K10. Detailed knowledge on penalties and fines according to laws and ordinances	What are the fines and penalties of prohibited activities in your MPA/N as indicated in existing laws and ordinances?	The answer to this will tell of his knowledge of the specific fines and penalties imposed on violations as written in the ordinance/ law for their MPA/N.	2=can cite several 1=can cite at least 1 0=No answer
E6-K11. Proper apprehension procedures	Describe the general apprehension procedures for violators in your MPA/N. Describe the documentation requirements needed in apprehension. What is your role in the apprehension stage of MPA/N enforcement?	Arrest, search, seizure and detention (ASSD) refers to activities done before prosecution for the purpose of establishing probable cause, if not the guilt, of the accused. Arrest is the taking of a person into custody so he may answer charges for an offense. All this information must be clearly written in the MPA/N Enforcement Plan. Police officers, officers charged with the enforcement of coastal laws, or deputized fish wardens may conduct an arrest. Warrantless arrests are common in coastal law enforcement where violators are often aboard a speeding vessel that can easily get away. Warrantless arrests are valid in the following instances: (1) while the offense in being committed – person is caught fishing inside MPA; dynamite is seen inside fishing vessel of a fisherman; actual blast fishing; (2) when the offense has just been committed A Miranda Warning is given and the occasion when this was done should be included in the affidavit. Miranda Rights should be explained to the person in a language or dialect understood by him.	2=Knows a lot 1=knows at least 1 0= No answer (plus "1", if knows role) (Max=3 points)
E6-K12. Rights of detainees, suspects and witnesses	Can you enumerate the rights of detainees, suspects, and witnesses?	Rights of a witness: 1. To be protected from irrelevant, improper or insulting questions, and from harsh or insulting demeanor; 2. Not to be detained longer than the interests of justice require; 3. Not to be examined except only as to matters pertinent to the issue; 4. Not to give an answer which will tend to subject him to a penalty for an offense unless otherwise provided by law; or 5. Not to give an answer which will tend to degrade his reputation. Rights of the accused (before case is filed in court or when it is with prosecutor for preliminary investigation/ under custody): 1. Right to remain silent 2. Right to counsel 3. Right to be informed 4. Right to have evidence obtained in violation of those rejected	3=Mentions over 5 rights 2= Mentions 3-4 rights 1= Mentions 1-2 rights 0=No answer

		<p>Rights of the accused after the case is filed in court:</p> <ol style="list-style-type: none"> 1. Right to refuse to be a witness 2. Not to have any prejudice whatsoever result to him because of such refusal 3. Right to testify in his own behalf, subject to cross examination by the prosecution 4. While testifying – to refuse to answer specific question which will incriminate him <p>Right to bail; Right to speedy trial; Right to protection (Witness Protection Program)</p>	
<p>E6-S9. Enforcement skills related to apprehension</p>	<p>What steps do you follow when you apprehend someone?</p> <p>Have you attended trainings related to the apprehension of suspected violators? List enforcement-related trainings attended.</p>	<p>By being well-versed with the law and ordinances related to the MPA/N; its prohibited acts, fines and penalties; as well as the protocol when conducting enforcement and arrest. Trainings and refresher courses on enforcement are needed for this.</p>	<p>2=Knows correct steps 1=knows at least 1 0=No answer (plus "1", if has training) (Max=3 points)</p>
<p>7. Competency: Documentation and feedback of enforcement activities</p>			
<p>E7-K13. Basic documentation for enforcement procedures</p>	<p>What is the process of documentation of enforcement activities?</p> <p>What are the documentation requirements needed in apprehension?</p>	<p>Documentation is very important in enforcement – successful prosecution is due to the presence of evidence which will establish the truth and prove facts to the courts and quasi-judicial bodies (such as administrative bodies that may also decide on cases).</p> <p>Evidence can be classified as:</p> <ol style="list-style-type: none"> 1. Object or real evidence – tangible which can be exhibited or demonstrated by examination or viewing (e.g. fish samples which can be further examined for use of explosives/poison/pollution, fishing gear and vessels) 2. Documentary evidence – written instruments or documents such as permits and licenses, inventory and seizure receipts, and photos. The admissibility of photos is determined by its accuracy in portraying essence of crime. Photos are very helpful to corroborate evidence of fishery violations – photos of fishery products seized; photos of orderly conduct of the arrest, search or seizure to negate allegations of planting of evidence; photos of net with ruler to indicate size 3. Testimonial evidence – testimony or deposition of a witness (e.g. testimony of the apprehending team, deposition of witnesses). <p>Affidavits of arrest, search and seizure should be prepared as soon as possible.</p> <p>Legal Forms/ Documents: Complaint for Preliminary Investigation, Joint Affidavit of Witnesses, Affidavit of Arrest; Warrant of Arrest, Apprehension Report, Booking Sheet and Arrest Report; Search Warrant, Boarding Certificate, Inventory Report of Confiscated Articles, Receipts of Confiscated Fish/</p>	<p>2=Knows a lot 1=knows at least 1 0=No answer</p>

	Confiscated Gear/ Fish Samples Taken/ Impounded Boat/ Items for Temporary Custody/ by Hospitals or Penal Institutions of Confiscated Fish.		
<p>E7-K14. Details of legal processes</p>	<p>Describe the process for filing cases against apprehended violators, i.e. filing the police report or blotter; Court procedures?</p>	<p>Can describe in detail the process (Rules on Criminal Procedure) – complaint filed for violations of fishery laws, rules, regulations and ordinances by officers from the PN, PCG, PNP, Bantay Dagat, fish wardens, etc. within the <u>prescriptive period</u> in the court or prosecutor’s office with the <u>proper jurisdiction</u> (MTC, RTC, Sandiganbayan). A preliminary investigation (PI) is conducted before the complaint is filed in court by prosecutor. When accused is lawfully arrested without warrant the complaint may be filed without PI and an inquest investigation is conducted instead. Other court procedures follow after the investigation. Affidavits and other forms of evidences/ documents gathered during the course of investigation will be submitted.</p> <p>A person under custodial investigation has the Miranda Rights:</p> <ul style="list-style-type: none"> • Right to remain silent • Right to a counsel of his own choice • Right to be furnished with an independent counsel by the State if he cannot afford one • Right to be informed of these rights <p>If a person under custodial investigation makes an admission or confession, but he was NOT informed of his rights, his admission will NOT be admissible. The admission must be made in writing, signed by him in the presence of his counsel.</p>	<p>2=Knows a lot 1=knows at least 1 0=No answer</p>

MONITORING AND EVALUATION

8. Competency: Conduct of monitoring and evaluation (M&E)			Scoring
Criteria	Guide Questions	Tips on how to ask/ Expected answers	
M8-K15. MPA/Network objectives	What are the objectives of the MPA/N? What indicator/s need to be monitored to determine if these objectives are being met?	Knows the objectives & indicators of the MPA/N which can include: <ul style="list-style-type: none"> • Sustainable fisheries – increased fish stock (biomass, abundance); increased fish catch (CPUE); increased/maintained larval supply/recruitment; absence/decrease of illegal/destructive fishing practices • Biodiversity conservation – protection of critical habitats; maintained ecological connectivity; improved status of threatened species; improved population size • Climate change adaptation – protection of resilient areas; protection of critical habitats; protection similar habitats along environmental gradient; reduced threats; enhance ecological connectivity • Inter-LGU alliance – Memorandum of Agreements; harmonized CRM related ordinances; joint enforcement • Ecotourism – equitable benefits; increased income • Protection of threatened species – improved status of threatened species; improved population size • Social network – increased collaborations; sharing of expertise and resources; exchange of knowledge 	2=can mention several objectives 1=can mention at least 1 objective 0= No answer <i>(plus “1”, if knows indicators)</i> (Max=3 points)
M8-K16. MPA/N M&E program	What is monitoring and evaluation and why is it important? Does your MPA/N have a M&E program? If yes, what was your involvement in the implementation of the M&E program?	Can explain what is being monitored and evaluated which may include the status of management effectiveness; competence/capacity of the management body; status of coastal and marine resources; as well as socioeconomic factors M&E is done for the following reasons: <ul style="list-style-type: none"> • To determine effectiveness of activities in achieving goals and objectives • For decision making and planning of activity • Can be used as basis for trainings/workshops Can discuss level of involvement, if any, on the development of the M&E program	2=very knowledgeable (several items / reasons noted) 1=mentions at least 1 0=No answer
M8-K17. Components of the MPA/N M&E program - Performance M&E system - Ecological/biophysical M&E system	What are the main components of your M&E program? What are the objectives of each component?	The M&E program usually has many components and can include the following components, objectives and tools to measure them: <ul style="list-style-type: none"> • Performance & effectiveness of management body – improve capacity and competence of management body, Financial sustainability, Budget allocations, Collaboration with other stakeholders, Adoption of ordinances supporting MPA/N <ul style="list-style-type: none"> ▪ TOOLS: MEAT, METT, NEAT, etc. • Ecological/ biophysical – monitor changes in fish biomass and density (increased/maintained), Increased/maintained seagrass, mangrove and coral covers; Protection of critical habitats <ul style="list-style-type: none"> ▪ TOOLS: Habitat monitoring through various methods fish visual 	2=can mention several components, objectives + tools 1=can mention 1 component, objective, at least, with or without tool 0=No answer

<p>- Socio-economic M&E system</p>	<p>census, transect surveys with photoquadrats or LIT, Reef Check, etc.</p> <ul style="list-style-type: none"> Socio-economic – increased income, increased social groups TOOLS: landed catch survey, market survey, SEAT, fish catch monitoring (CPUE) 	<p>2=very knowledgeable (checks several items) 1=mentions at least 1 0=No answer (plus "1", with schedule of monitoring indicated) (Max points=3)</p>																																																																											
<p>What are the indicators that you monitor for each of the main components of your M&E program?</p> <p>In the table on the right, check the indicators that you use and specify how often they are monitored (annual, quarterly).</p>	<p>Check the indicators that you use and specify how often they are monitored (annual, quarterly).</p> <table border="1" data-bbox="397 630 1323 1218"> <thead> <tr> <th>Indicators</th> <th>Check if monitored</th> <th>Schedule of monitoring</th> </tr> </thead> <tbody> <tr> <td>PERFORMANCE</td> <td></td> <td></td> </tr> <tr> <td>A. Level & rating (MEAT)</td> <td></td> <td></td> </tr> <tr> <td>B. Score (METT)</td> <td></td> <td></td> </tr> <tr> <td>C. Level & rating (NEAT)</td> <td></td> <td></td> </tr> <tr> <td>D. Other:</td> <td></td> <td></td> </tr> <tr> <td>ECOLOGICAL</td> <td></td> <td></td> </tr> <tr> <td>A. % live coral cover</td> <td></td> <td></td> </tr> <tr> <td>B. Fish biomass (tons/sq.km)</td> <td></td> <td></td> </tr> <tr> <td>C. % seagrass cover or density</td> <td></td> <td></td> </tr> <tr> <td>D. Number of species:</td> <td></td> <td></td> </tr> <tr> <td> 1. Fish</td> <td></td> <td></td> </tr> <tr> <td> 2. Seagrass</td> <td></td> <td></td> </tr> <tr> <td> 3. Mangrove</td> <td></td> <td></td> </tr> <tr> <td>E. % mangrove canopy cover</td> <td></td> <td></td> </tr> <tr> <td>F. Total area (hectares)</td> <td></td> <td></td> </tr> <tr> <td> 1. Coral reef</td> <td></td> <td></td> </tr> <tr> <td> 2. Seagrass</td> <td></td> <td></td> </tr> <tr> <td> 3. Mangrove</td> <td></td> <td></td> </tr> <tr> <td>G. Marine mammal sightings & mortalities (species)</td> <td></td> <td></td> </tr> <tr> <td>H. Other (pls. specify):</td> <td></td> <td></td> </tr> <tr> <td>SOCIO-ECONOMIC</td> <td></td> <td></td> </tr> <tr> <td>A. Household income</td> <td></td> <td></td> </tr> <tr> <td>B. Fish catch (CPUE)</td> <td></td> <td></td> </tr> <tr> <td>C. Other (pls. specify):</td> <td></td> <td></td> </tr> </tbody> </table>	Indicators	Check if monitored	Schedule of monitoring	PERFORMANCE			A. Level & rating (MEAT)			B. Score (METT)			C. Level & rating (NEAT)			D. Other:			ECOLOGICAL			A. % live coral cover			B. Fish biomass (tons/sq.km)			C. % seagrass cover or density			D. Number of species:			1. Fish			2. Seagrass			3. Mangrove			E. % mangrove canopy cover			F. Total area (hectares)			1. Coral reef			2. Seagrass			3. Mangrove			G. Marine mammal sightings & mortalities (species)			H. Other (pls. specify):			SOCIO-ECONOMIC			A. Household income			B. Fish catch (CPUE)			C. Other (pls. specify):			<p>Acronyms used: MEAT – MPA Management Effectiveness Assessment Tool METT – Management Effectiveness Tracking Tool NEAT – Network Effectiveness Assessment Tool CPUE – Catch per unit effort</p>
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<p>M8-K18. Indicators used in M&E</p> <ul style="list-style-type: none"> Performance M&E Ecological/biophysical M&E Socio-economic M&E 																																																																													

M8-S10. Effectively conduct M&E surveys

Do you conduct M&E surveys (i.e. performance, socio-economic, ecological)?

Have you received any trainings on MPA/N M&E surveys/methods? List trainings received.

Check the ones you know and rate your skills on a scale of 0-4 in the table on the right.

- SCALE:**
0 – None
1 – With training/ has assisted a few times
2 – Can perform with minimum supervision
3 – Can perform independently
4 – Can supervise a group

Acronyms used:
 CPCE – Coral point count with Excel extensions
 SEAT – Socio-economic Assessment Tool
 SocMon – Socioeconomic Monitoring

Rate your skills by ticking a box using the indicated scale (see left column).

Monitoring and Evaluation skills	0	1	2	3	4
PERFORMANCE					
A. MEAT					
B. METT					
C. NEAT					
D. Other (pls. specify):					
ECOLOGICAL/ BIOPHYSICAL					
A. Coral reef assessment & monitoring					
1. Manta tow					
2. Line intercept transect (LIT)					
3. Photoquadrat & CPCE					
4. Fish visual census (FVC)					
5. Reef Check					
B. Seagrass assessment & monitoring					
C. Seaweed assessment & monitoring					
D. Beach forest assessment & monitoring					
E. Invertebrate assessment & monitoring					
F. Cetacean identification/ survey					
G. Marine turtle identification/ survey					
H. Seabird survey					
I. Other (pls. specify):					
SOCIO-ECONOMIC					
A. SEAT					
B. SocMon					
C. Other (pls. specify):					

2=highly-skilled (checks 2 or more items)
 1=less skilled (checks only 1)
 0=No answer
 (plus "1", with trainings)
 (Max points=3)

9. Competency: Assist in preparation of reports and feedback activities																																																			
M9-K19. Monitoring and evaluation results	Why is it important to report M&E results?	M&E results can be used for learning; for decision making and planning for additional activities and improvement of interventions; to encourage management body and stakeholders to better perform their duties; and as basis for incentive/ disincentive system.	2 = Knows many 1 = Knows at least 1 0 = No answer																																																
M9-S11. Data consolidation, analysis and interpretation (including confidence level), technical writing, effective feedback and presentation skills of M&E results	How do you consolidate, analyse data and present M&E results? Have you received any trainings on data consolidation and analysis? If yes, list trainings received. How do you give feedback about the M&E results (e.g. submission of reports, public presentations, etc.)? How would you rate your level of confidence in data analysis and interpretation?	Check the ones you know and rate your skills on a scale of 0-4. SCALE: 0 – None, 1 – With training/ has assisted a few times, 2 – Can perform with minimum supervision, 3 – Can perform independently, 4 – Can supervise/ teach others <table border="1"> <thead> <tr> <th>SKILLS</th> <th>0</th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> </tr> </thead> <tbody> <tr> <td>1. Basic Excel</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>2. SPSS</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>3. R Studio</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>4. List other tools you know and use:</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>5. Technical writing</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>6. Feedbacking</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>7. Presentation skills</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> Level of confidence in data analysis & interpretation (encircle your answer): NONE LOW FAIRLY CONFIDENT VERY CONFIDENT	SKILLS	0	1	2	3	4	1. Basic Excel						2. SPSS						3. R Studio						4. List other tools you know and use:						5. Technical writing						6. Feedbacking						7. Presentation skills						2=highly-skilled (checks 2 or more items) 1=less skilled (checks only 1) 0=No answer (plus "1" with trainings) (Max=3 points)
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10. Competency: Assist in managing data for easy access																																																			
M10-K20. Mechanism /system of data management	Describe your data management system/mechanism.	Can describe a data management system for the MPA/N and the resources needed for such a system	2 = Knows or uses a system & resources 1 = Knows at least one 0 = No answer																																																
M10-S12. Organization and storage	How do you help organize and store data and reports? Can data and reports be easily accessed (i.e. can data and reports from 2010 and 2015 still be retrieved)?	Can describe how their documents, data on the MPA/N are organized and stored (e.g. may be in print form as reports or in logbooks or encoded as electronic files in computer, laptops and external hard drives, etc.)	2 = Knows or uses system and types of data stored 1 = Knows at least one 0 = No answer																																																

Please rate your work attitudes by ticking/checking on the boxes on the right. Tick/check only one answer per item.

Work Attitudes	Rating (SCORE)			
	Not at all (0)	Some-times (1)	Most of the time (2)	All the time (3)
1. I am honest and truthful in all my dealings.				
2. I am approachable and easy to talk with.				
3. I am willing to learn new ideas and skills.				
4. I contribute ideas and make suggestions based on facts.				
5. I am diligent and hardworking to accomplish the objectives of our MPA/N.				
6. I strive to perform my duties and responsibilities to the best of my abilities and without any vested interest.				
7. I adhere to the standards of transparency and accountability in keeping financial records.				
8. I can do my financial and administrative duties in a systematic and efficient manner.				
9. I am meticulous and I always see to it that the funds are spent wisely and frugally, and liquidated properly and on time.				
10. I am always courteous and respectful when communicating with everyone regardless of their rank, position, condition, gender and beliefs.				
11. In the performance of my duties on enforcement I am always respectful of people and their rights.				
12. I am fair and honest in enforcing the law.				
13. I am courageous and mindful of the law when conducting enforcement activities.				
14. I am observant and conscientious in adhering to the procedures of enforcement.				
15. I am a team player and can work in collaboration with other enforcement groups.				
16. I am organized and have a system of keeping data, records and information properly and readily accessible.				

